APPENDIX E
INSTRUCTIONAL AND INFORMATION TECHNOLOGY

The Faculty Association and the University recognize that Instructional and Information Technology is extensively used in teaching and that the terms and conditions associated with such use are changing rapidly. The parties also recognize that this use has an impact on the duties and workloads of academic staff members. Accordingly, the Faculty Association and the University agree to establish a committee to study and make recommendations concerning the application and use of Instructional and Information Technology in teaching and implications for duties and workloads of members.

The committee shall be established and report within six months of signing the Collective Agreement. The structure and mandate of the committee shall be established jointly by the two parties. As part of the mandate, the committee shall survey academic staff members who have taught, or are planning to teach, using Instructional and Information Technology.

Terms of Reference - Instructional and Information Technology Committee

This committee was formed "to study and make recommendations concerning the application and use of Instructional and Information Technology in teaching and implications for duties and workloads of members" (Appendix E, 2008-2011 Academic Collective Agreement). Part of the mandate, as written in Appendix E, is for the committee to survey academic staff members who have taught, or are planning to teach, using instructional and information technology.

Given this information, the committee has constructed the following action plan.

Explicit tasks:
- Survey and interview faculty on usage of technology in teaching, accompanying support, relation of performance reviews and recognition of teaching using technology, and compensation related to teaching a technology-enhanced course.
- Survey some other Universities to look at best practices and various options.
- From the survey data, propose alternate models of compensation to faculty members related to workload, nature of the course, number of times taught, age of the course, geographic distribution of students, and the use of instructional and information technologies.
- Create definitions related to commonly used terms such as electronic media, technology-enhanced courses, online, blended, distributed, face-to-face, televised, etc.
- Advise on the decision-making processes related to compensations models.

The committee is moving forward with the development and delivery of a survey as we believe this is part of our mandate.

30.1

In this collective agreement, Instructional and Information Technology is defined as any electronic media used to deliver academic instruction[1].

30.2   The University recognises that the use of Instructional and Information Technology in the performance of the duties of academic staff members can have unforeseeable implications for the fair and equitable distribution of normal workload within an academic unit. The University is committed to ensuring that members receive appropriate recognition through the performance review process for their contributions when Instructional and Information Technology is used in the performance of duties.

30.3   When academic staff members receive project funding from an external, public or non-profit agency (for example Campus Saskatchewan) specifically to develop a course designed around the use of Instructional and Information Technology, the University shall have the right to use the resulting course materials for a period of five years. The five year period shall commence on the first day of lectures of the first term in which the newly-developed course is offered. This right shall extend only to internal use for non- commercial purposes. The University must notify the member(s) in writing, before the member begins to develop the course, that it intends to claim this right. If the member is not provided such notification, the University shall not receive the right to use the course materials. During the five-year period the University shall consult with the member(s) who developed the course concerning scheduling and further development that might be required.

30.3.1

30.3.2

If a course is scheduled to be delivered during the period that the University has the right to use the course materials, the appointment for teaching the course shall normally go to the academic staff member who developed it (or if the course was developed by more than one member, to one of the members who developed it). Should the course developer(s) be unavailable or decline to teach the course, the appointment shall go to another member.

Normally the academic staff member who first developed a course shall be the one to determine whether it requires any further development and to undertake that work.

30.4   The particular expertise, effort, or amount of time necessary for individual academic staff members to prepare Instructional and Information Technology courses varies from one setting to the next and among individuals. It is recognised that preparing and delivering courses using Instructional and Information Technology frequently requires skills and efforts beyond those required for "traditional" courses. Therefore, with the approval of the Dean or equivalent, courses that employ Instructional and Information Technology shall be deemed to carry a teaching load equal to 1.5 times the credit hours assigned to the course. Any members teaching such courses on a sessional or overload basis shall be compensated accordingly.

30.5   Matters of intellectual property are governed by Article 29 of this agreement.

Survey Draft

Preamble with definitions: Online learning, blended learning, augmented courses, televised, videoconference, course capture, skyping in students, asynchronous, synchronous.

Experience questions:
- what have you taught with these methodologies in past 5 years?
- how much extra time does this take compared to a f2f (traditional course)
- what kind of training have you received (formal and informally, at u of r, or outside)?
- did you have instructional design or graphic designer support?
- what kind of recognition and opportunities have you received for your use of technology in teaching and learning
- did your use of technology in t&l affect your teaching evaluations
- what support have you received for your use of technology in teaching and learning? (teaching assistant, id, graphics, mentoring, technical, training)