

Report of the Joint Working Group on ARR Process for UWOFA-LA Members

constituted on the recommendation of Joint Committee

CHANGES TO ANNUAL REPORT AND REVIEW PROCESSES IN 2020-21 DUE TO
COVID-19 PANDEMIC AND THE DECLARATION OF EMERGENCY UNDER
THE EMERGENCY MANAGEMENT AND CIVIL PROTECTION ACT

August 27, 2021

Preamble:

The Joint Working Group was composed of three representatives from the Association (Shawn Hendrikx, Brian McMillan, and Kim McPhee) and two from the Administration (Catherine Steeves and Jennifer Robinson).

The mandate of the Joint Working Group was to:

- Establish guidelines for the Dean (FIMS), Chief Librarian, and Supervisors 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 three occasions via Zoom in August 2021 to review the May 2021 Report of the Joint Working Group on APE and to adapt its recommendations to the Librarians & Archivists context.

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. The Dean (FIMS), Chief Librarian, and Supervisors 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 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 Members (e.g., the checklists discussed below and included in Appendix B) including guarding against unconscious bias in evaluation
- 2. The Dean (FIMS), Chief Librarian, and Supervisors should be instructed that during the COVID-19 pandemic the work and working conditions of Members has departed markedly from established academic patterns and that the impacts have been differentially felt by Members. They should be instructed to take exceptional care to apply the evaluative criteria of ARR with sufficient flexibility. This means that:
 - a. the ARR report of each 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 Member evaluations
 - d. while not all 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 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. The Dean (FIMS), Chief Librarian, and Supervisors 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 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

Mandate Item 2

- 4. Members should be directed to document in their ARR 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. 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 Members should also be held about how to report COVID-19 impacts in their ARR reports. The session will also include information on the approach discussed in the supervisors' training session (Mandate Item 1 above). This should be

prepared and delivered jointly by the Administration and UWOFA, no later than 1 month before the ARR submission deadline

- c. Members should be encouraged to complete four checklists as cover sheets to their ARR report to alleviate the need for extensive reporting within the ARR report itself [see Appendix B]

Appendix A

Guidelines for Members about documenting impact of the pandemic in their ARR

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

- UWOFA and the Administration recognize:
 - o the significant effect on Members' performance of circumstances related to the COVID-19 pandemic
 - o that effects were experienced differently across Units, individual Members, and areas of workload
 - o 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:
 - o reduce the reporting burden for Members
 - o assist the work of the Dean (FIMS), Chief Librarian, and Supervisors

- As a result:
 - o There is no expectation for detailed counts/accounts of additional hours or additional activities
 - o Members are encouraged to use the four checklists provided to document impact rather than detailed exposition in the ARR report ('Checklists for Academic Activity, Professional Practice, Service and Overall Impact')
 - Note that the use of the checklists does not preclude Members from including any documentation that they wish as per Clause 4.4 in the Annual Report and Review Article
 - o There is no obligation to disclose personal information, but completing the elements of the 'Checklist for Overall Impact' can provide important context for the Dean (FIMS), Chief Librarian, and Supervisors
 - o The checklists are not compulsory. Members who have begun writing their annual reports or already met with their Supervisor may refer to the checklists and revise in consultation with their Supervisor as they see fit.

- There will be an information session for Members about the 2020-21 ARR process jointly delivered by representatives from UWOFA and the Administration on [date], as well as a training session specific to supervisors.

Appendix B

Checklists for COVID-19 impact: Academic Activity, Professional Practice, Service and Overall

Checklist for Academic Activity Impact

Was your academic activity 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 led to significant delays in academic activity
- I had to substantially alter my academic activity programme or plans to address COVID-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 planned Academic Activity Leave was 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.

Checklist for Professional Practice Impact

Did your Professional Practice significantly change due to COVID-19?

YES/NO

If you checked YES, please check all that apply:

- I took on added responsibilities to assist colleagues whose work/projects/priorities changed as a result of the pandemic
- I took on added responsibilities to advance projects affected by the pandemic
- My capacity and/or opportunity to work with, assess, or manage physical collections was severely limited
- Increased demand for digital collections compelled me to reprioritize my work
- I experienced challenges building or maintaining working relationships with staff, students, faculty, and/or donors
- I experienced challenges ensuring timely communication with staff, students, faculty, and/or donors
- I significantly adapted my approach to providing consultations for users
- I responded to heightened user concern and anxiety
- I responded to heightened staff concern and anxiety
- I engaged in significant new peer mentorship and/or other leadership activities
- I attended CTL, Western Libraries, and external asynchronous and real-time workshops to adapt my teaching or workshops for on-line delivery
- I re-developed and/or created teaching sessions, including workshops, for remote delivery (asynchronous and synchronous)
- I significantly adapted assessments
- I managed a hybrid classroom (combining in-person and on-line students) and/or shifted from face-to-face to remote delivery
- I significantly adapted user experience assessments (i.e., user-centred design projects)

- I experienced challenges contributing to the development of Western Libraries' strategic and operational plans
- I experienced challenges providing vision and managing an effective department through planning, leadership, assessment and effective delegation
- I experienced challenges performing administrative duties
- I significantly adapted team member workloads to suit a virtual and/or hybrid working environment
- I experienced challenges onboarding new staff, providing staff with projects or direction, monitoring and evaluating staff performance, and/or providing coaching
- I significantly adapted on-site delivery of day-to-day in-person user services to address required health and safety protocols, and increased time spent monitoring the on-site facility

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 Western Libraries, Department, School, Faculty, Senate, University or Association committees
 - deferred, delayed and/or decreased
 - increased

- Activities external to the University relevant to Responsibilities in the area of Service
 - deferred, delayed and/or decreased
 - increased

- Other significant activities relevant to 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

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