

AMENDMENTS TO MEMORANDUM OF AGREEMENT WITH FACULTY ASSOCIATION AND RELATED AMENDMENTS TO POLICY 76 AND 77

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AGENDA

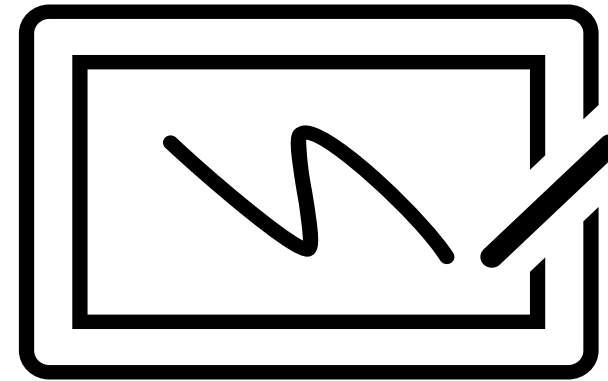
- INTRODUCTION
- SCHEDULE F – TRANSITIONS
- WORKDAY RECORDS UPDATE – HR
- NEXT STEPS
- QUESTIONS/DISCUSSION



New Titles and Ranks

Teaching Stream

- Assistant Professor, Teaching Stream
- Associate Professor, Teaching Stream
- Professor, Teaching Stream



Lecturers Eligible for Transition

Faculty	Continuing Lecturers	Definite Term Lecturers	UARCed Definite Term Lecturers from total in column two
Arts	47	26	20
Engineering	34	26	16
Environment	7	3	3
Health	8	6	4
Mathematics	46	31	21
Science	23	10	7

Transition to Teaching Streams - Schedule "F"

1. Continuing Lecturers (Schedule F, B.4)

Continuing Lecturers shall have the choice of (i) transitioning to the rank of **Associate Professor, Teaching Stream**; or (ii) retaining their status as Continuing Lecturer. Lecturers have been asked to indicate their choice in writing on a schedule to be determined – all but two will transition to Associate Professor, Teaching Stream with permanence.

Transition to Teaching Streams - Schedule "F"

2. Definite-term Lecturers (Schedule F, B.5)

All Lecturers who are **not** Continuing Lecturers will transition to the rank of **Assistant Professor, Teaching Stream** with the following employment status:

- A. Lecturers with a *UARCed* appointment and *less than 5 years of employment as a faculty member on definite-term contract(s) as of September 1, 2024*:**
- i. Lecturers will transition to Assistant Professor, Teaching Stream, Definite-Term.
 - ii. They will have a five-year maximum eligibility for definite-term appointments beginning as of September 1, 2024.
 - iii. Deans retain the discretion to determine, on a case-by-case basis, whether instead to offer an individual member a contract as probationary Assistant Professor, Teaching Stream without the need to conduct an additional UARCed search.
 - iv. Where a contract letter states that the member will be considered for continuing status, the Dean is obligated to offer a contract as probationary Assistant Professor, Teaching Stream.
 - v. Lecturers may appeal the Dean's decision with respect to (iv) to a two-person committee jointly appointed by the Vice-President Academic and Provost and the President of FAUW, which will make a final decision on each such case.

Transition to Teaching Streams - Schedule "F"

- B. Lecturers with five years or more of employment in a UARCed Lecturer appointment as of September 1, 2024:**
- i. Lecturers will transition to Assistant Professor, Teaching Stream, probationary.
- C. Lecturers with a non-UARCed Lecturer appointment and less than 5 years of employment as a faculty member on definite-term contract(s) as of September 1, 2024:**
- i. Lecturers will transition to Assistant Professor, Teaching Stream, Definite Term.
 - ii. They will have a five-year maximum eligibility for definite-term appointments beginning as of September 1, 2024.
- D. Lecturers with a non-UARCed Lecturer appointment and 5 or more years of employment as a faculty member on definite-term contract(s) as of September 1, 2024:**
- i. Lecturers will transition to Assistant, Professor, Teaching Stream, Definite-Term.
 - ii. The five-year maximum on definite-term appointments shall not apply.

HR Support - Policy 76/77 Revisions

Steps	Description	Responsibility	Timeline
1	Provide FP&P and Provost Offices with an extract of current data for Lecturers and Continuing Lecturers (eligible to transfer into one of the 6 new ranks)	Human Resources	End of April 2024 - August
2	HR Website – Post revised Faculty Appointment Form to include new ranks	Human Resources	June 21
3	Update Workday configuration to include new rank structure for Academic functionality	Human Resources	Early July
4	Receive approved listing of lecturers who will transfer to new ranks from FP&P and Provost Office	Human Resources	2 nd week in August
5	Update Workday records for lecturers who will transfer to one of the 6 new ranks; provide a summary report from Workday to FP&P and Provost Office	Human Resources	Mid to Late August 2024

Workday Information - Example

Current

Appointment	Track Type	Identifier	Academic Unit	Academic Rank	Title	Track Start	Appointment Start	Appointment End	Track End	Job Profile	Position Number
01/01/2024: Primary - Primary - Chemistry - Lecturer	Regular Faculty Continuing >>	Primary - Primary	Chemistry	Lecturer	Lecturer	1/1/2024	1/1/2024			Lecturer	0000###

Effective September 1st

Appointment	Track Type	Identifier	Academic Unit	Academic Rank	Title	Track Start	Appointment Start	Appointment End	Track End	Job Profile	Position Number
09/01/2024: Primary - Primary - Chemistry - Associate Professor, Teaching Stream	Regular Faculty Permanent >>	Primary - Primary	Chemistry	Associate Professor, Teaching Stream	Associate Professor, Teaching Stream	9/1/2024	9/1/2024			Associate Professor, Teaching Stream	0000###

IN DEVELOPMENT

Revised Employment
Contracts

Earned Course
Reduction Leadership
Project Proposal form
for Earned Course
Reduction (Schedule F
Section B)

Develop Criteria for
APR
Develop Criteria for
Promotion to Professor,
Teaching Stream

CRITERIA FOR PROMOTION

Assessment of Teaching – Policy 77 section 3

University teaching involves much more than “classroom performance”. As described in the University’s Framework for Teaching Effectiveness, teaching includes many dimensions, including Design, Implementation, Learning Experience, and Professional Development. It is normal that different dimensions are emphasized at different times in a teaching career. Hence, it is important to develop a fair assessment of effectiveness across the candidate's full spectrum of teaching activities. A holistic assessment of teaching effectiveness includes examining these various dimensions, as relevant, and using appropriate instruments in each case.

Teaching effectiveness should be assessed broadly using evidence gathered from multiple sources, often including self-reflection from the faculty member (often via a teaching dossier, annual/bi-annual performance reports, etc.), peer reviews of teaching, student course perception survey data and comments, evaluations of graduate supervision (where applicable), and possibly other sources. The opinions of former students can also be of value if solicited on a systematic basis.

QUESTIONS AND DISCUSSION



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