

May 27, 2021

## **Report of the Joint Working Group on APE**

constituted according to the Letter of Understanding

### **CHANGES TO ANNUAL PERFORMANCE EVALUATION PROCESSES IN 2020-21 DUE TO COVID-19 PANDEMIC AND THE DECLARATION OF EMERGENCY UNDER THE EMERGENCY MANAGEMENT AND CIVIL PROTECTION ACT**

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#### **Preamble:**

The Joint Working Group was composed of three representatives from the Association (Tess Hooks, Johanna Weststar and Liana Zanette) and three from the Administration (Andrew Botterell, Lisa Henderson and Susanne Schmid).

The mandate of the Joint Working Group was to:

- Establish guidelines for Deans, Chairs, Directors and APE Committee for taking into account the effect on Members' performance of circumstances related to the Declaration of Emergency under the Emergency Management and Civil Protection Act in response to the COVID-19 pandemic
- Prepare advice for Members to follow in describing and/or explaining in the Annual Report the effects of those circumstances on their performance.

The Joint Working Group met on six occasions via Zoom between January and June 2021

#### **Background:**

The Committee took as agreed:

- that the emergency orders stemming from the COVID-19 pandemic resulted in significant changes to the work and working conditions of Members which impacted their performance
- that the impact of changes due to the pandemic were experienced differently across Units, individual Members, and areas of workload
- that these impacts might exacerbate existing inequities in the academic system (e.g., for women, Indigenous peoples, members of racialized groups, etc.)

#### **Recommendations to Joint Committee:**

##### **Mandate Item 1**

1. Deans, Chairs, Directors and APE Committees should **participate in a specific training session** developed and delivered jointly by UWOFA and the Administration which includes:
  - a. available evidence of the equity implications of changes due to the pandemic on the performance, productivity, and workload of faculty members. Such changes might also exacerbate existing inequities in the academic system (e.g., for women, Indigenous peoples, members of racialized groups, etc.)
  - b. a reminder of the importance of reduced workloads, alternative workloads, accommodations, and other leaves in the evaluation of workload and performance

- c. how to interpret and use any documentation provided by faculty Members (e.g., the checklists discussed below and included in Appendix B) including guarding against unconscious bias in evaluation
2. Deans, Chairs, Directors and APE Committees should be instructed that during the COVID-19 pandemic the work and working conditions of faculty members has departed markedly from established academic patterns and that the impacts have been differentially felt by faculty members. They should be instructed to take exceptional care to apply the evaluative criteria of APE with sufficient flexibility. This means that:
  - a. the APE record of each faculty Member should be considered in the context of individual conditions as holistically and sensitively as possible.
  - b. appropriate consideration and flexibility should be given to diverse metrics and process-oriented activities beyond quantitative and outcome-oriented measures
  - c. increased caregiving responsibilities and illness (physical or mental) and/or heightened mental anxiety/stress should not negatively impact faculty Member evaluations
  - d. while not all faculty Members may wish to document health or caregiving impacts, reviewers should note that caregiving responsibilities or efforts toward homeschooling children (including by single parents) reflects the disparate impact COVID-19 had on work time for faculty members. Similarly, acknowledgement in the 'Checklist for Overall Impact' (Appendix B) of illness (physical or mental) and/or heightened mental anxiety/stress and/or bereavement provides greater context for assessments.
3. Deans, Chairs, Directors and APE Committees should be instructed to explicitly consider/discuss the following **before** any files are reviewed, to anchor the standards of evaluation:
  - a. the differential range of impacts and experiences of faculty Members in both the short- and long-term due to changes to working conditions during the pandemic, paying particular attention to issues of equity
  - b. how to interpret/use the data from the checklists (Appendix B) or other documentation within the context of their Unit
4. Deans, Chairs, Directors and APE Committees should be reminded that Clause 9.3 d) iv) of the *Annual Performance Evaluation* Article stipulates that "curriculum development, course design, or course re-design, of whatever format, undertaken by the Member" is a component of Teaching. In addition, they should be instructed that:
  - a. emergency remote teaching has required and continues to require extraordinary effort for most faculty Members
  - b. provision of additional resources to support the transition to emergency remote teaching (i.e., instructional design assistance) or the delivery of such teaching (i.e., teaching assistants, markers, changes to class size) should not be levied against faculty Members in the assessment of effort or performance or raise the bar of expected performance
  - c. transition to emergency remote teaching may have been moderated by previous experience with technology and online teaching. Such experience should not be levied

against faculty Members or used as a comparator for faculty Members without such experience

5. Deans, Chairs, Directors and APE Committees should be reminded that:
  - a. Student Questionnaires on Courses and Teaching (SQCTs)s were suspended for the Winter 2020 term
  - b. data from SQCTs represent measures of student experience in the classroom and are not mandatory in the APE report as per Clause 9.3 d) of the *Annual Performance Evaluation* Article and the *LU Administration and Use of Student Questionnaires on Courses and Teaching for Courses Taught in the 2020-21 Academic Year*

#### **Mandate Item 2**

6. Faculty Members should be directed to document in their APE report the nature of any impacts to their work as a result of the pandemic in a manner that does not create an undue burden, does not increase the potential for stereotyping or bias nor require the disclosure of sensitive information
  - a. faculty Members should receive a set of written guidelines regarding where and how to report the impacts of the COVID-19 pandemic on their work [see Appendix A]
  - b. an information session for faculty Members should also be held about how to report COVID-19 impacts in their APE reports. This should be prepared and delivered jointly by the Administration and UWOFA, no later than 1 month before the APE deadline
  - c. faculty Members should be encouraged to complete four checklists as cover sheets to their APE report to alleviate the need for extensive reporting within the APE report itself [see Appendix B]
7. Faculty Members should be reminded that data from Student Questionnaires on Courses and Teaching is optional in the APE report as per Clause 9.3 d) of the *Annual Performance Evaluation* Article

#### **Additional General Recommendations**

8. Joint Committee should consider the implications of Clause 10.5 of the *Annual Performance Evaluation* Article for APE cycles that include the period of the pandemic.

## Appendix A

### Guidelines for Faculty Members about documenting impact of the pandemic in their APE

We recommend that the following points be included in a written memo to faculty Members:

- UWOFA and the Administration recognize:
  - the significant effect on faculty Members' performance of circumstances related to the COVID-19 pandemic
  - that effects were experienced differently across Units, individual faculty Members and areas of workload
  - that these impacts might exacerbate existing inequities in the academic system (e.g., for women, Indigenous peoples, members of racialized groups, etc.)
  
- UWOFA and the Administration wish to standardize documentation of this impact to:
  - reduce the reporting burden for faculty Members
  - assist the work of Deans, Chairs and APE Committees
  
- As a result:
  - There is no expectation for detailed counts/accounts of additional hours or additional activities
    - Note that the APE process is separate from claims for additional compensation for extra work and the latter does require the details and time commitment of such extra duties (see: [Roadmap for Additional Compensation During Coronavirus Pandemic](#))
  - Faculty Members are encouraged to use the four checklists provided to document impact rather than detailed exposition in the APE report ('Checklists for Research, Teaching, Service and Overall Impact')
    - Note that the use of the checklists does not preclude faculty Members from including any documentation that they wish as per Clause 9.3 in the *Annual Performance Evaluation* Article
  - There is no obligation to disclose personal information, but completing the elements of the 'Checklist for Overall Impact' can provide important context for Deans, Chairs, Directors and APE Committees
  
- There will be an information session about the 2020-21 APE process jointly delivered by representatives from UWOFA and the Administration on [date].

## Appendix B

### Checklists for COVID-19 impact: Research, Teaching, Service and Overall

#### Checklist for Research Impact

Was your research significantly impaired and/or delayed due to COVID-19?

**YES/NO**

If you checked YES, please check all that apply:

- Access to research facilities (e.g. research labs/studios/animal facilities/ performance spaces /human participants/archives/libraries/field sites) that I run or require, were significantly reduced or eliminated
- There was irreplaceable loss of data (e.g. due to the loss of research subjects, supplies, field seasons, travel)
- There was significantly less time available for preparing manuscripts or other scholarly work for submission
- Other scholarly output (e.g. patents, technical reports, case studies) was negatively impacted
- Disruptions to collaborative work lead to significant delays in research
- I had to substantially alter my research programme or plans to address COVID-19 related restrictions
- There were delays in applying for grants, contracts and/or other sources of funds
- My research was significantly delayed and/or curtailed due to interruptions in human or animal ethical training, human or animal ethical approvals, and/or other permitting agencies
- Invited presentations at conferences, colloquia, professional meetings, performances, exhibitions were cancelled
- Contributed or reviewed presentations at conferences, professional meetings, performances, exhibitions were cancelled
- My sabbatical research plans were cancelled, disrupted, delayed, or altered
- For Indigenous Scholars, please check any boxes above that may apply. In addition, please check if your research, its practical application or dissemination was significantly delayed or impaired due to disruptions in engagement with Indigenous communities.

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## Checklist for Teaching Impact

Was your teaching significantly changed due to COVID-19?

**YES/NO**

If you checked YES, please check all that apply:

- I worked significantly with Knowledge One or the Centre for Teaching and Learning (Tiers 0, 1 or 2) to adapt my courses for on-line delivery
- I worked significantly with an Online/Digital Intern assigned directly to me
- I attended CTL, Faculty, and external asynchronous and real-time workshops
- I engaged in significant new peer mentorship and/or other educational leadership activities
- I re-developed \_\_\_\_ (#) courses for emergency remote teaching
- I significantly adapted course assessments (exams, assignments)
- I significantly adapted labs, field assignments, experiential learning, clinical practica, and studio teaching
- I added contact hours (e.g., additional sections with lower enrollments, multiple sections across time zones, synchronous student support sessions)
- I managed a hybrid classroom (combining in-person and on-line students) and/or shifted from face-to-face to remote delivery mid-semester
- I experienced heightened demands of TA supervision (with changes in mode of delivery, safety, consultation etc.)
- I responded to heightened student concern and anxiety in all channels (on OWL, via email etc.)
- I engaged in significant management of student accommodations (e.g. SRAs, SSDs, Academic Counselling, direct requests)
- I responded to significant undergraduate advisee anxiety related to the pandemic (e.g., program disruptions, financial uncertainty, family illness, parental responsibility etc.)
- I responded to significant graduate advisee anxiety related to the pandemic (e.g., program disruptions, financial uncertainty, family illness, parental responsibility etc.)

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- I assisted graduate students in re-structuring their research
- Due to pandemic risk and uncertainty, my capacity, availability and/or opportunity to work with new domestic and international advisees were severely limited
- For Indigenous Scholars, please check any boxes above that may apply. In addition, please check if your teaching and supervision of Indigenous students were significantly affected due to pandemic circumstances.

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### **Checklist for Service Impact**

Was your Service significantly deferred, delayed, decreased and/or increased due to COVID-19?

**YES/NO**

If you checked YES, please select all that apply:

- Participation in the work of the University through membership on Departmental, Faculty, Senate, University or Association committees
  - deferred, delayed and/or decreased
  - increased
- Activities in any administrative appointments held within the University
  - deferred, delayed and/or decreased
  - increased
- Activities external to the University relevant to Academic Responsibilities in the area of Service
  - deferred, delayed and/or decreased
  - increased
- Other significant activities relevant to Academic Responsibilities in the area of Service
  - deferred, delayed and/or decreased
  - increased
- For Indigenous Scholars, activities related to maintaining relationships, responsibilities and commitments to Indigenous Communities including communities of interest and/or their Nation.
  - deferred, delayed and/or decreased
  - increased



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### **Checklist for Overall Impact**

Overall, was your work negatively impacted by conditions stemming from COVID-19 such as:

- Poor home-working conditions (including no separate space, distraction from household members, poor-quality/lack of essential hardware and/or software and internet, poor ergonomics, etc.)
- Additional caregiving and/or homeschooling responsibilities
- Illness (physical or mental) and/or heightened mental anxiety/stress/sense of loss
- Bereavement

**YES/NO**