COVID-19 EPIDEMIC CHALLENGES: A PERSONAL REFLECTION ON WORKLOAD EXPERIENCES FOR WOMEN TEACHING STREAM FACULTY

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ABSTRACT

This paper discusses the experience of working under the current COVID-19 conditions from my personal experience as a teaching stream faculty. The paper begins with a contextualization and description of the challenges of teaching stream workload prior to, and during, COVID-19. It is argued that universities should consider how gendered work intensification during COVID-19, combined with the challenges of working from home, may be impacting faculty health and mental wellbeing, particularly for women faculty. Some considerations for policy and practice are presented.

Keywords: COVID-19, Pandemic, Teaching Stream Faculty, Mental Wellbeing, Women Faculty

INTRODUCTION

The 2019novel coronavirus, also called COVID-19, was first reported in Wuhan, China, in December 2019. The virus spread to other parts of the world and, on March 11, 2020, the World Health Organization (WHO) declared COVID-19 to be a pandemic. COVID-19 has changed the lives of people around the world and has disrupted everyday productivity of employees and employers. Individuals and families continue to experience fear and uncertainties of exposure and the likelihood of contracting the disease. The virus has not spared any facet of our society, including K to 12 and postsecondary educational institutions. Students, faculty, professors and administrators had to quickly find ways of adapting to online work and learning. Literature shows that students continue to experience the challenges of social isolation, loneliness, stress and anxiety that come with learning online (see Besser, Flett & Zeigler-Hill, 2020; Casagrande, Favieri, Tambelli, & Forte, 2020; Flett & Hewitt, 2020; Horesh & Brown, 2020). In particular, a number of racialized students and students from poor backgrounds in Canada continue to deal with inequities in accessing quality education during the pandemic due to, factors such as limited access to reliable technology, good nutrition, reliable academic supports, and access to computers among other resources (see James, 2020). Racialized and poor people and families have been affected disproportionately by COVID-19 due to social and economic disparities in accessing good quality healthcare which results from systemic discrimination and racism (Jean-Pierre & Collins, 2020; Kobayashi, 2020; Mawani, 2020; McKenzie, 2020; Wane, 2020).

The pandemic has also affected postsecondary faculty members in different ways. As faculty members strive to provide high quality academic instruction, they might also need to provide emotional support to students who experience difficulties trying to balance school and home demands, or may have lost a job or loved ones, or have been ill themselves from COVID-19, among other challenges. Faculty with research grants may have altered or halted their research plans, stalled their writing and publication schedule, sought tenure clock extensions. They may also be dealing with worries about renewal of their appointments following hiring freezes and/or budget cuts, as well as managing personal and family demands such as child and elder care (see Gonzales & Griffin, 2020; Scheiber, 2020). Although there is hope for a better tomorrow following the start of COVID-19 vaccination efforts here in Canada and around the world, it is unknown how long the virus will linger.

Educational institutions are trying their best to provide optimal learning opportunities for students under the circumstances, and faculty are making every effort to re-imagine their work and support student learning accordingly. Even so, as Gonzales and Griffin (2020) rightly noted, "COVID-19 presents distinct challenges to differently situated faculty members, calling attention to and potentially widening individual and institutional equity gaps" (p. 2). This has consequences on workloads. Professors' teaching and research experiences during COVID-19 differ depending on gender, ability, class, race, the nature of professoriate stream one is hired into, and other factors (see Alâman, 2014; Gabster, van Daalen, Dhatt & Barry, 2020; Kouritzin, 2019). Some faculty may find it relatively easy to navigate and adjust to the online learning transitions, while others find the workload to be insurmountable with Zoom meetings as a never-ending game changer. This reflective paper adds to the existing conversations on what it means to be a faculty member in the teaching stream, in a research intensive university, under the current COVID-19 conditions. Research intensive universities have research by faculty, as well as by graduate and undergraduate students, as their central mission. The paper begins with a contextualization and description of the challenges of a teaching stream workload prior to and during COVID-19. Some considerations to make life more manageable for teaching track faculty members are presented.

TEACHING VS RESEARCH STREAM: A TALE OF TWO FACULTY STREAMS

Teaching is a fundamental mission for virtually all postsecondary institutions. Universities also emphasize research duties for their faculty, and this counts toward their workload. In Canada, Sanders (2011) noted that, typically, the distribution of faculty workload in most universities follows 40% research, 40% teaching and 20% service (40-40-20) model. Sanders (2011) added that teaching loads differ across universities and departments with "loads of three courses taught per semester over two semesters (termed 3-3) at the high end, and 3-2 or 2-2 more typical" (p.2). Faculty who are hired to primarily do teaching (referred to here as teaching stream or teaching track faculty) are mainly evaluated and promoted based on teaching performance (Probert, 2013). Over the last two decades, there has been an increase in the number of teaching-focused faculty positions and roles in Canada, as well as in other countries like the United Kingdom, Australia, New Zealand and the U.S.A (Bennett, Roberts, Ananthram & Broughton, 2018). Probert (2013) attributed this rise in teaching track appointments to rapid expansions evident in higher education sectors, increasing competition, increasing accountability measures and requirements, and prominence of university rankings (Probert 2013).

Some studies have pointed to benefits for having teaching stream faculty, including improved student learning experiences and teaching quality; lesser dependence on contingent faculty; and possibilities of a more diversified career path for post-secondary faculty (Vajoszki et al, 2011; Wilkinson, 2014). Conversely, teaching stream faculty have also reported juggling heavy teaching loads; experiences of limited incentive and funding to pursue discipline-based research; being treated with less respect than their research stream peers by the university; and the lack of clarity in some institutions around career progression and promotion (Clarke et. al, 2015; Ginns et al, 2010; Vajoczki et. al, 2011). In places such as Australia, literature points to uncertainties surrounding career paths for teaching academics due to the absence of role models within the professoriate (Bennett, et.al, 2020).

Currently, I am a teaching track faculty member. I came to the University of British Columbia's (UBC) Faculty of Education in the summer of 2012 as a contract Lecturer. When I accepted the job at UBC, I was told that the contract Lecturership would turn into a tenure track position after three years. Understanding very well the paucity and competitiveness of traditional research stream positions in Canada (see Sanders, 2011), and thus the difficulty of landing a tenure track position, particularly as a Black woman, I stuck it out for the three years with the hope of transitioning into a tenure track position. In making this choice, I was cognizant of what research literature says about staying on contract positions for a long period. I understood, but also worried, that after several years of contingent teaching, some hiring committees, even in your very own department, start to view you less favorably, even if you have sustainable scholarship (Sanders, 2011). Committees opt to look for some "fresh blood and ideas" when opportunities for tenure track appointments arise. I was also conscious that it takes time to hire teaching stream faculty from the time they get their doctorate degrees to securing a tenure stream. Sanders (2011) viewed this practice as giving the impression that "… teaching-stream jobs are, indeed, not "first choice" but rather an amelioration of contingent part-time status" (p.5) for universities that are increasingly influenced by neoliberal ideologies and structures. Needless to say, the eventual transitioning to a tenure track teaching stream position did not happen until after seven years.

The teaching load of a full time contact Lecturer in the Faculty of Education at UBC is 30 credits, which is the equivalent of 10 three credit courses. Being in this position, and caring for a young family, was significantly

challenging as I taught throughout the year from September to July. What gave me some pseudo-break from the heavy teaching load was my mentoring of teacher candidates during practicum. This did not mean that I was relieved of teaching duties, but it was a break from the classroom setting, even though at times I mentored 10 to 12 teacher candidates. This meant that I needed to be in the schools for teacher candidate observations every day Monday through Friday. I was also fortunate to get a 3-credit course release to coordinate teacher education courses for my department. Research stream professors in the Faculty of Education have teaching loads of 12 credits a year (which is equivalent to 4 three-credit courses). A 30-credit teaching load is draining no matter how good a pedagogue one tries to be. Sometimes exhaustion made me less productive than I wished to be, particularly toward the end of the academic year. The few weeks of rest which I was supposed to have during the summer never really happened. The perpetual cycle of year-round teaching meant that little time was available to do rest or do discipline-related writing, research or conference presentations. Moral support from close colleagues, as well as from leadership in my department, which I am forever grateful for, kept me afloat.

In 2019, I finally transitioned to a tenure-track teaching-stream instructor position (later renamed assistant professor of teaching 2019 following a new collective agreement with the university). In this new position, the workload is 80% teaching and 20% service. I get to teach 24 credits per a year (an equivalent of 8 three-credit courses) in addition to service. I was fortunate to continue with course coordination duties, which earned me one course release, reducing my teaching load to 21 credits (7 three-credit courses). Through networking with colleagues from other Faculties across UBC, including Arts, Nursing, Science, and Business, I learned that many other teaching stream faculty teach about 18 credits per a year (an equivalent of 6 three-credit courses). There are thus inconsistencies across UBC faculties, and even departments, when it comes to workloads for teaching stream faculty members.

For reappointment and promotion for tenure, the university indicates that teaching track faculty have to demonstrate evidence of educational leadership. The 2020 UBC Guide to Reappointment, Promotion and Tenure Procedures (also referred to as the Senior Appointments Committee [SAC] guide) describes educational leadership as an "… activity taken at UBC and elsewhere to advance innovation in teaching and learning that impact beyond one's classroom (UBC Guide to Reappointment, Promotion and Tenure Procedures, 2020, p.14). The evidence of educational leadership "… vary in departments and Faculties [and] reflect different contexts and educational leadership needs/opportunities within the department/unit, university and academic/professional communities within the candidates' discipline" (UBC Guide to Reappointment, Promotion and Tenure Procedures, 2020, p.14). In the Faculty of Education, in addition to the 24-credit course teaching, it is highly recommended that one have some three leadership projects running in order to be a successful candidate for tenure and promotion. Faculty are expected to work closely with their Department Head to ensure that this is happening. According to the SAC guide, educational leadership can include, but is not limited to:

> Innovation and enhancements to teaching, learning and assessment …; activities to advance interdisciplinary, inter-professional and inter-institutional collaborations in teaching and learning; application of /engagement with the Scholarship of Teaching and Learning; contributions to the practice and theory of teaching and learning literature, …; organization of, and contributions to conferences, programs, symposia, colloquia, workshop and other teaching and learning events…; securing funding / additional resources for teaching and learning innovation or enhancements, and leading the implementation of funded initiatives or activities; recognition and distinction in the form of awards, fellowships and other recognition for teaching and learning related activities …; capacity building for excellence in education, including mentoring and inspiration of colleagues, supervision of undergraduate research projects in discipline-based pedagogies; activities undertaken as part of formal educational leadership responsibilities … (p. 14).

Evaluation of educational leadership is thus adjudicated in varied ways depending on one's Faculty affiliation. For the 2020/2021 academic year, the Senior Associate Dean Administration in the Faculty of Education granted a one-course release to develop and implement these leadership projects. Nonetheless, I have come to realize that a teaching stream faculty member's academic life does not stop at teaching and leadership projects alone. For example, graduate students usually ask us to sit on thesis and dissertation committees. The challenge with these requests is that the UBC Graduate Studies Office does not recognize teaching stream faculty as fully-fledged members of the Faculty of Graduate and Postdoctoral Studies, who:

> … must be tenured or tenure track (including grant tenured or grant tenure track) faculty members holding the rank of Assistant Professor, Associate Professor, or Professor. They must be approved

by their disciplinary Faculty (or functional equivalent) for membership in the Faculty of Graduate and Postdoctoral Studies and must meet the criteria established by the graduate program with which they are affiliated. Members of the Faculty may supervise graduate students, chair examining committees, and vote at the Faculty of Graduate and Postdoctoral Studies general meetings (https://www.grad.ubc.ca/faculty-staff/policies-procedures/membership-faculty-graduate-postdoctoral-studies).

Therefore, if, as a teaching stream faculty, I am requested by a PhD or EDD student to co-supervise their work or be a member of their dissertation committee, I need special approval from the Faculty of Graduate and Postdoctoral Studies. I sometimes decline these requests for two main reasons. First, I need to submit some paper work (accompanied by my C.V.) to justify why I should be on the committee, have it approved by my departmental graduate advisor, and eventually by the Faculty of Graduate and Postdoctoral Studies (https://www.grad.ubc.ca/faculty-staff/policies-procedures/supervision-graduate-students-non-members-faculty-graduate). This whole process in itself makes teaching stream faculty feel and look less than qualified. Secondly, taking on supervision duties is added labor on top of our already heavy teaching load as teaching stream faculty.

I therefore argue that, even before the COVID-19 pandemic, teaching-stream faculty members' and full-time contract Lecturers' workloads were already heavy. There is some lack of clarity and consistency about what teaching-stream looks like or means for some individuals, departments, and faculties across UBC as an institution. The lack of clarity compounded with existing hierarchies between research and teaching-stream faculty roles, corroborates Sanders's (2011) observations – that when considering research and teaching within university cultures and more so, in research intensive institutions, research funding and productivity are always the most valued (see also Jaschik, 2011). This calls for a culture shift toward valuing teaching as being valuable and equal to research. Otherwise, a hierarchal and two-tiered system is reinforced, valorizing research while teaching is seen to be a lesser activity (see Sanders, 2011).

TEACHING TRACK FACULTY AND THE COVID-19 SITUATION

By the time UBC transitioned to online learning due to COVID-19, I, like many teaching-stream colleagues, was teaching a fully asynchronous course and had an idea what to do. However, I still did not feel fully prepared for the switch for other courses. For example, I was scheduled to teach a one-week intensive summer graduate course. I was concerned about how this would play out if I had to organize a class where students needed to be on Zoom the whole day from 8:30 a.m. to 4:30 p.m. as was planned for face-to-face meetings. The department rescheduled the course for a period of three weeks, which was much better but still challenging. I knew that teaching a newly-developed course on antiracism education online, and in light of racial injustice activism and advocacy, was not going to be easy. Aware that teaching and participating in antiracism activity is a personal and political project (Dei, 2014), and also emotional work, I took more time to consider ways of addressing possible tensions that could arise, deconstructing taken-for-granted beliefs and assumptions, white privilege and racism without making some students feel invisible or sidelined. I reflected on how to foster meaningful conversations and learning without silencing students' personal stories and experiences (Blackwell, 2010), but also allow for an analysis of our understanding of the principles and practices relating to antiracism education (see Blackwell, 2010; Dei, 1996; Kailin, 2002). At the same time, I recognized that a single course was not going to change systemic structures at once but help start a conversation. I desired to interact with the students face-to-face, but it was not possible.

In preparation for these teaching changes, I attended workshops which were offered by the Center for Teaching, Learning and Technology (CTLT) and the Faculty of Education's Education Technology Support (ETS) team. They did a superb job helping faculty to learn more about using Zoom and Collaborate, the two platforms which the university chose to use. During the workshops, faculty members who had used the two platforms shared tips on what worked and what did not, ideas about making learning inclusive in an online setting, and paying attention to adaptations and modifications. The workshops did not count as part of the course hours. I wondered what this meant for the well-being and productivity of sessional faculty who do precarious work, and work in more than one institution to make ends meet.

On top of these workshops, I had to attend to questions from anxious students who were wondering whether they would be able to finish their program and graduate. I needed to negotiate assignment extensions with students due to their stress from loss of jobs and tending to young children, parents, the elderly and other competing responsibilities. The rapidly changing situation meant additional work for all faculty members, but more so for teaching stream faculty who already had substantial teaching loads. Preparing online modules on the part of those faculty members who had

2 or more class sections to teach was demanding. Grading assignments online was hectic for faculty with disabilities who cannot work on a computer for a long time. These experiences and demands presented added stressors to faculty members' work (see also Catano et.al, 2010; Houston, Meyer, & Paewai, 2006; Kouritzin, 2019).

Elsewhere, Domuschieva-Rogleva and Savcheva (2020) reported differences in COVID-19 related stress levels based on gender, age, and professional working experience. They found out that "women experienced stress stronger, had lower levels of well-being, and showed more post traumatic symptoms, compared to men during the quarantine period" (p.163). In what follows, I reflect on my experiences as a teaching-stream faculty member as manifested through the intensification of gendered visible and invisible labor both at home and at work; navigating limited functional spaces to work from at home; educational leadership and tenure effects; and Zoomphobia or fatigue.

Intensification of Invisible Gendered Labor/Work

In an employer-employee context, labor, or work intensification refers to a situation in which managers or employees find new or alternative ways of making employees work harder (Felstead, Gallie, Green & Henseke, 2016). In this paper, intensification of gendered labor or work is used to reference the sudden workload increases women faculty have to contend with following changes to daily routines of academics due to COVID-19. During the COVID-19 pandemic, universities have tried to continue and enhance student learning through online formats. A question that remains is, to what extent did this sudden transition to online learning contribute to work intensification and/or, job stress, even more for women faculty?

Existing research showed that, before COVID-19, women around the world, on average spent about three times as many hours on unpaid domestic work and care work as men (UN Women, 2019). With the pandemic, growing care demands have led to an increase in care work for women. A recent survey by the United Nations Entity for Gender Equality and the Empowerment of Women, also known as UN Women, with 38 countries around the world, revealed that women have seen larger increases in unpaid work than men (UN Women, 2020). COVID-19 is reinforcing traditional social and cultural gender norms (Thornton, 2020). UN Women (2020) found that:

> The COVID-19 global crisis has exposed the fact that the world's economies and our daily lives are made possible by the unpaid care work of women and girls, which is often invisible and under-appreciated. With children out of school, intensified care needs of elderly and ill family members, and overwhelmed health services, the demands for care work have skyrocketed (p.5)

The UN Women (2020) report also indicated that several "women face a double burden – trying to keep their jobs and sources of income while dealing with rising unpaid care and domestic work demands" (p.9), a trend which, if not looked into carefully, would compromise the progress women have made in the labor force over the past few decades.

When schools in British Columbia closed after March Break due to COVID-19, childcare was only allowed for essential workers. It meant that children had to stay home and learn online. Some schools did not have the resources ready to transition while others did. At the university level, faculty were required to continue teaching online synchronously or asynchronously or both. As a mother of young children, I had to quickly reorient my mind and schedule for the reality of multitasking ahead. I could relate with Ma's (2020) observations that during this pandemic:

> … mothers have had to shoulder the brunt of it, as they have been forced to work from home, provide child/ elder care, and ensure that their family survives … academic mothers have been burdened not only with an increased workload at home but also with trying to juggle their academic careers, which have been gravely affected by this pandemic (p. 125).

Studies from Germany, the U.K. and U.S.A. (see Adams-Prassl, Boneva, Golin & Rauh, 2020; Gabster, van Daalen, Dhatt & Bhatt, 2020) corroborate Ma's (2020) observations about women spending more time on pandemic-era childcare and home schooling than men do. For women faculty, it has become a daily routine managing teaching, research and publishing requirements, service to the university and department, caring for elderly family members (who are more susceptible to COVID-19 than others), and for children (Ma, 2020).

When schools re-opened in September 2020, there was the added stress resulting from the fear of the unknown. Schools started reporting exposures and students in the cohorts affected were asked to stay home. Fortunately, things worked out fine for my children's school until the last week of Winter term in December 2020. Parents were asked to keep children at home because some students at the school had been exposed to COVID-19, and teachers, staff and

fellow classmates had to self-isolate. Even though it was only for one week, I still struggled to keep up with the children's online classes as well as my own teaching, mainly when I taught from 9:00 a.m. till 4:00 p.m. Increases in childcare and academic demands contributed to health and emotional well-being problems. Long hours of Zoom teaching and meetings sometimes meant working for longer stretches of time on the computer screen than I wished. This was compounded with the stress of having family members working in different cities and staying apart at a time when I could benefit from their assistance the most.

A survey on the effects of COVID-19 on faculty at Stanford University in the U.S.A. found similar childcare and education support concerns largely among women. O'Connell, Gerritsen and Singer (2020), found that some faculty worked for about 140 hours per week trying to do their academic work as well as supervise distance learning for their children. They could not hire care workers to come to their homes due to COVID-19 restrictions. Faculty with children with special needs seemed to have been forgotten and little support was offered beyond wellness webinars (O'Connell, et.al, 2020). Some faculty found student demands for constant support overwhelming, which made faculty act and feel like therapists. This affected their own emotional wellbeing and compromised their ability to do academic work (O'Connell, et.al, 2020). The examples of invisible labor which O'Connell et.al. (2020) are talking about here have been documented in the literature, and especially in relation to the experiences of racialized faculty. Rucks-Ahidiana (2019), for instance, talked about efforts to mentor racialized students and how often times saying "no" to racialized students' requests is not a solution (see also Griffin, Perez, Holmes & Mayo, 2010; Hirshfield and Joseph 2011). Under COVID-19, these requests have been amplified to the extent of becoming overwhelming. O'Connell et.al. (2020) noted from their survey that some faculty contemplated leaving academia because they felt that they could not keep up with the demands.

Racialized students are likely to feel more comfortable speaking with racialized faculty about barriers that they are experiencing (Rucks-Ahidiana, 2019). Racialized faculty often undertake this duty and invisible labor of trying to advocate for dismantling structures that prop up barriers for racialized students, but this rarely counts toward our workload. Lerma, Hamilton and Nielsen (2020) use the term "racialized equity labor to describe these undertakings, which are often uncompensated efforts of people of color to address systematic racism and racial marginalization within organizations" (p. 286). Ultimately, gendered and racialized invisible labor has not stopped creeping into the lives and work of women and, increasingly, racialized faculty. As a teaching-stream racialized faculty member, in spite of our busy teaching schedules, when I look back at my experiences going through graduate school in Canada as a Black woman, it is imperative that I respond when the call to support racialized students comes.

Navigating and Sharing Home Work Space

Working from home happened without much warning or preparation. We have to share the limited space we have as best as we can and make things work. We have to learn to be what Professor Nancy Rothbard called *integrators* as opposed to *segmentors* (Wharton School, 2020). *Integrators* are people who transgress the boundary between work and home. *Segmentors* are people who wish to separate work or business from personal life, and who strive to sit down and work from a dedicated home office (Wharton School, 2020). Under the current COVID-19 situation, it is difficult to be a segmentor for various reasons. For example, Vancouver, where UBC is located, is one of Canada's most expensive cities to live in, and one of the most expensive in the world. The cost of homes is very high and often unaffordable by most faculty, especially the newly hired. Many end up living in smaller spaces like apartments, condos, or townhomes on campus, near campus or away from campus. These small home spaces are not always very functional for teaching when kids are home. Managing the children and ensuring that their presence does not disrupt the teaching that one is trying to do creates added labor and anxiety. Moreover, things happened fast. I tried to purchase an extra computer for my children's use and every store was virtually sold out. When I eventually bought one, it took 4 months from April to get it, and by then the school year was over. Working in these conditions have necessitated finding ways of maneuvering between care work and maintaining balance to prepare for meaningful synchronous lessons.

Educational Leadership and Tenure Effects

Following university closure, the UBC Faculty Association negotiated a one year tenure-clock extension for tenure-track faculty (Cristall, 2020). Even though teaching-stream faculty are largely evaluated on teaching, leadership and service, I have opted to engage in some form of research and publication because I believe that good teaching is informed by research and vice versa. As Provost Christopher Manfredi, at McGill University remarked, universities

are not just disseminators of knowledge but creators of knowledge. Professors communicate the knowledge they are creating to the students (Chiose, 2015). For me, engaging in some form of research enriches the teaching I do.

Literature shows that COVID-19 has had significant effect on faculty publishing – mainly on female professors (see Gabster, et. al, 2020) – mainly because of added invisible labor at home. It is important that institutions move beyond simple tenure clock extensions to a deeper analysis of questions of equity in offering these extensions. As Gonzales and Griffin (2020) remarked:

> Tenure extensions are important, but they are insufficient. They do not relieve pressure for faculty productivity and like any other policy, without strong equity safeguards, they can be applied unevenly and inequitably. Moreover, tenure extensions do nothing for the majority of faculty who hold contingent appointments and who also tend to be women and racially minoritized persons. Furthermore, tenure extensions do not support graduate students/future faculty who are facing a difficult job market … [institutional] leaders … must collectively work together to develop policy that acknowledges and does not penalize dips in faculty productivity…. dips in productivity are likely to differ across gender, race, ability, caregiver status, and class, among other identity markers (p. 3).

Aside from demonstrating educational leadership, teaching-track faculty also need to demonstrate excellence in teaching evidenced through evaluations by students and peers. Amid all the COVID-19 happenings and worries, students have to evaluate faculty performance at the end of their courses. Concerns about bad reviews for teaching-track faculty are real because we are evaluated on teaching excellence during promotion and tenure. Gonzales and Griffin (2020) called on postsecondary management to "adjust evaluative policies and practices to acknowledge that a speedy transition to online education may negatively impact course evaluations" (p.5). Gonzales and Griffin (2020) further suggested that universities should "… devise equity-minded COVID-19 era evaluation guidelines for teaching" (p.5). In their view:

> … This is not the time to evaluate online learning or teaching efficacy. Unfortunately, some institutions have added questions to teaching evaluations to assess "what worked" in online classes. Such questions are not likely to yield reliable data, given the extraordinary circumstances under which everyone, including students, are working, and they may exacerbate the raced and gendered nature of evaluations. Thus, rather than evaluating teaching on the basis of student surveys, faculty should be given opportunities to document how and what they learned while teaching through COVID-19 (p.5).

On my part, as a teaching-stream faculty member, two of the three educational leadership projects I had proposed to undertake entailed interviewing research participants to prepare curricula materials. However, the interviews can no longer be done face-to-face. Interviewing participants on Zoom or by phone would mean missing out on personal connections, such as facial and other body reactions which often enrich data analysis and interpretation. Moreover, some of the research participants are fellow academic colleagues who are also Zoom-fatigued and want to take a rest. This has resulted in extending the completion dates of the projects and consequently extending the production of the intended curricula materials and eventual research related reports.

In the USA, O'Connell et al. (2020) found similar experiences with faculty, noting that they reported loss of opportunities related to research, publications, other outputs, data, research-related service, influence, networking, money, development, and students. This affected the quality and quantity of overall research initiatives. Flaherty (2020) also noted that journal submissions during the COVID-19 pandemic were tanking women's research productivity. Fewer female professors than males are submitting manuscripts for publication. It is vital that universities consider these challenges during the lockdown and support particularly female academics as they take on more responsibilities to support not only students but also their families. It would be useful to find ways of factoring in the difficulties that faculty are facing and how they might complicate faculty members' educational leadership initiatives as well research portfolios come tenure and promotion time.

Zoomphobia and Fatigue

COVID-19 related online learning transition has translated into a lot of screen time and spending more time indoors. Extended time indoors comes with problems including eyesight problems, limited socialization and physical activity, as well as mental health issues. The increasing amount of time I was spending on the screen has sometimes necessitated

picking and choosing which meetings to attend and when. There have been days when I have Zoom meetings scheduled for the entire day from 9:00 a.m. to 5:30 p.m. On some occasions, I exercise agency, and pick and choose what to miss because of Zoom fatigue.

Prolonged COVID-19 uncertainties are bound to result in elevated worries and anxieties not only among faculty, but also students and staff (see Besser, et. al, 2020). Daily routines like morning walks, and exercising have been impacted, so altering quality of life and healthy living.

CONCLUSION

This paper has offered a snapshot of academic faculty's work under COVID-19 restrictions. While all faculty members have been affected, there is a need for institutions to look more carefully into what this means for teaching-track teaching professors, particularly women. This does not mean that we are not thankful to be healthy and hold a job, but it is important to share the reality that growing academic work demands and home pressures are impacting our wellbeing and productivity.

Universities have undertaken to provide continued supports including access to instructional designers [who also ought to be really supported otherwise we risk burning them out]; workshops on Zoom and Collaborate; and one-time funding for selected tools for home use. These are very important supports, but they also may not fully address the challenges and reality that COVID-19 has led to gendered work intensification. The following suggestions are useful to improving the work-life balance of faculty and particularly, teaching stream women faculty:

- Remembering that faculty have a life beyond work/academic responsibilities is crucial. As such, flexibility in terms of where one could work from and when is important. Some faculty would like to be close to their families for extra support with childcare and elder care.

- Institutions should not be oblivious to the reality that increasing work and home demands have serious implications for faculty members with disabilities. Some faculty members may not be affected as much as others, and their work has continued as usual, but there are others whose lives have changed significantly. Managers and administrators ought to consider ways of providing accommodations, adaptations and modifications to support them as they do their work.

- As suggested in the UN Women (2020) report, universities should consider working closely with various levels of government to institute evidence-based policies that support access to childcare services and recognize these as essential; extend paid family and sick leave as well as other practices and supports for parents and guardians and tailor economic support packages to affected women.

- It would be useful to look or study closely, across departments and faculties, who really are the sessionals, the contract lecturers, and the teaching stream faculty members to gain a better understanding of representation, reconsider issues of job security and workload in relation to COVID-19; then plan accordingly to address inequities through policy and hiring procedures.

- As Sanders (2011) noted, universities should ensure that teaching-stream faculty are allowed flexibility to engage in discipline-related research scholarship and student supervision if they are interested in pursuing these initiatives. This would contribute to altering the two-stream professorial hierarchies that exist between teaching stream and research stream tracks not just at UBC, but also across Canada and in many other countries. It will also send a message that indeed "teaching is valued equally with research" (Sanders 2011, p. 6) and not just subsidiary to research.

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