

**Final Report of the
Working Group on
Normal Teaching Load of
Regular Members**

23 November 2023

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1. Executive summary and key recommendations

There is a longstanding perception among APUO members that the normal teaching load of regular professors is higher at uOttawa than at other U15 universities, and that it is inconsistent among Faculties. In autumn 2021, a Working Group was created to investigate and make recommendations regarding potential ameliorations.

1.1 The main findings emerging from the Working Group are:

1. Teaching is one element of the overall workload of professors, and often is adjusted in relation to other elements of their work including research, graduate student supervision, and service in accordance with the norms of their home Faculties. In order to understand “normal teaching loads,” the Working Group necessarily considered workloads as a whole.
2. Workloads, as a whole, are calculated differently in different Faculties at uOttawa and across U15 universities. There are improvements to be made at uOttawa in order to ensure equity among colleagues and parity with the U15.
3. Marked differences in the teaching loads of APUO members exist across Faculties at uOttawa. APUO members working in the Faculty of Arts and the Faculty of Education teach more courses annually than their peers in other Faculties.
4. There is a lack of standardized data reporting, collection, and analysis across Faculties. The absence of reliable and easily comparable data about the teaching, research, and service elements of workloads at uOttawa and at other U15 universities hinders both the objective assessment of disparities and the accurate tracking of change over time. There are financial and opportunity costs that should be considered when determining how, and by whom, data will be collected, reported, and analyzed. Investing in both the hiring of additional personnel and technological solutions is more sensible than adding to the workload of already overburdened administrative and support staff.
5. The ratio of teaching to research and service differs markedly among uOttawa Faculties. Although an ideal ratio of 40:40:20 is often articulated as an expectation, the reality, in some Faculties, is felt to be quite different. Decreasing levels of administrative support, and, in some Faculties, decreasing numbers of professors, were identified as reasons why service obligations are perceived to be steadily increasing.
6. A perceived diminution in teaching assistant support, or general lack of it, was also noted as an important factor affecting workloads. Although the Collective Agreement currently provides for corrector assistance when certain types of courses exceed an enrolment threshold, teaching assistants could be used more comprehensively to ease imbalances in workload both in terms of achieving something closer to the 40:40:20 ratio and in terms of facilitating better parity between colleagues.
7. Overall, APUO members do appear to have higher teaching loads than their peers in comparable Faculties at other U15 universities, often with the additional pressure of being required to teach in both French and English.

1.2 The main recommendations of this report are:

How best to establish normal teaching loads across academic units and Faculties:

1. Decisions about which workload model to implement are best left to the individual Faculties.
2. Teaching is merely one aspect of workload. Overall workloads should be consistent across uOttawa; teaching loads should be calibrated with other U15 Faculties.
3. uOttawa should implement a systematic, standardized, and consistent reporting process for the collection of teaching load and overall workload data, and this information should be shared annually with the APUO.
4. In addition to the existing information sharing stipulations in the Collective Agreement, aggregate data about normal teaching loads (e.g., mean, median, and mode, as well as numbers of academic leaves and administrative releases) across Faculties should also be shared annually with the APUO.
5. uOttawa should consider working with Universities Canada or another body to commission a normal teaching load report focused on U15 universities.
6. In the interests of transparency, collegiality, and good governance, this report should be made available to all APUO members, Deans, and professional staff with a role in workload processes, followed by annual reporting of the updated data and periodic analyses.

How to adequately recognize all aspects of teaching responsibilities:

7. Faculties should consider the merits of two successful workload models currently in use at uOttawa.
8. The role of correctors and teaching assistants should be expanded to better assist in balancing inequalities in teaching loads.
9. uOttawa's French/English bilingual mission creates unique issues in relation to teaching responsibilities and service that need to be better supported.

How to incorporate the Working Group's recommendations into the Collective Agreement:

The Working Group has identified twelve workload issues that could be addressed in the Collective Agreement. These are identified in the [table at the end of Section 6](#).

2. Introduction

There has long been a widely held perception among APUO members that the teaching load at uOttawa is unequal among Faculties and higher than that at other U15 universities. Appendix J of the Collective Agreement, which was accepted into the Collective Agreement in the 2011- 2012 round of collective bargaining, sought to address this matter. In the spring of 2021, uOttawa and the Association of Professors of the University of Ottawa (APUO) signed a [Letter of Understanding \(LOU\)](#) aimed at replacing Appendix J with a “*new normal teaching load assignment process*” that takes into account “*relevant factors as listed in article 22.1.3 such as: the number of courses taught, the format of the course, and the number of students assigned to each course*” as well as “*the supervision and mentorship of undergraduate and graduate students, and post-doctoral fellows.*”

As stipulated in the LOU, a Working Group was formed in October 2021, with three APUO representatives (Thomas Allen, Tyler Chamberlin, Daniel Paré) and three Faculty Relations representatives (Kathleen Gilmour, Jonathan Patrick, Kathryn Prince).

The mandate of the Working Group was to:

- survey the different ways in which normal teaching loads are established in each uOttawa Faculty and in the Faculties of U15 universities.
- identify and make recommendations regarding favorable changes to normal teaching loads, as well as to the process of assigning normal teaching loads, including how to:
 - a) best establish normal teaching loads across academic units and Faculties enabling us to ensure that APUO members’ teaching workloads are equitably distributed and to enable the University to discharge its mission as a research intensive university;
 - b) adequately recognize all aspects of teaching responsibilities, such as the supervision and mentorship of undergraduate and graduate students, and of post-doctoral fellows;
 - c) incorporate the working group’s recommendations in the APUO Collective Agreement.

3. Methodology

The evidence-gathering activities of the Working Group were divided into two phases. The first involved analyzing Institutional Research and Planning (IRP) data about actual teaching loads. The second focused on contextualizing this information by surveying APUO members, engaging in a listening tour of Faculties, and holding exchanges with representatives from other U15 universities across Canada.

Access to reliable internal and external data was the most notable challenge encountered in preparing this report. On the internal side, the IRP data provided to the Working Group came with the following caveats:

- different reporting standards, formats, and styles are used in each Faculty;
- different Faculties capture different types of information;
- terminology is used differently across Faculties;
- manual recording and input of information by a variety of people creates inconsistencies; and
- much of the available data requires validating.

Where possible, IRP did seek to validate the quantitative data provided to the Working Group. Nonetheless, many anomalies remained, not least because of the difficulty of restricting the analysis to regular APUO professors. For example, APUO Language Teachers in the Faculty of Arts have an annual normal teaching load of 21 credits whereas the teaching load of their colleagues in the Faculty of Medicine is calculated per hour, not per credit. Standardizing how data are collected and reported would go a long way toward resolving some of the issues that remain opaque in this report.

For Phase 2 the Working Group designed a survey aimed at assessing how familiar APUO members are with the workload allocation methods in their respective Faculties, how fair they believe these methods to be, and what points of friction may exist. Of the 1298 APUO members contacted, 419 responded (267 in English, 152 in French), reflecting a 32% response rate. The responses, which are best considered as illustrative of the types of challenges experienced by individual APUO members, are discussed thematically in section four of this report, and by Faculty in section five.

The survey was followed by a listening tour during which two or three members of the Working Group met with department chairs, section coordinators, and vice-deans involved in workload allocation, as selected by each Faculty. The aim of these meetings was to investigate the workload allocation process in each Faculty from the perspective of those most directly involved in its operationalization. The Faculty of Medicine and the Telfer School of Management opted not to participate in this exercise.

The conversations were all initiated with four questions provided in advance to participants:

- How are teaching loads and total workloads determined in your unit?*
- What do you feel works well?*
- What are the sticking points?*
- How can the determination of teaching loads and workloads be improved?*

In the days following the meetings, participants were given the opportunity to comment on the meeting notes drafted by the attending Working Group members.

Lastly, the Working Group sought to compare teaching loads and workloads in each Faculty with those of their counterparts at other U15 universities. The objective here was to ascertain how the teaching loads in uOttawa Faculties compare with those at their most relevant counterparts.

Given the difficulties with data collection and consistency internally, it is perhaps no surprise that these difficulties multiplied with the number of comparators included. We began with the Council of Ontario Universities 2018 report [*Faculty at Work: The Composition and Activities of Ontario Academic Workforce*](#) and a dataset titled *Course Load Norms for Full-Time Faculty at Ontario Universities* provided by the Ontario Confederation of University Faculty Associations (OCUFA), and then proceeded to obtain information from interviews and e-mail exchanges with contacts at other U15 universities.

4. Survey findings

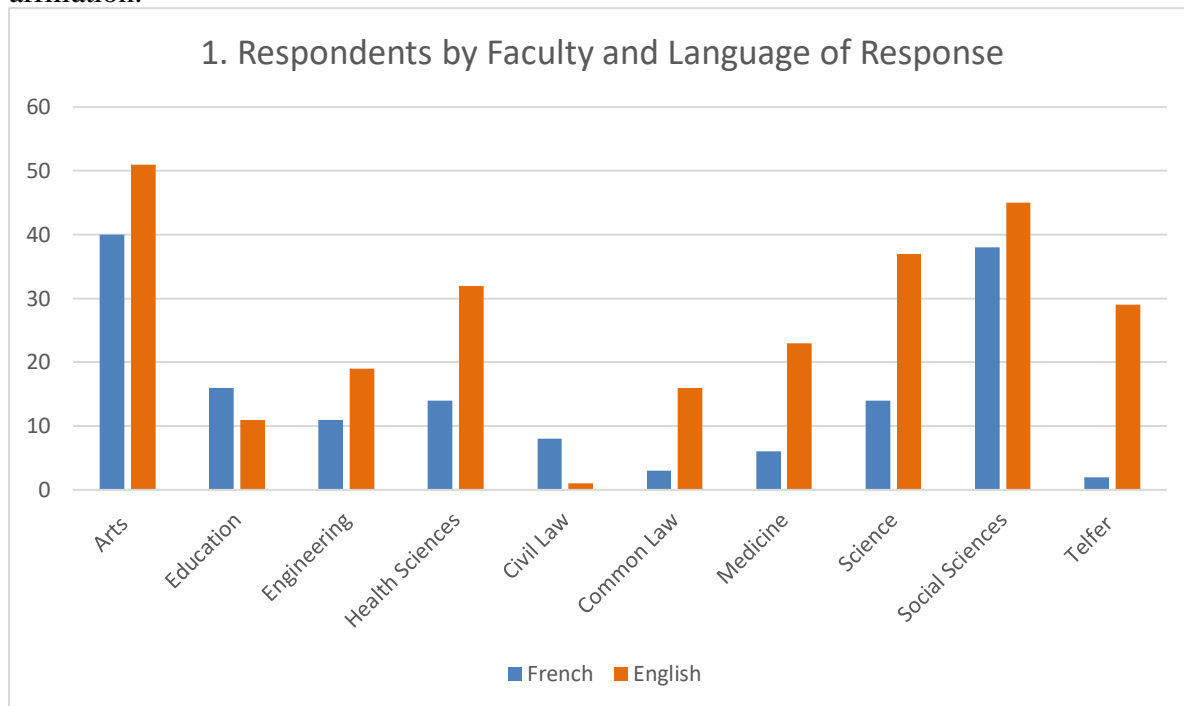
In November 2022, a survey (see Appendix 7.1) designed to elicit APUO members' perceptions of their teaching load in relation to that of their peers within their own Faculty, as well as in other uOttawa Faculties and in other U15 universities, was distributed via the APUO e-mail list. The survey consisted of four structured and two open-ended questions.

Many of the answers received echoed concerns highlighted in the APUO's [Report of the 2019 Listening Tour on the issue of Workload](#) that was released to APUO members in autumn 2021. Specifically, concerns about increasing class sizes and decreasing access to teaching assistants, the downloading of administrative tasks onto professors, and the ways in which service, supervision, and teaching in both English and French are counted, were all manifest in the survey responses. Paralleling the findings of the APUO's Listening Tour, respondents teaching in the three Faculties with a base annual teaching load of 15 credits or five 3-credit courses – Arts, Education, and Telfer – focused on the 'double penalty' arising from both teaching more than others and, consequently, being less research productive which, in turn, negatively impacts tenure and promotion decisions.

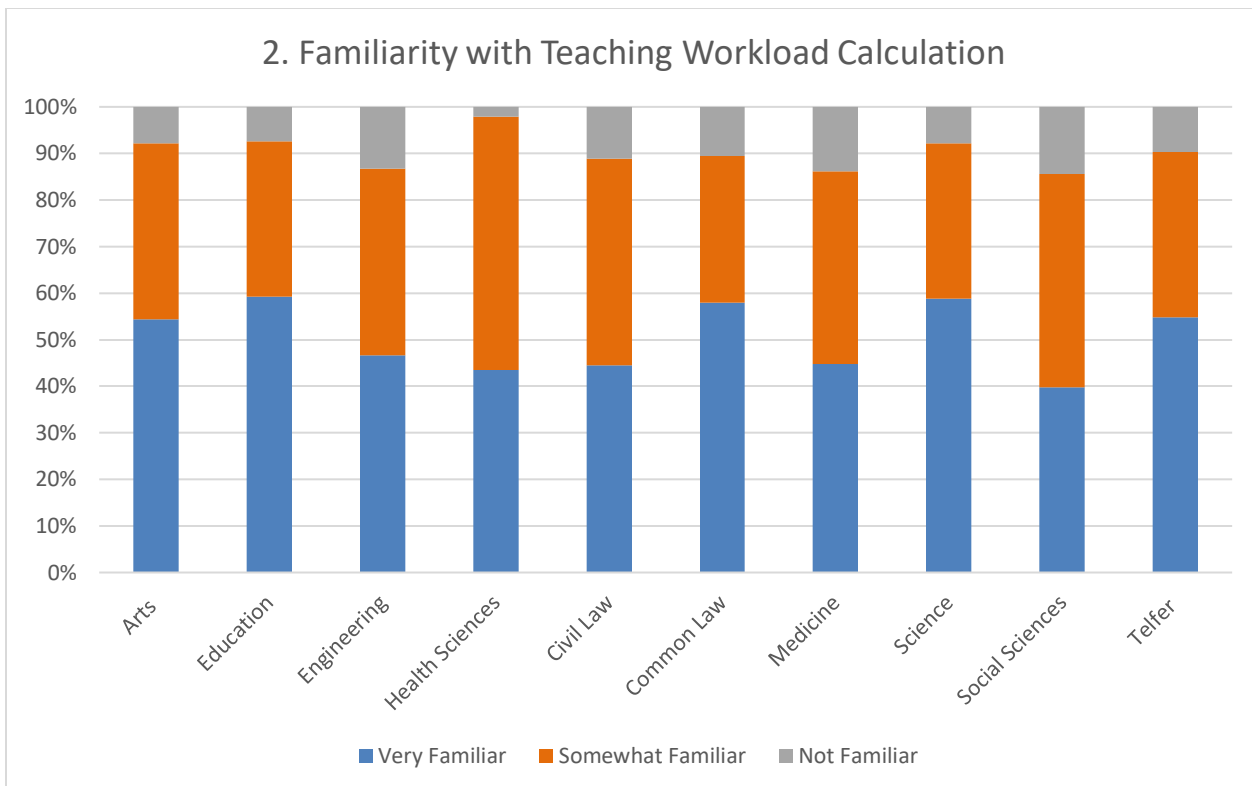
Reflecting the qualitative nature of the survey data and the small sample sizes in some categories of response, in presenting the survey results we have opted, in some instances, to use descriptive terms (i.e., substantial majority, majority, small majority, substantial minority, minority, small minority) instead of reporting numbers or percentages.

4.1 Responses to Structured Questions

Question 1 asked respondents to identify their primary Faculty affiliation. The largest numbers of responses were received from Arts (n=91) and Social Sciences (n=83), and the fewest from Civil Law (n=9). Three respondents preferred not to identify their Faculty affiliation.



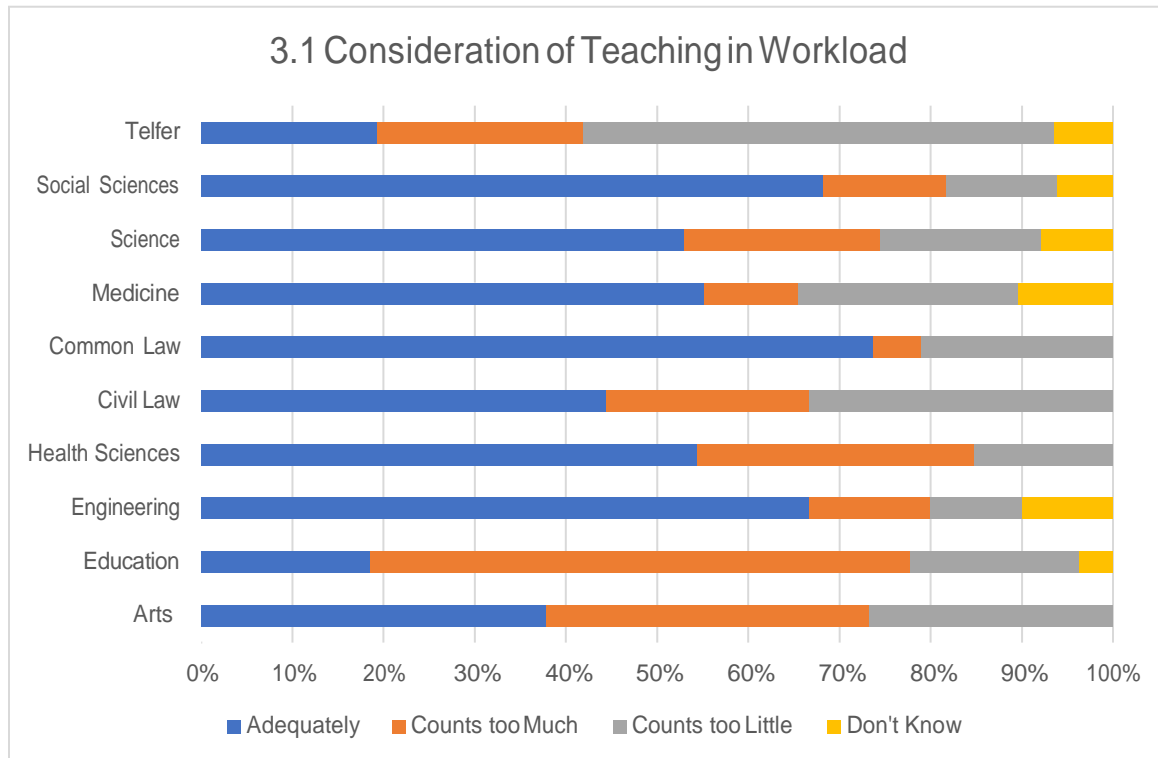
Question 2 asked “How familiar are you with the way in which your annual teaching load is calculated in your Faculty?” Between 40% and 59% of respondents across the ten Faculties answered that they were “very familiar” with how their annual teaching load was calculated. The percentage of respondents indicating “somewhat familiar” ranged from a low of 32% to a high of 56%. Fewer than 15% of respondents across all ten Faculties indicated that they were “not familiar.” The finding that some 40% of respondents from across all Faculties reported only being “somewhat familiar” or “not familiar” with how their annual teaching load is calculated suggests a need for greater transparency and communication around how teaching loads are calculated within and across Faculties.



Question 3 examined perspectives about the adequacy with which teaching, student supervision, research, and administration/service are factored into workloads. Notable differences were observed among Faculties for each component of this question. With respect to teaching, more than two-thirds of respondents in three Faculties (Common Law, Social Sciences, and Engineering) indicated that it was “adequately” considered in the assigning of their workloads. This contrasts with the Telfer School of Management and the Faculty of Education where fewer than 20% of respondents indicated feeling that teaching was “adequately” factored into the calculation of their workload.

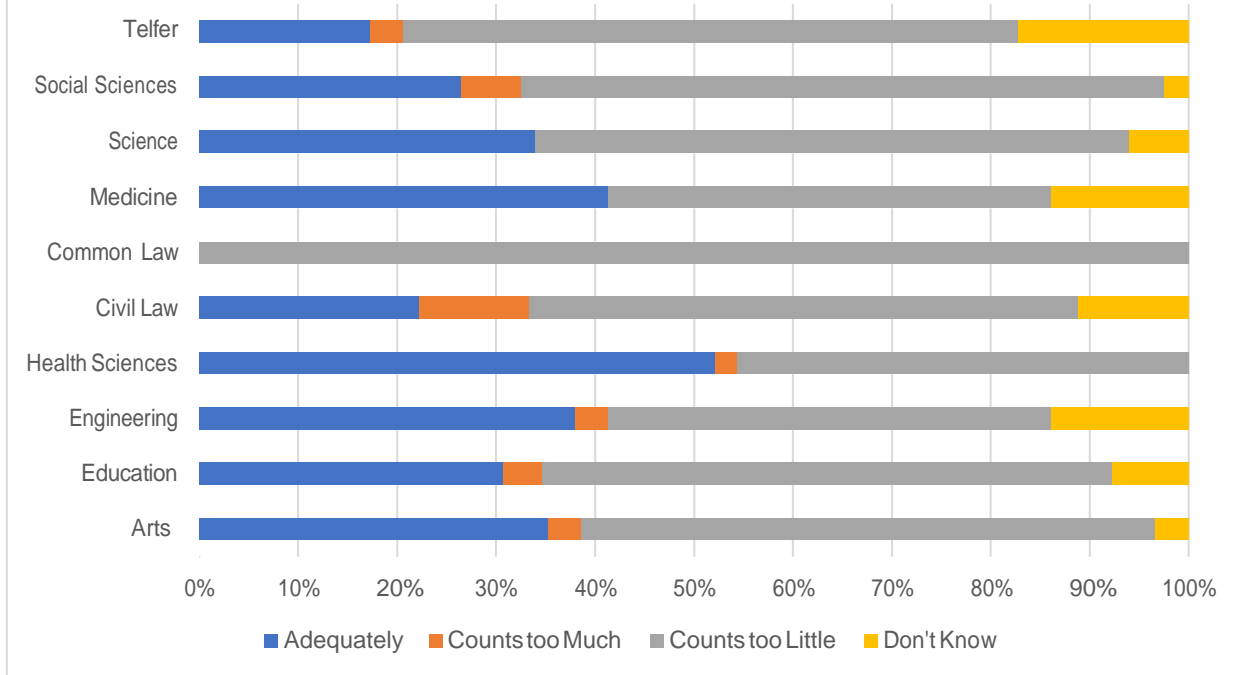
In Education, 59% of respondents felt that teaching “counts too much,” while 52% of those from Telfer reported it “counts too little” (see Figure 3.1). It seems plausible that this discrepancy may be accounted for, at least in part, by different interpretations of the question. Some respondents appear to have interpreted “counts too much” as meaning they are assigned more courses than they would like, with others seemingly interpreting “counts

too little” as meaning the amount of work they are doing is not recognized sufficiently. Some context for the observed divergence is provided by the open-ended responses received for Questions 5 and 6 of the survey (see below). Specifically, the most commonly noted concern from respondents in the Faculty of Education related to the reliance on a base teaching load of 15 credits (five 3-credit courses) which was seen as anomalous in comparison to other Faculties at uOttawa and to their counterparts at other U15 universities. Respondents from Telfer, which has the same base teaching load as Education, likewise viewed their situation as anomalous, but their concerns predominantly focused on the use of research productivity as a factor in determining teaching load.



Across all Faculties, graduate supervisions were consistently identified as counting too little in the allocation of workloads (see Figure 3.2). In their responses to the open-ended survey questions, participants from Common Law, Civil Law, Education, Engineering, and Telfer indicated that graduate supervisions were not formally acknowledged and lamented course reductions not being granted in exchange for graduate supervisions. Participants from Arts and Health Sciences expressed concerns about the mechanisms by which graduate supervisions are recognized in their respective Faculties.

3.2. Consideration of Supervisions in Workload

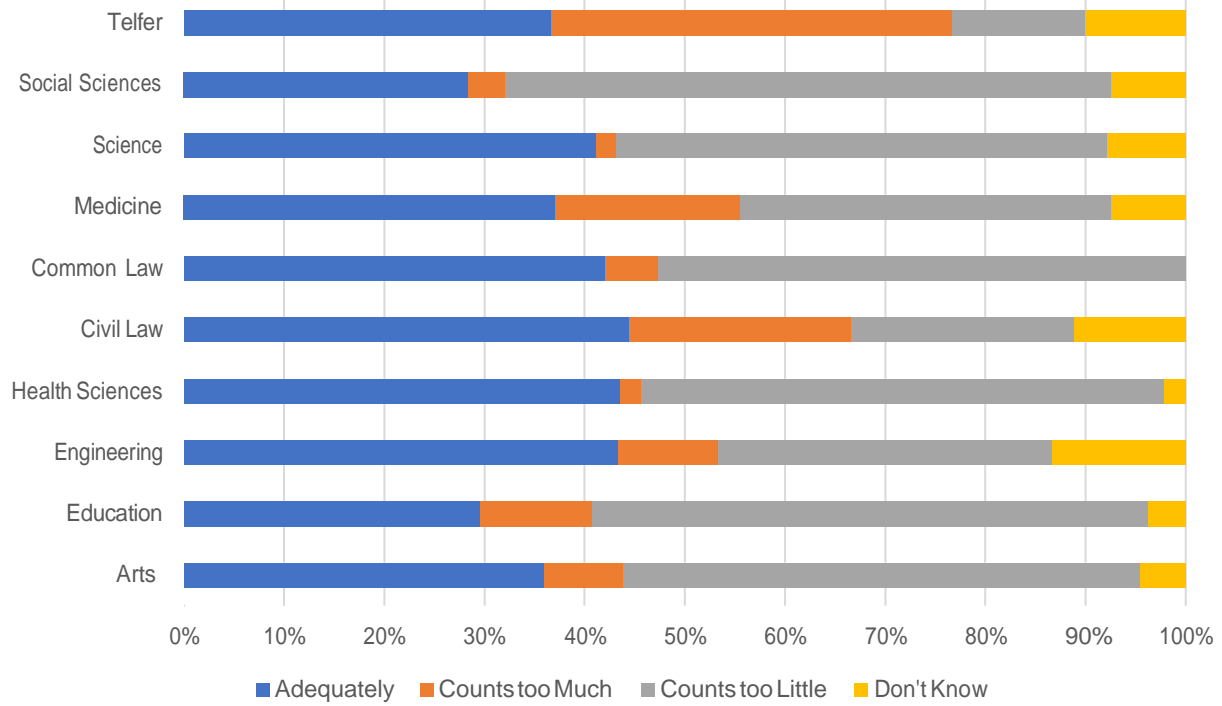


According to the respondents from most Faculties, research “counts too little” in the workload allocation process (see Figure 3.3). In their responses to the open-ended questions, many participants expressed dismay about the lack of recognition accorded to the work involved in applying for, administering, and managing external research grants.

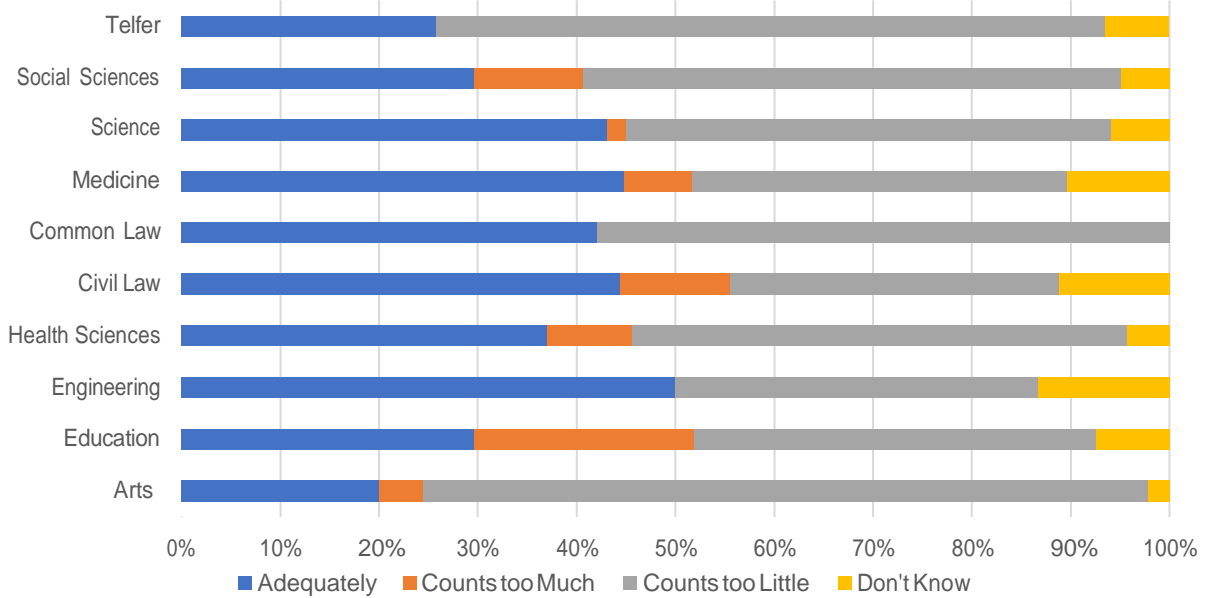
Notably, 40% of respondents from Telfer indicated that research “counts too much” in the allocation of teaching loads. In their open responses, these respondents drew attention to the current practice within the School of assigning additional teaching responsibilities in response to what is deemed low research output. This action was viewed as “punishment” and detrimental both to research productivity and to faculty morale.

In most Faculties (Arts, Telfer, Common Law, Social Sciences, Health Sciences, Science), roughly half or more of respondents indicated that administration/service “counts too little” in the calculation of workloads (see Figure 3.4). In their open-ended responses, respondents from Arts, Engineering, Medicine, Science, Health Sciences, and Social Sciences commented on the downloading of activities previously completed by administrative and support staff onto APUO members; so-called ‘ghost’ or ‘shadow’ or ‘invisible’ work. Respondents from Health Sciences called for greater clarity of expectations for service work, and those from Civil Law suggested setting limits on the number of administrative/service duties assigned to regular professors.

3.3. Consideration of Research in Workload

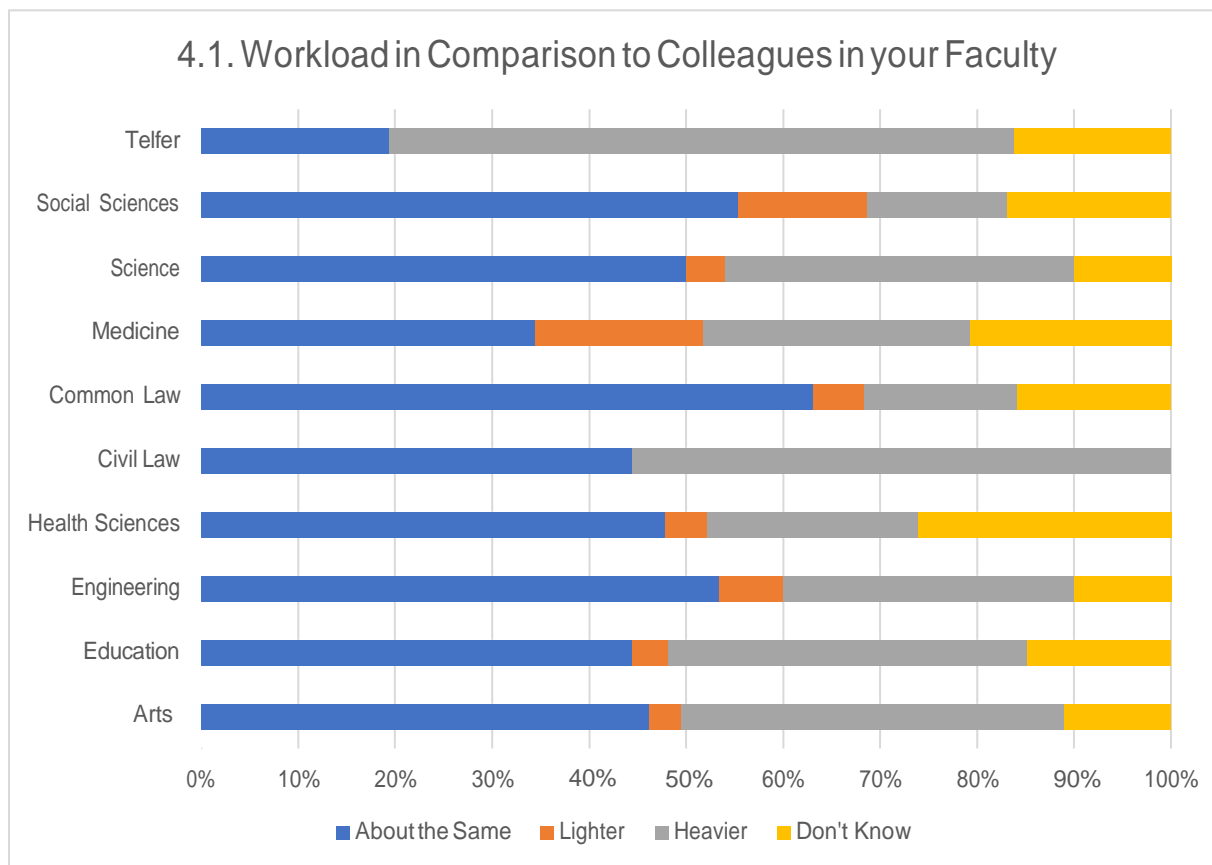


3.4 Consideration of Administration/Service in Workload



Question 4 asked respondents to compare their individual workloads to those of their colleagues within their Faculty / Department; APUO members in other Faculties at uOttawa; and their peers at other U15 universities.

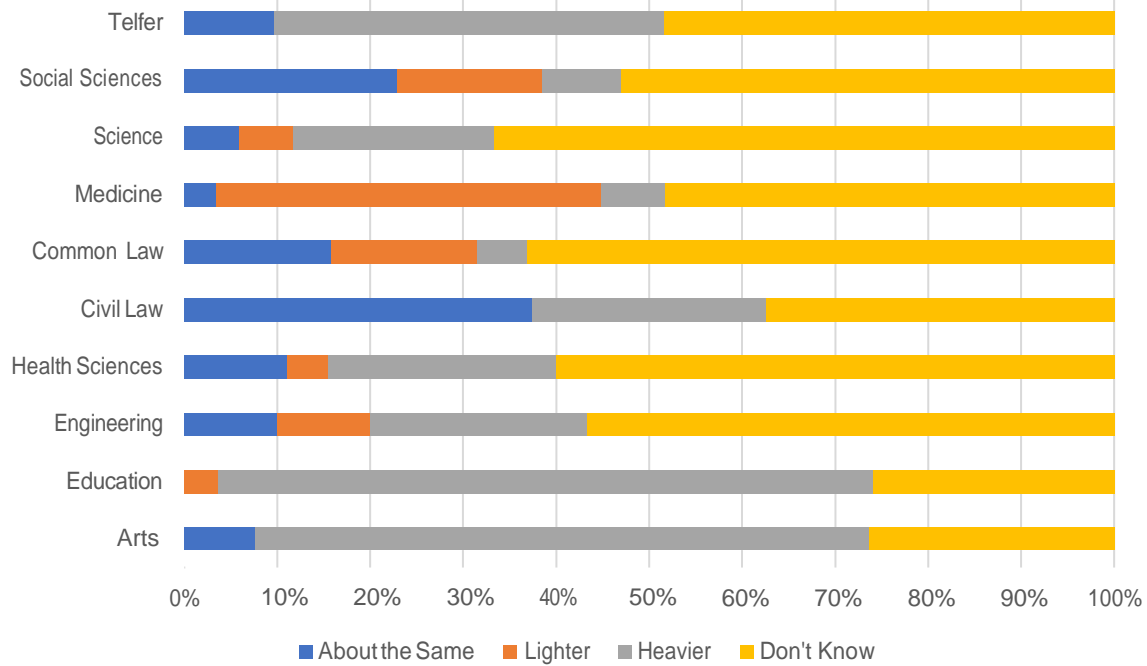
More than half of respondents in Common Law, Social Sciences, Engineering, and Science indicated that their workloads are “about the same” as those of their colleagues within their Faculty (see Figure 4.1). More than half of respondents in Telfer and Civil Law indicated that their individual workloads were “heavier” than those of their Faculty colleagues. A considerable number of respondents from Health Sciences and Medicine indicated they “don’t know” how their workloads compare to those of their colleagues.



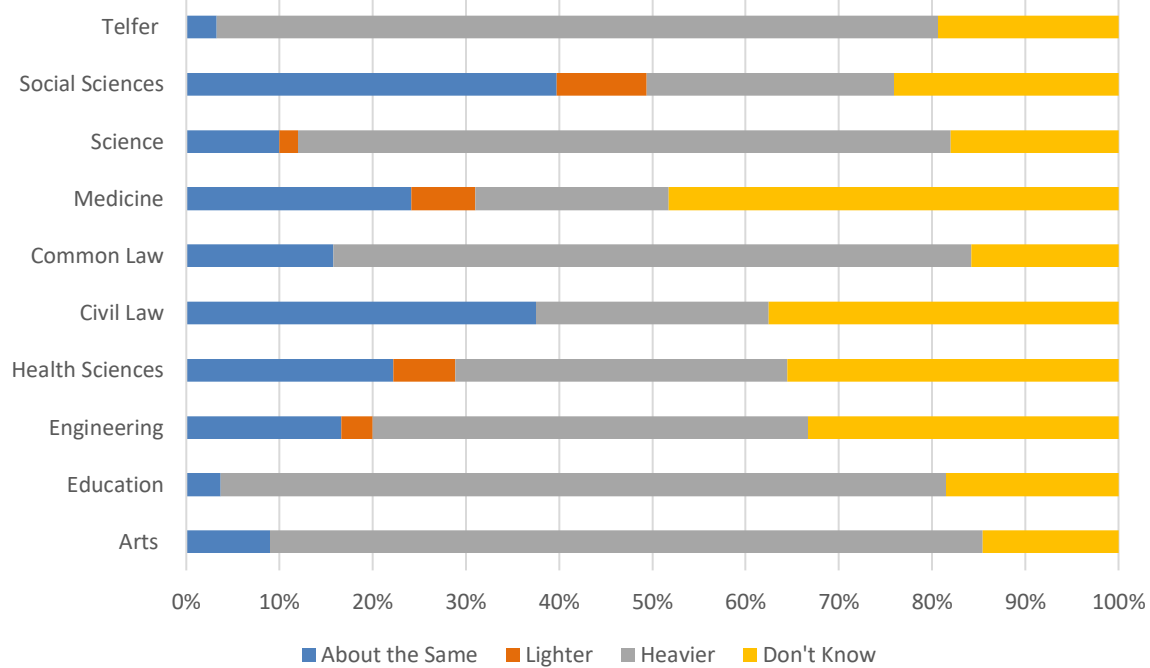
More than half of respondents from Science, Health Sciences, Engineering, and Social Sciences, and nearly half from Medicine and Telfer, indicated they do not know how their workloads compare to their counterparts in other Faculties (see Figure 4.2). A clear majority of respondents from Arts and Education indicated, apparently with good reason as reflected in the data from Institutional Research and Planning, that their teaching loads are heavier than those of APUO professors in other Faculties.

Respondents from five Faculties (Education, Telfer, Arts, Science, Common Law) perceived their workloads to be heavier than those of their peers at other U15 universities (see Figure 4.3).

4.2 Workload in Comparison to Colleagues in Other Faculties



4.3 Workload in Comparison to U15 Peers



4.2 Responses to Open-ended Questions

Questions 5 and 6 of the survey asked respondents to suggest one change that would most improve how their total workload is determined, and invited additional comments or suggestions. A total of 586 responses were received (Question 5: 228 in English, 129 in French; Question 6: 139 in English, 90 in French). Common themes emerging from these responses were as follows:

Wellbeing: Particularly striking, overall, was the number of responses in which respondents identified their work as being overwhelming and detrimental to their physical and mental health.

Teaching: There were two common messages across all the responses received regarding teaching. The most frequent suggestion was a call to reduce teaching loads, and the second most frequent was a call to recognize the inequities in teaching loads created by attributing three credits of teaching to all courses regardless of differences in content, pedagogy, teaching modality, and class size.

A majority of respondents from Arts expressed a desire for a reduction in their base teaching load from 15 credits, or five 3-credit courses, to 12 credits, or four 3-credit courses. This also was the view expressed by respondents from Education and some from Telfer. Respondents from Science and Medicine consistently indicated that their teaching loads were too high.

Respondents from Engineering, Health Sciences, Sciences, Social Sciences, Civil Law, and Common Law expressed dissatisfaction with all courses counting for the same number of credits despite differences in the amount of work involved in teaching larger classes. Similar concerns were raised by respondents in Arts and Social Sciences, where essays are a main mode of student assessment, leading to very heavy grading loads.

Respondents from Medicine, Health Sciences, Civil Law, Common Law, Arts, Social Sciences and Education indicated that greater support for teaching via an increased number of teaching assistants (and correctors when appropriate), and improved policies for allocating this support, would be a marked improvement over existing practice.

Respondents from Engineering, Science, and Medicine called for the creation of more teaching intensive positions. By contrast, respondents in teaching-intensive positions called for their workloads to be reduced.

Graduate supervisions: Respondents from almost every Faculty except Telfer identified their greatest workload challenge as the discrepancy between the amount of work involved in supervising graduate students and the level of recognition such work is accorded in their workload. This view was particularly pronounced among responses received from individuals whose home Faculty does not accord any credit for graduate supervisions or caps the number of credits available annually.

Research: Challenges associated with research differed across Faculties. Respondents from Arts, Social Sciences, Health Sciences, and Medicine reported that research performance and the additional work involved in applying for and managing large grants is not adequately weighted. Those from Telfer articulated a number of issues pertaining to how their research output is measured and differences in how such output is valued. The use of

journal rankings as a metric in the determination of teaching loads was identified as particularly problematic.

Service: Respondents from every Faculty identified the lack of value accorded to service and the way it is measured (or not) in the determination of workloads to be a major challenge. The types of activities identified as ‘service’ include administrative tasks associated with scheduling and administering graduate studies, editing peer-reviewed journals, leading departmental programs, and community involvement (including work with Indigenous and marginalized groups).

Ghost/shadow/invisible work: Many comments explicitly referred to increases in workloads arising from reductions in support staff positions and the corresponding downloading of administrative activities to APUO members as well as the need to engage with multiple different IT systems for administrative purposes. The commonly held perception in this regard was that increases in “ghost work” or “shadow work” or “invisible work” are taking up ever more amounts of APUO members’ time and preventing them from focusing on their research.

Equity and fairness: Many respondents identified what they perceive as inequities and/or unfair situations with respect to their workloads. A consistent request, originating in four faculties (Telfer, Medicine, Social Sciences, Science), was for greater transparency in the workload allocation process. Differences in individual workloads within and across Departments/Faculties, and with comparator universities, are viewed as unfair and detrimental to career progression. The challenges associated with having to teach in both French and English were also reported by some as being inequitable.

5. Faculty snapshots

Marked differences in the teaching loads of APUO members exist across Faculties at uOttawa, regardless of whether this is calculated by the mean number of teaching credits or the mean number of courses taught.

The mean number of teaching credits, according to IRP data, across all Faculties at uOttawa is 9.2.¹ The median across all Faculties is 9.5 credits. The Faculty of Arts (mean 11.3, median 12), the Faculty of Education (mean 10.3, median 12), and Telfer (mean 10, median 9) have the highest normal teaching loads. The Faculty of Law (Civil Law mean 9, median 9; Common Law mean 8.4, median 9), the Faculty of Engineering (mean 8.5, median 9), and the Faculty of Health Sciences (mean 7.3, median 7.5) have the lowest.

The mean number of weighted (proportional) courses, taught across all Faculties at uOttawa is 3.1 courses per full-time regular APUO member (commonly abbreviated as FTE). The median across all Faculties is 3 courses. The Faculty of Arts (mean 3.8, median 4), the Faculty of Education (mean 3.4, median 4), and Telfer (mean 3.3, median 3) teach the highest number of courses. The Faculty of Law (Common Law mean 2.8, median 3; Civil Law mean 3, median 3), Faculty of Engineering (mean 2.8, median 3), and the Faculty of Health Sciences (mean 2.4, median 2.5) teach the lowest.

The material presented in this section sets out how teaching loads are calculated within each Faculty, how this compares to other U15 institutions, and how APUO members and administrators involved in workload allocations experience both the workload allocation process and its results.

5.1 Faculty of Arts

Base teaching load: 15 credits

Mean (2021-22 data): 11.3 credits

Median (2021-22 data): 12 credits

Course release available? Yes, for administrative roles, various research chairs, department chairs, new professor, principal investigator of a tri-council grant

Course release for graduate supervision? Yes, up to three credits (one course) annually

Overview

In the Faculty of Arts, departments choose from three possible workload models: uniform, uniform individual, and differentiated. The chosen model applies to all APUO members in the department. The standard teaching load in all models is 15 credits, or five 3-credit courses, with reductions that differ among models.

In the **uniform model**, provided the department reaches the minimum threshold of one graduate student per FTE, each professor receives 2 supervision credits, regardless of the number of students they supervise. Department chairs do not receive any supervision credit. Credits for tri-council grants are applied individually, with the principal investigator (PI)

¹ The Faculty of Medicine is omitted from the statistical analysis of mean and median teaching loads because their workload allocations are anomalous and not easily compared to other Faculties. Survey answers from Medicine are included in the Faculty Snapshots.

awarded one credit for each year of the grant.

The **uniform individual model** applies to departments that do not reach that minimum threshold of one graduate student per FTE. Everyone supervising at least one student receives two credits. Credits for tri-council grants are applied individually, with the PI awarded one credit for each year of the grant.

In the **differentiated model**, graduate supervisors receive one credit per student supervised, up to a maximum of three credits annually. Tri-council grants yield two credits annually to the PI.

In all models, department chairs receive nine teaching credits annually, and most undergraduate and graduate directors receive three credits, apart from the Department of Communication which, due to its very large size, receives additional credits (currently under review).

The end result is that most APUO members teach 12 credits annually two years out of three, and 15 in the third year, unless they have an external grant or a major service role.

Survey responses

Teaching: The most frequently identified problem among respondents from Arts was the number of courses they teach. Many comments explicitly requested the adoption of a ‘flat 4’ or ‘2:2’ teaching load as is the case in the Faculty of Social Sciences. This approach was viewed as more straightforward, transparent, and predictable. There also was a widely held perception among professors in this Faculty that they teach more than their counterparts at other U15 universities. Some identified issues with work/life balance resulting from teaching loads, and difficulties with mental/physical health. Others saw this as an equity issue. The inability to complete research tasks in semesters with a three-course teaching load was also noted. Likewise, the amount of grading required during a three-course semester was seen as overwhelming due to the prevalence of essays as a primary mode of evaluation. Also noted was a perception that budgets for teaching assistants and correctors have been cut as part of wider budget reductions across the university. Other teaching-related issues raised included the grading/marking-burden associated with essay-based coursework, calls to recognize lab sections as courses, and a desire for greater control over both the scheduling and structuring of classes.

Graduate supervision: Several comments focused on the amount of work involved in graduate supervision. Frustrations were expressed about the lack of transparency surrounding the details of the current system, including the limiting, annually, of the number of recognized graduate supervisions, and restrictions placed on the carrying forward of excess supervision credits to later years. Concerns also were articulated about how supervisions are recognized for those on academic leave. The cancelling of the previous ‘Air Miles’ system that recognized various aspects of graduate supervision, including serving on thesis committees and juries, was thought to have led to the re-emergence of inequalities between fields of research that, for whatever reason, tend to attract different numbers of students.

Research: The current base teaching load of 15 credits, or five 3-credit courses, was seen as detrimental to research productivity. Some respondents pointed toward the seeming

contradiction between research being deemed the most important element of contract renewal or tenure and promotion on the one hand, and a heavy teaching load impeding research productivity on the other. Some respondents pointed to the desirability of having in place means by which to better recognize research contributions, including through course reductions. Recognizing grants from the Canada Council for the Arts and other funding bodies and organizations as equivalent to Tri- Council grants was another suggestion.

Service: Many respondents indicated that their contributions to service are inadequately recognized, as is the impact of service on research productivity. This issue included both formal external service such as editing scholarly journals, and informal tasks relating to teaching and research that previously were supported at least in part by support staff. It was suggested that the time taken up by both kinds of service constitutes a double penalty insofar as it impedes research productivity which, in turn, is likely to negatively impact upon promotion opportunities later in one's career. It was suggested that administration/service should more clearly count toward promotion, and that the breakdown among teaching, research, and service be revised to better reflect the lived reality of faculty members.

Equity and fairness: Several respondents raised issues of equity/fairness in relation to teaching loads. Differences in teaching modalities and types of courses, and teaching in both official languages, were mentioned as areas of concern by multiple respondents. The impact of shrinking APUO complements on the workloads of remaining colleagues was noted, with the replacement of retirees mentioned as the preferred solution. The workloads of Language Teachers, whose normal teaching load is 21 credits, were described as overwhelming.

Listening tour

Many of the concerns expressed by survey respondents from the Faculty of Arts were echoed during the listening tour meeting with department chairs. Bearing in mind the three different workload models in this Faculty, there was a perception among chairs that the Faculty of Arts has no uniform method of allocating teaching loads, with each department "doing their own thing." Concerns were expressed about the variability among departments fostering inequity. The main concern pertained to the difficulty of maintaining an active research program with a base teaching load of 15 credits or five 3-credit courses. One department chair mentioned that while it is good that graduate supervision is recognized, the current method in their department incentivizes quantity over quality. Another mentioned that the method of recognizing graduate supervision in their department, presumably the uniform model, rewards those who are supervising less by the same amount as those who are supervising more. Concerns were also voiced about growing "service creep" and the lack of any incentive towards service.

Comparison to U15

There are two main methods of calculating teaching load in Faculties of Arts within U15 universities. By far the most common, a standard 2:2 teaching load, depends on departments having healthy enrolments. Several U15 deans with whom the Working Group corresponded indicated that in their Faculties, a minority of departments teach a 3:2 or even a 3:3 load. Such teaching loads, they noted, were limited to low-enrolment programs and/or programs offering large numbers of low-enrolment courses.

According to those with whom the Working Group corresponded, in the 2:2 model, exceptions are applied to whole departments, not individual professors. This said, in some Faculties the departments have some latitude to offer course releases for activities they choose to support, such as supervision or research in excess of the average, or the development of new programs and courses. This is dependent on the department's ability to sustain the support through its revenues. In some cases, a 2:2 department can also require an extra course of an individual professor due to below average involvement in graduate supervision, research, or service.

In some 2:2 Faculties, entire departments, as opposed to individual professors, can periodically opt to teach an overload to keep a program running when enrolments are temporarily low, or reduce their teaching load if the department has an unusually high number of graduate students.

The other method – that which currently is in place at uOttawa along with only a few other U15 universities – is to begin with a base teaching load of 15 credits, or five 3-credit courses, that is reduced to account for graduate supervision and tri-council grant success, with, typically, an annual 3-credit reduction cap. Most regular professors end up with a 2:2 teaching load, but this outcome is dependent on the grant success of individual professors and the number of graduate supervisions they take on.

5.2 Faculty of Education

Base teaching load: 15 credits

Mean (2021-22 data): 10.3 credits

Median (2021-22 data): 12 credits

Course release available? Yes, for external research grants as well as major service roles

Course release for graduate supervision? Yes, up to three credits annually

Overview

In the Faculty of Education, professors are consulted about their teaching preferences for the upcoming academic year in December or January. Program directors make their recommendations to the Vice-Deans of Undergraduate and Graduate Studies, who then advise the Dean. This is a collegial process that tends to operate through back-and-forth discussion and iteration. One of the issues leading to rather more discussion and iteration is that professors express their preferences before the teaching schedule is finalized, leading to some changes due to scheduling conflicts and some difficulties accommodating scheduling preferences.

Survey

Teaching: Most respondents expressed a desire to reduce the current base teaching load of 15 credits, or five 3-credit courses, to 12 credits, or four 3-credit courses, noting that this would help to ensure the quality of teaching and allow faculty members to spend more time on research, as befits a research-intensive institution. Respondents noted an inequity in counting all courses as equivalent in the determination of teaching loads despite the differing amounts of work required by different types of courses. A Faculty policy mandating that all

faculty members teach in both the undergraduate and graduate programs was seen as creating additional work because it required individuals to teach courses that sometimes fall outside of their area of specialization.

Improved access to teaching assistants was suggested.

Graduate supervisions: There was one suggestion received indicating that graduate supervisions should be better addressed in the workload model.

Research: Respondents from the Faculty of Education asked for: more time to conduct research; additional consideration in the form of teaching reductions when research grants are obtained; and a better alignment between the expectations and demands for research productivity and the amount of time faculty members are actually able to commit to research activities given their current teaching loads.

Service: Increased recognition of service contributions within the Faculty's existing workload model was suggested.

Equity/fairness: Some respondents indicated that their teaching load was inequitable compared to that in other Faculties. The overall workload was considered to be untenable, with the impact on junior faculty, and specifically women, particularly acute. It was noted that some faculty are experiencing or nearing burnout. A comparison of workloads by gender was specifically requested on the grounds that gendered inequities are believed to exist within the Faculty.

Listening tour

Along with program directors, one Vice-Dean participated in the listening tour meeting.

One of the main challenges raised during this discussion centered on the difficulties associated with seeking to balance courses with different intensities of assessment and student engagement, courses with different teaching modalities, and courses that need to be regularly updated. In this Faculty there is great disparity in class sizes, with some courses enrolling as few as 2-3 students and others being much larger. Those who participated in the meeting maintained that given differences in faculty members' areas of expertise, balancing large and small courses in an equitable manner within each professor's workload often was not possible, even from year to year. Also noted were large differences in the amount of time it takes to correct assignments and to meet individually with students. Questions were also raised about the extent to which workloads could be considered similar across differing modalities of instruction.

According to the meeting participants, a lack of teaching assistants in the Faculty precludes what could otherwise be a partial remedy to balancing workloads. Allowing for more flexibility in the credit value of certain courses in the workload, for example counting them as more or less than 3 credits, would be one mechanism to consider in seeking to redress workload inequalities.

Other suggestions included allocating of credits to service roles in line with how credits are allocated for obtaining research grants, and for the work associated with preparing research grant applications, rather than only once grants are obtained.

Three interrelated concerns were articulated about the allocation of credits for graduate supervision. First, under the existing approach early-career professors can find themselves

with heavy teaching loads because they have not yet acquired many supervisions. Second, credits are only given for direct supervision, which results in many professors doing extensive uncompensated supervisory work including, for example, setting comprehensive exams, serving as committee members, and examining thesis defences. Third, supervisory credits are only attributed to the supervisor once students successfully complete and defend their thesis or dissertation.

It was suggested that completing the APUO teaching allocations earlier in the year would result in a better experience for staff, professors (including APUO and APTPUO), and students.

5.3 Faculty of Engineering

Base teaching load: 10.5 credits except in Chemical Engineering (12 credits)

Mean (2021-22 data): 8.5 credits

Median (2021-22 data): 9 credits

Course release available? Yes, for major administrative and leadership positions; the base teaching load assumes an active research profile with external grants

Course release for graduate supervision? No

Overview

The base teaching load in the Faculty of Engineering is 10.5 credits, or 3.5 3-credit courses per year for most departments, and 12 credits, or four 3-credit courses per year in the Department of Chemical Engineering. A banking system is used in which fractions of courses can be carried over to subsequent years. Despite starting with a higher base teaching load than other departments in the Faculty, Chemical Engineering offers additional reductions for research and service activity that brings average teaching loads in line with other Faculty units.

For most departments in the Faculty, the base teaching loads are for faculty members with active research, a status that is usually defined as having NSERC funding and a team of graduate students. Rather than offering release credits based on funding and graduate supervision, this approach assumes that all faculty members have similar levels of activity. In theory, additional teaching can be added to the workloads of those who do not maintain research activity. In practice, however, this is rarely necessary.

In Engineering, APUO members supervise relatively large numbers of graduate students, typically 3 Master's and 7 PhD students at any given time as well as a large number of undergraduate projects. The supervision is labour-intensive and partially accounts for the Faculty's lower base teaching load. Service roles such as department chair or program director come with additional teaching releases.

Class sizes in Engineering are relatively large, with enrollments of up to 500 in first-year courses, 150 in fourth-year courses, and 50-80 in graduate courses. However, since most assessment of student work is done by TAs or correctors, class size has a less significant impact on workload than in other Faculties, except as it relates to TA and corrector supervision.

Survey

Teaching: Currently, all courses in the Faculty of Engineering count for three credits regardless of class size. However, respondents felt that large introductory courses with hundreds of students require much more work than a small graduate course. Differences in class sizes between French and English versions of the same course were identified as inequitable. Greater recognition for teaching larger and novel courses would be a welcome change. There also were requests to hire more full-time teaching stream APUO members.

Graduate supervisions: Noting the overall burden of graduate supervision, some dissatisfaction was expressed about graduate supervisions not contributing to reductions in teaching loads.

Service: There was a perception among respondents from Engineering that an increasing number of administrative tasks have been downloaded onto professors. Greater recognition of service contributions was requested. Frustration with the number of administrative systems, and the frequency of change, was articulated. The amount of work involved with SASS accommodations was identified as a major challenge.

Equity/fairness: Workloads were perceived to be inequitable insofar as those who are not research active or who do not supervise graduate students teach, for the most part, the same amount as those who do. Differences in class sizes between French and English sections were also identified as inequitable.

Listening tour

The department chairs in Engineering praised the quality of support staff within their departments and at the Faculty level, and noted that the presence of more support staff would permit faculty members to focus on teaching and research. The lack of any angst over workload among the directors was notable.

A desire to hire more teaching-intensive permanent faculty moving forward was mentioned as a priority, given the Faculty's heavy reliance on part-time instructors.

U15

Typically, Engineering schools in the U15 have a teaching load of three courses with little variability among professors except in cases of above-average service commitments or below-average graduate student supervision; supervision in Faculties of Engineering is often a substantial component of the overall workload.

5.4 Faculty of Health Sciences

Base teaching load: 12 credits

Mean (2021-22 data): 7.3 credits

Median (2021-22 data): 7.5 credits

Course release available? Yes, for administrative roles, research chairs, new professors

Course release for graduate supervision? Yes: 3 supervision credits = 1 course release

Overview

The standard teaching load in the Faculty of Health Sciences is 12 credits, or four 3-credit courses, with reductions accorded for graduate supervision and departmental service. In this Faculty, the first graduate supervision does not accrue any points on the grounds that this is the expected minimum for APUO members. Each additional supervision accrues one credit, which may be divided in the case of a co-supervision. The maximum accrued credits for graduate supervision is 3 (i.e., 4 students supervised, 8 co-supervised, or some combination thereof). In terms of service, department chairs receive 9 credits, and associate chairs receive 6. Canada and University Research Chairs also receive credits, as do new hires.

The supervision of graduate students both within and outside the Faculty is accorded credits that may be applied for course releases. Credits are also allocated for initiatives such as designing new courses.

A standardized formula is used across the Faculty for determining and assigning teaching loads. This formula was developed by the current Dean through a highly consultative process that looked at practices both within the schools and in relation to the supervision of graduate students. This process was described as generally fair, equitable, and transparent. Directors use the standardized formula to engage in a consultative process to negotiate teaching loads and overall workloads with faculty members. This process normally begins in October.

Survey

Teaching: Several respondents from this Faculty requested that teaching loads be reduced to a level comparable to those in the Faculty of Medicine and in comparator universities. The inability to reduce teaching below 9 credits because of caps on credits accorded for student supervision and research grants was identified as problematic. Class sizes also were a concern. Respondents reported that teaching large undergraduate courses is not equivalent to teaching small graduate courses. Reducing the number of students enrolled in courses and increasing access to teaching assistants was suggested. Recognizing work associated with labs was another suggestion. Additional work involved with bimodal teaching and accommodations for students unable to attend in person (including recording of lectures that are going to be missed) were new challenges that, according to the respondents, should be considered in calculating workloads.

Overall, a desire for workload determination to take into consideration more factors than simply the total number of teaching credits assigned, including the amount of time needed to prepare certain courses, was articulated.

Graduate supervisions: Some respondents noted a change in both the quality and quantity of graduate supervisions, with students now requiring more mentoring/psychological support than in the past. Better recognition of the work involved in graduate supervisions was requested.

Issues with the policies regarding the recognition of graduate students were also raised, including a desire to redress the current practice of withholding graduate supervision credits for students who do not finish their program on time.

Research: Suggestions relating to research included better accounting for the amount of work involved in research, including the time and effort associated with applying for and

administering externally funded projects. A limit on the number of course releases available for research per professor was identified as an issue. It also was suggested that faculty members should be able to use research funds to buy themselves out of teaching.

Service: Many respondents expressed concern about the amount of service that is required and how it is recognized. Clarity about expectations for service contributions and greater recognition of these activities, and, in particular, the requirements of major administrative roles such as Vice-Dean were identified as issues. There was a perception that service requirements have increased, driven, in part, by the loss of administrative support. Reducing service requirements for those making greater contributions to teaching, graduate supervision, and/or research was desired.

Equity/fairness: The challenges of contributing to all facets of the job were identified. The difference in base teaching loads between the Faculties of Health Sciences and was identified as unfair. Likewise, differences in class sizes in courses taught in English versus in French were

also reported as inequitable. A perception of some faculty members in a “privileged subgroup” being allocated more favourable workloads also was noted.

Listening tour

The directors of the five schools comprising the Faculty of Health Sciences expressed three principal concerns.

First, they were unequivocal about a need to generate an institutional culture in which teaching is valued more than is widely perceived to be the case at present.

Second, while they were generally supportive of the standardized formula, they reported some challenges relating to its use. These included the lack of credit for the supervision of undergraduate students in research project courses, for running workshops for graduate students, and for participating in the multiple evaluations associated with the accreditation of professional programs. Concern also was reported about student contact hours not being included in the calculation of teaching credits.

Finally, they were concerned about a heavy reliance on APTPUO professors. Three principal reasons were identified as prompting over-reliance on APTPUO professors: the loss of APUO members whose positions have not been filled; the need to cover teaching relief; and the need for additional teaching staff when programs are in growth phases. Limited-Term Appointment (LTA) positions were viewed as a helpful but imperfect remedy. The directors posited that the existing centralized system for allocating APUO positions is problematic, and that greater Faculty-level autonomy to manage teaching-related resources would enable them to respond more effectively to the dynamic teaching needs of their programs.

U15

Across the U15, there is significant variability in the disciplines represented within Faculties of Health Science and in how they are organized into structural units such as schools, colleges or faculties. Such differences made it exceedingly difficult for the Working Group to collect data that would allow for a systematic and reliable comparison of teaching loads between uOttawa and Health Science Faculties at other U15 universities.

5.5 Faculty of Law, Civil Law and Common Law

Base teaching load: 12 credits

Mean (2021-22 data): 9 credits (Civil Law) and 7.8 (Common Law)

Median (2021-22 data): 8.4 credits (Civil Law) and 9 credits (Common Law)

Course release available? Yes, for administrative roles and (in Civil Law) for some tasks including directed readings and editing the law review

Course release for graduate supervision? No

Overview

The standard teaching load in both Civil Law and Common Law is 12 credits. There typically are no credits for graduate supervision or for most external grants, with the exception of major partnerships. Previously, there was a points-based system for graduate supervisions in Civil Law, but this was discontinued because the accrual of banked credits had become financially unsustainable. In Civil Law, there are standard credits allocated to some tasks including supervising directed readings and editing the Faculty's law review.

The chief mechanism for determining teaching loads in both Faculties is collegial consultation. The collegial process begins in October when the Vice-Deans in Common Law, or the Dean in Civil Law, contact professors about their teaching and scheduling preferences. The goal is to establish teaching assignments by the end of January and post part-time positions in March so that courses and professors can be advertised to students well before registration. Professors often teach the same courses, on the same schedule, year after year.

Survey

Teaching: The fact that both large introductory courses and small seminar courses count for three credits despite requiring different amounts of work was viewed as problematic. Greater access to TA support was requested. The teaching load was considered to be high compared to comparator law schools. Without teaching assistants, the marking load can be onerous, particularly for those with multiple sections of large classes. Student interactions were also viewed as frequent and time consuming. Student contact hours, as stipulated in Appendix J of the Collective Agreement, were not perceived to be respected.

Graduate supervision: Recognition of graduate supervision was requested by two respondents. Some professors receive many requests to supervise due to their areas of specialization, which leads to inequities.

Research: Additional support for research through the provision of research assistants was requested, as was support for those with large research projects.

Service: A study to better assess the amount of time spent on service activities was suggested. There also was a suggestion of setting limits on the number of committees/administrative service activities that individuals can be asked to perform, and providing additional administrative support to reduce the overall load on professors.

Equity/fairness: There was a perception that a lack of transparency in workload

assignments across the Faculty could lead to perceptions of favoritism. Including information about class sizes in the workload assignment was desired. The overall impact on faculty members of changes that have taken place in recent years was described as exhausting.

Listening tour

According to the Deans and Vice-Deans with whom the Working Group met, the current system of workload allocation was perceived to work well in both Civil Law and Common Law. It was noted, though, that the approach is strongly reliant on collegiality. Some of the nuances that require collegial discussion include differences in class sizes, credits for graduate supervision and directed studies, the number and type of assessments in courses, the intensity and nature of interaction with students in courses, and the mode of delivery. The Deans have the discretion to make adjustments to the value of a particular course in a teaching load, or to a professor's overall teaching load, based on these factors. In Common Law, a working group is currently studying the issue of online teaching and will make recommendations that could include a method for recognizing the relationship between teaching modality and value in the workload.

It was noted that, especially in the absence of teaching assistants, more administrative support for faculty members could be a useful mechanism to balance anomalies in workload and reduce the overall proportion allocated to administrative tasks. There was a perception that comparable universities provide more generous administrative support that often includes the services of a paralegal whose particular expertise is strategically valuable. A shift towards more formative assessments in many courses, for pedagogical reasons, suggests that administrative support is only a partial solution to a potential problem that could, in another Faculty, be solved with teaching assistants.

U15

Across the U15, four courses seems to be the normal teaching load in the majority of Faculties of Law, although some have shifted or are in the process of shifting to three courses with the stated aim of advancing research.

5.6 Faculty of Medicine

The Faculty of Medicine assigns workloads in a manner notably different from those employed by other Faculties at uOttawa. The Working Group was not able to gather useful workload data from IRP, which is a known limitation. The survey responses from members of the Faculty Medicine are included in the snapshot below as they remain relevant to any discussion of normal teaching loads.

Teaching: Teaching loads in this Faculty are considered to be significantly higher than at comparator research-intensive universities, detracting from faculty members' research activities. More support from teaching assistants, particularly when a professor is not co-teaching, was requested. Some respondents pointed to a need for greater recognition of the work involved in developing new courses and updating existing ones, and for leadership roles.

Graduate supervisions: It was suggested that graduate supervisions should be better recognized in a professor’s workload.

Research: Greater recognition for individuals’ research intensity was suggested, with more nuanced distinctions between being the PI on certain types of research grants and leading research papers versus being collaborators and contributors. The amount of work involved in peer review was also identified.

Service: Several respondents noted the offloading of administrative tasks onto professors, including the scheduling of thesis defences and comprehensive examinations. Reviewing grant applications and serving on committees was identified as onerous.

Equity/fairness: There was a request for greater transparency in workload assignments, for example by being sent a copy of the workloads of all members, and for data to be provided on the historical workloads of academics of similar profiles (teaching-intensive vs research-intensive). Respondents suggested that some departments believe they are perceived to not contribute sufficiently to teaching because their teaching is not in assigned/coded courses. There was a perception of “double counting” for some professors who gain additional benefits from the graduate students they are able to support.

Other: Deficiencies in IT support were noted. There also was an expressed desire for greater alignment between the annual report and workload assignment. Challenges were noted in some departments where teaching is not based on coded courses and, relatedly, a desire that annual workloads reflect the requirements that are set out in contracts of employment.

5.7 Faculty of Science

Base teaching load: 18 credits

Mean (2021-22 data): 9 credits annually

Median (2021-22 data): 9 credits annually

Course release available? No. See explanation of Detellier formula.

Course release for graduate supervision: No. See explanation of Detellier formula.

Overview

The “Detellier formula” is the basis upon which faculty workloads are assigned in most departments in the Faculty of Science (see Appendix 7.3). It takes into account factors such as class size, whether a course includes a lab component, graduate and undergraduate supervision, and service contributions, with the goal being to achieve an overall workload of 18 credits.

Credits are also allocated to significant administrative roles and to CRCs/URCs. In the Department of Mathematics and Statistics (MAT) a different formula is used, in part to account for fewer graduate students, but the spirit of the Detellier formula is present. MAT starts with a baseline of 4 courses per year, but individuals who have two or more graduate students are given a course release such that most members of MAT teach 3 courses per year. Those with significant administrative roles and CRCs/URCs typically receive additional course releases.

Survey

Teaching: Many professors indicated they believe they teach too much in comparison to other research-intensive universities. The perception is that 6 credits is more typical. Several respondents noted that class sizes appear to have grown in both senior undergraduate and graduate courses, and expressed their desire for these to be reduced. Teaching in both English and French was seen as an extra burden for professors at uOttawa, in comparison to other universities. One respondent noted that excessive demands across workloads could be impacting the quality of teaching. The differences between courses in terms of the amount of work required should be better recognized, including the time involved for specific preparations. The cancellation of courses after workloads have been assigned results in some professors having reduced workloads while others do not. This was seen as inequitable. For those teaching in French, the smaller classes often mean that they do not receive TA/corrector assistance. Some respondents expressed a desire for more teaching-intensive professors.

Graduate supervision: Some respondents felt that graduate supervisions should count more in their workload.

Research: There was some confusion in several comments regarding the contribution of research to the workload calculation in this faculty, and a suggestion that both output and impact should be considered.

Service: Many respondents noted the increasing burdens of administrative tasks that they feel have been downloaded to professors in recent years. More administrative support was requested. Better recognition of the various types of service contributions was desired, including engagements outside of the university such as professional societies, editorial duties, etc. Inequities were perceived by those who are heavily engaged in research and service activities and yet are required to teach the same as those who are not. There was a suggestion that the points associated with service contributions be clarified in the Detellier formula.

Equity/fairness: An issue with the Detellier formula was raised, whereby it reduces workload credits for repeated course sections even when they are taught in different languages. Given the challenges of finding qualified individuals to teach in French, this was seen to be unfair to those offering both English and French sections of a course. The overall effort involved in teaching in French was also suggested to be greater. Research chairs who are granted teaching releases early in their career are able to maintain these levels over time, which was seen as unfair to others.

There was a perception by a couple of members that some colleagues have been able to secure better workloads through negotiations with the Dean, including teaching small, specialized courses. Allowing administrative roles to move from one member to another was suggested in order to promote fairness, so that individuals do not “own” particular tasks. There was a suggestion that accommodations should be made for professors returning from parental leave.

Listening tour

The longstanding and formalized Detellier formula is appreciated for promoting transparency and clarity, and for reducing the potential for inequalities. Participants in this

discussion viewed it as useful and expressed a desire to continue with some modifications.

One of the greatest concerns expressed related to the possibility of the workload system changing, potentially as a result of a top-down decision. This included a fear that workloads would be standardized across the university, resulting in professors in the Faculty of Science being required to teach more than they currently do. It was suggested that, were this to happen, it would precipitate a mass exodus of professors attempting to move to other universities.

Participants recognized there was a desire among many in their departments to teach less, but that they generally felt that in spite of the teaching in the Faculty tending toward the higher end across comparator universities it was acceptable.

Teaching larger classes can potentially give rise to inequities in workloads, but most departments attempt to balance teaching loads across the Faculty. This is occasionally difficult. It was noted, for instance, that some professors can develop a sense of entitlement about teaching certain courses. There also was a desire in some departments to ensure that first-year courses are taught by skilled professors in order to attract students into their programs.

In most departments, service contributions were not generally seen to be overly problematic, with the exception of a few professors who do not contribute adequately to the committees on which they serve. The perception is that there is little accountability or consequence when such situations arise, but that there should be. Some frustration was expressed regarding administrative systems, especially when there is insufficient support during changes.

Questions were raised regarding the ability of the Faculty to deliver on the bilingualism mandate of the university, noting that a review of the undergraduate programs a few years ago concluded that the Faculty was not able to do so at that time. It would be desirable to have more courses taught in French, but the availability of francophone colleagues to teach is limited.

Finally, the value of teaching assistants was expressed as a desire to improve the student experience by allowing for pedagogies that might be more labour-intensive, and, for graduate students, to provide an important source of income. Training graduate students is essential for professors in Science to remain eligible to receive Discovery grants from NSERC.

U15

Information about U15 universities was gathered by contacting individual professors at 12 universities and Deans from four universities. The information obtained suggests that professors in the Faculty of Science are teaching more than those at most other U15 universities. Based on data gathered from the individual professors contacted, the average teaching load is 2.3 courses per year, with values ranging from 2 courses per year (at 4 U15 schools) to 3 courses per year (at 1 U15 school). In general, graduate supervision is not factored into the teaching load, with the exception being schools on the higher end of the teaching load range, where graduate supervision may be used to reduce the teaching load or is incorporated into the overall workload. Class size is usually taken into account, although often not explicitly: a commonly reported approach was for a professor to teach one larger

first or second year course (usually with TAs) and one smaller upper-year course within the individual's area of expertise. Those with substantial administrative roles and those holding research chairs are usually provided with some teaching relief.

The process of determining teaching loads was quite variable across universities. In some cases, the process relied on individual negotiation with the chair or head of the department. At the other end of the spectrum, the professors within a disciplinary area would organize their teaching assignments, with the head of the department reviewing and rationalizing the submissions of the various groups. In many cases, the approach fell between these two extremes, with both a consultative process and individual negotiation coming into play. In most but not all cases, finalized teaching loads are shared across the department.

Information gathered through discussion with Deans was similar, although with an emphasis on nominal rather than actual teaching loads. One Dean pointed out that in the merit system at their university, performance in teaching is ranked equally with performance in research from the perspective of determining merit, and that this was important in placing value on teaching.

Another Dean highlighted the usefulness of detailed "Record of Activity" forms that each faculty member is required to complete on a yearly basis. All four deans noted that there is variation in teaching loads across the departments in their Faculty.

5.8 Faculty of Social Sciences

Base teaching load: 12 credits (15 in Social Work, 18 in Psychology)

Mean (2021-22 data): 9.3 credits

Median (2021-22 data): 9 credits

Course release available? Yes, for administrative roles, various research chairs, department chairs, new professors

Course release for graduate supervision? No, except in Psychology and Social Work

Overview

The Faculty of Social Sciences employs a straightforward workload model that applies to all departments except Psychology and Social Work. The standard teaching load is 12 credits, excluding these two departments. Aside from major administrative roles like Vice-Dean or department chair, there are no reductions for service, graduate supervision, external research grants, etc.

In the School of Psychology, the standard teaching load is 18 credits, with reductions for graduate supervision, external research grants, and various kinds of administrative activities. Professors in this department usually teach 3 courses per year and take on other teaching-related roles such as coordinating practica, internships, and introductory courses.

In Social Work, the standard teaching load is 15 credits. Each professor typically teaches 3 courses and takes on graduate supervision that includes some graduate teaching elements relating to methodologies and practica.

Survey

Teaching: Several respondents identified large and growing class sizes as an issue of concern. There was a suggestion that classes with more than 40 students should count for more than three credits, because of the overall burden associated with, for example, handling plagiarism cases, preparing deferred examinations, and training teaching assistants. The overall quality and quantity of teaching assistants was a concern, with a perception that the number of hours allocated has decreased. The additional work involved with bimodal teaching, video-capture of lectures, and online discussion groups was identified as a significant challenge. Differences in the overall work involved in some courses, despite each being worth the same three credits, was noted as a challenge. The overall burden of managing students' problems and responding to their e-mails was mentioned. It was suggested that early career professors would benefit from fewer different course preparations and more repeated courses. Earlier determination of teaching loads would allow more time for preparation, resulting in better courses and less pressure.

Graduate supervision: Many respondents identified the lack of recognition of graduate supervisions as a core issue in their workloads. Unequal numbers of supervisions were identified as an equity issue as well.

Research: There was a perception among many respondents that research output is not considered in workloads. Some expressed a desire for higher research output to be rewarded with teaching releases, including for those receiving research grants who are currently not guaranteed such support.

Service: The amount of service that professors are asked to perform was identified by many as a major challenge, especially as it relates to administrative duties. It was felt by many that additional burdens are not adequately recognized, and that additional support staff could be of assistance. Challenges associated with staffing administrative positions such as program directors were identified and there was a perception that the administrative load falls too heavily on too few people. Inadequate compensation in the form of course releases and support for research assistants were seen as part of the causes of these problems. Concerns about the impact of "invisible work" or "ghost work" both generally and on those who will seek tenure and promotion was also noted.

Equity/fairness: Unequal student-to-faculty ratios among departments within the Faculty, as well as unequal rates of service, research, and supervisions was signalled as an equity issue. The ability of senior academics with large research grants to buy teaching releases was seen as creating additional work for junior academics. In Psychology, the system of credits and releases means that some individuals can end up teaching 5 courses instead of 4, which was not seen as fair. Some felt that colleagues who do not adequately contribute to supervisions or conduct research should be assigned additional courses. There was a call for greater transparency in the workload allocation process.

Listening tour

Ideally, across the Faculty of Social Sciences, department chairs play a key role in balancing individual teaching assignments based on class sizes, different aptitudes, and life circumstances. This is a collegial process, but there was some debate about what happens when it goes awry due to a pressing departmental need or an individual professor's

intransigence. It was unclear to department chairs whether they, or individual professors, ultimately decide on the specific courses professors are assigned, or what recourse departments have when certain colleagues refuse to, or are less suited to, teach certain kinds of courses.

Within departments, graduate supervision was perceived as a source of inequity because the workload model (outside of Psychology and Social Work) does not allocate credits for graduate supervision. Some department chairs felt that they would like to consider incorporating graduate supervision into the workload, which would make a substantial change to the Faculty's "flat four" model. Class sizes are another element that was considered to create inequalities, addressed in part with teaching assistants but with uneven results across different departments.

Although TAs can be used to balance inequities *within* departments, *between* departments TA support was perceived as a source of inequity because it flows from the supply of TAs at the graduate level rather than from departmental needs at the undergraduate level. It was suggested that this issue could be addressed if the Faculty took a more active role in TA allocations to create some mobility from one department to another, although it was recognized that this is not always possible or appropriate.

A concern shared among department chairs was the apparent expansion of administrative tasks that, while not accounted for in any workload model, are certainly experienced as substantial elements of the actual workload of professors.

U15

The Faculty of Social Science's flat four is typical of its peers within the U15, with many of the same nuances described in this section for the Faculty of Arts (and considerable overlap in departments belonging to Arts and Social Sciences at different universities). In the U15, some departments that have affinities with the health sciences (Psychology) or management (Business) have workload models that, while exceptional within Social Sciences, are similar to those in place within those other Faculties.

5.9 Telfer School of Management

Base teaching load: 15 credits

Mean (2021-22 data): 9.9 credits

Median (2021-22 data): 9 credits

Course release available? Yes, for section coordinators, program directors, tri-council funding

Course release for graduate supervision? No

Overview

At the Telfer School of Management, regular APUO members teach between three and five courses, depending on research productivity. Those who maintain an active research profile teach four. If they also are successful in attracting tri-council funding, then they teach three. Vice- Deans are given a three-course reduction, while section coordinators (Telfer has

sections rather than departments) and program directors get a one-course reduction. The current allocation system does not take into account the size of the course being taught and does not explicitly provide course release for supervision.

Survey

Teaching: Respondents indicated a desire to have a lower normal teaching load in line with what they perceived to be the norm in other Faculties on campus. There was a call by a respondent to reduce class sizes to allow for more effective teaching and improve student engagement and learning. Many respondents noted additional issues with the teaching loads in the School, including the general need to better value teaching contributions by not using additional teaching as “punishment” for those not considered to be within the favoured group of “research stars.” Differences in the amount of work involved in delivering different types of courses was also identified as a problem in Telfer, since all courses are valued at three credits. More careful consideration of the efforts that members put into their individual courses was requested.

Graduate supervision: Several respondents indicated that graduate supervisions should be better recognized in workloads.

Research: Maintaining research productivity while teaching four courses was identified as a significant challenge. There was a call by some for a broader appreciation of research impacts within government and industry, not just academia, as well as recognition of the work involved in preparing research grant proposals rather than only success in receiving funding. Relatedly, some would like to see a successful grant application as being equivalent to a peer-reviewed publication. There was some opposition to the use of journal rankings as a metric of success.

Lastly, one respondent reported wanting to see greater recognition of research generally.

Service: There was a view shared by some respondents that service, like teaching, is used as a punishment for not being a “research star.” A desire for greater general recognition of contributions to service and the impact that these can have on research was also expressed.

Equity/fairness: Some respondents expressed a desire for greater transparency, as in the past when workloads were shared with all faculty members. Additionally, there was a request for information on the workloads at other institutions. Greater clarity on the formula used to determine workloads for all APUO professors was requested. Balancing the demands associated with different courses that may require more or less preparation/administration was requested. Allowing for exceptional service contributions to be recognized in offsetting teaching was also suggested. There was a perception that the workload allocation process perpetuates inequalities.

Other: There was a suggestion that full professors be permitted the option of shifting some of their efforts from research towards service, which could relieve some of the perceived service overload on early career faculty members.

Listening tour

The Telfer section coordinators declined to meet with the Working Group because the assignment of teaching loads was undergoing revision at the time, and they did not feel that a meeting would be useful. Therefore, the information included in this section was derived from internal discussions within Telfer.

There was concern about workload allocation at Telfer. Part of it was fuelled by a perception that though the rules are fairly simple, they are not evenly applied across faculty members. There also was concern that the process does not take class size into account, leading to a general exodus of full-time faculty from the undergraduate program, particularly given the recent growth in MSc and PhD offerings. The process was also seen to be overly centralized, with little input from the section coordinators, leading to an insufficient appreciation of the contributions of individual members. There was also a perception that service is not adequately defined and thus disproportionately carried among faculty.

U15

Business schools in the U15 fall into two categories when it comes to teaching load. One group sets a standard teaching load of 3 or 4 courses that everyone teaches (e.g. Western University, University of Toronto, McMaster, University of Manitoba) while the other varies teaching load from three to five courses based on research productivity (e.g. University of Calgary, McGill, University of British Columbia, Queens). Some schools take into account class size (giving additional credit for classes around 200 or more) but most do not. A couple of schools (University of Toronto, University of Saskatchewan) have distinct research and teaching streams.

6. Recommendations

The Working Group was tasked with making recommendations about three related concerns.

6.1. How best to establish normal teaching loads across academic units and Faculties

- 1. Decisions about which workload model to implement are best left to the individual Faculties.** Regardless of which model is chosen by a given Faculty, it will be important that implementation of the model within academic units adhere to all relevant provisions of the Collective Agreement including: the role of a DTPC (or its equivalent) in providing advice to the chair concerning teaching loads and the determination of appropriate standards for teaching and research, literary or artistic creation, and professional activities; and the sharing of information with APUO members about their and their colleagues' teaching assignments.
- 2. Teaching is merely one aspect of workload. Workloads should be consistent across uOttawa; teaching loads should be calibrated with comparable U15 units.** Disciplinary norms are best captured by comparing units to other U15 units, with the overall objective of equity between APUO members regardless of Faculty as well as parity with U15 peers.
- 3. uOttawa should implement a systematic, standardized, and consistent reporting process for the collection of teaching load and overall workload data, and this information should be shared annually with the APUO.** Data collection should start with a reporting template that includes, at a minimum: course release data; leave information; student supervision data; number of courses taught and corresponding credit value; course enrollment; language of instruction; academic rank. Telfer's TAPS system or a modified version thereof maybe a useful model to consider as a starting point. It must be recognized that the collection and analysis of these type of data entail costs, and the funding of these costs should be supported by the university's operating budget.
- 4. In addition to the existing information sharing stipulations in the Collective Agreement, aggregate data about normal teaching loads (e.g., mean, median, and mode, as well as numbers of academic leaves and administrative releases) across Faculties should also be shared annually with the APUO.** The absence of reliable data about equity categories meant the Working Group was not able to empirically assess the implications of disparities, or even their existence, particularly in relation to the effect of workload determinations on the research output of equity-deserving APUO members. A majority of the Working Group members recommends that the analysis and future determination of workloads explicitly reflect uOttawa's stated equity, diversity, and inclusion goals and that uOttawa begin collecting data necessary to assess whether and how inequitable workloads are impacting the research output of APUO members from equity-deserving groups; these data should be shared annually with the APUO. These Working Group members echo the view expressed in the [Final Report of the Special Advisor on Anti-Racism and Inclusive Excellence](#):

Information is critical to measure needs and monitor performance... [C]oncrete metrics and specific indicators should be established to monitor the progress tracked and regularly reported (p. 33).

A dissenting voice argues that focusing on particular groups is necessarily arbitrary and contrary to the goal of equal treatment of all faculty members. In their view, if one group is being discriminated against in some way, it is the duty of the university to rectify the matter. They further maintain that demonstrating differences in teaching load between groups does not in itself constitute evidence of discrimination, and that differences between groups in terms of the distribution of the age, rank, research productivity and Faculty must also be accounted for before any claim of discrimination can be reasonably advanced.

- 5. uOttawa should consider working with Universities Canada or another body to commission a normal teaching load report focused on U15 universities.** At present, a lack of consistent data across Canadian universities renders empirically sound comparisons of workloads impossible. The Working Group relied on data from the Council of Ontario Universities 2017 *Technical Report on Faculty at Work*, its 2018 *Faculty at Work: The Composition and Activities of Ontario Academic Workforce* report, and a dataset titled *Course Load Norms for Full-Time Faculty at Ontario Universities* provided by the Ontario Confederation of University Faculty Associations (OCUFA). This was the most reliable and comprehensive information available. Given the issues with data collection, consistency, and terminology at uOttawa, we have reason to question the efficacy of these resources for cross- institutional comparisons.
- 6. In the interests of transparency, collegiality, and good governance, this report should be made available to all APUO members, Deans, and professional staff with a role in workload processes, followed by annual reporting of the updated data and periodic analyses.**

6.2. How to adequately recognize all aspects of teaching responsibilities

- 1. Faculties should consider the merits of two successful workload models currently in use at uOttawa.** Based on its assessment of teaching loads across Faculties at uOttawa and the U15 universities, the Working Group has identified two models of teaching load allocation that are applicable to the context of our university and sufficiently robust to take into account differing ‘on the ground’ realities among Faculties. Recognising that Faculties should be able to choose their own models, we recommend two models, in particular, for those seeking to make a change.

The first model employs a formula that assigns a value to each aspect of an overall normal workload: teaching (including number of courses, enrolment, type of course, language and mode of instruction, teaching assistant or corrector support), service contributions (number and scope), student supervisions (both undergraduate and graduate). The initial development and annual implementation of a formula are both labour intensive activities, but the result is a nuanced model that accounts for multiple aspects of overall workload, transparently and predictably. At uOttawa, this model is employed by the Faculty of Science, and its formula is provided in Appendix 7.3. The

Working Group emphasizes that Science's formula cannot simply be applied in other Faculties without modifying its parameters to reflect teaching, research, and service norms established through extensive consultation with faculty members.

The second model offers a flat teaching load for all regular professors, with overall workload adjusted within the academic unit through factors such as support from teaching assistants and correctors, service activities, and graduate supervisions. A flat teaching load is egalitarian and predictable, but it requires careful calibration within units to ensure that overall workloads are equitable. At uOttawa, this model is employed by most departments in the Faculty of Social Sciences. In adopting this model, Faculties may want to consider including nuances that promote their priorities, such as research intensity or supervision targets.

- 2. The role of correctors and teaching assistants should be expanded to better assist in balancing inequalities in teaching loads.** The Collective Agreement currently provides for corrector assistance when certain types of courses exceed an enrolment threshold. The Working Group's research shows that this provision is widely perceived to be inadequate. Suggestions across Faculties indicate that correctors and teaching assistants could be employed to better effect in balancing other types of inequalities in teaching loads in addition to enrolment numbers, and that greater levels of sustained funding for correctors and teaching assistants are needed.
- 3. uOttawa's French/English bilingual mission creates unique issues in relation to teaching responsibilities and service that need to be better supported.** Currently, some support for pre-tenure professors is available through the Official Languages and Bilingualism Institute, but the need to acquire and improve bilingualism does not end with tenure. Teaching courses in both official languages, participating in committees, and taking on leadership roles requires a level of bilingualism that presents a notable challenge, or even a barrier, to many professors and creates an additional burden on them.

6.3. How to incorporate the Working Group's recommendations into the Collective Agreement

The Working Group has identified twelve workload issues that could be addressed in in the Collective Agreement. The issues and suggestions for their resolution are set out in the table that follows.

Workload Issues and their potential resolution

Workload Issue	Faculty	Collective Agreement	Potential Resolutions (not necessarily mutually exclusive)
1. Disparities in teaching workloads between uOttawa and U15 universities	Arts, Education, Management, Science	N/A	<p>A. Institutional monitoring of workload levels in agreed upon categories of work including number of courses, number of preparations, number of students, number of graduate students (by level) etc. at U15 universities to be shared with APUO regularly (potentially annually).</p> <p>B. New provision(s) to be added to the Collective Agreement to periodically monitor teaching workload levels at U15 universities and adjust uOttawa levels to align with peer standards. For example, with each new round of collective bargaining.</p>
2. Inconsistent and incomplete internal measurement of faculty workloads at uOttawa	All	Article 22.2.1.2; and/or Appendix J	<p>A. Article 22.2.1.2 states: “<i>The current normal teaching load per member in a department or unit will be brought to 1992-1994 levels if current levels are found to be higher.</i>” However, it is not possible to determine if current loads exceed those provided in Appendix J because the actual teaching workload per member is not calculated on annual basis. Collection and dissemination of these data are required by the Collective Agreement and should be provided to the APUO. This will likely necessitate the development of reporting requirements for units and Faculties in the categories identified in Appendix J of the Collective Agreement. The development of IT tools, such as a dedicated platform/website could assist in the execution of this task at the Department/Faculty level.</p> <p>B. An adequate replacement to Appendix J would serve to establish a baseline teaching load and be easily understandable by all interested parties. Recommendation 2 regarding reliable data collection is a start in this direction. Annually updated benchmarking within and across Faculties, and across U15 universities, would be crucial.</p>

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Workload Issue	Faculty	Collective Agreement	Potential Resolutions (not necessarily mutually exclusive)
3. Inconsistent division of overall workload among teaching, research, and service across Faculties	All	Articles: 20.1 generally; and/or 22.1.1.1 specifically; and/or 15.2	A. Refinement of Article 22.1.1.1 to identify a mechanism (e.g. DTPC and / or FTPC) for defining what constitutes both acceptable and exceptional service levels of APUO members, including the minimum level of internal service required to maintain collegial functioning within units and Faculties. This would entail a small amendment to 15.2.

4. Faculties and Departments do not adhere to the workload allocation processes as defined in the Collective Agreement	All	Articles: 22.2.1.4; 22.2.4; 22.2.1.1	<p>A. Many respondents to the Survey indicated not being familiar with how workloads are assigned in their unit or Faculty. Greater alignment of Faculty workload assignment processes with those specified in the Collective Agreement along with directing APUO members to Articles 22.2.1.4 [Factors to consider when assigning workloads] and 22.2.4 [which specifies the Procedures for assigning faculty workloads].</p> <p>B. Article 22.2.1.1. states, “...the normal teaching load per member is determined by the actual teaching loads in that department in the academic years 1992-1993 and 1993-1994, as per Appendix J.” Some Faculties use some of the information contained in Appendix J when assigning individual members’ workloads, but none indicate to members how their proposed workloads compare to those set out in Appendix J for each individual category. Including a copy of the Faculty/unit’s normal teaching load as defined in Appendix J (and including all categories of work considered) along with comparative data for what the member is being assigned in the current year could lead to Faculties/units better following the provisions of the Collective Agreement.</p>
Workload Issue	Faculty	Collective Agreement	Potential Resolutions (not necessarily mutually exclusive)
5. Workload implications of bilingualism	All	Articles: 22.2.1.4 (j); 23.2.2 [Annual Review]; 23.2.4 [Formal Review]; 24.2.3 [Roles and Duties of the Teaching Evaluators]; 25.3 [Criteria – for Promotion]	<p>A. Consistent recognition of the additional workload associated with teaching courses in both official languages as per Article 22.2.1.4 (j) (which relates to the factors to be considered when assigning teaching workloads).</p> <p>B. Refinement of Articles 23.2.2 [Annual Review] and/or 23.2.4 [Formal Review] to ensure that the additional work involved in teaching in more than one official language, where required, is adequately considered in review processes.</p> <p>C. Refinement of Article 24.2.3 [Roles and Duties of Teaching Evaluators] to ensure that during the formal evaluation of teaching, evaluators take into consideration the unique challenges associated with teaching in multiple languages.</p> <p>D. Refinement of sub-Articles within 25.3 [which relate to the promotion of faculty members] to acknowledge the workload implications of teaching in both official languages when assessing promotion applications.</p>

6. Rising overall burden of service activities, including many that relate to the administration of academic programs	All	Articles: 22.2.1.5; 23.1.2.4/23.2.1; Article 25.3.2.2 (d); 25.3.3.2 (d); and new Letters of Agreement between the parties	<p>A. Revision of Article 22.2.1.5 to include regular and consistent consideration of the member's Service activities.</p> <p>B. Consistent application of Article 23.1.2.4, [which relates to the contents of the Annual Reports of members], and 23.2.1, [which relates to the assessment of a Faculty Member's performance], to ensure that the service contributions of members are being appropriately recognized in the overall evaluation of a member's annual contributions to uOttawa.</p> <p>C. To ensure that appropriate standards are used in the evaluation of members' applications for Tenure and Promotion, provide all those tasked with these evaluations with specific comparative qualitative and quantitative information related to the standards of academic service activities in the member's department. This would involve providing said information to the members of the Departmental Teaching and Personnel Committee, Faculty Teaching and Personnel Committee, Deans, and members of the Joint Committee.</p> <p>D. Renewal and expansion of supporting activities provided to APUO members by other university employees, including those employed by SSUO. This could include dedicated support for labour intensive administrative tasks associated with teaching and service.</p>
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Workload Issue	Faculty	Collective Agreement	Potential Resolutions (not necessarily mutually exclusive)
7. Inconsistent and inadequate support for teaching activities via provision of teaching assistants	Arts, Social Sciences	Article: 22.2.1.9 (b)	<p>A. APUO members are not universally familiar with the levels and types of teaching assistance that is guaranteed under the Collective Agreement. Likewise, the methods/processes used to allocate TA resources do not appear to follow those specified in Article 22.2.1.9 (b).</p> <p>B. The Collective Agreement could be expanded to better define categories of student assistance (e.g., markers, correctors, TAs) and in assigning assistance contracts, the different types of contracts need to be taken into account in order to ensure equitable distribution of resources.</p>

8. Recognition of graduate supervision	All	Articles: 22.2.1.5; 23.1.2.4; 23.2.2.2	<p>A. Revision of Article 22.2.1.5 to explicitly include consideration of APUO members' graduate supervisions when assigning teaching workloads.</p> <p>B. Revision of Article 23.1.2.4 to explicitly include graduate supervision activities of APUO members in their annual reports.</p> <p>C. Revision of Article 23.2.2.2 to explicitly include consideration of APUO members' graduate supervisions in the annual review process.</p>
9. Recognition of research activities	Social Sciences; Science; Common Law; Health Sciences; Education; Arts	Article: 22.2.1.5	A. Revision of Article 22.2.1.5 to explicitly include consideration of APUO members' research activities when assigning teaching workloads.
10. Greater Transparency of the workload activities within and across units/ Faculties	All	N/A	A. APUO members in every Faculty expressed their lack of knowledge of the teaching workloads of their colleagues both within their own units/Faculties and in other units/Faculties. A new Article could be developed and incorporated in the Collective Agreement (or Article 22.2.4.2 expanded) to ensure that information about the workloads of all APUO members are shared with all members and that this information also includes details of colleagues' service activities and teaching assistant support, not just the courses to be taught and class sizes.

Workload Issue	Faculty	Collective Agreement	Potential Resolutions (not necessarily mutually exclusive)
11. Better data collection and transparency in relation to equity in workload allocation	All	Article: 17.1.6	A. Article 17.1.6.4 of the Collective Agreement currently stipulates that <i>“the Employer shall provide the Equity, Diversity and Inclusion Committee with up-to-date information on the designated group distribution of academic staff with regular appointments, by academic unit. This information must be updated whenever appropriate and not less frequently than every twelve (12) months.”</i> This article should be revised so that the information will be provided annually to the APUO, with personal information redacted, along with the teaching workloads of the relevant academic staff.

			B. This new article might also state that the “shadow labour” of members of underrepresented groups, such as extra mentoring and advising of students from those groups, should be recognized in the annual review process and be taken into account in the allocation of teaching and other aspects of workload
12. Recognition of variation of actual teaching load as it relates to tenure and promotion	All	Articles 25.3.2.2; 25.3.2.3; 25.3.3.3; 26.2.1	<p>A. The Collective Agreement currently provides an alternative route for <i>outstanding</i> teaching, but not for <i>extra</i> teaching. Likewise, there is no specific provision for outstanding or extra service. Articles 25.3.2.3 and 25.3.3.3 could be revised to provide more robust support for the possibility of promotion based on teaching and service. Article 26.2.1 could be revised to clarify that ‘performance’ should include all aspects of workload (i.e., research, teaching, and service)</p> <p>B. A new article might also include specifications for an alternative route to tenure and promotion that recognizes both teaching and service that exceed averages in terms of quantity and quality, with mechanisms for assessing this.</p> <p>C. A new article might also explicitly account for quantitative and qualitative variations in service activities as these relate to both the tenure and promotion process and the allocation of teaching load.</p>

7. Appendix

7.1 Survey

Request to participate

Enquête sur la charge d'enseignement par le groupe de travail conjoint sur la charge de travail

Ce courriel est envoyé par l'APUO au nom du groupe de travail conjoint sur la charge de travail.

Le groupe de travail conjoint sur la charge de travail a été créé dans le cadre d'une lettre d'entente entre l'Université d'Ottawa et l'APUO. Notre mandat est de produire une analyse et de faire des recommandations concernant la charge normale d'enseignement des professeur·e·s de l'APUO à l'échelle de l'ensemble de l'Université.

Veuillez s'il vous plaît répondre à ce bref questionnaire afin d'éclairer notre analyse. La date limite pour répondre est le 18 novembre à 17h00.

<https://www.surveymonkey.ca/r/WYPHFPS>

Teaching Load Survey from the Joint Working Group on Workloads

This email is being sent by the APUO on behalf of the Joint Working Group on Workloads.

The Joint Working Group on Workloads was created as part of a letter of understanding between the University of Ottawa and the APUO. Our mandate is to provide an analysis of, and make recommendations concerning, the normal teaching load of APUO professors across campus.

We ask that you please complete this brief survey to help inform our analysis. The deadline to respond is 5 pm on November 18.

<https://www.surveymonkey.ca/r/WY2F5BB>

Survey Questions

1. Quelle est votre principale affiliation facultaire ?
2. Dans quelle mesure connaissez-vous la façon dont votre charge d'enseignement annuelle est calculée dans votre faculté ?
3. À votre avis, dans quelle mesure les composantes suivantes de votre travail sont-elles prises en compte dans la détermination de votre charge de travail totale ?
4. Comment votre propre charge d'enseignement annuelle se compare-t-elle à celle :
5. Quel seul changement améliorerait le plus la façon dont votre charge de travail totale (enseignement, supervision, recherche, administration / service) est déterminée ?
6. Avez-vous d'autres commentaires ou suggestions pour le groupe de travail sur la charge de travail ?

1. What is your primary Faculty affiliation?

2. How familiar are you with the way in which your annual teaching load is calculated in your Faculty?
3. In your opinion, how adequately are the following components of your work considered in the determination of your total workload:
4. How does your own annual teaching load compare to:
5. What one change would most improve how your total workload (teaching, supervision, research, administration / service) is determined?
6. What other comments or suggestions do you have for the Workload Working Group?

7.2 Listening tour invitation

(English follows)

Chers directeurs de département ;

Le groupe de travail sur la charge d'enseignement a été créé dans le cadre d'une lettre d'entente entre l'Université d'Ottawa et l'APUO. Notre mandat est d'analyser et de faire des recommandations concernant la charge d'enseignement des professeurs de l'APUO sur le campus.

Récemment, nous avons lancé un sondage pour connaître les perceptions des professeurs de l'APUO concernant leur charge d'enseignement, et nous espérons que vous participerez à ce sondage.

Cependant, nous aimerions également solliciter votre avis, en tant que directeurs de département, sur la façon dont les charges d'enseignement et les charges de travail totales sont déterminées dans votre unité. Selon vous, qu'est-ce qui fonctionne bien, quels sont les points de friction et comment peut-on améliorer la détermination des charges d'enseignement et des charges de travail ? Nous sommes particulièrement intéressés par les questions ou les points qui sont largement applicables à toutes les unités de votre faculté.

Nous espérons avoir l'occasion de rencontrer en groupe les directeurs/directrices des départements de votre faculté, probablement avant une réunion du Comité exécutif à la fin de l'automne ou au début de l'hiver. Sinon (ou en plus), nous vous invitons à nous faire part de vos commentaires par courriel, à [nom de responsable] (e-mail), responsable de notre groupe de travail pour la réunion avec les directeurs de département de la faculté des [nom de la faculté].

Nous nous réjouissons de vous rencontrer et vous remercions par avance de votre précieuse contribution à cette tâche importante.

Dear Departmental Chairs;

The Workload Working Group was created as part of a letter of understanding between the University of Ottawa and the APUO. Our mandate is to analyze and make recommendations concerning the teaching load of APUO professors across campus.

Recently, we launched a survey to gain insight into the perceptions of APUO professors concerning their teaching loads, and we hope that you will participate in this survey.

However, we also would like to solicit your input, as Departmental Chairs, on how teaching loads and total workloads are determined in your unit. What do you feel works well, what are the sticking points, and how can the determination of teaching loads and workloads be improved? We are particularly interested in issues or points that are broadly applicable across the units within your Faculty.

We hope to have the opportunity to meet with the Departmental Chairs in your Faculty as a group, likely before an Executive Committee meeting in the late fall or early winter.

Alternatively (or in addition), we welcome your input by e-mail, to [name of working group member] (e-mail address), the lead for our Working Group in meeting with the Departmental Chairs in the Faculty of [Faculty name].

We look forward to meeting with you, and thank you in advance for your valuable contribution to this important task.

7.3 Detellier Formula

Grille d'analyse des charges de travail à la faculté des sciences

Prémisses:

- a. La grille d'analyse tente de tenir en compte divers facteurs dans la charge de travail, selon l'esprit de 22.2.1 en général, et, plus particulièrement, de 22.2.1.2. et de 22.2.1.3.
- b. la grille d'analyse est basée sur l'attribution d'unités de charge de travail, définies ci-dessous. Les unités sont des multiples de 0.5.
- c. l'hypothèse de base sur laquelle est construite cette grille est qu'un professeur régulier, impliqué de façon normale dans les activités de service à la communauté universitaire ne conduisant pas à des dégrèvements, et n'étant pas membre de la FESP, enseignerait six cours de 3 crédits à des classes de moins de 100 étudiants. Aucun de ces cours ne seraient nouveaux. Les fonctions de ce professeur incluent aussi des activités savantes selon 20.3, étant bien entendu que 22.2.1.5 peut s'appliquer. Cette charge de travail correspond à 18 unités d'enseignement selon la grille ci-dessous. Elle sert de balise au raisonnement menant à l'élaboration de la grille d'analyse.
- d. Il est bien sûr illusoire de penser que cette grille puisse s'appliquer de façon rigide, en attribuant exactement 18 unités à chaque professeur, et que, dès lors, la charge de travail serait parfaitement identique pour tout un chacun. Elle peut cependant fournir une indication générale de la charge de travail. Dans un même département, on s'attend à ce que la charge de chacun soit comprise dans une fourchette entre la moyenne du nombre d'unités + ou - la déviation standard. On s'attend aussi à ce que la distribution soit devenue assez homogène sur une moyenne de 3 années.**
- e. en aucun cas, le nombre d'unités pour un cours donné ne peut être plus du double du nombre de crédits pour ce cours.
- f. les charges administratives (dégrèvements) sont ajustées en tenant compte des charges de travail estimées et correspondant à la fonction. Les CRC sont exclus de l'analyse pendant les deux premières années de leur mandat.

- g. la formule utilisée pour établir le nombre d'unités correspondant à la supervision de chercheurs est telle que le nombre maximum d'unités est de 15.
- h. la grille d'analyse suppose que les charges administratives normales, ne donnant pas lieu à des dégrèvements, soient réparties de façon équitable entre les membres du département.
- i. Les charges de travail liées à l'appartenance à la FESP (comités de thèse, jury de thèse, présidence de jury de thèse, jury d'examens de synthèse, jury de proposition de recherche, assistance aux séminaires d'étudiants gradués, ...) correspondent à 1 unité. Il est entendu que ces charges de travail sont réparties équitablement entre les membres de la FESP.
- j. La grille d'analyse suppose que les assistants à l'enseignement sont répartis de façon équitable par le département, entre les différents cours, en tenant compte du nombre des étudiants.
- k. Les années sabbatiques entières sont exclues de cette analyse. On s'attend à ce que les professeurs continuent à superviser leurs étudiants gradués et chercheurs postdoctoraux durant les sabbatiques. La demi-année résultant d'un sabbatique de 6 mois correspond à 9 unités. La supervision des étudiants gradués durant les 6 mois de sabbatique n'est pas incluse dans l'analyse.
- l. la grille d'analyse ne s'applique pas pour l'instant au département de Mathématiques et Statistiques, qui a développé une approche particulière.

Grille d'analyse

1. Enseignement proprement dit (cours gradués ou sous-gradués):

- 1 crédit (cr) de cours (13 sem x 1hr) = 1 unité (u); (moins de 100 étud.)
- 1 crédit de labo (13 sem x 2hrs) = 1 u (moins de 200 étud.)
- par supplément de 50 étud. (cours) ou de 100 étud. (lab) : 0.5 u additionnelle, jusqu'à un maximum, typiquement, de 5.5 u (cours de 3 cr) et de 3.5 u (voir « e » ci-dessus).
- cours ou labos répétés (sections différentes, mnme session): 3 cr = 1.5 u (ou 50% du nombre d'unités du cours ou labo répété).
- cours ou labos répétés (langue différente; mnme session): 3 cr = 2 u (ou 2/3 du nombre d'unités du cours ou labo répété).
- nouveau cours pour l'enseignant: 1u (pour un cours de 3 cr)

2. Supervision d'étudiants gradués:

(a) Application de la formule: $\#u = aN/(a-b+N)$ $\#u$

est le nombre d'unités attribuées

N: # étudiants gradués au 1er février de l'année précédant la charge de travail

a et b sont des constantes ajustables, choisies a=15 et b=1, de sorte que si N=1, u=1 et $\#u$ maximum est 15. (un nombre infini d'étudiants conduirait à un nombre de 15 unités; 5 étudiants correspondent à 4u; 10 à 6u))

Ainsi, $\#u = 15N/(14+N)$

3. Participation aux divers enseignements gradués non tenus en compte par ailleurs, du fait de l'appartenance à la FESP (voir prémisses): 1 u

4. Supervision d'étudiants de 4ème année (projet de recherche)

1 u attribuée par étudiant supervisé au 1er février de l'année précédant la charge de travail (projets de recherche de 8 à 10 crédits), **avec un maximum de 3 unités.**

5. Charges administratives régulières:

Vice-Doyens:	9 u
Directeurs de département:	9 u
Directeurs de programmes interdisciplinaires:	x u*
Directeurs de programmes gradués:	x u*
Directeurs de centres de recherche, ou équivalent	x u*
Autres charges administratives particulières	x u*

* The exact number of units is to be left to the discretion of Departmental Chairs as a recommendation to the Dean.

6. Exemples d'autres charges pouvant être considérées:

Membre de Comité de pairs (CRSNG, ...)	3 u
Chaire de Recherche du Canada (après 2 ans)	50% reduction
Chaire de Recherche de l'Université	3u

7. Nouveaux professeurs

Pendant les 2 premières années; 50% de la tâche d'enseignement

8. Congé sabbatique

année entière: exclue de l'analyse

6 mois: 9 u; supervision de chercheurs non comptabilisée durant le congé.

Workload analysis grid Faculty of Science – Principles

- The analysis grid tries to account for various factors in the workload, according to the spirit of Collective Agreement section 22.2.1 in general, and, more specifically, of 22.2.1.2. and 22.2.1.3.
- the analysis grid is based on the assignment of workload units, defined below. The units are multiples of 0.5.
- the basic assumption on which this grid is constructed is that a regular professor, normally involved in service activities to the university community that do not lead to discounts, and not being a member of FESP, would teach six 3-credit courses to classes of less than 100 students. None of these courses would be new. The duties of this professor would also include scholarly activities as per 20.3, with the understanding that 22.2.1.5 may apply. This workload corresponds to 18 teaching units according to the grid below. It serves as a guideline for the reasoning leading to the development of the analysis grid.

- d. It is of course illusory to think that this grid can be applied in a rigid way, by assigning exactly 18 units to each teacher, and that, therefore, the workload would be perfectly identical for everyone. It can, however, provide a general indication of the workload. In the same department, it is expected that everyone's workload will be within a range between the average number of units + or - the standard deviation. The distribution is also expected to have become fairly homogeneous over an average of 3 years.
- e. Under no circumstances may the number of units for a given course be more than twice the number of credits for that course.
- f. administrative charges (rebates) are adjusted for estimated workloads corresponding to the function. CRCs are excluded from the analysis during the first two years of their mandate.
- g. the formula used to establish the number of units corresponding to the supervision of researchers is such that the maximum number of units is 15.
- h. the analysis grid assumes that normal administrative burdens, not giving rise to rebates, are distributed equitably among the members of the department.
- i. The workload related to membership of the FESP (thesis committees, thesis jury, thesis jury presidency, synthesis examination jury, research proposal jury, attendance at graduate student seminars, ...) corresponds to 1 unit. It is understood that these workloads are distributed equitably among the members of the FESP.
- j. The analysis grid assumes that teaching assistants are distributed equitably by the department, between the different courses, taking into account the number of students.
- k. Whole sabbatical years are excluded from this analysis. Professors are expected to continue to supervise their graduate students and postdoctoral fellows during sabbaticals. The half year resulting from a 6-month sabbatical corresponds to 9 units. The supervision of graduate students during the 6-month sabbatical is not included in the analysis.
- l. The analysis grid does not currently apply to the Department of Mathematics and Statistics, which has developed a particular approach.

Analysis grid

1. Teaching itself (graduate or undergraduate courses):
 - 1 course credit (cr) (13 weeks x 1 hour) = 1 unit (u); (less than 100 students).
 - 1 lab credit (13 sem x 2hrs) = 1 u (less than 200 studies)
 - 1 lab credit (13 weeks x 2hrs) = 1 u (less than 200 students) - per additional 50 students. (course) or 100 students. (lab): an additional 0.5 u, up to a maximum, typically, of 5.5 u (3 cr courses) and 3.5 u (see "e" above).
 - Repeated courses or labs (different sections, same session): 3 cr = 1.5 u (or 50% of the number of units of the repeated course or lab).
 - Repeated courses or labs (different language; same session): 3 cr = 2 u (or 2/3 of the number of units in the repeated course or lab).
 - new course for the teacher: 1u (for a 3 cr course).

2. Supervision of graduate students:

(a) Application of the formula: $\#u = aN/(a-b+N)$ $\#u$ is the number of units allocated

N : # graduate students as of February 1st of the year preceding the workload a and b are adjustable constants, chosen $a=15$ and $b=1$, so that if $N=1$, $u=1$ and $\#u$ maximum is 15 (an infinite number of students would lead to 15 units; 5 students correspond to 4u; 10 to 6u).

So, $\#u = 15N/(14+N)$

3. Participation in the various graduate courses not otherwise taken into account because of membership in the FESP (see premises): 1 u

4. Supervision of 4th year students (research project): 1 u assigned per student supervised as of February 1st of the year preceding the workload (research projects of 8 to 10 credits), with a maximum of 3 units.

5. Regular administrative credit values:

Vice-Deans: 9 u

Department heads: 9 u

At Department Chair's recommendation:

- Directors of interdisciplinary programs: x u
- Directors of graduate programs: y u
- Directors of research centers, or equivalent, or other special admin duties: z u

* The exact number of units is to be left to the discretion of Departmental Chairs as a recommendation to the Dean.

6. Examples of other charges that may be considered:

- Evaluation Group Member (e.g. NSERC-level intensity): 3 units
- Canada Research Chair (after 2 years): 50% teaching reduction
- University Research Chair: 3 units

7. New teachers: For the first 2 years; 50% of the teaching role

8. Sabbatical leaves:

- Full year: excluded from analysis
- 6 months: 9 u
- Supervision of research group members is not counted during leave periods