



Division of BioMedical Sciences
Faculty of Medicine
Memorial University of Newfoundland
St. John's, NL Canada A1B 3V6

May 29, 2021

Dr. Vianne Timmons OC
President and Vice-Chancellor
Office of the President
Memorial University of Newfoundland
St. John's, NL A1C 5S7

Dr. William Schipper
President
Memorial University Faculty Association
ER4047
Alexander Murray Building
Memorial University

Dear President Timmons and President Schipper:

Pursuant to the Joint Memorandum of Understanding between Memorial University and the Memorial University Faculty Association (Appendix J of the 2019-2020 Collective Agreement), the Special Committee on Course Equivalencies is pleased to deliver its Final Report to the Parties. I can confirm that the report was supported by a *unanimous vote* of the Special Committee on Course Equivalencies.

The Committee submitted its Interim Report in December of 2020 and received further consultative submissions and comments from both Parties. In addition, members of the committee met with several academic units to garner additional information and to educate the units concerning how the processes proposed in the Interim Report could be applied in specific instances. These consultations allowed us to further develop and refine this Final Report for submission.

As required we employed an iterative consensus building approach. The Committee has done its best to develop course equivalencies for all teaching formats using the three (3) hour lecture course as the basis for comparison, through consideration of factors in *clause 3.13* of the 2019-2020 Collective Agreement. Furthermore, continuous consideration was given to the resources, both at the unit level and university-wide, required to implement any changes proposed in the Interim Report. Our goal was “*to determine universal principles of course equivalences and standard course equivalencies for all ASMs teaching at the University*”. Given the diverse range of existing “teaching equivalencies”

across the University and applying the principles of transparency, fairness and reasonableness, the Committee members are in agreement we have achieved this goal to the best of our abilities.

We are well aware there will be units in the University that will be pleased with the Final Report, and we are keenly aware there will be units less pleased with the end results. However prescriptive some portions of the document may appear, we are convinced there is also enough “flexibility” in the document to allow interpretations and applications that can be adapted to the teaching modalities and teaching “culture” in individual units.

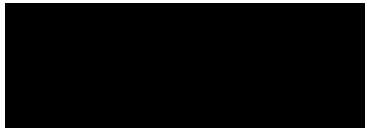
During our deliberations we also became aware that along with the broad range of “teaching equivalencies” that existed across units there were disparities in resources, particularly human resources, across academic units that will need to be addressed. The application of the terms of the Final Report to achieve course equivalency cannot be implemented without a concomitant evaluation of equivalency of teaching resources.

I would like to express my admiration and thanks to all members of the Special Committee on Course Equivalencies for their tremendous perseverance and hard work to produce this Final Report. This was not an “easy” committee, but while each member brought forth powerful and cogent arguments everyone was prepared to listen to each other at all times in a respectful and collegial manner. It was a privilege to work with such dedicated and professional colleagues.

We would also like to express our gratitude to Ms. Regina Kelly in the Office of Faculty Relations for her friendly and professional administrative support.

Although our responsibilities pursuant to Appendix J of the current Collective Agreement between Memorial University and the Memorial University Faculty Association are now complete the Committee is prepared to answer any queries concerning the Final Report the Parties may have.

Sincerely yours,



Gary D. Paterno Ph.D.
Chair
Special Committee on Course Equivalencies

FINAL REPORT

SPECIAL COMMITTEE ON COURSE EQUIVALENCIES

SUBMITTED TO

MEMORIAL UNIVERSITY OF NEWFOUNDLAND
AND THE

MEMORIAL UNIVERSITY OF NEWFOUNDLAND
FACULTY ASSOCIATION

MEMBERS

Dr. Svetlana Barkanova, School of Science and the Environment
Dr. Shawn Bugden, Dean, School of Pharmacy
Dr. Travis Fridgen, Acting Dean, Faculty of Science
Dr. Lourdes Peña-Castillo, Departments of Computer Science and Biology
Dr. Greg Naterer, Dean, Faculty of Engineering and Applied Science
Dr. Michele Piercey-Normore, Dean, School of Science and the Environment
Dr. Leslie Redmond, Faculty of Education
Dr. William Schipper, Department of English
Dr. Gary Paterno (Chair), Faculty of Medicine

May 31st, 2021

FINAL REPORT ON COURSE EQUIVALENCIES

DEFINITIONS

- **Faculty Member** [Collective Agreement (CA) *clause 1.03(o)*]. An ASM appointed to the rank of Lecturer, Assistant Professor, Assistant Professor (Research), Associate Professor, Associate Professor (Research), Professor or Professor (Research).
- **Course** [CA *clause 1.03(l)*]. “Course” shall be a unit of academic instruction for credit or designated “foundation” normally taught for three (3) or more hours a week over a thirteen-week semester, or an equivalent period for a session, preceded by registration and advising of students and followed by an examination period. Courses may be taught by various methods including, but not limited to, lectures, laboratories, correspondence, teleconferencing, and educational television.
- **Teaching norm.** The normal amount of teaching (i.e., number of 3-hour lecture course equivalents) assigned for an Academic Year for Faculty Members in each Academic Unit. Teaching norms are defined in *Appendix E* of the CA.
- **Teaching assignment.** The teaching tasks assigned by the Administrative Head for a specific Academic Year to a Faculty Member.
- **Teaching load.** The number of courses or equivalents (i.e., number of 3-hour lecture course equivalents) a Faculty Member has been assigned in a given academic year.
- **Teaching credit.** Teaching duties carried out by a Faculty Member that shall be credited towards the Faculty Member’s teaching load/assignment.
- **Course equivalencies.** The amount to be credited towards the Faculty Member’s teaching load/assignment for teaching duties other than a 3-hour lecture course carried out by a Faculty Member. Course equivalencies have also been referred to as teaching equivalencies (TEQ) and teaching units (TU).
- **Teaching remission** [CA *clauses 3.23/3.24, 3.26, 3.27, 32.36(a.ii)*]. Reductions to the teaching assignment for an Academic Year for a Faculty Member.
- **New course development.** Preparation time dedicated to the design of a course syllabus and the creation of teaching materials (slides/notes, lab material, quizzes, etc.) required to deliver a course which is a new entry to the University Calendar and whose content is different from the content of existing or pre-existing courses in the corresponding academic unit. Note that a change of course number does not normally result in a new course.

FINAL REPORT ON COURSE EQUIVALENCIES

PURPOSE

Propose course equivalencies for all teaching formats at the University relative to a (3) hour lecture course as per the MOU (*Appendix J* of the CA).

PRINCIPLES AND CONSIDERATIONS

1. In developing course equivalencies the Committee was guided by the principles of transparency, equity and fairness.
2. Course equivalencies pertain only to teaching-related activities. A teaching-related activity is associated with a course number or a student program of study or has been assigned by the Administrative Head.
3. Course equivalencies provide a measure of the amount to be credited towards the Faculty Member's teaching load/assignment for teaching duties including a 3-credit hour academic instruction course and student supervision equivalence carried out by a Faculty Member. Any workload above the Academic Teaching Unit Norms (*Appendix E, CA*) may require compensation as per *CA clause 32.31*.
4. Consideration was given to all course equivalencies as a range to account for differences in teaching practices across academic units.
5. Development of course equivalencies was done through consideration of factors in *clause 3.13* of the CA, other applicable clauses in the CA, and resources required to implement any proposed changes (as per *Appendix J*).
6. There should be a maximum teaching credit (cap) awarded for student supervision (i.e., graduate student supervision, undergraduate student supervision, project-based supervision, clinical supervision).
7. As per *clause 3.13* of the CA, teaching assignments shall be transparent and announced by the Administrative Head.
8. As per *clause 3.10* of the CA "The teaching load of all Faculty Members shall be set at the teaching norm for their Academic Unit except as varied by writing in accordance with this Collective Agreement".
9. As per *clause 3.35* of the CA, teaching assistance from Student Markers and Teaching Assistants shall be provided according to the enrollment, nature of instruction, requirements of the course syllabus, and other considerations.

FINAL REPORT ON COURSE EQUIVALENCIES

RECOMMENDATIONS

Course Instruction

Course equivalencies assigned for teaching that deviates from a course with three hours of academic instruction per week over a semester shall be proportional to the number of weekly hours of academic instruction. Course delivery and academic instruction may take various forms. Co-teaching shall also be prorated.

Course Coordination

When a Faculty Member is responsible for coordinating (all teaching, student evaluation and grading) a course with more than five instructors, and where more than 2/3 of the course is taught by Faculty Members other than the coordinator, the Faculty Member shall receive 0.25 course equivalencies for this coordination. Course coordination of courses that are taught over more than two sites at the same time shall also receive 0.25 course equivalencies. Clinical courses that have more than two clinical sections shall receive an additional 0.5 course equivalencies.

Student Supervision

1. All course equivalencies for student supervision (e.g., thesis, honours, project-based, clinical, and others) shall be given during the academic semester when the student is being supervised.
2. Faculty Members appointed to externally-funded named chairs (as per 3.21 of the CA) and those appointed with reduced teaching are not eligible for course equivalencies for supervisions and shall teach the number of courses per year agreed to at the time of appointment.
3. All student supervisory activities shall be credited at the rate of 0.33 course equivalencies per student or team project per year (one year includes three semesters). Supervision of students for less than three semesters per year (e.g. honours, project-based, clinical, and others) shall be prorated. Co-supervision and supervision of part-time students shall also be prorated. In the case that the project being supervised is carried out by a group or team of students, course equivalencies shall be awarded for the supervision of the project.
4. In order to account for the limitation in academic unit resources, the maximum amount of teaching credits for student supervision available for a given unit in an academic year shall be equal to the number of Faculty Members within the unit averaged over the two preceding years. Teaching credits for student supervision shall be distributed to Faculty Members iteratively. First, teaching credits for student supervision shall be distributed among all Faculty Members supervising students. This process shall be repeated until all the teaching credits for student supervision available for a given unit are used or until all Faculty Members have received their teaching credits earned. Teaching credit for supervisory activities shall be capped per Faculty Member at two course equivalencies per year.

FINAL REPORT ON COURSE EQUIVALENCIES

5. Each year, in academic units where not all teaching credit for student supervision has been claimed through the iterative process described above, the Administrative Head shall inform Faculty Members. Faculty Members who have taken on student supervision above the teaching credit cap may request teaching credits above the two course equivalencies per year. This request shall not be unreasonably denied.
6. Course equivalencies for graduate student supervision shall be awarded for a maximum of two years at the Master's level and four years at the PhD level for students enrolled in full-time studies.
7. Assignment of teaching credit for student supervision shall be fair, equitable, reasonable and transparent. Administrative Heads shall circulate yearly teaching assignments to all Faculty Members as specified in *clauses 3.11 to 3.13* of the CA.

New Course Development

The Administrative Head shall take into account additional hours of preparation required for new course development which may be credited through a variation from the normal pattern of work on a fair, reasonable and equitable basis (CA *clause 3.28*).

When a new course development is required by the program such as curriculum change, new program development, or accreditation, and this development is undertaken in agreement with the Administrative Head, the new course development shall be credited at a rate of 0.5 course equivalencies per course developed. Other new course development will be considered under CA *clause 3.13* for teaching assignments.

Online courses developed under the umbrella of the Centre for Innovation in Teaching and Learning are excluded.

Laboratory, Tutorial, Field and Clinical Components

This section refers to additional teaching credit given to courses with laboratory, tutorial, field or clinical components. Instructional staff support includes laboratory instructor(s), laboratory technologist(s), and teaching/instructional staff, or their equivalent.

1. When a Faculty Member is entirely responsible for laboratory/tutorial/field content, instruction and delivery for three hours per week over 11 to 13 weeks: 0.50 course equivalencies.
2. When a Faculty Member is responsible for laboratory/tutorial/field content, responsible for instruction and delivery, and attends all laboratory/tutorial/field sessions for three hours per week over 11 to 13 weeks, with instructional staff support to facilitate the laboratory, tutorial or field content delivery: 0.25 course equivalencies.
3. When instructional staff support is provided for laboratory/tutorial/field content and/or delivery: no course equivalencies.
4. Laboratory/tutorial/field credit of more or less than three hours per week, and/or more or less than 11 to 13 weeks, and/or multiple Faculty Member involvement, shall be prorated.

FINAL REPORT ON COURSE EQUIVALENCIES

5. No course equivalencies for coordination of multi-laboratory sections/courses shall be given.
6. Clinical courses with direct supervision shall receive course equivalencies at the laboratory credit rate (point 1 above) on a prorated basis by hour of instruction. Clinical courses with indirect supervision shall receive 0.17 course equivalencies on a prorated basis per laboratory equivalent.

Individual Instruction

1. Individual student instruction shall be credited at a rate of 0.11 course equivalencies per student per course.
2. Courses requiring individual instruction (or equivalent) as listed in the Calendar that require one hour per week of individual instruction (one-on-one instruction) shall be credited at 0.17 course equivalencies per student per course. Individual instruction that deviates from one hour per week over a semester shall be prorated.
3. Supervising a student's project or thesis is considered under student supervision above, not individual instruction.

Reading Courses

A reading course does not require lectures or laboratories and the method of delivery is assigning reading/study/practice material to students, requiring a larger amount of independent learning from the students than a 3-hour academic instruction course. The Faculty Member will meet regularly with the students to discuss their progress with respect to the assigned material.

Course equivalencies of 0.11 per student shall be given for a reading course under circumstances including but not limited to:

1. The course is required for a student to finish their program in a timely manner.
2. The course is assigned by the Administrative Head.
3. If the number of students enrolled in the course is less than the minimum enrollment defined by the academic unit, then the Faculty Member will be credited up to one course equivalency under individual instruction in agreement with the Administrative Head.