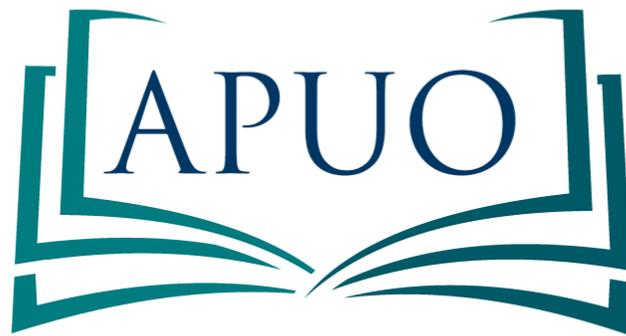


Report of the 2019 Listening Tour on the issue of Workload

Presented to members in the Fall of 2021



ASSOCIATION DES PROFESSEUR.E.S DE L'UNIVERSITÉ D'OTTAWA
ASSOCIATION OF PROFESSORS OF THE UNIVERSITY OF OTTAWA

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Introduction

Throughout the winter and fall 2019, members of the APUO Executive undertook a listening tour focusing on the issue of APUO members' workloads. This initiative was anchored in a decade's worth of consecutive pre-collective bargaining surveys that have consistently identified growing workloads as the top concern among our members. We met with 27 academic units from across all faculties and the library to learn about members' day-to-day workload experiences, and to hear suggestions about the ways in which workload-related concerns could be addressed. This report presents a synthesis of what we heard.

For each listening tour meeting the discussion was framed by two questions:

1. *What are the main workload-related challenges you encounter on a day-to-day basis?*
2. *What are potential solutions the APUO could advance to improve your working conditions?*

These open-ended questions allowed APUO members to guide the discussion with their peers on their own terms. The testimonies gathered from the participants offers a solid overview of our members' main workload-related challenges and concerns prior to the onset of the Covid-19 pandemic in March 2020.

It must also be noted that the findings from four recent surveys conducted by the APUO in the spring and fall 2020 make clear that many of the challenges and concerns outlined in this report have been exacerbated since the start of the pandemic. In May 2020, the APUO sent members two surveys. The first was a teaching survey aimed at identifying the resources APUO members needed to transfer their courses to online or remote teaching. Some 704, or 55.52%, of members responded. The second survey asked about work-related stress in the context of confinement. A total 755, or 59.23%, of members responded. Five months later, in October 2020, the APUO sent a survey asking about class sizes and challenges associated with teaching remotely or online amid the pandemic. In this instance, 430, or 33.81%, of members responded. This is followed by a fourth survey, in November 2020, which, again, asked about work-related stress in the context of confinement. Some 526, or 41.3%, of members responded.

The 75 percent of members who responded to our May 2020 survey on work-related stress in the context of confinement reported they were experiencing moderate to extreme levels of stress in relation to their teaching, research, and service/professional duties. A comparative analysis of the May 2020 data with that obtained from our November 2020 survey on work-related stress in the context of confinement suggests stress-levels increased in relation to teaching, research, and service/professional duties as the pandemic continued to impact upon the day-to-day work environment of APUO members amid full and partial full lock-downs.

In producing this report, all testimonies and notes collected during the Listening Tour were reviewed and organised into a structure based on the common themes emerging from the 27 meetings we conducted. One hour was allocated for each of these meetings, However, meetings with a few larger academic units did extend to 90 minutes. Following brief opening remarks from members of the APUO executive that included presenting the two questions framing the discussion, participants were invited to introduce themselves and to share their workload-related

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experiences in a roundtable format. All members present had the opportunity to speak. We recognize that time constraints may have limited the depth of detail provided in relation to the challenges associated with the growing workload of members. This said, given the high rate of participation, we are confident that we successfully captured the key issues of concern and their impacts on the working conditions of members.

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1. Workload assignments

In this section we disaggregate the main components of APUO members' day-to-day work and discuss how these responsibilities have evolved in ways that place increasing demands on their time and resources. Central to the testimonies we heard is a widespread concern about the growing volume of shadow work¹ members are having to take on and its negative impacts upon their ability to effectively fulfil the various aspects of their workloads.

1.1 Teaching

Members from across all academic units expressed great pride in delivering high-quality education and contributing to the intellectual and professional development of undergraduate and graduate students, and postdoctoral fellows. This said, professors and librarians alike noted that their working conditions are hardly optimal for realizing and sustaining these goals. Below we report on what we heard from our members about their teaching workload assignments and the key challenges they identified.

In the first decade of the 2000s the student population at the University of Ottawa nearly doubled from 25,124 to 40,371. It then ostensibly plateaued throughout the next decade, reaching 43,244 students in the 2018-19 academic year.² It merits noting that 2017 was the last year for which our university published data about student-to-professor ratios and that the Board of Governors' Vision 2020 goal of improving the student-to-professor ratio to 18.5:1 was not achieved.³ According to the University of Ottawa's Institutional Research and Planning, the 2016-2017 student-to-professor ratio was 22:1.⁴ It is important to emphasize that this ratio only includes full-time undergraduate students. Calculating student-to-professor ratios in this manner excludes part-time students and graduate students thereby skewing the reported proportions downward.

The APUO maintains that the actual workload of full-time professors is better reflected by calculating student-to-professor ratios on the basis of the total number of *all* enrolled students. For example, when we calculate the student-to-professor ratio for 2016-17 using the total number of students to total number of full-time professors, the ratio increases from 22:1 to 34:1 (and to 36:1 for 2018-19). The information presented in Table 1 sets out the student-to-professor ratios calculated by the APUO for the period spanning from 2000-01 to 2018-19.

We also note that the Central Administration does not publish student-to-librarian ratios. Equally unclear is whether the Central Administration sets targets to improve the student-to-librarian ratio in its strategic planning. Given the significant contribution Librarians make to the student

¹ Shadow work refers to the displacing of labour and/or tasks that previously were completed by others onto different employees who, in addition to completing their existing contractual obligations, must now take on these 'new' responsibilities without being remunerated for doing so.

² Council of Ontario Universities (COU), multi-year historical enrolment data

³ University of Ottawa's Institutional Research and Planning, Destination 2020 Scorecard, 2010, p. 3

⁴ University of Ottawa's Institutional Research and Planning, Destination 2020 Scorecard, 2017, PowerPoint presentation to the Board of governors, slide 6

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experience and to realizing our University's education and research mandates, the APUO has calculated the student-to-librarian ratios on the basis of the total number of all enrolled students. The results are presented in Table 2.

Table 1: APUO Calculated Student-to-Professor Ratios at the University of Ottawa, 2000-01 to 2018-19*

Academic year	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Student-to-professor ratio	N/A	31:1	31:1	33:1	34:1	35:1	33:1	35:1	31:1	31:1
Academic year	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	
Student-to-professor ratio	32:1	33:1	34:1	34:1	35:1	35:1	34:1	34:1	36:1	

*A note about the data: The number of professors includes Deans and Vice-Deans.

Sources:

Student enrolment data was obtained from the Council of Ontario Universities.

Data about the number of professors was obtained from Statistics Canada's *Salaries and Salary Scales of Full-Time Teaching Staff at Canadian Universities* reports, which are published on an annual basis.

Table 2: APUO Calculated Student-to-Librarian Ratios at the University of Ottawa, 2000-01 to 2018-19*

Academic year	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Student-to-librarian ratio	628:1	699:1	829:1	860:1	859:1	1021:1	975:1	930:1	880:1	921:1
Academic year	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	
Student-to-librarian ratio	918:1	863:1	889:1	883:1	945:1	775:1	807:1	815:1	801:1	

A note about the data: The number of librarians includes those occupying administrative roles.

Sources:

Student enrolment data was obtained from the Council of Ontario Universities.

Data about the number of librarians was obtained from the Ontario Council of University Libraries *Expenditures, Establishment and Collection Sizes Statistics*, published on their website on an annual basis.

The increasing student-to-professor ratio throughout the past decade has translated into larger class sizes. With larger class sizes comes more grading and marking, more accommodations, more emails, less personalized teaching, more demands on professors' time, and more teaching assistants to supervise. Larger class sizes and greater student enrollment also increase the

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workloads of librarian members who support students in their research projects and assignments as well as those who manage physical and digital access to Library spaces and collections. The increasing student-to-professor ratio throughout the past decade has also meant more graduate students to supervise for professors, and more graduate students to support in their research for librarians. Inevitably, this situation also increases the workloads of Department Chairs, program directors, and support staff.

In our discussions with APUO members we consistently heard that too few teaching assistants (TAs) and marking and grading assistants are provided to offset the growth in student enrolment. More problematically, we repeatedly heard that departmental norms and policies for allocating TAs and marking and grading assistance did not respect, and often, far exceeded the stipulations set out in Article 22.2.1.9(b) of the Collective Agreement. In several academic units, we heard of a lack of consistency and transparency in the ways in which TAs and marking and grading assistants are allocated, which is contrary to Article 22.2.1.9(a) of the Collective Agreement. Indeed, many participants expressed having the impression that decisions about these matters were being taken on an *ad hoc* basis. We also heard from members that in some instances, they were advised by their Dean to spend less time marking and providing feedback to students. Paralleling this particular concern, several members from other units shared that they lacked the time and resources to provide in-depth feedback on students' completed assignments.

The frequency with which these types of concerns were expressed across units and faculties underscores the need for much greater transparency in the allocation of TAs, and of marking and grading assistants. Neither the interests of faculty members nor students, let alone the university's reputation, are well served by the existing state of affairs. Indeed, it stands in stark contradiction to the University's educational mission.

The workloads of professors and librarians are meant to balance teaching, research, and academic and professional service activities. Although the exact distribution of these workload activities varies from member to member in accordance with a host of considerations, it is meant to roughly correspond to a ratio of: 40% research, 40% teaching, 20% service.

The base level of initial teaching credits comprising members' annual workloads varies across faculties. The information presented in Table 3 sets out the base course load in each faculty at the University of Ottawa.

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Table 3: Base Course Load in each Faculty

Faculty	Initial Teaching Credits	Base Course Load	Workload adjustment for Graduate Supervisions
Arts	15	5	Yes
Education	15	5	Yes
Engineering	12	4	No
Health Sciences	12	4	Yes
Law – Civil Law Section	12	4	No
Law – Common Law Section	12	4	No
Medicine*	N/A	N/A	N/A
Science**	18	6	Yes
Social Sciences	12	4	No
Telfer School of Management***	15	5	Yes

* The Faculty of Medicine uses a workload allocation system that differs from all other faculties. This makes it difficult to compare this specific Faculty with its counterparts.

** In the Faculty of Science teaching loads are calculated on the basis of *la formule Detellier* which uses a weighting system to allocate credits for such things as class sizes, graduate supervisions, laboratory instruction, and academic and professional service. All faculty members must teach a minimum 6 credits (i.e., 2 courses per year). A full teaching load (i.e., 18 credits, 6 courses) is assigned to Continuing Special Appointments Professors (CSAPs).

*** In the Telfer School of Management 3 credits are allocated to members who receive NSERC/SSHRC funding, and to those whom the Dean deems as having high research productivity.

Members in faculties whose base teaching workload is 15 credits (i.e., 5 courses) consistently made two remarks during our meetings. First, the demands of such a heavy teaching workload constitute a barrier to being competitive in research. Second, according to exchanges with peers at other institutions, this teaching workload departs from the more common 2:2 formula (2 course assignments per semester) employed elsewhere. There was a consensus among members from all faculties that, the growing demands placed on members' time in the light of continued high student enrolment numbers fuels a double bind that pits the delivery of high-quality student-centred teaching against the demands of conducting high-quality research.

Generally speaking, first-year courses have the largest class sizes across all faculties, and first-year students often require more assistance and mentoring than their upper-year counterparts. Many upper-year undergraduate students also seek mentors to improve their skills as they prepare to pursue graduate studies. To this end, faculty members and librarians alike emphasized the need for expanding the provision of academic mentorship services, including more full-time faculty, librarians, and support staff across campus to assist students with improving their writing skills and research capacities.

The growth in teaching-related demands inside and outside the classroom is leading many members to reconsider and, in some instances, even decline taking on the duties of supervising graduate-level theses, major research papers, and/or directed studies. Given the wide variations

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in how and if non-classroom-based teaching is recognized across campus, the ways in which this plays out differs from faculty to faculty. For instance, the faculties of Arts and Education have introduced reward systems for allocating teaching credits for graduate supervision. However, the nature of these systems and the instances in which members can apply earned credits to reduce teaching loads differ. In the Faculty of Arts members can apply earned credits for thesis supervision while the students they are supervising are still completing their respective programs. By contrast, in the Faculty of Education the allocation of supervisory credits is restricted until *after* the supervised students have graduated, and members' do not obtain credits if students fail to successfully complete their studies.

In many academic units, up to three professors are involved in the overseeing of graduate students' theses, with the thesis supervisor taking on the role of 'Committee Chair.' None of this committee work is adequately recognized in the allocating of members' workloads. We also learned that graduate students are finding it increasingly difficult to get their 'first choice' of supervisor because many professors are declining to take on additional students due to their existing workload demands. Such situations are hardly ideal for students, and place additional demands on individuals who agree to step-in to supervise the Master's theses and/or Doctoral dissertations of students working in domains that may only be tangential to the supervisor's actual area of expertise.

In some faculties, it was reported that if the number of students enrolled in a course fails to reach a predetermined threshold – which varies across faculties, across undergraduate- and graduate-level programming, and for mandatory and optional courses – by the course start-date, those assigned to teach the course do not receive full teaching credits for the course in question. Instead, they are forced to decide whether to:

- (i) accept to continue teaching the course albeit for partial credit and thereby owe the Faculty partial teaching credits for the subsequent academic year;⁵
- (ii) have the course cancelled, thereby limiting students' course offering and having to take on teaching a new course without adequate preparation time so as to avoid owing teaching credits to the Faculty; or
- (iii) have the course cancelled, thereby limiting students' course offering and accepting to have one's teaching workload increased by 3 credits in the next academic year.

In other faculties, members denounced the fact that if they teach separate English and French sections of the same course (i.e., one section in English and another in French), this only counts as a fraction of a full course credit in their workload allocation.

Concerns also were expressed about delays in the allocation of teaching assignments. A number of members reported having been asked by their respective Deans to teach courses on short notice. Assigning courses in this way overlooks the preparation time needed to design and implement a high-quality course. It also interferes with the complexities of conducting on-going research activities. Equally concerning, such requests involve a clear power imbalance. APUO

⁵ For example, in the Faculty of Arts one gets 0.5 credits for each student who opts to stay in the course instead of the full 3 credits allocated to individual courses.

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members, especially more junior members, may be reluctant to exercise their right to decline such requests from their Deans. Members who have had to teach new courses on short notice reported experiencing heightened levels of stress and struggling throughout the semester to keep up with the increased workload demands this entailed. These, and related concerns, point to the need for greater transparency and earlier allocations of course assignments.

Delivering high-quality education should be a priority. Yet, several members reported having been called upon by Deans and/or Department Chairs to teach courses whose focus extend well beyond the scope of their area of expertise. Being assigned such courses was repeatedly identified as a major source of work-related stress and tension, especially for members who do not yet have tenure or who do not have access to tenure. Some members felt this practice may be used by Deans in a “punitive” manner, or as a means of conveying displeasure with individual members. Our members and our students are ill-served when faculty are required to teach courses for which they do not have a full in-depth grasp of the subject matter.

Librarians, whose work focuses on resourcing research, also noted the heavy burden that comes with providing research support to multiple disciplines, including some that stand beyond their area of expertise. Resources and research in all disciplines evolve rapidly, something with which librarians are expected to keep up. The workload of librarians who support teaching and learning are also directly impacted by issues relating to course assignments and class sizes. Professors seek their support in preparing courses and limited preparation time increases the burden and stress on librarian members. Conversely, when they are not involved in course preparation, librarians often field requests from multiple students in the same course for assistance in navigating the Library’s resources. The considerable time required to address individual queries cannot be overstated.

We also learned that some professors are reluctant to develop new optional courses for a variety of reasons including, the lack of assurance of such courses being offered in subsequent years or being incorporated into departmental course calendars. The existing means of introducing new courses is cumbersome, inefficient, and far too time consuming.⁶ We repeatedly heard that existing program revision mechanisms are ill-equipped to respond to rapidly evolving knowledge, the changing needs and interests of students, and the desire of faculty members to introduce innovative courses and programming in a timely manner. This poses particular challenges for individuals whose expertise and specialization focus on niche areas of a discipline, is cross-disciplinary, and/or falls outside the scope of existing departmental course offerings.

Other challenges regarding teaching workload assignments that were brought to our attention include:

- In certain units, members must completely refresh and revise all course content and material annually, ostensibly creating a new course year after year. The additional work demanded by ensuring such courses are offered on a continual basis is not recognized in workload assignments.

⁶ In several faculties, the average time to formally integrate a new course in an academic unit’s course calendar ranges from 12 to 18 months.

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- Librarians must likewise review and develop new research and information literacy resources on a regular basis in order to support students' and professors' efficient use of the Library. This work often is overlooked when assessing a librarian's workload.
- Members teaching in smaller programs report that Deans consistently perceive the smaller class sizes characteristic of such programs as involving lighter workloads than those in large programs. This often leads to fewer course releases being allocated to members of smaller units to offset other facets of their work (e.g., graduate student supervision, academic service, etc.).
- Individuals working in professional programs involving clinical teaching components that require working closely with students over extended periods of time, report that these additional time commitments are often neither recognized nor valued by Deans and other senior administrators.
- Members widely perceive that teaching is less valued than research.

During our meetings, some members advocated for introducing a two-stream system that distinguishes between teaching- and research-focused faculty members as a means for tackling some of the workload-related challenges described above. APUO members resoundingly rejected the creation of a two-stream faculty model in the 2013 and 2015 rounds of collective bargaining. The APUO's research into this matter continues to underscore the importance of the dual educational and research mandate in our profession, and has identified a wide range of equity-related concerns as grounds for rejecting the implementation of such an approach. Put simply, the APUO's commitment to creating a more fair and equitable work environment for our members stands in clear contradistinction with the implementation of a two-stream faculty model at our institution.⁷

1.1.1 Academic accommodations

Our members recognise and are willing to accommodate the various learning needs of students. This said, we repeatedly heard that doing so in a manner that allows courses to be accessible to all students requires our members having access to considerably more support resources than currently are at their disposal. Although the APUO does not have access to our university's data regarding the number of accommodation requests it receives on an annual basis, across the Listening Tour meetings there was a near unanimous sense among members of a spike in the number of accommodation requests received in recent years. This observation, we note, is one that also was shared with the APUO by Student Academic Success Service (SASS) personnel.

Faculty members often find themselves ill-equipped and ill-prepared to deliver on the number of accommodation requests generated by the large student body. The lack of resources to support students' accommodation requests, combined with the volume and diversity of such demands, is

⁷ See, [APUO Policy on Teaching Focused Faculty Stream](#) (TFF).

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increasing our members' workloads and having a detrimental impact upon student experience in ways that present a liability for individual professors and the institution as a whole.⁸

Two notable challenges our members are experiencing with delivering academic accommodations through SASS include:

- accommodation notices and/or requests not being delivered to professors in a timely manner; and
- a lack of effective communication between SASS and professors.

In acknowledging and recognizing the efforts of SASS personnel in supporting the delivery of academic accommodations, we contend greater resourcing is needed to ensure this service meets the accommodation needs of all students effectively and efficiently.

At the Library, inclusion has not always been officially recognized as part of a librarian's work. Instead, it has tended to be treated as a responsibility that all librarians unofficially, but necessarily, take on. For librarians, this work involves providing accessibility and accommodations that, among other things, include ensuring accessible formats such as running transcripts and closed captioning are available for various resources. The Library's recent reorganization has led to responsibilities for inclusion becoming more formalized, but an overall lack of resources for Librarians to adequately meet all Library users' needs remains.

1.2 Service to the Community

As recognized in the generally accepted 40:40:20 workload division formula, approximately twenty percent of APUO members' workload is meant to be dedicated to engaging in academic service activities (see Articles 20.4 and 20.5 of the Collective Agreement).

During our meetings, many members noted that despite being a rewarding and important feature of their roles as scholars, academic and professional service work is not adequately valued or recognized by our University. Those in smaller programs expressed concerns about the heightened need for them to participate in various departmental- and faculty-level committees, when compared to their counterparts from large programs, skewing the distribution and weighing of their workload activities in ways that constrain the time they have for research and teaching. A large number of members also pointed to a perceived shift in the types of academic and professional service activities for which senior management was willing to provide support and recognize as part of one's workload. For instance, whereas occupying leadership roles within scholarly associations and journal editorships was previously recognized and supported through various mechanisms, including funding and course releases, access to such resources and support has steadily eroded in recent years, and in many instances been completely withdrawn.

⁸ Ontario Human Rights Commission's policy on *Accessible Education for Students with disabilities*, Section 8, *Duty to Accommodate*, revised March 2018.

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Furthermore, there are academic and professional service activities unique to programs whose continued viability depends upon maintaining professional accreditation by external third parties. Maintaining accreditations involves, among other things, regularly updating course curriculums, maintaining and monitoring students' in-program progress as well as post-graduation activities, the collection of data and reporting of statistics to the accreditors, and other administrative activities not undertaken in non-accredited regular programs. This service work is crucial to ensuring both the competitiveness and viability of our University's accredited professional programs, and that program graduates are actually able to pursue careers in their chosen professions.

Librarians engage in a host of professional development and academic service activities through domestic and international programs and initiatives that benefit the University and the Library. Through these experiences, librarians create resources, and bring back new technologies and emerging trends in specific areas of the Library. This, directly contributes to maintaining our University's capacity to be competitive and to realize its educational and research mandates. In many cases, there is no financial support for these experiences, with librarians being left to pay out of their own pocket or through their Professional Expenses Reimbursement (PER) funds to access these opportunities. Furthermore, professional development is, in some cases, pursued on librarians' personal time, with some even using vacation time for these activities.

Francophone members point out that they are often called upon and/or required to take on translation work given the campus-wide absence of support for translation services. This issue is particularly acute in situations where all official materials must be provided in both English and French. For example, in the Library, all online materials (e.g., research guides, events, announcements, web content) must be made available in both languages. However, budgetary constraints and limited access to translation services result in librarians often having to translate content themselves. More often than not, such service work falls on those librarians who are sufficiently fluent in both English and French to do the translating. Such activities are but one example of shadow work that is not recognized as part of one's workload.

1.2.1 Department Chair, an honour or a burden?

According to the Centre for Academic Leadership:⁹

Being selected as a department chair should be seen as an honour. You are considered highly qualified to assume the leadership, to represent your colleagues, speak on behalf of the collective identity, and work with your peers to secure the future of the unit and of the institution it is a part of.

In stark contrast with this vision, several Department Chairs confided that their respective appointments often feel more like a burden than an honour. In several of the academic units we visited, an informal rotation system has been put in place to decide upon the person who will take on the “chore” of being Department Chair. Similar statements were echoed by those

⁹ Centre for Academic Leadership, [The Role of Department Chairs](#).

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occupying the roles of Director of Undergraduate Studies, Director of Graduate Studies, and their equivalents. We heard from members who have occupied or currently are occupying academic administrative roles that there is a marked lack of support in place to ensure they can effectively balance their administrative duties with their teaching and research responsibilities. Concerns also were expressed about the continued challenges associated with finding colleagues willing to assume these important leadership functions in the light of the continued absence of adequate institutional supports.

In the 2018 round of collective bargaining, the APUO signed a letter of understanding with the Central Administration to establish a joint working group tasked with: (i) surveying departments and faculties about the duties assigned to various academic and administrative roles, and the concomitant type of recognition associated with these positions (i.e., course releases, additional stipends, etc.); and (ii) to produce a report about the findings. The data collected by the joint working group remains confidential. However, we can report that compensation for members with administrative responsibilities is vastly different from one faculty to the next, and from one academic unit to the next. Depending upon the academic and administrative roles and units in question, levels of financial compensation vary from no stipend to an additional stipend amounting to \$50,000.¹⁰ Similar discrepancies also exist with regard to the number of course releases allocated to members with administrative responsibilities.

The APUO remains committed to ensuring that proper support as well as fair and equitable compensation is attached with administrative responsibilities.

1.3 Research

As members struggle to balance competing facets of their workload, there is a pervasive sense that the Central Administration is placing growing emphasis on members' research activities. During the Listening Tour, those at the rank of Assistant Professor repeatedly expressed anxieties about the challenges they face in trying to balance their workload demands with the need to publish research while also preparing to apply for tenure and promotion. Other members – both tenured and non-tenured – emphasized the pressure being put upon them by their respective Deans to apply for research grants and increase publication outputs. The holders of Research Chairs with whom we spoke also pointed to a need for more course releases and support so as to enable them to increase their research capacity and effectively fulfil other responsibilities associated with their mandates.

We were alarmed to hear from several members that some have even taken unpaid leaves in order to pursue their research activities or opted for a reduced unpaid workload as a means for freeing up time to conduct research.

We repeatedly heard that CONCUR and other information systems were a major source of stress, not least because of how taxing both the shadow work it creates, and the overly bureaucratic

¹⁰ In some cases, financial compensation is provided on an annual basis, and in others, a lump sum is allocated for the period for which a member holds an administrative position. Some members also receive progress-through-the-rank (PTR) increases rather than a salary top-up.

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measures associated with its use are upon members' time. For example, in some faculties (e.g., Arts, Common Law) research-related expenses exceeding \$300 had to be pre-approved by a number of administrative personnel including Department Chairs and program directors. Such hurdles both add to members' existing administrative workloads and, more importantly, contravene their academic freedom by presuming they do not manage their research-related expenses responsibly.¹¹

One of the most disturbing aspects of what we heard in relation to CONCUR is that a growing number of members have stopped applying for research funding, including professional expenses reimbursements (PER) claims, so as to avoid the time-consuming processes associated with accessing one's research grants for the reimbursement of research expenses.¹²

We must note that in the period between the conclusion of the Listening Tour and the publication of this report, and after intense pressure from the APUO and its members,¹³ and the support staff union (SSUO)¹⁴ improvements have been made to the CONCUR platform.

1.3.1 Recognizing the value of all research

One of the notable concerns conveyed to the APUO during the Listen Tour centered upon what many members perceive as a lack of transparency and accountability surrounding the granting or refusal of tenure, promotions, and academic leaves as well as other aspects of decision-making that are set out in the collective agreement. Especially noteworthy in this regard is the frustrations expressed about the veto-power exercised by the Joint Committee¹⁵ over tenure and promotion related decisions. To this end, members from across the campus shared different instances of the Joint Committee having refused, without adequate explanation/justification, to award tenure and/or promotion to dossiers that external evaluators had deemed worthy of promotion/recognition. For every such case raised during the Listening Tour, the unanimous view articulated by the participants was that when reviewing files, the outcomes of external peer reviewers' evaluations of members' research should be given pride of place by the Joint Committee precisely because such assessments rely on the expertise of other researchers in the applicant's field – expertise that frequently is lacking among the members of the Joint

¹¹ As per Article 9(a) of the Collective Agreement, Academic Freedom "...protects each Member's freedom to disseminate her opinions both inside and outside the classroom, to practice her profession as teacher and scholar, Librarian, or Counsellor, to carry out such scholarly and teaching activities as she believes will contribute to and disseminate knowledge, and to express and disseminate the results of her scholarly activities in a reasonable manner, to select, acquire, disseminate and use documents in the exercise of her professional responsibilities, *without interference from the Employer, its agents, or any outside bodies.*" [emphasis added].

¹² Additional concerns and problems with CONCUR are discussed later in this report

¹³ In the Fall of 2017, a group of nine professors drafted an [open letter](#), which was signed by 354 regular members, outlining many of the issues associated with APUO members' growing workload. CONCUR was identified as an example of a platform used to download work previously undertaken by support staff onto APUO members.

¹⁴ See, for example, the joint letter prepared by the APUO and the SSUO that was sent to the Provost and Vice-President Resources: https://apuo.ca/wp-content/uploads/2018/04/APUO_SSUO_Workload_March2018-Final1.pdf

¹⁵ [The Joint Committee](#) is comprised of members of the Board of Governors and the Senate.

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Committee. Further to this frustration, APUO members averred that it was inappropriate for representatives of the Central Administration – whether it is Deans or the Joint Committee – to be evaluating the research of individual faculty members not least because such actions constitute a threat to academic freedom that risks imposing frames of standardization on the production of research, its expected outputs, and the manner value is ascribed to it.

One of the ways in which research is being standardized at our institution is through the practice of encouraging the notion that the quality and/or value of research is to be measured by the peer-reviewed academic journal in which it is published. The findings of the Listening Tour suggest this practice is institutionalized in one faculty, and manifest, albeit to a lesser and more informal extent, in a few others. Members from the faculty in which it is institutionalized reported that the list of favoured academic journals for publishing is known but not widely shared internally, and that the subject matter constraints imposed by this narrow list of journals undervalues *ipso facto* the research work of certain faculty members based solely on their area of expertise.¹⁶ The APUO notes that in addition to overlooking the diversity of channels through which knowledge emerging from high-quality research can be diffused, this practice runs counter to the tenets of *The Declaration on Research Assessment (DORA)*. The Government of Canada’s research funding agencies along with several publishers and post-secondary institutions are signatories to this document which champions “improving the way in which the quality of research output is evaluated,” eliminating “the use of journal-based metrics, such as Journal Impact Factors, in funding, appointment, and promotion considerations,” and assessing “research on its own merits rather than on the basis of the journal in which the research is published.”¹⁷

We heard concerns about expected quantities of research outputs. For example, some members working in cross- and multi-disciplinary domains indicated that the amount of work they invest in their research often is not recognized, or worse, is discouraged lest their research productivity be called into question.

We repeatedly heard from members based in the faculties of Arts and Social Sciences that they felt their contribution to the advancement of knowledge was largely overlooked by the Central Administration precisely because their research work does not draw in amounts of research funding that are comparable to their counterparts in the STEM fields. Given that members from these two faculties make up some 36.5% of full-time professors at our University, the pervasiveness of this perception speaks to a need to implement both short- and long-term strategies to redress this situation.

In the Library, research appears to be less valued for career progression than it is for professors. While there generally is support for research, or “scholarly activities” as referred to in the Collective Agreement, there are structural limitations at play insofar as there appears to exist an implicit notion in the Library that scholarly activities should not be conducted at the expense of other tasks. In other words, because scholarly activities are not considered to constitute an “official” part of the workload of librarians, recognition of time spent on research as a part of one’s regular workload is contingent upon the supervisor or the area of the Library where one

¹⁶ The APUO has filed an Association grievance against this practice.

¹⁷ [San Francisco Declaration on Research Assessment](#), 2012.

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works. This uneven support for scholarly activities serves as a barrier for librarians who want to pursue research initiatives.

1.3.2 Laboratories

Laboratory work is central to the research and teaching undertaken by many APUO members. During our Listening Tour, we heard that due to cuts in the number of support staff, members are now responsible for:

- the essential maintenance of laboratories, including workplace sanitation; and
- the procurement of up-to-date laboratory equipment.

Members also shared concerns about:

- not having course releases allocated for laboratory management; and
- the datedness of the equipment in many laboratories.

Prior to 2018, support staff were responsible for the maintenance of laboratories and other spaces, as well as for procuring necessary equipment and ensuring its proper upkeep. Although this remains the case in most faculties, APUO members in the Faculty of Arts have had to take on these additional tasks. The downloading of tasks previously performed by support staff onto APUO members – i.e., shadow work – along with inconsistencies in managing spaces across campus is directly attributable to the University’s contracting-out of custodial staff since 2018, and the more than 100 vacant positions that have yet to be re-filled within the support staff bargaining unit.

1.4 Issues specific to Librarian members

The Listening Tour took place as the Library was nearing the end of a multi-year reorganization process affecting all positions. The impact of the reorganization continues to be felt and the APUO continues to assess its impact for the longer term. Many of the issues highlighted in the previous sections apply to librarian members, including the repercussions of sustained high student enrolment levels, the differential valuing of research activities, and the low value attributed to, and limited resources accorded for, academic and professional service activities.

In addition, there are particular conditions specific to the Library and its reorganization process that have impacted librarians and their workloads. Many librarian members felt that their workloads increased over the course of the reorganization insofar as their regular duties continued apace while they had to take on the additional work of participating in the reorganization process. Some members found themselves doing the work of two positions, essentially taking on new responsibilities while “covering off” their old positions. For others, completing their tasks often translated into having to work considerably longer hours – including evenings and weekends – than stipulated in their employment contracts.

Indeed, some of the changes flowing from the library reorganization have resulted in many librarians being assigned new and additional disciplinary or subject responsibilities and, in turn,

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a corresponding increase in the work needed to support and resource students and faculty in their research and teaching. Others have seen their responsibilities shift and reported feeling “demoted” as work they perceive to be of high value or as a key priority shifted to other positions or were seemingly downgraded as a result of shifts in the focus of their positions. The reorganization has also led to increases in the administrative responsibilities taken on by some members, who now find themselves working with, or managing new teams with new priorities while struggling with a lack of clarity about their roles and responsibilities. As members are increasingly asked to take on new responsibilities, there does not seem to be a corresponding decrease in what they are no longer responsible for, leaving librarians noticing an increase in their workload. This, in turn, has impacted the amount of time they can devote to their professional, academic service and scholarly activities.

2. The proliferation of online administrative platforms: a new additional burden for APUO members

Without any consultation with the university community, the Central Administration recently invested significant resources into a number of online platforms including CONCUR, Brightspace, and Blue. The shift to these platforms, coupled with the fact that they tend to be used only infrequently, has left APUO members having to learn and re-learn how to navigate often poorly designed and implemented software tools, as well as having to spend ever-increasing amounts of time on administrative tasks that previously were handled by support staff. The proliferation of this type of shadow work led to countless Listening Tour participants asking variations of the following question: *Doesn't the Central Administration realize that the time we are required to waste on these systems is an exceedingly costly and ineffective use of our time?*

In every one of the 27 meetings held with academic units, CONCUR was held up as a source of significant additional work and much consternation. The most frequently reported problems with this platform include hard-to-understand forms, the need for repeated back-and-forth with financial personnel in attempts to resolve issues relating to reimbursement claims, and the time needed to complete tasks. Some members even conveyed embarrassing testimonies about keynote speakers and other invited guests waiting in excess of one year before receiving their honoraria because of CONCUR-related challenges. We repeatedly heard that as a direct consequence of these issues, our members were:

- regularly planning full days of work to submit claims through this platform;
- actively avoiding incurring professional expenses whenever possible;
- no longer submitting reimbursement requests for various work-related expenses;
- applying to attend fewer conferences, and anticipating burdens and hardships associated with acquiring funding and refunds for participating in such events; and
- opting to no longer host conferences or other events on campus because of the associated problems with the reimbursement of expenses.

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The articulating of these problems during the meetings led some members to share strategies for troubleshooting challenges with the platform, including calling the CONCUR call center helpline in the late evening so as to avoid long waiting times.

In the absence of dedicated support staff with the requisite knowledge and expertise to facilitate the reimbursement of professional expenses in every faculty, many members have been left struggling in ways that are having direct and negative impacts on their work and, in some cases, professional reputations. Put simply, CONCUR has failed to deliver the efficiencies touted by the Central Administration and, instead, added new burdens to the workload of APUO members. It took more than a year before the Central Administration accepted to listen seriously to our concerns, to acknowledge there were major deficiencies and flaws in the implementation of CONCUR at our university, and to initiate remedial measures.

Other platforms such as Brightspace have not been immune from fostering similar types of challenges and criticisms. Members expressed much frustration with the fact that they are required to maintain a growing list of logins and passwords to access a series of decentralized and desynchronized platforms that often lead to repetitive work. We heard countless testimonies of members struggling to manage the different online platforms.

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3. Equity

Equity is a priority for the APUO. In 2018, a joint Gender Salary Gap Committee was struck to identify and correct gender-based salary anomalies.¹⁸ The APUO and the Employer also signed a Letter of Understanding agreeing “to create a Teaching Personnel Equity Committee (TPEC) to investigate potential constitutional, by-law and procedural changes to Teaching Personnel Committees (DTPC, FTPC, LPC and TPCI) in order to work towards ensuring proportional inclusion of equity-seeking group members and/or members with demonstrated expertise on the principles of Equity, Diversity and Inclusion, on such committees.”¹⁹ The language in several sections of pre-2018 Collective Agreements focused on improving the representation of women. By contrast, the language in our 2018-2021 Collective Agreement has expanded to include Visible Minorities, Aboriginal peoples, and persons with disabilities.²⁰ In addition, the 2018-2021 Collective Agreement mandates that members of appointment committees undertake joint APUO/Employer Employment Equity training. These measures are stepping-stones to achieving a more equitable, diverse, and inclusive workforce at our institution.

3.1 Gender-based inequities in the workplace

The 2017 report of the Equity, Diversity and Inclusion Committee (EDIC) analyzed the representation of men and women in each faculty and academic unit at our university. Its findings demonstrated that much work still needs to be done across campus to attain a more balanced representation of these two genders.²¹ It is also important to note that the EDIC’s analysis did not include the Library.²²

The report found that, in 2016, there was a gender salary gap of 2.4 % in favour of men members ranked as Full professors, and of 1.2% for men members at the Associate rank.²³ The report also identified gaps in time to promotion and pay equity that primarily disadvantage women. For example, in the Faculty of Education, women at the Associate rank waited an average 9 years and 7 months longer than their men counterparts for promotion to the rank of Full professor.²⁴

¹⁸ The Gender Salary Gap Committee is a joint APUO-Employer ad hoc Committee tasked with investigating potential gender-based, internal pay inequities. The Committee is the result of a [Letter of Understanding](#) signed between the APUO and the Employer following the 2018 round of collective bargaining.

¹⁹ See, Letter of Understanding, [Equity and Teaching Personnel Committee](#)

²⁰ [Article 17.1.2](#) of the APUO Collective Agreement

²¹ The APUO recognizes that advocating for equity within the gender binary (men and women) excludes the experiences of members on the trans spectrum. The APUO is committed to working with the Central Administration to expand our collective understanding of gender representation to include members who do not identify within the gender binary.

²² There is a stark imbalance in the gender representation of librarians with 38 women and 8 men.

²³ See, Lévesque et al., (2017, p. 18-21).

²⁴ Ibid, p. 22-25.

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Throughout the Listening Tour, members shared their experiences about other gender-based inequities in our workplace. Concurrent with the absence of any standardized accounting systems for allocating workload assignments, as described in Section 1 (*Workload assignments*), we heard from women-identified members in several units from across several faculties that they seem to carry more of the service to the community workload and supervise more graduate students than their men-identified counterparts. These testimonies point to a gendered dimension of the growing workload of our members, something echoed in some domestic and international studies investigating gendered dimensions of academic work.²⁵ During the course of our meetings, it became readily apparent that there is a need for more in-depth qualitative and quantitative analyses of the ways in which gender impacts workload distribution across disciplines at the University of Ottawa, and more broadly in Canada.

The Council of Canadian Academies' 2012 study of the gendered dimensions of research identified limited childcare resources as a barrier to women with academic careers.²⁶ Not surprisingly, much of what we heard during our Listening Tour supports these findings. Members with child-rearing responsibilities stressed that the lack of childcare spaces available on or near campus, and the lack of childcare options extending beyond regular hours is a barrier to their full participation in academic life. Women continue to be primary care-givers in our society²⁷ and this inevitably impacts upon their professional development and career trajectories. Increasing the number of childcare spaces, along with the provision of extended daycare service hours available on or near campus is one form of institutional support that would directly contribute to achieving better family status equity for all members of our University's community.

We were very troubled to learn of gender-based and family-status discrimination some members have encountered at our University. For example, we heard from a member who reported having had to negotiate with their Dean the terms of their parental leave and return. One member reported having been told they "owed" their Faculty course credits to make up for those they did not teach while on parental leave. We heard from other members that while on leave, they had been advised their return to campus would coincide with them having to teach entirely new courses which, in turn, means that one must design and prepare new courses while on leave. Such practices contravene the Ontario Human Rights Code and our Collective Agreement. Let there be no doubt: ***members on pregnancy or parental leave are not expected to work and cannot be penalised in any way for this leave.***

We urge members to promptly communicate with the APUO should they experience any such discrimination.

²⁵ See, Ashencaen Crabtree & Shiel (2019, p. 2-3) and Ruth (2005, p. 59).

²⁶ Council of Canadian Academies, *Strengthening Canada's Research Capacity: The Gender Dimension*, 2012, p. xix.

²⁷ Baker (2010, p. 3).

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3.2 The underrepresentation of members of racialized and Indigenous communities

Racialized communities and Indigenous scholars are underrepresented at the University of Ottawa.²⁸ In this section, we share the testimonies of racialized members who participated in the Listening Tour meetings. Unfortunately, we did not hear about the challenges experienced by the few Indigenous members at our institution. The absence of an Indigenous perspective in our reporting is a direct consequence of an acute underrepresentation of Indigenous scholars within our membership.

Racialized members from across all faculties reported being disproportionately called upon to take on committee work, especially when such work is geared toward equity initiatives. Despite necessarily taking members' time away from other facets of their work, this service work is often not recognized given the lack of a standardized approach to workload assignments. These experiences are systemic in nature and parallel those identified in other studies of the experiences of racialized and Indigenous faculty in Canadian universities.²⁹ The authors of these studies emphasize that racialized and Indigenous members often feel “tokenized” in such situations, being called upon for their identity rather than for their “special abilities, aptitude or knowledge.”³⁰

We also heard from racialized members that racialized students often turned to them for support and mentorship in the pursuit of their academic ambitions, an experience further explored by Rita Dhamoon in “Racism as a Workload and Bargaining Issue.”³¹ Women-identified racialized members reported feeling that they took on more service to the community work and thesis supervision than their male counterparts. As noted by Mohamed and Beagan, racialized and Indigenous members of the academy view themselves as having a responsibility to guide, support, and mentor racialized and Indigenous students navigating white academia, and see this type of mentorship as “critical to their success.”³²

A frequently expressed concern that we heard from several members, both within and outside equity-seeking groups, pertained to the abuse and discrimination manifest in student evaluations of teaching. This is a key source of anxiety and stress for members planning on or preparing to

²⁸ Historically, the University of Ottawa has not collected data nor shared any information regarding the representation of equity-seeking groups with the APUO. Nonetheless, we know that there is an underrepresentation of members of racialized and Indigenous communities. In the Fall of 2020, the University of Ottawa launched its “Count me In” survey, as a means to start collecting data on Equity Seeking Groups. The underrepresentation of racialized and Indigenous academics is a trend observed across the university sector in Canada, as noted in the Canadian Association of University Teachers *2018 Equity Report* (p. 2). The 2019-2020 APUO-University of Ottawa Equity, Diversity, and Inclusion Committee (EDIC) Report, *Hiring and Retention of Black Faculty at the University of Ottawa: Recommendations for Change*, highlights the underrepresentation of Black Faculty at the University of Ottawa, and provides an environmental scan of best policies and practices at Canadian and American universities for the hiring and retention of Black Faculty (Yaya, et al., 2019-2020).

²⁹ See, Mohamed & Beagan (2018, p. 348), Joseph et al. (2020, p. 176), and Dhamoon (2020, p. 8).

³⁰ See, Joseph et al. (2020, p. 176) and Mohamed & Beagan (2018, p. 342).

³¹ Dhamoon (2020, p. 8, 10, 16).

³² Mohamed & Beagan (2018, p. 342)

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apply for promotion and tenure. A 2018 arbitration ruling recognized that individual characteristics including race, gender, accent, age, and appearance all influence the results of Student Evaluation of Teachings and, as such, discourages their use for career decisions.³³ In *'Strange Faces' in the Academy: Experiences of Racialized and Indigenous Faculty in Canadian Universities*, participants also mentioned that student evaluations of teaching played a role in making racialized and Indigenous scholars feel excluded.³⁴ Research on the topic³⁵ along, with our members' experiences serve to highlight the ways in which existing institutional practices relating to promotions and tenure applications can disproportionately, and negatively, affect racialized and Indigenous faculty members and, by extension, contribute to their underrepresentation.

³³ Ryerson University v Ryerson Faculty Association (2018).

³⁴ Mohamed & Beagan (2018, p. 347).

³⁵ See, Fan et al., (2019), and Chávez & Mitchell (2019).

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4. Health and wellness

The continued imposing of austerity measures despite the Central Administration consistently reporting financial surpluses year after year for more than a decade, is having negative repercussions on the health and wellness of growing numbers of APUO members – as well as students and members of the other unions. Increases in teaching and graduate supervision loads, growth in the complexity and quantity of administrative processes, proliferation of shadow work, as well as intense competition for limited research funding all converge to generate high levels of professional anxiety and stress that, in turn, contribute to a wide range of health issues, including burnout and depression.

Members across all faculties and the Library shared that their growing workloads have had a detrimental impact on their mental and physical wellbeing. We were deeply troubled to repeatedly hear about increasing numbers of members needing to take leaves for health-related reasons. Since few replacement professors and librarians are appointed to fill the gaps caused by leaves, certain types of supervisory, teaching, and service work inevitably are redistributed among colleagues. In the Library, for example, members do not have an equivalent of course releases and are expected to “take one for the team” by accepting additional work resulting from individuals taking leaves. As a consequence, members often hesitate too long before taking sick leave, feeling guilty when they do, and often returning to work too early. This vicious circle is detrimental to everyone’s health and well-being.

Echoing what we reported in Section 3.1 (*Gender-based inequities in the workplace*) regarding the attempt by some Deans to renegotiate terms of pregnancy and parental leaves, the APUO has learned of several members who have taken health-related leaves only to be informed by their respective Deans that upon return they would have to “reimburse” course credits for the period of their leave by teaching extra courses to compensate for their absence. This is in direct breach of the Collective Agreement and of the Ontario Human Rights Code. It also contravenes a ‘cease and desist’ order rendered in a 2016 arbitration decision by Arbitrator Keller in relation to a dispute between the APUO and the Central Administration specifically about this practice. ***We vehemently denounce this practice and encourage any members who have been, or are, subjected to it to communicate as quickly as possible with the APUO.***

In recent years, the issue of on campus mental health and well-being has garnered increasing amounts of attention from faculty members and students alike. Members expressed grave concerns for the well-being of students and are increasingly finding themselves in situations where they are having to deal with students in varying states of distress. APUO members frequently do not have the necessary training and/or resources to provide the required support in these situations. Members also expressed concerns about their own mental health and well-being as well as that of their colleagues. The Central Administration has for too long given inadequate attention to mental health needs on campus as is evidenced by the scarcity of supports to which students and faculty members experiencing distress can be directed.

For librarians, the stress associated with the Library reorganisation continues to be felt. Librarians are still ascertaining what the changes to their job descriptions mean for the way the Library functions. Certain tasks associated with the Library’s day-to-day operations have not

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been considered in the review of their job descriptions. As a result, in addition to juggling with new responsibilities and a new structure, librarians are having to take on additional tasks to ensure the Library can continue to meet the needs of students and professors alike. This extra work is an important source of stress that puts at risk the overall well-being of librarians.

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Conclusion

The findings of the 2019 Listening Tour confirm that APUO members' workloads across all faculties and the Library have increased in unsustainable ways. The testimonies we heard make abundantly clear the connection between the deterioration of our working conditions and the austerity measures and managerialism that is increasingly manifest at our University. Since 2007, the Central Administration amassed more than half a billion dollars in financial surpluses.³⁶ Yet, it would have us believe our institution is in a perpetual financial crisis, year after year, while withholding resources and services on which we depend to effectively pursue and disseminate knowledge.

Prior to the Listening Tour, the APUO had already identified the more than one hundred vacant support staff positions as a major source of the shadow work APUO members find themselves having to take on. As the testimonies we heard make clear, this is exemplary of the ways in which a lack of transparency and accountability regarding how decisions are made, and the increasingly hierarchical relationship between APUO members and the Central Administration is constraining our ability to tackle emerging trends that bear negative consequences for our working conditions.

As professionals and experts in our respective fields, and as those at the forefront of delivering our University's educational and research mandates, APUO members' input is essential to our institution's success. However, our representation on the various decision-making bodies to which we are invited to participate is often outnumbered by appointees of the Central Administration, or muzzled by policies and governance frameworks that posit a conflict between the interests of students and personnel, and those of our University.³⁷ The Central Administration's reluctance to tap into APUO's members' expertise in its governance structures is a barrier to identifying and advancing collective priorities that can enhance the student experience, and support our University's core mandates.

The testimonies shared by our members reveal a strong commitment to our University and to its continued success. The implementation of the recommendations emerging from our Listening Tour will go a long way in establishing working conditions that promote better work-life balance and well-being without compromising our capacity to remain ambitious in delivering the best possible student experience and innovative research.

We thank members who participated in the Listening Tour and shared their experiences with us. Your continued engagement with our pursuit of more fair and equitable working conditions, be it during collective bargaining or otherwise, is essential to our efforts at remedying the challenges outlined in this report.

³⁶ For the 2018-19 fiscal year, the University of Ottawa reported a record-breaking financial surplus of \$91.8 million dollars in its audited financial statements. Since 2007, the University of Ottawa has amassed cumulative surpluses amounting to \$521.26 million dollars. All of the University's financial statements are public, and are available in the Financial Planning section or our University's website. See, <https://www.uottawa.ca/financial-resources/financial-planning/financial-statements>

³⁷ See, Canadian Association of University Teachers, *Board of Governors Structures at Thirty-One Canadian Universities* (2018, p. 24-25).

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Recommendations:

Following the Listening Tour, the APUO has identified the following recommendations to remedy some of the workload-related challenges shared by members. This list is not exhaustive. It is a starting point.

Shadow work:

1. Fill all vacancies in the Support Staff of the University of Ottawa (SSUO) bargaining unit, and increase the number of support staff positions to assist with:
 - a. the administrative elements of APUO members' workloads at the faculty and academic unit levels;
 - b. translation needs across all faculties and the Library;
 - c. student academic mentorship for undergraduate students; and to
 - i. ensure greater academic mentorship resources are dedicated to supporting the needs and integration of international students;
 - d. the work of the Student Academic Success Service (SASS) to better meet the accommodation needs of students without downloading extra work on APUO members;
 - e. the operations of laboratories across our institution;
 - f. the Library's operations.
2. Simplify procedures for researchers to manage their research funding.

Workload issues:

3. Investigate ways to better support APUO members' teaching workloads.
4. Ensure Deans meet the April 1 deadline for teaching loads as prescribed in Article 22 of the Collective Agreement.
5. End the practice of cancelling or not allocating full course credits for smaller classes.
6. Introduce fairness in teaching loads across faculties.
7. Broaden and codify the definition of academic and professional service activities in the Collective Agreement with respect to workload.
8. Investigate the introduction of a formula to fairly allocate course releases to members applying and receiving research grants.

Challenges specific to librarians:

9. Establish a standing committee to review the impact of the Library reorganisation to better understand its evolving impact on our members' workload.
10. Establish a librarian working group to identify an optimal student to librarian ratio to ensure our University can become an increasingly competitive internationally recognized research-intensive institution.

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Equity:

11. Investigate means to “recognise teaching and service work to include support provided by BIPOC faculty” and librarians “to other marginalized students” and colleagues “not under their supervision or in their classes.”³⁸
12. Mandate faculties to identify and create APUO member positions that specifically targets and seeks out the knowledge and expertise of Black, Indigenous, and racialized scholars.
13. Create faculty and Library Equity Officer positions and/or EDIC-like³⁹ committees tasked with identifying areas where inequities exist, including vis-à-vis workload assignments, and with proposing the implementation of measures to alleviate existing inequities at the faculty and library-level.
14. End the mandatory use of Student Evaluations of Teaching for Promotion and Tenure decisions, recognizing that these evaluations are deficient and tend to be negatively biased towards members of equity-seeking groups.

Governance:

15. Increase the APUO complement to reach a student to professor ratio of 18.5:1, a goal established by the Central Administration in its 2020 strategic plan.
16. Decentralize the way in which APUO appointments are assigned to faculties and academic units.
17. Provide meaningful opportunities for APUO members to be involved in and influence decisions at all levels of University decision-making.
18. Implement mechanisms to ensure transparency and accountability at all levels of University decision-making.

³⁸ See, Dhamoon (2020, p.16)

³⁹ We envision a committee that would be loosely modeled after the Equity, Diversity, and Inclusion Committee as per [Article 17.1.6.2 of the Collective Agreement](#).

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Sources for calculating student to professor ratios and student to librarian ratios

Source for data on student enrolment:

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