Report of the sub-committee of the Committee on Diversity and Inclusion

Gender in Teaching Staff
Sub-Committee on Gender in Teaching Staff

Members:

Françoise Moreau-Johnson, Manager, Centre for Academic Leadership
Sophie Thériault, Vice-Dean, Graduate Studies, and Associate Professor, Faculty of Law, Civil Law

The sub-committee\(^1\) has a mandate to conduct preliminary consultations with University of Ottawa teaching staff with the goal of: 1) determining the main barriers women face in advancing their university careers, and 2) identifying the strengths and weaknesses of existing University of Ottawa initiatives to promote gender equality in university career advancement.

The sub-committee organized three consultations with teaching staff between March and June 2017. The first lasted 90 minutes and took place on March 8, 2017, as part of a conference on Slow Scholarship organized by the Centre for Academic Leadership. This consultation was followed by a survey that we sent to 30 female professors representing each of the University of Ottawa’s faculties. We received responses from 27 professors. The consultations were finished off on June 15, 2017, with 15 female professors participating in two focus groups.

For more details, we invite readers to consult the data in the appendix\(^2\) of this report.

Key barriers that female professors face

Most people recognize that family responsibilities (motherhood, child care, elder parent care and youth crisis care) more often fall on women, despite the growing involvement of men with their families, and that this represents a significant barrier to the advancement of women’s careers as professors. This barrier to work-family balance is particularly hard for women who work in academia, as motherhood often takes place during the key stages of career advancement (either prior to or in the years shortly after obtaining tenure and being promoted to associate professor).

The University of Ottawa’s Policy 94 is insufficient, especially since the program it applies to, which is designed to promote gender equality among teaching staff, is not allocated the resources it needs.

Regardless of whether or not participants had children, they highlighted several barriers to career advancement other than motherhood that are less obvious and can’t be taken into account by Policy 94. We have compiled them into three major themes, the socialization of women, the performance evaluation model and the distribution of tasks.

One of the many effects of the socialization of women (“gender culture”) is that a large majority of the 27 professors surveyed said they lacked confidence, didn’t feel ready for promotion and suffered from imposter syndrome. Some of them shared examples of when they were treated differently by students, colleagues, administrators and support staff due to their gender and/or age.

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\(^1\) The sub-committee is co-chaired by Françoise Moreau-Johnson (Centre for Academic Leadership) and Sophie Thériault (Civil Law), both also members of the Committee on Diversity and Inclusion; in addition to the co-chairs, the sub-committee is made up of the following people: Stephanie Arnott (Education), Dominique Bourque (Social Sciences), Angela Cameron (Common Law), Bénédicte Fontaine-Bisson (Health Sciences), Ruth Kane (Education) and Sylvie Paquerot (Social Sciences).

\(^2\) Let it be noted all information from the data transcription that could reveal the identity of participants was removed.
These barriers become much more imposing when they are combined with the dominant performance evaluation models, which promote career profiles more easily matched by men. Women don’t want to be compared exclusively to other women, but they want their particular circumstances to be taken into consideration when they are evaluated (and not only the interruption caused by maternity leave).

The participants suggested in particular that different career models must be recognized, ones that acknowledge how much female professors contribute to the university. In particular, this means that administrative tasks (which many participants believe women are more often solicited for and involved in) and student supervision and support should be given greater weight when granting tenure and promotions. This applies especially for minority women—for example, racialized women such as Indigenous women—who are more often solicited for different initiatives and committees and whose research programs suffer as a result.

Possibilities and recommendations

Our consultations showed that there are significant concerns regarding how gender inequality affects university career advancement among University of Ottawa teaching staff. We can’t formulate specific recommendations regarding measures and programs that the University of Ottawa should adopt based on this data, as it was collected as part of preliminary steps. However, participants came up with several possible solutions that would help reduce some forms of inequality. Additionally, we believe that the preliminary results collected by the sub-committee fully justify investing sufficient resources to establish a working committee to scientifically analyze the barriers to career advancement for female professors at the University of Ottawa and to come up with recommendations at the end of that process.

Consultations conducted with teaching staff: Ottawa teaching staff and gender

The subcommittee on the issue of gender in teaching staff organized three consultations with teaching staff:

- Discussion – 90-minute session during the conference on Slow Scholarship (March 8, 2017); the following questions were asked:
  - What are the main barriers—individual, structural, institutional—women face in advancing their university careers?
  - Do the University of Ottawa’s existing initiatives that have been in place since 2008 seem sufficient or adequate to you to ensure gender equality in university career advancement?
  - If not, why? What initiatives or measures could/should be implemented to achieve this goal?

This consultation helped us determine some of the barriers that female professors face. These barriers were summarized and then confirmed by a survey and focus group.

- Survey – In order to establish a more representative picture of the concerns of all female professors at the university, we invited three professors from each faculty (30 in total) to tell us about the barriers that they have faced or seen in their faculties. We asked all the professors to answer the survey in May and June 2017 (rate of response: 27 out of 30).
• Focus group – We also organized two focus groups in which a total of 15 professors participated on June 15, 2017.

• In this document we present the results of the three consultations, organized into the six main themes that emerged from the initial consultation at the Slow Scholarship conference. We also added the recommendations put forward by survey respondents and focus group participants. The question was: Going forward, what should the University of Ottawa do to create an optimal environment for female professors to succeed?

1. Famille / Family

a) Barriers discussed on March 8

• Child care and maternity leave

• Work-family balance

• Family tasks fall on women at crucial moments in their careers

• The barriers to career advancement are not all child-related: support programs need to take this into account
  o The structural model doesn’t work and it doesn’t help in that women who don’t have kids, or feel pressure not to have kids don’t fit into the academic model of success. There are lots of single professors who don’t have children in the university.

• Lack of daycare spaces on campus

b) Survey results

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>N/A</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Child care and maternity leave</td>
<td>25.93%</td>
<td>40.74%</td>
<td>7.41%</td>
<td>0.00%</td>
<td>3.70%</td>
<td>22.22%</td>
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<tr>
<td>Work-family balance</td>
<td>44.44%</td>
<td>37.04%</td>
<td>11.00%</td>
<td>3.70%</td>
<td>0.00%</td>
<td>3.70%</td>
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<td>3</td>
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<tr>
<td>Family tasks fall on women at crucial</td>
<td>38.46%</td>
<td>34.61%</td>
<td>19.23%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>7.69%</td>
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<td>moments in their careers</td>
<td>10</td>
<td>9</td>
<td>5</td>
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c) Survey respondent comments

- Women without children are being asked to do things because of the assumption they have more time. This relates to how often someone’s personal life is a factor in discussions about professors who are women about their professional life. It doesn’t seem to happen for men, unless in a positive way.

- I just want to point out that the questions about family barriers make me uncomfortable, because they take for granted that there is an imbalance between how involved women/mothers are with their families compared to men/fathers. However, more and more men are fully participating in family life and seeing their careers slow down as a result. So it’s not a gender-related problem, it’s a problem related to roles and perceptions (it’s maybe easier for a man to “bounce back” when the children are older, as men are socially perceived as more productive and capable than women).

d) Focus group highlights

- At her full-day interview 20 years ago, PROF hid the fact that she had a 4-month old baby who she was breastfeeding—at every break opportunity, she stepped out to meet her husband and daughter, rushed to the restrooms to feed her infant for 10 minutes and rushed back to her interview. All of this in fear of not being accommodated, which she discovered later would not have been an issue with her boss.

- In anticipation of her one-year maternity leave, PROF decided to let her grad students go, not try renewing her grant (SSHRC), and turn down three conference invitations within a month of her due date. It was not only hard to shutdown (let grad students finish their work with someone else), but it was difficult to pick up again—no continuity.

- PROF scheduled to teach class ending at 5:30pm (same as daycare); succeeded in having the class time changed. But, was then “slapped on the wrist” by dean. Additionally, it is regular
for academics not to have family support locally. Other PROF had a seminar series moved from 4:30–5:30pm to an hour early in order to accommodate children pickup from daycare.

- PROF cannot understand how it would be possible for her to take a maternity leave when she has a full research programme.

- PROF felt obliged to be examiner on a thesis (didn’t believe anyone else would do it) during her mat leave. Regretted it, but convinced that she had to accept.

- The child-rearing years correspond to Tenure and Promotion—many clocks are ticking at the same time.

- Women usually share more. PROF was asked to take on additional tasks, and when she said that she couldn’t for family reasons, it was suggested that she take a reduced workload. This wouldn’t be suggested to male colleagues, who don’t usually talk about their personal lives. PROF added that she was able to do her existing tasks, it was just that she couldn’t take on more.

- On the other hand, other PROF was grateful to take the reduced workload arrangement because, unlike others, she thinks that indeed she was working at a reduced capacity and that it was fair for the employer to pay her accordingly (and advantageous to her, in the sense that expectations of her productivity during that time were lower).

- On her return from mat leave, colleague of PROF applied for an admin position in the faculty. Hiring committee did not consider her as they believed that the job would not be suitable for her (long hours, large workload) as she had small children. She found out from a close colleague who was on the committee. Who are they to make the decision?

- Daycare obstacle: not only solution. PROF’s child needs special care and normal daycare, on campus or elsewhere, is not the answer to all situations.

- Daycare: it is not a woman’s issue, but a professor one. It’s not women who need to be accommodated. Male colleagues who look after their kids are applauded; some other colleagues see them as weak. We need to change the mentality of those higher up that this is not accommodation, but it is part of the normal process.

- In addition to daycare on campus, uOttawa needs to be more flexible to different situations. In most cases, it is the woman who ends up taken the burden of looking after the family (young and old) and this burden does not end once the child is a year old (after mat leave) or in day care.

- Many PROFS report that some of their male colleagues use the paternity leave as sabbatical. Other PROF shares the story that one of her male colleagues used the excuse of picking up his children to leave a meeting early, but really returned to his office/lab (and he even admitted to lying about it to PROF).
PROF made sure not to alter any behaviour once back from maternity leave. She did not want people to think she was working less or was less serious about her job.

PROF couldn’t attend the focus group as she had to accompany her mom who is beginning chemotherapy. She decided to share this detail only because she really would only miss the focus group for an important reason and also because it speaks to the issues at hand in terms of obstacles!

2. Socialization / Gender culture
   a) Barriers discussed on March 8
      - Pressure to succeed
        - Pressure to succeed has been internalized at the individual level; family-work balance
      - Perfectionism
      - Lack of confidence (fear of rejection relating to promotions)
      - Self-censorship by women (e.g., feel they are not ready for promotion)
      - Imposter syndrome
      - Concerned about risk taking and raising voices
      - A sense of “duty”
      - Difficulty/hardship in saying no
        - Women tend to not be able to say no—e.g., admin-type jobs, helping people is liked
      - Sacrificing research for teaching and other tasks
      - Women tend to accept supervision of weaker students
   b) Survey results

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<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
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<th>Total</th>
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<td>Perfectionism</td>
<td><strong>40.74%</strong></td>
<td><strong>37.04%</strong></td>
<td><strong>11.11%</strong></td>
<td><strong>7.41%</strong></td>
<td><strong>0.00%</strong></td>
<td><strong>3.70%</strong></td>
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<td>Lack of confidence (fear of rejection relating to promotions)</td>
<td>29.63%</td>
<td>8</td>
<td>12</td>
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<tr>
<td>Self-censorship by women (e.g., feel they are not ready for promotion)</td>
<td>40.74%</td>
<td>11</td>
<td>9</td>
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<td>Imposter syndrome</td>
<td>33.33%</td>
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<td>Concerned about risk taking and raising voices</td>
<td>18.52%</td>
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<td>1</td>
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<tr>
<td>A sense of &quot;duty&quot;</td>
<td>38.46%</td>
<td>10</td>
<td>9</td>
<td>4</td>
<td>3</td>
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<td>Difficulty/hardship in saying no</td>
<td>51.85%</td>
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<tr>
<td>Sacrificing research for teaching and other tasks</td>
<td>51.85%</td>
<td>14</td>
<td>7</td>
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<tr>
<td>Women tend to accept supervision of weaker students</td>
<td>29.63%</td>
<td>8</td>
<td>8</td>
<td>6</td>
<td>4</td>
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c) **Survey respondent comments**

- I was warned not to be "too good" at teaching so as to give the impression that my research was not given enough time and therefore could not possibly be of a high enough quality.

- The problems women face should be set against the backdrop of the fact that women are concentrated in Social Sciences and Humanities and these no longer seem to matter much in comparison to other faculties where there are more men. Moreover, all universities and granting agencies promote a vision of success that is at odds with intellectual creativity. There are also fewer jobs in academia so it is very difficult to leave a job once a woman (or man) has one. And universities are taking in more students who are not equipped, mentally
or emotionally to be good students, putting additional pressures on anyone who teaches bigger classes with fewer resources. The lack of resources available and the constant bureaucratic demands also take their toll. It is not simply a case of "women are discriminated against at UofO." Any forum needs to address this backdrop and show how things get worse for women (and minority women) because of it.

- Active discrimination by senior male faculty against the advancement of women; priority setting by Faculty excludes areas of research done by women faculty.

- A large male student once noted that I was young and he expected I might make errors as he towered over me in my office requesting I re-grade his work.

- My face was scratched out of a poster on my door.

- Some (undergraduate) students treat female and male professors differently especially in eng/sci disciplines. (In sections 3, 4, 5 and 6 above I chose N/A where I meant "I do not know")

- Professional (not online quick 30 minute) training should be required among ALL administrators about unconscious gender bias, as mandated terms of employment

- As a young woman I constantly feel my appearance is related to perceptions of my quality of work, I have been told not to "dress like a grad student," to wear lipstick and heels.

- Women are often made second in command, such as being named vice-dean but not dean; women choose to be led by men.

- The IT department has clearly treated me differently from a male colleague hired at the same time—multiple office visits for me but none for him.

**d) Focus group highlights**

- PROF postponed both tenure and promotion to full professor until her dossier was bullet-proof, making sure she stacked the odds. PROF admits that she could have been easier on herself.

- Studies support that this is a legitimate behaviour as women’s dossiers are more often rejected compared to their male colleagues. PROF has seen it in her own faculty. PROF feels that women have to be better than male colleagues in order to get the same treatment and rewards.

- In the days when Tenure and Promotion were separate, female colleague did not apply for both at the same time as she did not feel her file was ready. She lacked a champion or mentor to advise her correctly.

- When PROF achieved full professor, it did not give her access to more influential positions.
  - Rank does not necessarily give you access to network.

- Women in admin position are token women. Men are helping men.

- PROF believes that women need more encouragement.

- PROF was advised (friendly advice!) by department chair (female) not to apply for promotion as her discipline was not a favoured one at the faculty.
• PROF tried to join her male colleagues for lunch, but found out after years of doing this that they were meeting at other times to discuss the serious stuff. Men have their networks which women can’t join.

• PROF asked to be part of the social committee as her first committee.

• PROF was on four committees before tenure.

• PROF received advice indirectly from Department Chair after her contract renewal (comment: “extraordinarily satisfactory”), rather than being provided mentorship and direct guidance as to when to apply for Tenure and Promotion.

• Women colleagues do not get good advice; colleague refused point-blank to be nominated for a prize rather than suggesting delaying it for another year as she did not feel ready.

• Tenure clock being pushed back for mat leave may not be fair as PROF deserves promotion now.

• Fear of PROF to speak up as departments are like small towns; do you want to speak up and for that to follow you until retirement?

• PROF said that she accepts tasks because she’s good at them, and since she accepts them and does them well, she’s asked to do more. It’s a vicious circle.

• Impossible for PROF to say no as too few colleagues in the unit (puts the onus on individual to say no, adding to the individual’s tasks); perceived that it’s an individual issue to say no, where it’s truly a systemic one.

• Female colleague accepted admin task without asking anything in return; on hearing that his colleague had accepted the task, male colleague’s reaction was to ask what she had bargained for in return (teaching release / salary top up). If it’s great for the institution, it should be great for the individual too.

• Perception that male colleagues are research focused and out for themselves. Women are more institutionally minded. PROF feels that her place is “at home” in the faculty (teaching lots and looking after students) as her male colleagues have huge grants and are busy outside the faculty. But that domestic work is not valued the same as the research. PROF feels that she can’t say no because her place is “at home”.

• PROF is intimidated by students who are sure of themselves. Her experience is that these students don’t take well to being critiqued by young women; another PROF shares this sentiment—it is an incredible emotional labour when student pushes back because the professor is a woman and younger.

• Female colleague provided the answer to a student’s question; student asked her whether she would like to check the answer with a more senior fellow male colleague!

• Student expect female faculty to be perfect (e.g., teaching in a second language), but are more lenient with male colleagues. Also due to the “clientele-ist” mentality.

• PROF says don’t be intimidated: it may be that her experience and status as full professor helps.
Another PROF likes to take on students that she thinks she can save.

- PROF refers to studies that show that salaries go down in a field when women enter it.

3. Modèle d’évaluation / Evaluation model

a) Barriers discussed on March 8

- The evaluation process does not take into account the particular situation of women (e.g., maternity, which slows down production)
  - Women wait longer for promotions.
  - Add leaves of absence to CVs.
- Women’s records should be compared to those of other women
- Success model developed several years ago by men and for men
  - Model of success developed generations ago (men advantaged because they are supported by unpaid labour of their wives which is often not realistic any more).
  - There is an internalized pressure to apply for more grants, and publish more articles. Part of the culture. The university has adopted the “male model of success.” If we do not address and reconceptualize this model, it will continue to negatively affect both men and women. The gender-based model comes from the science-based model; we need to diversify our success models and move away from the impact factor.
- Expectations are steadily increasing (definition of excellence constantly on the rise)
  - Participants stated that “the bar keeps moving up”, and that if the review process is based on the number of publications, it will be difficult for women to catch up following maternity leave, etc.
  - One professor explained that she was refused a sabbatical because the vice dean considered that she had less than one publication a year because he had not taken into account that she had been on maternity leave or on reduced workload. She noted that these incidents create resentment towards the university.
- Evaluation models should recognize different types of contributions
  - Need newer ways of regarding their contributions so that their contributions count. Model should be broader and reflect the incorporation of these differences to reflect modern lives and how we live. It’s not just a gender issue. In a newer model there is a need to include choice/flexibility to that what is wanted, can be pursued.
- Tasks are disproportionately assumed by women and not recognized at evaluation
  - Women always end up sacrificing their research when having to make a choice between teaching, and other jobs—this affects their advancement up the ranks.
- Written referral letters for women tend to be less complimentary (e.g., we say that a man is exceptional and that a woman works well)
### b) Survey results

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<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
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<th>Total</th>
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<tbody>
<tr>
<td>The evaluation process does not take into account the particular situation of women (e.g., maternity, which slows down production)</td>
<td>29.63%</td>
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<td>22.22%</td>
<td>7.41%</td>
<td>0.00%</td>
<td>11.11%</td>
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<tr>
<td>Women's records should be compared to those of other women</td>
<td>14.81%</td>
<td>3.70%</td>
<td>33.33%</td>
<td>37.04%</td>
<td>0.00%</td>
<td>11.11%</td>
<td>27</td>
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<tr>
<td>Success model developed several years ago by men and for men</td>
<td>37.04%</td>
<td>44.44%</td>
<td>14.81%</td>
<td>0.00%</td>
<td>0.00%</td>
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<tr>
<td>Expectations are steadily increasing (definition of excellence constantly on the rise)</td>
<td>66.66%</td>
<td>18.52%</td>
<td>14.81%</td>
<td>0.00%</td>
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<td>Survey respondent comments</td>
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<td>• Student evaluations discriminate against women—TONS of research supporting this phenomenon! The university and union can and should take this on, in terms of supporting women professors and educating students and men professors about the unfairness, and ensuring that student evaluations play no role in women's career advancement!</td>
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<td>• Misunderstanding by many (male and some female) professor colleagues of the worth of some tasks e.g., outreach, service, time spent on teaching, interdisciplinary research. Getting past the department DTPC is most difficult for a women in an male-dominated field and yet it's the first step and necessary to get anywhere. No room for being different and yet research is about doing new things! A culture of metrics (h-factor, impact factor, # of publications, # of students, etc.) makes it difficult once again for women who see value in diversifying their efforts (in service, etc.).</td>
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<td>• Failure to stop the tenure clock during a colleague's second year of maternity leave.</td>
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d) Focus group highlights

- Although the expectations are increasing, we need to remember that the expectations are the same for men and women—they are universal for all young scholars.

- Women’s dossiers should NOT be compared to women’s dossiers; this would make them feel like they are not the same level as men. Would suggest that women scholars are less excellent. It would send the wrong message.

- The evaluation model must take into account the particular situation of women, and more than just an interruption in the career like a maternity leave.

- In PROF’s discipline, there is a proper object of study and a standard method. If a male colleague diverges from these, it is seen as revolutionary; however, if a female colleague does the same, her legitimacy is questioned.

- Many Canadian universities are looking at disparity in pay equity regarding gender (e.g., UBC and McMaster). The belief in the group is that it is being done at uOttawa as well, by faculty (one PROF got a very nice adjustment 3 years ago). There is currently a process in the Faculty of Medicine.

- PROF proposes to adopt a 5-point system as an evaluation (used at another institution): 5 points must be accumulated from the spheres of research, teaching and service. Someone can be very strong in one field (gaining 2 or 3 points) and “weaker” in another (1 point only); as long as they have points in each sphere and have a minimum total of points of 5, they can get the promotion.

- The current model (thought by men for men) is not good for male colleagues either: men want to pick up their kids, men want to be at home in the evening (do more than work)—a change is necessary for all professors.

- PROF wants a gold star for teaching, not just for research. Thinking of going through the teaching route for promotion, but colleagues are discouraging because the stigma is that you go the teaching route only if your research is not good enough.

- Depending on your research (qualitative vs. quantitative), you get different funding. $20K goes a long way for qualitative research; this needs to be taken into account when evaluating the file.

- If there are more men making the decision (e.g. deciding the external evaluators on a file), there may be some bias.

- If there are two candidates who are equally good (a woman and a man), we hire the woman — the same should apply to leadership positions.
• In a hiring committee, when there are two equal candidates, the woman should be prioritized, especially for leadership positions.

• PROFs share that they were told by their Deans who hired them that it was not possible to negotiate the entry salary (there was a $2000 margin only); later they heard that their male colleagues were able to.

• PROF was so pleased to have an offer, she never thought of negotiating.

• PROF gets asked to serve on committees, but as only grants and publications are evaluated, she refuses. Teaching is valued less.

• PROF found that the only committee which may be valued is the research committee—PROF feels that she can contribute and also be seen by her Dean.

• The CV does not reflect the real work women do. PROF said that she was asked to put committee and service tasks in the appendix in her annual report—which she refused to do because they are an integral part of her work.

• Studies show that referral letters are biased. It may be worth calling up a reference to ask for greater detail. The letters for women tend to be shorter. PROF does training on gender-bias in her faculty.

• Teaching evaluations are more negative for female faculty compared to their male colleagues. Students are harsher towards women. Students often include comments about clothing and hairstyle. Some comments are of a sexual nature, others are outright rude, calling PROF names. Now that the evaluation is done online, there is a fear that students will be even more negative and aggressive.

• PROF shares a 2011 study (http://www.pnas.org/content/109/41/16474.full.pdf) – identical CV with different names (woman vs. man). The man is judged more competent, he would be offered mentorship and a higher salary; the woman is judged nicer… but wouldn’t get the job.

• PROF’s year off is easily explained by maternity leave, but there is no provision to clarify —having an insomniac child which makes it difficult to be productive on 3 hours’ sleep a night.

• PROF doesn’t deserve a reduced salary, because leave she continued to theorize on nights and weekends during her maternity.

• Women need to be represented fairly at the joint committee and there needs to be a regular rotation to ensure change in the evaluation of dossiers.

• PROF says that a previous woman dean was the one who stopped women in leadership roles.

• There are not enough qualified women applicants for positions.

• We need action; there were surveys 20 years ago—action is needed now; nothing came out of the 2010 President’s Steering Committee on the status of women faculty. Accelerate the change with the public shaming.
4. Distribution des tâches / Task allocation

a) Barriers discussed on March 8

- Women tend to say yes to administrative jobs when asked
- Women are solicited for administrative tasks
- Time allocated to the services and supervision of students, in particular for graduate students
  - Women are asked to supervise weaker students, or may be more accepting of students who are time consuming. How do graduate students get to professors? Maybe something to look at. Women may be more accepting of the slower students and may take more time. Do we ensure that women also have access to various levels of students… not just the ones that need more help?

b) Survey results

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>N/A</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women tend to say yes to administrative jobs when asked</td>
<td>53.85%</td>
<td>23.08%</td>
<td>15.38%</td>
<td>7.69%</td>
<td>0.00%</td>
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<tr>
<td>Women are often solicited for administrative tasks</td>
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<td>29.63%</td>
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<tr>
<td>Time allocated to the services and supervision of students, in particular for graduate students</td>
<td>37.04%</td>
<td>37.04%</td>
<td>22.22%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>3.70%</td>
<td>27</td>
</tr>
</tbody>
</table>

c) Survey respondent comments

- Discrimination in our hiring policies and allocation of our chair positions (internal and external) is something that should be addressed.
- It is so unsettling that women in academia are so under-represented at leadership levels.
- In my experience, I’m also asked for more from students that I meet through teaching. I think it
is a matter of being "approachable", which to a certain extent comes from being a woman (we are supposed to be nice). So, I feel like I get more students asking me for reference letters, career advice, volunteer work, undergraduate projects, to be their supervisors if they apply to grad school, etc. This is especially an issue for me as I am in a predominantly male department. This could be a positive as I might get access to good students (I don’t...), but the flip side is that you are having to do a lot of evaluations, lots of extra emails and saying no a lot. It takes up a lot of time and this work doesn’t appear anywhere.

d) **Focus group highlights**

- Women tend to say yes when solicited for tasks (they feel flattered and like they matter).
- For important positions (that come with a title), women tend to vote for men, a patriarchal model, especially in fields dominated by men. This is what PROF is experiencing in her faculty.
- PROF believes that it should read “Women tend to be solicited more because they say yes.” In PROF’s faculty, there is problematic position to fill. Typically women end up filling the role as they feel it’s their duty... but at least there is a title.
- Precarious positions (often with a higher risk of failure) are assigned more often to minority women.
- Positions which are more time-consuming would be better for more senior professors (full professors).
- Female students ask female faculty more often and we accept to supervise as we can see that they are not cared for by our male colleagues.
- PROF loves her students and mothers them; her husband who is also faculty does not give them the same support.
- PROF tends to look for admin role; maybe not the best choice for her career, but it is her choice. Finds admin work gratifying; it’s a shame that it is not valued.
- When PROF understood that the committee work she was doing was not valued (even the committee that she chaired), she resigned from all of them and refused more administrative tasks.
- PROF has difficulty letting her students slip; she is perturbed by the wide gap between students and how this reflects on her CV. Some of her male colleagues don’t seem to have that difficulty.
- There is a lack of transparency regarding how vice-deans are chosen in the faculty.
- Supervision is the most rewarding part of a PROF’s job; however, it is time consuming.
- PROF offers training on supervision—it is important for faculty to understand the needs of students, but supervision must be productive for faculty.
- Helping students is a part of the job.
- Male colleagues accuse PROF of pandering her students.
- PROF’s faculty only has two chairs who are women. The top end of the PROF’s field is more male. In her faculty, women are worker bees, but as you go up, they drop and are replaced by men.
- PROF found the experience of being on the hiring committee frustrating (and a waste of time) as she spent her time trying to prove why the female candidate should be hired.
• There are so few female colleagues that PROF has to be part of many committees.

5. Règlement 94 / Policy 94

a) Barriers discussed on March 8

• The fact that it is competitive is a problem
  
  o Participants questioned whether equitable employment opportunities should really be a competitive process. Because of budgetary constraints, the university cannot provide support to all those who qualify. Supporting all those who qualify would be ideal.
  
  o Policy to apply for and get a course release. This model seems a bit punitive in having to plead a case that a professor may need this. There is no structural recognition of the differences between professors as some people have more problems.

• Budget devoted to Policy 94 is insufficient given the needs
  
  o If we are not supporting all the women that need it, we need to increase the budget. We also need to understand in what cases Policy 94 is not used.

b) Survey results

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>N/A</th>
<th>Total</th>
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</thead>
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<td>The fact that it is competitive is a problem</td>
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<td>15.38%</td>
<td>30.77%</td>
<td>15.38%</td>
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<td>15.38%</td>
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<td>Budget devoted to Policy 94 is insufficient given the needs</td>
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<td>Neither agree nor disagree—</td>
<td>Disagree—</td>
<td>Strongly disagree—</td>
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<td></td>
<td>34.61%</td>
<td>26.93%</td>
<td>19.23%</td>
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<td>5</td>
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</tbody>
</table>

c) Survey respondent comments

- Policy 94 needs to be expanded and the resources used more flexibly, as opposed to just for course reduction.

d) Focus group highlights

- The budget is insufficient. There seems to be more requests and a smaller budget for them.

- PROF wishes that the funds were more flexible allowing other programs to apply (not only existing faculty), e.g., a seminar program to advance women faculty in other ways rather than only on an individual basis.

- Other PROF feels that it’s a rare chance to get a course release, especially pre-tenure, so we shouldn’t touch this. There should be additional funding to advance female faculty.

- PROF who didn’t get the policy when she applied feels that although it should be on a needs basis, a performance criterion was applied.

- PROF suggests that conditions be broadened to situations other than motherhood.

- PROF feels it should be “installed,” not a competitive process.

- PROF tells of a good practice in her faculty: Dean has put in new hires’ contracts that they are eligible for a three-credit course release in the year before they apply for Tenure and Promotion. Others salute this initiative and suggest that it is expanded to other situations, e.g., to give time to get back on your feet after a maternity leave or other leave.
• Inequality in the university; PROF benefited from this policy, but it only reduced her workload to four courses (the regular workload of her faculty is five courses). She had to ask to have a conversation about her salary during her teaching leave to make progress on her SSHRC project.

• PROF suggested that the letter of support from the dean shouldn’t be a requirement (sometimes the dean and the professor may have a personal conflict).

• Policy 94 is a competition, which is fine, but the criteria for the competition are contrary to the point of Policy 94. Namely, Policy 94 for the proactive recruitment of female professors was intended to help female professors who may be struggling to get their research dossiers ready for promotion; therefore, the criteria for the competition ought to be “the professor who demonstrates the largest negative impact of their recent family circumstances on the probability of their achieving promotion”. PROF fears that the criterion was instead research excellence.

6. Autres / Others

a) Barriers discussed on March 8

• Racialized women are underrepresented dramatically (e.g., Indigenous people)
  o The university has not met any of its diversity targets. Racialized minority professors have high workloads stemming from the high volumes of students who seek their support. Cluster hiring would mean that instead of hiring one minority faculty member, the university would have to hire three at a time, which would spread the administrative workload for these minorities who are often asked to serve on committees.

• Inadequate policy against harassment of women
  o Current model doesn’t look at harassment well (of female colleagues by males). In fact, the harassment policy in place doesn’t help at all, and can pinpoint instances in which the situation was made worse as a result of actions undertaken under the harassment policy. Perverse effects.

b) Survey results

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>N/A</th>
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</thead>
<tbody>
<tr>
<td>Racialized women are underrepresented dramatically (e.g., Indigenous people)</td>
<td>69.23%</td>
<td>11.54%</td>
<td>7.69%</td>
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<td>0.00%</td>
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<td>18</td>
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<tr>
<td>Inadequate policy against harassment of women</td>
<td>30.77%</td>
<td>11.54%</td>
<td>34.61%</td>
<td>7.69%</td>
<td>0.00%</td>
<td>15.39%</td>
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<td></td>
</tr>
</tbody>
</table>
c) Survey respondent comments

- The questions and topics above reflect well my main concerns and experiences. Other aspects I would add is the fact that academics are all (or most of them) internalizing discourses about productivity and performance, and because we tend to be hard workers and perfectionist, it takes us to being overworked and losing perspective on what is a normal work day or work load. There could also be some notion of emphasizing the need to celebrate small accomplishments and recognizing them. Another element not covered here is the issue of mental health among faculty who are overworked, depressed, do not lead healthy life styles and may fall into addictions, etc. Besides mental health, there is also basic health due to the fact that we are sitting in front of computers a lot and maybe not taking the time to exercise or cook healthy meals. Stress levels are sometimes high—some of it self-driven for reasons mentioned before (e.g., internalizing competition, etc.)—but which may have negative long-term effects, not to mention affecting family and friends. Obviously, all this may affect those who have dependents more than others, etc. Thank you so much for working on these issues.

- Right: I agree that I've mostly been my worst enemy. :-) I have had very supportive male colleagues and collaborators and have learned a lot by observing how they lead their own careers. My faculty has been really great.

- There's nothing about experiences of harassment in this survey, which is key.

- The fact that women are paid less than men with the same status contributes to family financial difficulties, especially for families where both partners are professors. The university should consider dual hiring couples to avoid situations where one partner has to leave a permanent position and have only a temporary contract. This type of hiring program would reduce financial stress, which affects the performance of female professors.

d) Focus group highlights

- PROF fears that minority faculty will get stuck in precarious employment (e.g., part-time) without real opportunity to advance.

- Visible minority professors of both genders face difficulties and find themselves stuck teaching part time (they don’t manage to create a strong enough dossier for a permanent position).

- PROF shares that her faculty can attract indigenous candidates, but not the full-range as we require them to be bilingual in the two official languages (they are bilingual but only in one of the official languages and an indigenous language). This is causing us harm.

- PROF reminds everyone that the university has the required support to help people become bilingual (active and passive).

- Other PROF argues that this puts the new faculty at a disadvantage as learning a new language takes them away from their research.

- PROFs share that their faculty are mostly white and male where the students are multi-ethnic. We are recruiting international students, but the faculty is not.

- PROF shares that one of her student had not been assigned readings from writers of colour in her previous department, therefore missing out on knowledge.
7. Suggestions

We asked focus groups' participants “Moving forward, what should uOttawa do to create an optimal environment for women faculty to succeed?”. Here are their suggestions:

- More flexibility for teaching tasks (like Policy 94 and other initiatives without difficult procedures)—parents can die, children can become sick—professors need more flexibility.

- More flexibility across the years: application for a year’s release from teaching duties; teaching the released course the following year.

- Diversity in hiring; colleagues should reflect the student body, at the management level as well—throughout the university, not just in some faculties.

- Support all work done by professors, such as contributing to the university’s reputation, not just publications. A series: “Women who are making the university stand out.”

- More transparency in and sharing of decision making.

- Bureau of statistics which has stats! Which we can get at.

- Diversification of the evaluation model (beyond the “six articles in top journals” model).

- Link the evaluation model to the university’s missions and priorities.

- Change structure of evaluation model; value committee work (example: the 5-point system).

- Women should be chosen to be on hiring committees for admin and leadership positions.

- Women must be responsible for this change: we need to value ourselves, work together differently, develop a language and communication skills that are persuasive. We need to change and speak up (example: shaming a dean and following through).

- Mandatory mentorship (one mentor or even a mentorship team) for new faculty to avoid missing opportunities and ensuring their success.

- Mandatory gender-bias awareness training (especially for hiring committees).

- Getting men to speak up on behalf of women.

- If equal candidates, the woman should be selected.

- Awareness and training are two key investments for the university.

- PROF noted after focus group that one thing the university should consider is different solutions / working groups / policies for different faculties. PROF is getting the sense from these cross-discipline discussions (including focus group) that although there are some overlaps, there are many distinct issues encountered by women in different faculties. For example, because of a lack of women in science/medicine/engineering, individual women may be breaking ground for specific issues for their department or even faculty. For example, in some departments very few women have taken mat leave. That means the expectations are lacking, the standards are being set by women who are likely to lack much peer (i.e., other women who have been through it) or structural (because of a lack of experience of admin) support. In the absence of women, there is likely less ability to create cultural shift towards more family-friendly / women-friendly workplaces. Obviously this is a problem across the
university, but PROF suspects it is most striking where women are most absent (i.e., STEM). And of course, just as the cultures in different disciplines are variable, so are the issues. Faculty specific solutions make a lot of sense in this light.

- Provide a post-doc to women faculty with a lab who are going on maternity leave.