

Faculty at Work

The Composition and Activities of Ontario Universities' Academic Workforce

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Introduction

Talent is a major priority in Ontario today. Thanks to a strong, innovative economy supported by a talent pool filled by a world-class postsecondary system, our province is positioned to become a global leader. We will need this talent to help us meet the opportunities and challenges of a rapidly changing world, including a shifting economy, an aging population, and technological disruptions to our workplaces, society and culture.

Universities are committed to continuing our role and strengthening our efforts to foster the talents of our students so that they – and all of us – can thrive in today's world, and tomorrow's world.

The academic workforce at Ontario's universities plays a crucial and front-line role in these efforts. It is our academic faculty and staff members whose teaching develops skills and cultivates knowledge; whose research shapes understanding and drives innovation; and whose service work supports these core missions and inspires engagement.

This report helps to describe and quantify these activities, and those who perform them. It is part of the Faculty at Work project initiated by the Ontario Council of Academic Vice-Presidents (OCAV) in 2011. The first phase of the project resulted in the 2014 report, [*Faculty at Work: A Preliminary Report on Faculty Work at Ontario's Universities, 2010-2012*](#), which provided data on the teaching, research and service activity of nearly 11,000 full-time faculty from 17 of the province's 20 publicly assisted universities.

In order to contribute better information, Ontario's universities are publishing an updated report from the next phase of the Faculty at Work project. This new report draws on more comprehensive information for more than 25,000 members of the whole academic workforce. The results are based on analysis of a large administrative survey completed by 17 Ontario universities, university financial data, bibliometrics, and the annual reports of faculty members. The results have yielded a more detailed understanding of the composition of the academic workforce and its activities.

For the first time, this includes those who work as part-time instructors at universities. This diverse group, including graduate students, university staff, practicing professionals, leaders in the public and private sectors as well as recent graduates, bring a wide range of expertise and experience into the classroom for their students.

Universities recognize the public's concern about those who teach part-time or on a contract basis. In recent years, there has been a public dialogue that has created the common perception that most individuals who are teaching part-time aspire to be employed as full-time academics. This report provides information that significantly modifies this perception. It shows that the composition of the part-time workforce is diverse, and presents evidence that a large proportion of those teaching part-time are not eligible for or not at this time seeking full-time academic positions.

The report begins by presenting new information on the demographics and background of the broader academic workforce, providing information about who they are as context to what they do. In the case of part-time instructors, who are typically hired on a course-by-course basis, this activity is limited to course-based teaching. For full-time tenure stream faculty members, this includes the whole range of their activities related to universities' core mission of teaching, research and service. These professorial activities are complementary and overlapping: the content or way that a faculty member teaches is often informed by her research, and her research can form the basis of her engagement with the community.

The findings contained within this report are intended to be part of an ongoing contribution to better understand the work of university academic staff. In many cases, these results help to fill in some of the information gaps in the university sector and, it is hoped, will help to move discussions and decision-making onto a more evidentiary based footing.

As long-standing, principled employers, Ontario universities are committed to supporting fair practices and working conditions for all our employees – full-time and part-time, academic and non-academic alike. We look forward to working in partnership with government, employers, faculty and students to make sure our students continue to receive a high quality education and meet the full potential of their talents.

Scope of the Data

Categorizing the composition of the academic workforce and quantifying their work is a challenge. In the first instance – categorizing the composition – there is no singular way to describe a group as diverse as the academic workforce in universities. This report uses employment status (full-time and part-time) to create broad groups of academic staff, but this only describes a diverse group in the simplest of terms.

There are many ways to categorize both the different academic positions in a university (and they will differ between universities) and the characteristics of those who hold those positions. For example, this report refers to those who are employed full-time on a limited-term (contract) basis. These can be visiting professors, teaching-stream faculty, recent graduates covering a research or maternity leave, and so forth. Their individual responsibilities (and the proportion of their work efforts they are expected to devote to each of those responsibilities) will vary by position within and among universities.

Even the responsibilities of tenure stream faculty can vary according to the university, department and type of appointment. A very small number of those employed part-time, for example, have tenure appointments. As another example, a full-time tenure stream faculty member in Chemistry might be required to devote a greater proportion of her time to graduate supervision than her colleague in Political Science, who is expected to devote more time to engaging the community through outreach efforts like media appearances.

The further challenge is that, not only are there different types of appointments with different types of responsibilities, but quantifying those activities in a meaningful way is not easy – and can say little about quality. Teaching quality, for example, does not necessarily have any relation to the amount of teaching done or the number of students taught in a class. In the same way, the amount or quality of research is not easily captured by a faculty member's publication record or grant size. Even the quantity of service activity is only an imperfect representation of the service work of faculty members. It cannot, for example, account for the intensity of a particular committee, public engagement, or advocacy work.

In sum, the academic workforce is comprised of different statuses of employment and terms of appointments, within which are different positions and ranks with different duties, responsibilities, and qualifications; all of which reflect different training, experience, productivity, and merit. This needs to be borne in mind when reading the results of this report. Things can look very different at the individual, departmental, faculty or institutional level than they do in the aggregated sector level.

Further, this data should not be used to compare the work activity or efforts of full-time and part-time academic staff, who do substantially different jobs. Full-time faculty are responsible for the full range of professional activities related to teaching, research and service; part-time instructors are hired exclusively to teach on a course-by-course basis.

The information found in this report is based in large part on de-personalized, record-level data collected through an administrative survey completed by 17 universities for the 2014-15 academic year.¹ This large scale, resource-intensive undertaking by Ontario universities included administrative information and information on teaching activity for those with tenure and tenure-track appointments (“tenure stream”) as well as non-tenured full-time faculty (“full-time other”), and part-time instructors teaching on a course-by-course basis. Six universities were able to provide even more detailed record-level data concerning their part-time instructors, enabling deeper insights into the characteristics of this valuable part of the teaching workforce.

It is important to note that because each academic staff member’s individual information was de-personalized, it was impossible to track individuals that may have been employed at two different universities. This means, for example, that we cannot identify any part-time instructors who may have taught at multiple institutions, and as such our results are likely an over-estimation of the actual numbers of part-time instructors (because some will be double counted), and an underestimation of how many part-time instructors might be teaching more than one course (because their total courses taught across all institutions cannot be summed).

The findings on the research and service activities of full-time faculty members were generated based on information from third-party sources and a detailed review of annual reports from more than 800 faculty members from 8 universities.

It is important to stress that while this report builds on the effort of the 2014 publication, a direct comparison of results between the two should not be made. This new report has a better response rate, employs improved methodologies and includes a different collection of participating universities than the previous report.

Composition of the Academic Workforce

Introduction

The academic workforce at Ontario universities is a diverse group that provide the knowledge and skills necessary to support a high-quality education for Ontario’s students. This diversity

¹ The academic workforce survey collected administrative data held by universities’ human resources, faculty management, student information, and other administrative systems. Because of the unique administrative practices that have evolved at each university, not every university was able to complete the survey, which was designed to capture the most information from the most universities. The noteworthy exclusion, because of its size and complexity, is the University of Toronto.

provides students with the expertise, experiences, and choice in their learning environment while providing universities with the ability to develop new programs, offer more courses, and support a longer cycle of faculty renewal following the elimination of mandatory retirement.

The diversity of the workforce itself is mirrored in the different responsibilities and activities they perform. Not all academic staff do (and are not all expected to do) the same work.

Full-time tenure stream faculty members are responsible for teaching courses, supervising graduate and undergraduate research projects, curriculum development and program review, as well as maintaining an active research portfolio and performing service activities for their different communities. Part-time instructors, by contrast, are hired on a course-by-course basis exclusively to teach. A third broad category are those hired full-time for a limited-term contract (that is, they do not have tenure). Those who hold these appointments often perform a higher proportion of teaching, while also having responsibilities to maintain an active research agenda and contribute to their academic community.

Table 1 below offers a general overview of the different responsibilities of these three broad categories of academic staff. The unique terms and conditions of employment, as addressed in collective agreements, policies or procedures, will differ between employee categories at different universities and/or within individual universities.

Table 1, Different Duties & Responsibilities of the Academic Workforce

		Classroom Teaching	Graduate Supervision	Program Development	Research	Service
Tenure-Stream	Tenure stream faculty are those with tenure or tenure-track appointments that are earned after rigorous internal and external review of the candidate. They can be promoted from assistant professor to associate professor to full professor. Tenure stream faculty undertake the full range of responsibilities that includes the full spectrum of teaching and program development, conducting leading-edge research, and performing service activities for their university, profession, or community. In nearly every instance, they must have earned a PhD to ensure that they have the necessary preparation to be independent researchers capable of creating, disseminating and applying leading-edge knowledge and practices to advance their fields of study for the benefit of students, scholars, and society. Virtually all (99.3%) are employed on a full-time basis.	●	●	●	●	●
Full-Time Other	Full-time members of the academic workforce with term-limited appointment have contract that vary from institution to institution (typically 1 to 5 years). They are responsible for the full range of professional responsibilities, though often with a greater emphasis on course-based teaching. Universities use a variety of names to describe the different positions in this group, including visiting professor, teaching-stream faculty, contractually-limited appointment, long-term or limited-term appointment, lecturer or adjunct.	●	○	○	○	○
Part-Time Instructors	Part-time, contract academic staff are hired exclusively to teach a course and are almost always exempt from the duties of their full-time colleagues for graduate supervision, program development, research, and service. ² These instructors are commonly hired on a per-course basis. Almost all part-time instructors are members of bargaining units and in positions subject to collective agreements (including benefits) at the universities in which they teach. They are referred to in different universities as sessional instructors, course directors and instructors, lecturers or adjuncts. Note that these part-time instructors are responsible for leading teaching activities of their course – so this group <u>does not include</u> teaching assistants (TA's), markers, or those hired exclusively to do research.	●				

● indicates a primary professional responsibility

○ indicates an often second order professional responsibility, which may or may not apply in individual appointments.

² Virtually all those with part-time status have term-limited contracts, with only a very small fraction (0.6%) holding a tenure-stream appointment. In this report, “part-time” will include both those with continuing and term-limited appointments.

Who are Part-Time Instructors?

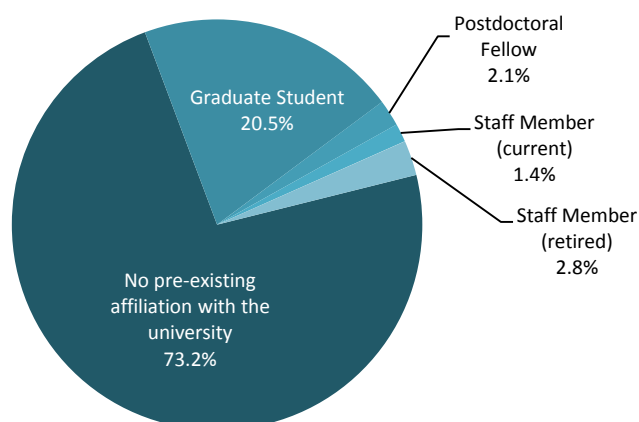
Part-time instructors are hired to teach on a course-by-course basis and are responsible for leading the teaching activities of that course. Those who teach part-time at Ontario's universities are a diverse group – with different backgrounds, experiences, and motives for teaching. Many will be:

- **Professionals** from business, law, health, public administration, arts, and other areas of professional practice who are employed full-time in their own professions and bring valuable hands-on experience to their students;
- **Graduate students** (excluding TAs), **recent graduates**, and **post-doctoral fellows** who are getting the experience they need for the next step of their career path, providing flexibility for universities to offer more courses for students, and educating students with the most current research-based knowledge; and
- **Other university staff** from teaching and learning centres, libraries, career services, recently **retired faculty**, or faculty who teach full-time at one university while also teaching part-time at another institution, whose teaching activity and expertise provides students with greater choice in specific areas of study.

Key Findings

► **More than 1 in 5 part-time instructors is a graduate student** (excluding TAs), typically a PhD student in the final years of her program. By teaching a course part-time while completing their studies, graduate students are able to enhance their educational experience while also gaining valuable and marketable experience for a competitive job market. Roughly 5% of part-time instructors have another relationship with the university in addition to their teaching contract. These include current staff members or retired faculty members, who are keen to share their expertise with students and likely are not interested in becoming full-time or continuing faculty members.

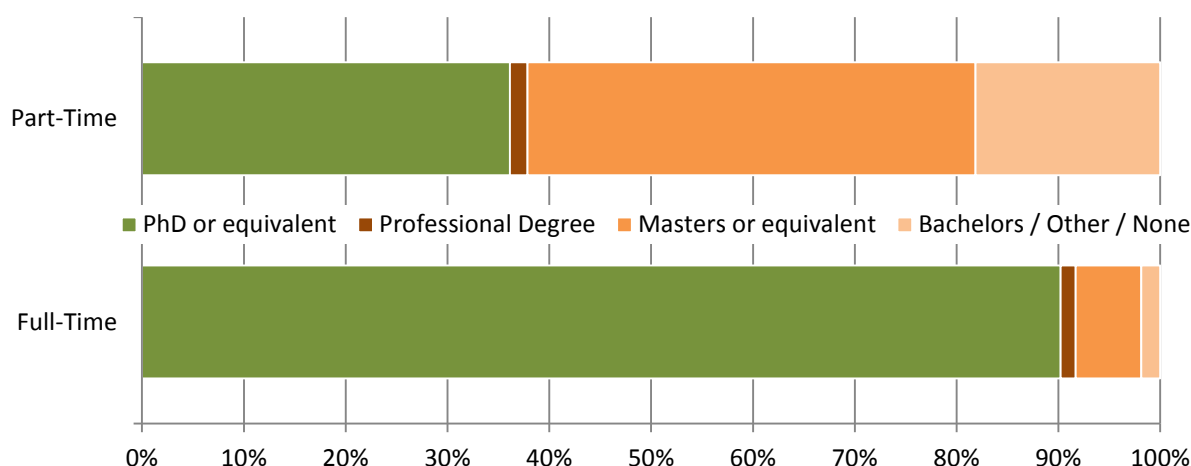
Figure 1, Part-Time Instructors with another Relationship with the University



► **34% of part-time instructors have a PhD**, compared to 92% of full-time faculty. PhDs are prerequisites for virtually all tenure stream appointments, and those who do not have doctoral

degrees are very likely unqualified for a tenure-stream appointment. It is very likely that part-time instructors with other degrees are teaching for reasons other than seeking a full-time academic career, typically in professional programs. The most common degree held by part-time instructors is a master's level degree (41%), many of whom are PhD students and business leaders (MBA). Many professionals – like lawyers, teachers, nurses and engineers – who teach part-time have a professional bachelor's level degree.

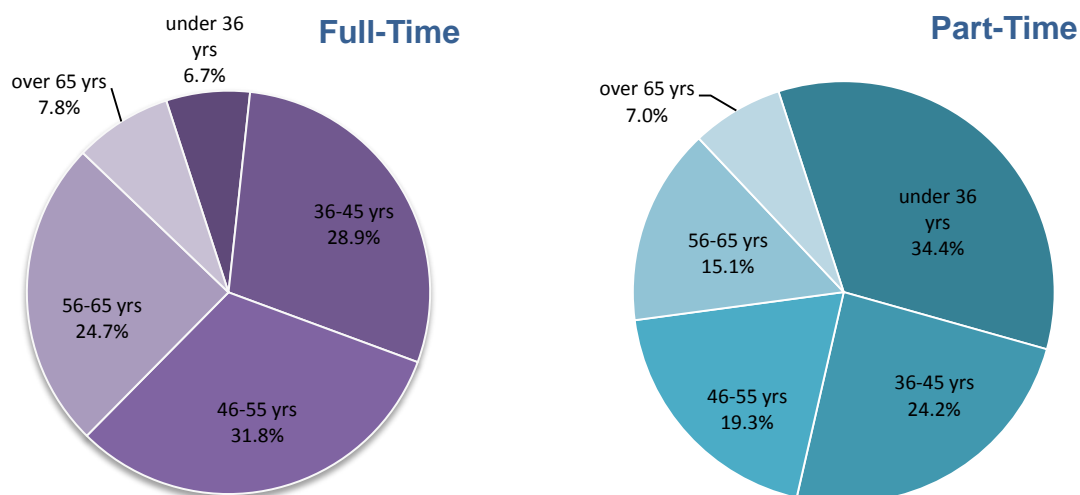
Figure 2, Highest Degree Earned among Academic Workforce



Note: Results based on a sub-set of faculty from six universities able to complete highest degree field with greater than 80% response rate.

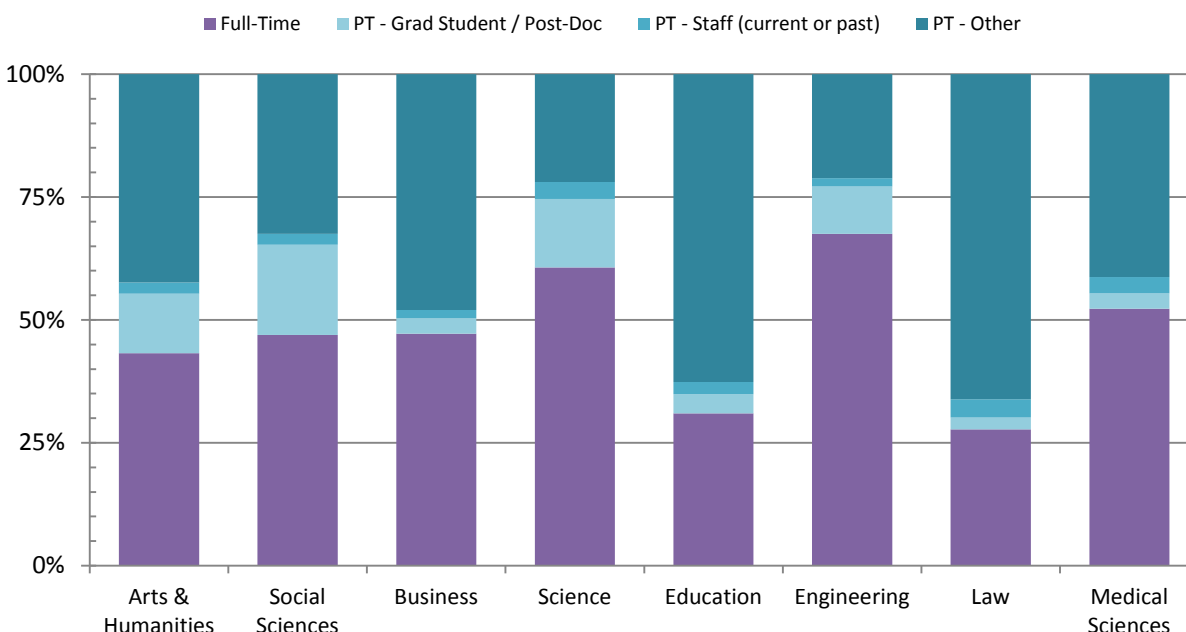
► **Over 20% of part-time instructors are over 55 years of age.** This includes 7% who are beyond the normal age of retirement and 3.5% who are over 70 years old. These older part-time instructors are likely to be from the ranks of senior leaders and professionals or retired faculty members. They bring a wealth of knowledge and experience into the classroom and add to the high quality student learning experience.

Figure 3, Age Distribution of Academic Workforce



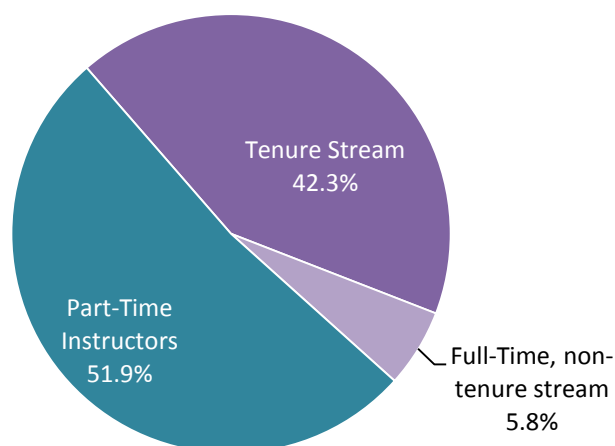
► **Proportion of full-time and part-time academic staff varies among disciplines.** The highest proportion of part-time instructors are in professional programs like Education and Law, while more technical and research-driven disciplines like Engineering and Science tend to have higher proportions of full-time faculty. Some programs, particularly the Humanities, Sciences, and Social Sciences, rely more heavily than others on the teaching activity of graduate students and postdoctoral fellows. This is likely because of the relatively large size of their graduate student population, multiplicity of courses offered, and the often highly specialized knowledge needed to teach (small) upper year undergraduate courses in these programs.

Figure 4, Academic Staff by primary area of instruction



► **The academic workforce is roughly split between full-time and part-time employment status.** The results of the study revealed that, in aggregate, the academic workforce at 17 of Ontario's 20 provincially assisted universities is roughly split between those working full-time and part-time. Those working full-time, and performing the full range of professorial responsibilities, represent 48 per cent of academic staff. Of these, 6 per cent have contractually-limited appointments outside the tenure stream. Part-time instructors, who are responsible solely for course-related teaching and include many who are unqualified for full-time appointments, represent slightly more than half (52 per cent) of the total academic workforce.

Figure 5, Full-Time and Part-Time Academic Staff



Part-time teaching workforce and public perception:

In recent years, there has been a public dialogue focusing on part-time instructors in the university sector, reinforcing a perception that most individuals who are teaching part-time hold PhD degrees and would prefer to work as full-time academics. The analysis presented below, based on detailed data from six Ontario universities, addresses this perception.³

Figure 6 below shows a cascade distribution of the part-time teaching workforce based on a number of characteristics relevant to whether a part-time instructor is likely to fit the common perception of seeking a full-time academic position. It successively removes from the overall part-time teaching workforce those who are:

- Tenured faculty teaching part-time;
- Graduate students, postdoctoral fellow, and staff who have duties other than part-time teaching;
- Those who do not have a PhD – because a PhD is almost always required for a tenured faculty position; and
- Those over 65 years of age;

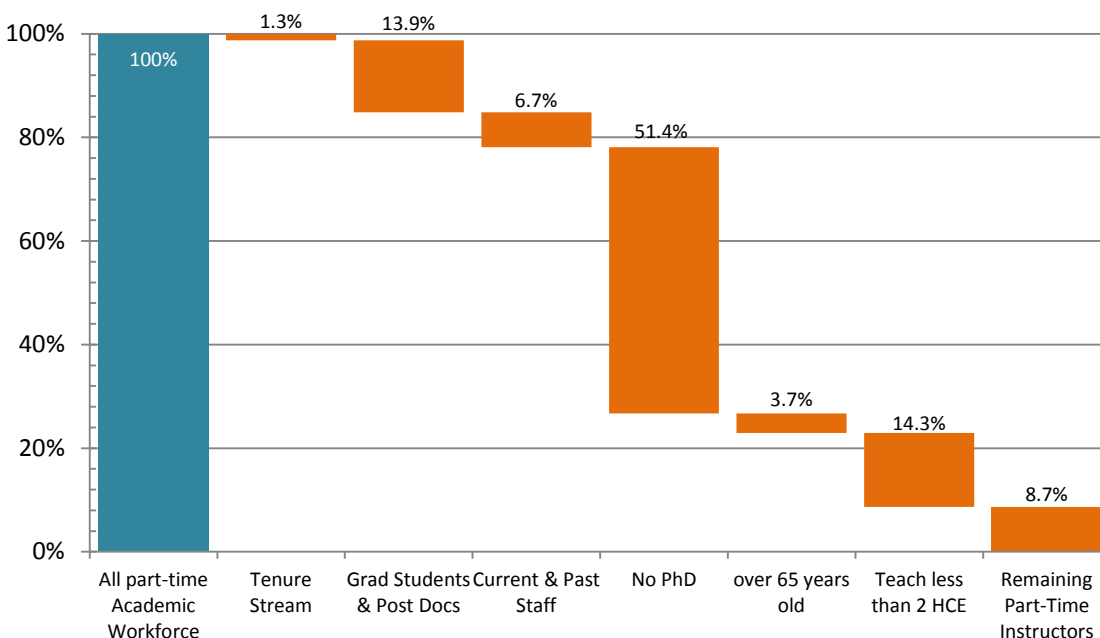
To further develop a response to the public narrative, the analysis applies a final filter to exclude those who are teaching fewer than 2 one-semester courses at the same institution. Those teaching this few courses would only be supplementing income from other sources and could not be making a career solely from teaching.

It is important to note that because the data used in our analysis was depersonalized it was not possible to track those who might have taught courses at multiple institutions, which is why course load is added only as a final filter. If, however, it is accepted that some portion of those teaching fewer than two courses are teaching only at one university (and that they are not trying to derive their sole income from teaching), then the figure will fall closer to the lower end of the range.

³ Not all universities collect detailed data on part-time teaching staff; and among those that do collect data, not all do so in an institutionally centralized way or in a manner consistent with the data template. The “highest degree” field in particular had significantly low response rates at all but six universities.

When this sifting of the part-time teaching workforce is completed, it shows that **a minority of part-time instructors (9% to 23%) would potentially fit the common public perception of part-time instructors** seeking to make a full-time academic career.

Figure 6, Summary of Part-Time Instructor Composition



Note: Results are based on a subset of part-time instructors from six universities that were able to complete highest degree field for more than 80 per cent of those with part-time employment status.

Teaching Activity

Introduction

Teaching is at the heart of a university's mission and Ontario's universities have developed a wide range of strategies, resources, and supports to help students learn and remain life-long learners.

Universities' academic workforce plays a primary role in university teaching, and brings to the classroom a depth and breadth of knowledge informed by advanced and rigorous training, as well as original, critical and active research and professional experiences.

For all those who teach at universities, teaching includes scheduled course-related activities such as lectures, seminars or lab work, as well as other course-related activities like researching and writing lectures, marking assignments, office hours and other communications with students.

In addition to this course-related activity, full-time faculty are also responsible for supervising graduate and senior undergraduate students, and a whole series of efforts around developing and reviewing programs, courses and curriculum for their department or faculty.

Students benefit immensely from the diverse learning, skills and experiences of universities' teaching staff, including part-time instructors. Students learn cutting-edge knowledge from recent graduates, postdoctoral fellows, and even graduate students; and they benefit from the deep practical knowledge and current, hands-on experience that working professionals bring into the classroom.

Part-time instructors also provide universities the flexibility to offer students more courses, by teaching additional sections of over-subscribed courses, teaching courses in new programs where demand is unknown, teaching courses in accredited programs, covering personal and administrative leaves of full-time faculty, and offsetting higher costs resulting from the end of mandatory retirement.

It is important to stress that there is no evidence of a difference in the quality of instruction that full-time and part-time teaching staff deliver. Based on teaching evaluations from three Ontario universities which have available data differentiated by employment status, students gave high instructor and course satisfaction ratings (four out of five) to both full-time and part-time instructors.

The following findings come from the academic workforce survey.

Key Findings

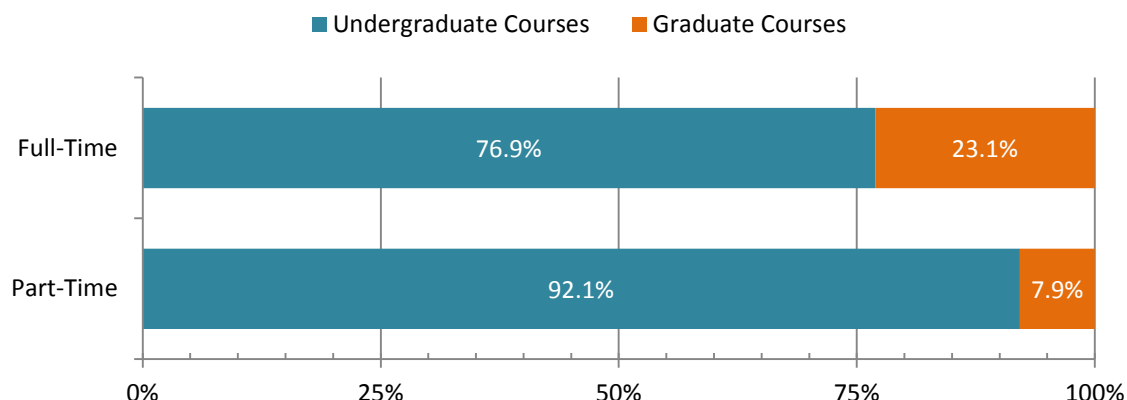
► Ontario's university teaching staff taught almost **3.5 million student enrolments** in more than **70,000 courses**.⁴ Each member of the teaching workforce taught on average 142 students per year, with full-time faculty teaching somewhat more (169) and part-time instructors somewhat fewer (120).

► **55% of courses and student enrolments are taught by full-time faculty** members, who typically teach a much higher proportion of graduate level courses because of the specialized technical knowledge and strong research component of courses at the graduate level. Part-time instructors teach 45% of all students, focusing particularly on the undergraduate level – where they teach 46% of students and 50% of courses. Over the length of a student's program, she will very likely be taught by both full-time faculty members and part-time instructors.

► **Academic staff do the majority of their teaching at the undergraduate level.** Those who teach at Ontario's universities continue to devote the vast majority of their course-related teaching to undergraduate instruction, particularly part-time instructors. 92% of the courses taught by part-time teaching staff are at the undergraduate level, and 86% of part-time instructors taught exclusively undergraduate courses. Full-time faculty perform more of the teaching at the graduate level, but still do three-quarters of their teaching to undergraduates. Overall, full-time instructors were responsible for teaching 53% of all undergraduate students and 69% of all graduate students.

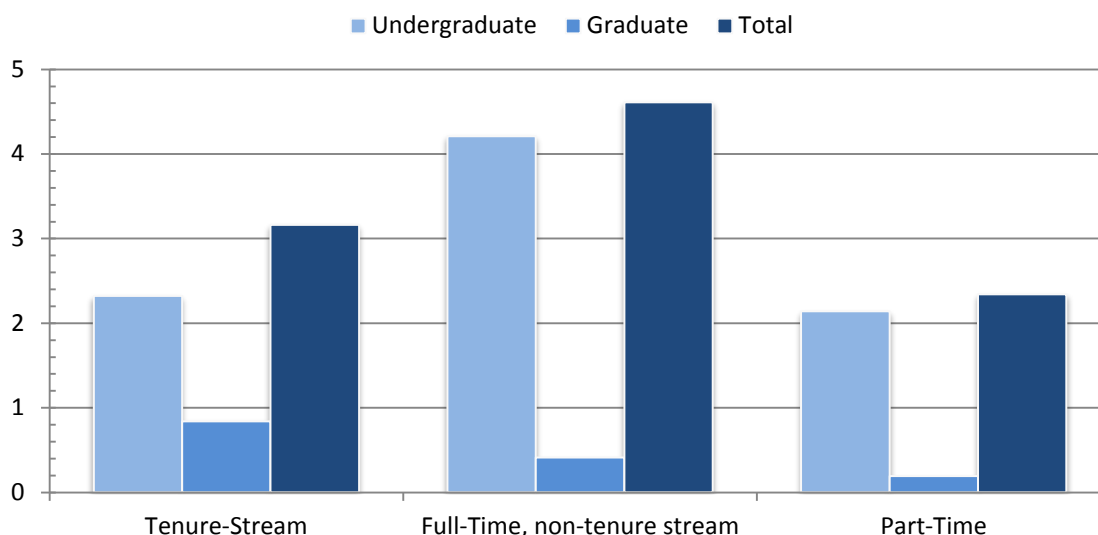
⁴ In this report, "course" refers to a one-semester course (also referred to as a three credit course, half-course, or 3-hour semester-long course). "Student enrolments" is the sum of students registered in each course, counting the same student for each course in which she is enrolled.

Figure 7, Course-based Teaching Activity of Academic Workforce



► The average **teaching load for tenure stream faculty members is 3.2 courses** per academic year. Those full-time faculty members outside the tenure stream teach on average close to 5 courses per year. Roughly 4 in 10 faculty members received course releases to provide them with more time for research or administrative service activities. When these faculty are excluded from the calculation, the normal teaching load for full-time faculty is 3.5 courses per year.

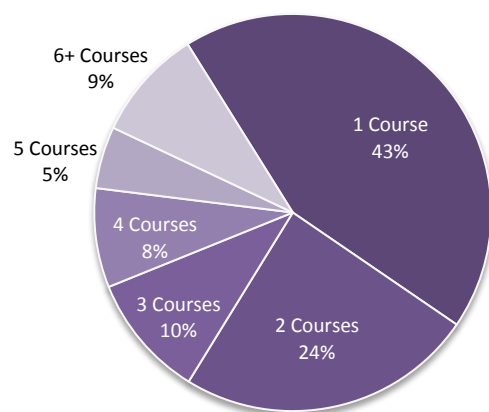
Figure 8, Average Annual Courses Taught



Note: teaching loads for tenure stream faculty are generated from those with no administrative or academic course release.

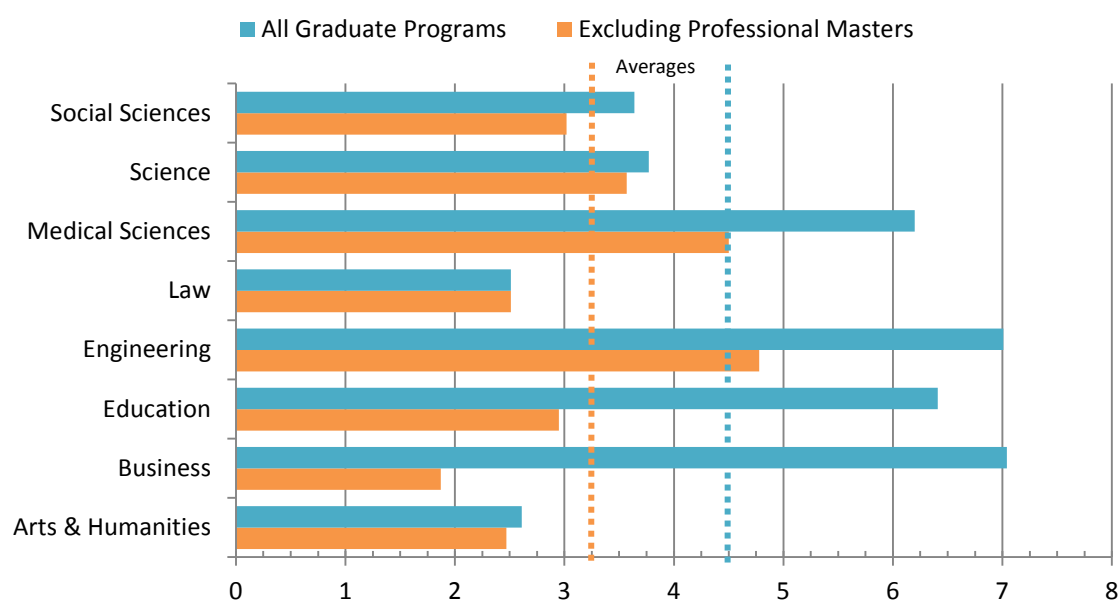
► **Part-time instructors teach on average 2.3 courses per year**, although this average smooths out some large variability. Roughly two-thirds of part-time instructors teach one or two courses in a year – and more than 40 per cent teach only one course. These are most likely graduate students or those employed full-time elsewhere. There are, however, some part-time instructors who teach large volumes of courses: 22% of part-time instructors teach at least 4 courses, with 9% teaching six or more.

Figure 9, Number of Courses Taught by Part-Time Instructors



► **Full-time faculty have on average more than 3 graduate research students per year**, in addition to senior undergraduate research students. Graduate and senior undergraduate supervision is an important responsibility of full-time faculty, who provide aspiring researchers with intensive and often one-on-one engagement to help guide their education and undertake their advanced research. This supervision typically includes research development, training, support and guidance, professional advice and development, and often mentorship.

Figure 10: Graduate Students (FTE) per Full-Time Faculty Member



Research Activity

Introduction

Through their research, university faculty create, disseminate and apply new knowledge, designs and processes that make significant contributions to Ontario's economic productivity, social well-being, arts and culture, and global competitiveness.

Research activity is most often defined as research in the faculty member's disciplinary area of specialization, but it can also include pedagogical research (research into the teaching of the discipline) and, in the case of the Fine and Performing Arts, creative activities.

The results that follow are based on a bibliometric analysis of publications from faculty members at 19 Ontario universities collected through Scopus (for publications), and financial information for all 20 Ontario universities published by the Canadian Association of University Business Officers (CAUBO) (for research dollars generated).

This approach is representative of faculty research activities, but it is not comprehensive. It underestimates research activity, particularly for faculty in the Arts & Humanities and Social Sciences. To provide further context, this section also identifies some of the more day-to-day activities of research that are impossible to quantify.

Key Findings

► **Full-Time faculty members produced 170,824 publications** in the period 2010-2014, including books and peer-reviewed articles, conference papers and reviews. (Peer-reviewed publications are those subject to blind review by subject experts before they are accepted for publication, and they are generally seen as the most academically rigorous product of research.) About half of all the publications were the product of international or industry collaboration.

Table 2: Total Publications by Ontario University Faculty (5 year period, 2010-2014)

Publication Type	Total Publications	International Co-Author	Industry Co-Author
Refereed Journal Articles	128,380	59,766	8,564
Published Books	1,060	405	8
Refereed Conference Papers	25,678	9,739	2,121
Refereed Reviews	15,706	5,537	414
Total	170,824	75,447	11,107

► **The average faculty member generates 2.3 research publications every year.** This is almost certainly an underestimation because the Scopus database does not capture the full range of publications in the Humanities and Social Sciences, and it does not account for publications in non-traditional locations and formats, such as open source journals, websites, or documentaries, among others.

► **The average faculty member generated approximately \$180,000 in external research funding** over the 2014-15 period. Faculty members compete for external funding from local, provincial, federal and international governments, non-profit and industry sources to support their research. Competition for this funding is intense and awards are indicators of the quality of research. Average research dollars range widely by area of expertise, from roughly \$20,000 in the Humanities to \$465,000 in Medical Sciences, reflecting the higher costs of running a science laboratory. All told, **Ontario researchers generated over \$2.7 billion in external research funds** in 2014-15.

► **Faculty from the Fine and Performing Arts produced 7 creative activities per year.** Faculty from the Fine and Performing Arts not only produce traditional research in article or book form but also original, creative works, including art exhibits, musical performances, workshops, contributions to media productions, film production, website design, marketing and communications projects.⁵

Table 3: Examples of Creative Activity by Faculty Members in Fine and Performing Arts

Design of an advertising campaign	Conference planning/organization
Art society/exhibition lectures and workshops	Commissioned artwork (various)
Guest university, industry lectures	Design of smartphone application
Art exhibition/installation	Art workshop facilitator
Art exhibition consultant	Interior design project
Television appearances	Art/heritage impact assessment
Print media article authorship	Film production
Author of book/book chapter	Film screenings
Photographer/illustrator for books, textbooks	Theatrical and music performances
Author of journal article/review/criticism	Commissioned marketing projects
Author of art-related magazine articles	Corporate website development

Numbers alone can only capture the most visible products of research, typically those that come at the very beginning or end of a project. There are a whole series of less high-profile research efforts that a faculty member must engage with on a more daily basis. These include:

- **Keeping up with research innovations**
Maintaining an active research agenda and presence in area(s) of expertise is an ongoing effort of full-time faculty.
- **Preparing findings for publication**
This includes writing up findings and generating explanatory charts and tables, which can be made more time-intensive if it involves coordinating with partners.
- **Developing grant applications**
Applications require detailed project outlines, often in collaboration with partners, and entail months of planning, negotiation, gathering documentation, and writing.
- **Managing grant accountabilities**
Primary investigators (PI) are accountable for how grant money is spent and must complete reports detailing financial records, published material, and future expectation of the project.

⁵ Information on creative activities has been derived from a sample – a review of the annual reports of 124 faculty members from the Fine and Performing faculties at two universities (OCAD and Guelph).

- **Providing peer-review to colleagues**

Faculty devote part of their research time to providing formal or informal comments on the work of their colleagues, whether a final draft manuscript or an idea-in-progress

- **Supervising research staff**

PI's can spend significant time recruiting and training researchers and staff at the start of a project, and managing them over its lifetime.

Service Activity

Introduction

Full-time faculty members are required to devote a part of their professional efforts toward service activities. "Service" is activity based on a faculty member's expertise that contributes to the overall benefit of the university, other organizations, or the public. The data that follows is based on a sample review of over 800 faculty members' official annual reports from eight Ontario universities.⁶ The results offer a unique glimpse into the nature and volume of faculty service activities.

Faculty members' service to their academic unit, university, profession and their community can take many different forms. The chart below presents some of the variety of service activities performed by Ontario faculty members in 2014-15.

It is important to stress that this is only a snapshot of faculty activity based on a single year. The overall figures, and the finer detailed distributions presented in the tables and figures in this section, can be impacted by annual fluctuations relating to university or discipline activity, faculty course releases, and so forth.

Table 4: Examples of Faculty Service

Department/Faculty	<i>Research Ethics Committee, Tenure and Promotions Committee, Moot Court Case Judge, Undergraduate Chair, Graduate Recruitment Coordinator, Junior Faculty Mentor, Lab coordinator, Department Newsletter Editor, Visiting Speaker coordinator</i>
University/Sector	<i>Senate member, Faculty Pension Committee, Strategic Planning Committee, Research Centre Director, Faculty Awards Judge, Grant Review Committee, Student Appeals Board.</i>
Discipline/Profession	<i>Journal Editor, Manuscript Reviewer, Conference Organizer, Executive of Professional Association, Liaison to K-12 Students, Juror for Profession Competition, Member of Accreditation / Regulatory Board, Workshop Leader</i>
Community/Public	<i>Board Member United Way / Immigrant Services, TV Media Subject Matter Expert, Pro-bono legal work, Federal Advisory Panel member, Invited Speaker at Community Events, Fundraising, Public Advocacy and Research, Radio interview</i>

⁶ Service data has been generated based on a review of official annual reports from 820 faculty members at 8 Ontario universities. The data was weighted to each discipline group and university in order to match the share of faculty members relative to the Ontario total.

Key Findings

► **92% of Ontario faculty members participated in at least one substantial service activity** in 2014-15. The most common types of service undertaken by a faculty member were to her department or faculty—particularly on committees (66% of faculty participated)—and to her discipline, often on journal editorial boards (39% of faculty participated). Among service activities to the sector the most common were participation in the university senate and faculty associations, and those who participated in community service most often performed media education and public advocacy. Those few cases where no substantial service activity was recorded for a faculty member may be because of workload arrangements in the year observed or participation in numerous activities that did not qualify as “substantial” for the analysis.

Table 5: Faculty Participation in Service Activities

Service Activity	Percent of Full-Time Faculty Participating in at least one Activity	Average Activities / Full-Time Faculty Member
Department/Faculty Service	75%	0.97
University/Sector Service	28%	0.37
Discipline/Profession Service	62%	0.96
Community/Public Service	24%	0.40
All Service Activities	92%	2.71

► **The average Ontario faculty member participated in approximately 3 substantial service activities** in the 2014-15 academic year. Roughly 7 in 10 faculty members performed 2 or more substantial activities, one-quarter performed 4 or more, and 15% of faculty members performed at least 5 substantial service activities in the year. It is important to note that the number of substantial activities performed by a faculty member does not necessarily correlate to his service activity. Some activities require more time and effort than others, and some disciplines offer greater opportunities and have greater expectations of their academic workforce. As such, the faculty member performing five substantial activities may be devoting the same amount of effort as the faculty member performing one very intensive service activity.

Faculty members in Education perform almost three times as much service as the average faculty member because of their close engagement with local schools and school boards. Those in the sciences, where a greater proportion of time is directed toward research projects and graduate supervision, tend to perform fewer service activities (though not necessarily less intense ones).

Next Steps for Ontario

This report is part of an ongoing effort on behalf of Ontario universities to better understand and communicate who faculty are and what they do. Universities understand that more research is necessary to answer outstanding gaps, address further questions, and monitor ongoing concerns. We welcome the opportunity to support this research.

The following are some of the next steps that universities will be pursuing in support of these efforts:

- Universities will make available a more detailed technical report for researchers and policy-makers in the sector. This report will provide more results from the Faculty at Work project, summary data tables, and full descriptions of the data and methodology behind the survey and our analysis.
- Universities are engaged with Statistics Canada about expanding the scope of the national University and College Academic Staff System (UCASS). The federal government's commitment to resume the annual UCASS Survey was a welcome one, and universities are providing feedback on how to make UCASS a more valuable resource for the sector.
- Universities are working with the Ontario Ministry of Advanced Education and Skills Development to develop metrics that would capture the research productivity and community impact of universities and their faculty members in support of the third round of Strategic Mandate Agreements scheduled for 2020.
- Universities will be conducting a comprehensive internal review of this phase of the Faculty at Work project. One of the goals of the review will be to identify areas where data collection can be improved or enhanced to fill outstanding gaps or address questions raised by this study. This review will take place in parallel with the efforts described above, and directions for a future Faculty at Work report will depend on the outcome of these interacting processes.