

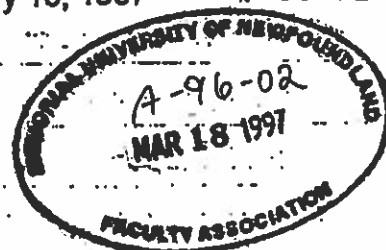


Memorial

University of Newfoundland

Office of the Dean
Faculty of Arts

February 10, 1997



TO: All Members of the Faculty of Arts

FROM: Dean of Arts

SUBJECT: Teaching Equivalencies

Shortly after the signing of the current Collective Agreement, a Teaching Equivalencies Committee was formed in accordance with clause 3.12. The mandate of the committee was to determine the equivalence to standard three-hour lecture courses of all other teaching formats so that teaching activities such as the preparation and supervision of labs, reading courses, and honours and graduate supervisions could be fairly taken into account in defining the teaching assignment of individual faculty members.

The committee, which consisted of Dr. David Close, Dr. Jerry Varsava, Dr. Jennifer Porter, Dr. Elizabeth Simms, and Dr. Christopher Youé, submitted its report to me on May 13, 1996. Subsequently, I met with the committee to discuss their recommendations. I also consulted Heads of Departments. After these discussions, I indicated to the committee that I had accepted their recommendations, with a few exceptions, and had proposed them to the Vice-President (Academic). With his consent, I am introducing them as official policy for the Faculty of Arts, effective in the Spring Semester 1997. For work completed before Spring 1997, existing departmental policies will apply.

The committee has already circulated its report to members of the Faculty of Arts. The following table summarizes the scheme of compensations which the committee recommended for non-standard teaching activities as well as my recommendations to the Vice-President (Academic). Compensation is measured in fractions of a standard course, so that supervision of an honours thesis would be recognized as equivalent to one quarter of a standard course, supervision of a master's thesis as one half of a standard course, etc.

Faculty of Arts Teaching Equivalencies

Activity	Committee's Recommendation	Dean's Recommendation
Honours supervision	.25	.25
Master's supervision	.75 (.50)	.50
Ph.D. supervision	1.5 (1.0)	1.0
Undergraduate reading course (< 4 students)	.125/student	0
Graduate reading/small course	.25/student	.25/student
Three-Hour Scheduled Labs (full involvement of Instructor)	.5	.5
Supervision of Practica	.25 or more	0

Under this scheme, faculty members would in some cases have their current teaching assignments adjusted downward in light of non-standard teaching activities. For example, where non-standard teaching is in the form of three-hour lab supervisions requiring the full involvement of the instructor, the adjustment in total number of courses assigned might be immediate. Since recognition for graduate and honours supervision is defined largely in fractions of a course and since it would be granted only upon completion of the thesis or honours essay in question, reductions in the standard teaching assignment would have to be made after the fact, when a faculty member had accumulated enough fractional credits to warrant a reduction of one course. Adjustments of this kind would be made as soon as the operational requirements of the relevant department allowed.

As an alternative form of recognition for non-standard teaching activities, the Committee recommended monetary compensation based on an annual accounting of credits for non-standard teaching. This suggestion seemed to me very constructive since a two-fold system would provide greater flexibility for faculty members and for departments where operational requirements might make it impossible in the foreseeable future to reduce the standard teaching assignment of faculty members without threatening the viability of programs. After full discussion with the Committee, I modified the idea somewhat and recommended to the Vice-President (Academic) recognition in the form of research funds. Such research funds would be transferred from the budget

of the Faculty of Arts to the research pool of the faculty member at a rate determined by the schedule of compensations above. Thus, if a faculty member completes the supervision of a master's thesis, having previously waived his or her entitlement to compensation in the form of supplemental pay, a sum of \$1759.50 ($3519 \times .5$) in research funds would be placed at his or her disposal. Recognition in this form will increase the potential benefit to faculty members in that research funds are not taxable, making the full amount of the grant eligible for research expenditures.

The allocation of research funds for non-standard teaching activities will require that the faculty members concerned indicate in advance a preference for this method of recognition. Such advance notice is necessary for income tax purposes. Recognition in the form of research funds for non-standard teaching activities will be available to all members of the Faculty of Arts. The decision whether a choice can be offered between the provision of research funds and adjustments to standard teaching assignments will rest with the Department Head and will be subject to review as circumstances change.

The differences between the committee's recommendations and my own occur in the maximum compensation for graduate theses and in the compensation proposed for undergraduate reading courses. In the first case, the committee proposed a normal rate of .25 of a standard lecture course per completed semester for a maximum of three semesters for a master's thesis and a maximum of six semesters for a doctoral thesis. In the interests of achieving a fair and affordable system for the entire Faculty, I found it necessary to limit the compensation to .5 for a master's thesis and 1.0 for a doctoral thesis. I have declined to recommend recompense for undergraduate reading courses, not because I feel that people should be asked to do such teaching without compensation but because I do not believe that we can afford to offer very low enrolment courses at the undergraduate level. We shall have to arrange our programs so that they can be offered without relying on undergraduate reading courses. Courses taught as part of field schools will be credited as standard lecture courses. The committee recommended the payment of honoraria for the internal examiners of theses, but this item is outside my jurisdiction.

There is also a slight difference in the committee's recommendations and mine with respect to the supervision of "practica," which is part of teaching assignments in only a few Arts departments. Initially, the committee recommended compensation of one-quarter of a course or more, but after further discussion agreed that no specific, additional recompense should be given for this type of supervision.

Allow me to say that the teaching equivalencies review is one that I have welcomed because it has given us the long-overdue opportunity to address squarely the question of how to incorporate graduate supervision and other non-standard teaching activities into our teaching assignments. The rapid growth of graduate programs and the

increasing importance of graduate teaching in the Faculty of Arts have served to make this an urgent issue. Among the objectives which the system of compensation proposed here is intended to achieve, two goals strike me as crucial: (1) to recognize the importance of graduate teaching and other non-standard teaching exercises in the Faculty of Arts by making them an integral part of teaching assignments; (2) to establish an equitable system in which all departments can participate. In my view, the Teaching Equivalencies Committee was quite right in saying that it is unfair and inequitable that some academic staff members currently teach non-standard courses pro bono while others receive credits for similar work. I congratulate the Committee for setting out clearly and convincingly the principles underlying their recommendations and for striving to achieve a reasonable balance between equity and the allocation of limited resources.

The success of the new system, however, will depend on responsible implementation, in which non-standard teaching assignments, especially graduate reading courses, are employed only when they are indispensable to student program needs and only when they can be provided for within the limits of our resources. Wherever possible, students ought to be included in standard courses of sufficient size to carry full weight as part of a faculty member's standard teaching assignment. Where a genuine need for reading courses exists, this system will ensure that faculty members are compensated for teaching them.

Terrence Murphy
Dean of Arts

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