

**Policy Recommendations on Technologically Mediated Instruction
at the University of New Brunswick**

**Submitted by
The Joint Impact of Technology Committee**

July 21, 2005

Members of the Committee:

Virendra Bhavsar (Co-chair)
Melanie Wiber (Co-chair)

Don Fields
Greg Fleet
Jane Fritz
Francesca Holyoke
Shelley Rinehart
Al Sharp
John Teskey
Lloyd Waugh

Guest Participant: Judith Potter

Table of Contents

Background

Considerations for TMI Policy

General Recommendations

- Recommendation 1: Credit courses the work of the bargaining unit
- Recommendation 2: TMI beyond the normal work conforms to Article 38
- Recommendation 3: Develop agreement templates and policy statements

Policy Context for TMI Course Development

- Recommendation 4: Develop appropriate academic policy and approvals
 - Policy Statement 1: TMI Interaction Policy, Senate
 - Policy Statement 2: TMI best practices
 - Policy Statement 3: TMI Editorial Policy
- Recommendation 5: Joint Standing Committee responsible for policies
- Recommendation 6: Reference to policy in CA and Joint Standing Committee

Incentives for Course Development

- Recommendation 7: In a contract faculty is creator, administration is publisher
- Recommendation 8: Elements of TMI Course Development Agreement
- Recommendation 9: Standard compensation to course creator
- Recommendation 10: Alternative compensation in case of 3rd contractual party

Course Approval

- Recommendation 11: Dean responsible for approving TMI course development
- Recommendation 12: Adhere to normal collegial approval processes
- Recommendation: 13: Peer review of content when significant TMI added
- Recommendation 14: Equivalence of learning, student opinion surveys

Course Administration

- Recommendation 15: TMI not restricted to any unit
- Recommendation 16: Course administration not restricted to any unit
- Recommendation 17: All TMI to follow consistent agreements

TMI Course Delivery:

- Recommendation 18: All TMI to follow Course Delivery Agreements

Saint John and Fredericton Coordination

- Recommendation 19: Coordination Between Two Campuses

Other Issues

- Recommendation 20: Quality Control
- Recommendation 21: Workload Issues and Communication
- Recommendation 22: Contracting In and Out

BACKGROUND

The Joint Impact of Technology Committee has been in existence since 1999, and during that time has dealt with many concerns surrounding the introduction of new technologies into instruction of credit courses at UNB. Issues around Technologically Mediated Instruction (TMI) are being experienced on both campuses, and have been brought to the attention of both the President of UNB and the President of AUNBT. This resulted in the two presidents sending a number of questions (in a letter dated September 11, 2003) to the Joint Impact of Technology Committee for policy recommendations. The resulting set of recommendations is based on several years of deliberation, discussion and consideration by that committee. The principles of honouring the Collective Agreement, collegiality, and academic responsibility of the Deans and Academic Departments for the pedagogy of credit courses and for their fit into degree programs have been primary in our considerations. It has been clear to the Committee that the context in which TMI is developed, offered and maintained is potentially complex and requires accommodation to a wide range of administrative and member situations and needs. It has also been clear that the Administration desires flexibility in its ability to plan, develop and maintain financially-viable TMI activities.

CONSIDERATIONS FOR TMI POLICY

While course content tends to be somewhat ephemeral in traditional classroom lectures, on-line course content can be much more durable, (potentially) static and (potentially) visible to the general public. Online and other forms of technologically mediated instruction (TMI) thus raise several issues, of intellectual property rights, of the UNB imprimatur, of academic freedom and of standardization which invite careful policy development. Some of these are a result of the developmental stage of on-line instruction, which, unlike classroom instruction, has not had time to work out standard solutions to potential problems. Other questions relate to the historic role of the Department of Extension and Summer Session (now the College of Extended Learning) in facilitating on-line delivery of credit courses, especially under arrangements of Open Access Learning (OALP). OALP has functioned under a model of paying for course development and delivery, a practice funded by tuition revenues. This has raised concerns about the fairness of such arrangements, both with some faculties and deans, and with AUNBT. For example, the College of Extended Learning, unlike other academic units, can control the distribution of tuition

revenue and can negotiate contracts with individual members of the AUNBT bargaining unit (albeit with the approval of the Dean), contrary to Articles 10 and 11.01 of the Collective Agreement.

Other issues surrounding TMI relate to the range of possible activities involved (everything from using digital projectors in traditional classroom settings to designing and packaging an entire course for on-line delivery), the need for discussions between the Administration and faculty given the variety of possible administrative arrangements for TMI, and the incentive structures put in place to encourage TMI. For example, initiatives for integrating TMI into a curriculum could come from faculty, from the relevant dean's office, or from CEL.

In some cases, substantial technical support could be needed for developing on-line courses, especially where UNB requires a consistent "look and feel" (e.g. navigation and overall structure) to the courses. High quality content is of primary importance; but navigability and user-friendly access should also be considered. While WebCT has provided guidelines for on-line course architecture to date, the university will need to balance consistent "front page" look and underlying architecture with the flexibility needed in different disciplines. Just as traditional teaching has evolved lecture, seminar and lab-based instruction, on-line learning will need to develop some different basic course architectures. Nevertheless, students should find it very easy to navigate course content, examination materials, grades and contact with the instructor.

We are concerned that an appropriate level of financial support might not be available to all academic units on a "needs" basis to finance the development and offering of such TMI courses. Each Faculty should be able to allocate resources for course development without jeopardizing existing programs. If extra resources are available to one academic unit they should be equally available to all on their merits. These costs might include programming, software, graphics art consultants, database development, server maintenance, student support, and others.

A related issue involves the expanded requirements for library instructional and resource support for on-line learners. It is important that good technical support be provided by the university library system on the issue of copyright and access protocols. Course developers

should consult carefully with the library to make sure that the course architecture allows for access to materials the students will require without infringement of UNB's legal responsibilities. Such issues require close consideration of the cost/benefit ratio in determining the level of resource support for TMI. TMI may not always be the optimum method of instructional delivery and in addition, TMI is highly resource sensitive in development and deployment.

There are also issues surrounding how TMI fits in with the current workload agreements. Agreements about the development of TMI could be part of a faculty member's workload, or could be partially compensated using stipends, or could involve commercialization (with all the implications as spelled out under Article 39 of the Collective Agreement). Departments and faculties have concerns about maintaining quality standards, while other pressures come from the possibility of using TMI to attract new revenues to the university. Given the involvement of increasing numbers of faculty in the development and delivery of on-line courses or of TMI components in traditional courses, there are also implications for how such contributions are documented in the official file and considered in the tenure and promotion process.

Most of these issues were identified in the letter from the two Presidents. The material which follows is organized around the first three headings and the last heading contained in that letter: Course Approval, Course Development, Course Administration, and Other. The fifth heading, Remuneration, will be discussed as appropriate under the other headings. The original letter from the two Presidents is contained in Appendix A; the MOA that extended the work of the committee is included in Appendix B. We also provide a table cross referencing recommendations and the entities affected in the following document.

In terms of the Collective Agreement, our recommendations may involve small adjustments to Articles 10 (Work of the Bargaining Unit), 21A and B (Outside Professional Activities), 26 (Official Files), 36B (Salary Scales), 38 and 39 (Intellectual Property and Technologically Mediated Instruction), and 53 (Communications).

<p>In our reference to specific articles below, nothing stated here is intended to limit the generality of any other clause of the Collective Agreement.</p>
--

GENERAL RECOMMENDATIONS

Recommendation 1: The Committee recommends that no future development of TMI should challenge the well-accepted principle that all credit courses are the work of the bargaining unit. All UNB credit courses, however offered, fall under the authority of the dean responsible for the program of which the credit course is a component.

Recommendation 2: As all work of the bargaining unit is subject to the Collective Agreement as agreed to between the two parties (the faculty and the Administration), the Committee recommends that in cases where TMI facilitates expanding beyond the normal work of the bargaining unit (geographically, temporally, or in terms of internal or external revenue generation, involvement of a third contractual party or of a licensing agreement), that the contract between the parties involved in developing such TMI should conform to Article 38 in the Collective Agreement. Given its focus on revenue generation, the College of Extended Learning is considered a third contractual party for purposes of this document.

Recommendation 3: In order to provide clarity in situations where so much complexity is possible, the committee recommends that we be given the mandate to develop templates for two specific agreements between UNB faculty and the Administration: a) a TMI Course Development Agreement, and b) a TMI Course Delivery Agreement. The parameters for these are further discussed below. The Committee recommends that we also be given the mandate to develop two major Policy Statements needed for the successful integration of TMI based courses into mainstream academic programs at UNB. These include: a) expectations that might be reasonably held by and for students, faculty and Administration in terms of instructional interaction in the TMI context, and b) guidelines and standards considered reasonable for the Administration to apply as “publisher” of TMI materials. These are also further discussed below.

POLICY CONTEXT FOR TMI COURSE DEVELOPMENT

This section addresses the questions from the two presidents about TMI course development, including provision of resource support for development, development of fair incentives, and the provision of technical and other support. It also addresses the

question of whether or not to restrict which units can authorize development of such courses. These questions are addressed through the general policy context for TMI development.

Recommendation 4: We recommend the development of appropriate academic policy statements as set out below, and their approval by the appropriate university bodies, including the two Senates:

- **Policy Statement 1:** a clear, concise statement to students, faculty and administrators as to reasonable expectations in the design of and participation in TMI education. Such issues as appropriate parameters of interaction between instructor and student (e.g. frequency of contact, methods of communication/student submissions, maximum periods for response to student submissions, exam policy, acceptable forms of student evaluation, modes of student feedback to faculty, periods of availability for student consultation, among others); on-line access to the instructor, and turn-around time on emails, as well as a host of other issues, must be clarified so that the parties do not have unreasonable expectations of each other for the TMI educational experience. This policy will be referred to below as *TMI Interaction Policy*. We assume such policy will be approved by the appropriate committees and the two Vice Presidents (Fredericton and Saint John).
- **Policy Statement 2:** a clear, concise statement to faculty as to best practices for materials developed for TMI applications, including appropriate technical criteria and standards (adapted as necessary to respond to technological change, accessibility standards, testing and evaluation procedures – see Recommendation 13).
- **Policy Statement 3:** a clear, concise policy should be developed that will be referred to as the *TMI Editorial Policy*. In cases where the parties involved have decided that a development or teaching contract is required, the resulting TMI materials should conform to a set of appropriate technical criteria and required standards. Those interested in developing on-line courses with commercial application should be aware that such courses might be required to conform to more stringent UNB “publication” standards. The appropriate Administration official(s) will decide whether these

standards have been appropriately applied, and the TMI Editorial Policy would assist in making such standards transparent. The names of specific individuals or offices responsible for supplying the specific technical criteria, standards, etc. referred to above should be made available to all parties to the contract, as should the collegial academic processes for resolving conflicts between these standards and academic merit.

Recommendation 5: a Joint Standing Committee should be charged with responsibility for maintaining the currency of the above policy statements.

Recommendation 6: Reference to this policy should be included in the Collective Agreement as well as reference to the above Joint Standing Committee [which may require its own MOU].

INCENTIVES FOR COURSE DEVELOPMENT

The Committee believes that creating proper incentive structures for TMI course development will involve careful consideration. For example, in cases where credit courses involve substantial TMI, and may therefore have potential for third party licensing, a written agreement between the parties involved in the development of that course is essential so as to clarify the financial and intellectual contributions (as is consistent with Art. 38 of the CA), and the financial rewards to the respective parties. In such cases, we recommend the following development model.

Recommendation 7: In any situation where the parties involved have agreed that a contract is required, we recommend that the UNB faculty member(s) should be treated as the *creator(s)* and the UNB Administration should be treated as the *publisher* of any credit course involving TMI. It is expected that both creator(s) and the publisher will follow the above TMI Interaction and TMI Editorial Policies (see Recommendation 4) in the negotiation of this contract and of their respective roles.

It is recognized, as is specified in Article 38.02F of the Collective Agreement, that the creator(s) of TMI course materials will receive more than “normal resources” from UNB; these resources will be specified as part of a TMI Course Development Agreement.

Recommendation 8: A model TMI Course Development Agreement would resolve many normal questions that might arise in negotiating such agreements. The Committee recommends that such a model agreement should be developed and should respect Articles 38 and 39 of the Collective Agreement. Further, the committee recommends that the Dean of the academic unit or equivalent for which the credit course is developed, should be responsible for arranging such agreements with the faculty member or members involved.

The TMI Course Development Agreement will include, at least:

- the names of all individuals working as creator(s);
- a description of the required materials;
- the name of the specific course for which the materials are intended;
- a time-frame for delivery of the materials;
- a list of the specific resources (including training), from UNB and elsewhere, that are beyond those normally provided to a member of the Bargaining Unit, that will be made available, without charge, to the creator(s) as part of UNB’s commitment to such development activity;
- a list of the specific resources, from UNB and elsewhere, that will be the responsibility of the creator, with an attached estimate of charges;
- assignment of responsibility for obtaining permissions for use of intellectual property owned by third parties;
- a statement that development of TMI materials may be recognized as evidence of academic competence as per the Collective Agreement (Article 25D.06);
- a concise statement of the TMI Development Agreement that will be provided to AUNBT and to the Official File.

The TMI Course Development Agreement will further specify:

- a period of time, normally three years, during which UNB has:
 - exclusive rights to the developed materials for use with the contracted UNB credit course, and
 - the right to negotiate agreements with third parties for use of the materials provided any such agreement and associated compensation is acceptable to the creator(s);
- that, consistent with Article 38.07d, the creator will not undertake to develop a course that is substantially the same for any UNB competitor, during the life of this agreement unless such is approved by UNB;
- that, as is consistent with Article 10, a TMI Course Development Agreement will only be offered to members of the Bargaining Unit except as provided under that clause;
- that the creator will endeavor to maintain the currency of all material delivered as part of this agreement;
- that it is the responsibility of the two parties to notify of an intention to renew the contract six months prior to the expiry of any agreement;
- that the TMI Course Development Agreement will terminate no later than one year following voluntary or involuntary termination of employment at UNB (excluding retirement) of the creator;
- that in cases where it is consistent with Article 38.04(f), UNB may use the materials for one year following the termination of the TMI Course Development Agreement if a replacement agreement for that course has not been signed;
- that a TMI Course Development Agreement involving any entity outside the Bargaining Unit cannot have a term lasting longer than 1 year including the payment of royalties or residuals in any form;
- that a creator who is a member of the Bargaining Unit has the right to an Instruction Agreement with UNB for any course for which they were the most recent creator unless they specifically waive that right.

Recommendation 9: We recommend that the two parties agree on standard forms of compensation to the course creator. Such compensation will normally include one of the following:

- workload credit with recognition of the work as part of a normal workload in units suitable to the academic unit of the creator and taking into account, among other things, the time required to become competent in the use of the required technologies, the time required to integrate the technologies and the specified course content, and the extra resources provided by UNB without charge;
- a stipend, no more than that specified in the Collective Agreement for a term course, paid in addition to normal salary and taking into account, among other things, the time required to become competent in the use of the required technologies, the time required to integrate the technologies and the specified course content, and the extra resources provided by UNB.

Recommendation 10: In cases where TMI facilitates expansion beyond the normal work of the bargaining unit (see Recommendation 2), we recommend that the parties may wish to consider alternative forms of compensation for course developers, in a way consistent with Article 14, 38 and 39 of the CA.

The above recommendations specify the Dean as the level of administration responsible for arranging the development of TMI courses. In this capacity the Dean could act on behalf of his/her own office or any other administrative level of the university subject to arrangements for necessary fiscal or other resources. The Dean is also responsible for such negotiations with any other Dean or Director (as with CEL or Library Services).

COURSE APPROVAL

This section of the document deals with those questions regarding responsibility for decisions to develop a course and/or for revision of courses, course approval processes

and/or developer commitments where such courses are parallel to other courses bearing the same course designation.

In the recommendations that follow, nothing should be taken to contradict the most recent UNB Guidelines for New, Modified and Terminated Academic Programs (draft – January 5, 2005).

Recommendation 11: Given Recommendation 1, the Dean in the Faculty for which the credit course is offered (after approval at the department level where a Faculty has departments), is responsible for approving the development and the revision of TMI courses. Courses offered through CEL will also require CEL approval.

Recommendation 12: We recommend that in all situations of credit course approval, it is important that the normal collegial approval process is followed, including department and/or Faculty, and Senate levels of approval. New courses developed for web delivery, or courses modified so that their instruction delivery includes a significant new TMI component, should follow standard curriculum change procedures as set out in the UNB policy and procedures.

Recommendation 13: In cases where an existing credit course is modified to be offered with a significant TMI component, we recommend that the approval process should involve a description of the course (as usual), and in addition should also include a peer review of content.

Recommendation 14: Where credit courses are offered in both traditional and TMI formats, we recommend that students should find them equivalent learning experiences in terms of curriculum content, assessment requirements, and solicitation of student opinions. This offers a measure of curriculum control to units, particularly in contexts where the course is a prerequisite to other courses. Student opinion surveys should be conducted on all such courses (as for example, with OALP), and the introduction of the online student opinion survey (if the pilot is accepted) may facilitate this.

COURSE ADMINISTRATION

This section of the document addresses questions about potential restrictions on which units can decide to offer such courses and on which units should administer such courses. It also deals with the question of previous commitments made to instructors about the opportunity to teach such courses for extended periods of time.

Recommendation 15: We recommend that TMI course development or delivery at UNB should not be restricted to any particular academic or administrative unit or units.

Recommendation 16: We recommend that course administration should also not be restricted to any particular academic or administrative unit. In making this recommendation, the committee is aware that there may be resources available in a particular unit, such as CEL, that are not available to others at the present time. However, these resources might be made generally available to other academic units on a cost recovery basis. These arrangements should be made between Deans and Directors.

Recommendation 17: We recommend that the administration of all TMI courses follow the TMI Course Development process described above (see Recommendations 7-10). As well, we recommend that the actual instruction of such courses follow the TMI Instructional Agreement process described below. This should be the case whether such courses were developed prior or subsequent to this document.

TMI COURSE DELIVERY

This section of the document deals with questions having to do with TMI course delivery.

We identify at least four different administrative arrangements whereby TMI has been delivered. These include:

1. a faculty member delivers the course as part of load or on overload;
2. a stipendiary lecturer is hired to deliver the course;

3. CEL offers the course through a stipend to either faculty or a contract employee;
4. CEL offers the course through an OALP arrangement.

Recognizing this variety of delivery administrative arrangements, we recommend:

Recommendation 18: that all TMI course delivery should adhere to a Course Delivery Agreement, with the parameters for such an agreement listed below, and as is consistent with Article 39 of the Collective Agreement. The Dean of an academic unit or equivalent will be responsible for arranging the Course Delivery Agreement. The approved person (subject to Article 10 of the Collective Agreement) involved in TMI course delivery may or may not be the course developer.

The TMI Course Delivery Agreement will specify at least the following:

- Consistency with the UNB TMI Interaction Policy (see Recommendation 4);
- whether the course will be synchronous with regular academic session term dates, asynchronous (each student starts and works on their own schedule) or based on some hybrid model with the exact parameters governing the start and end dates for the course detailed in each case;
- an enrolment cap established for the course as appropriate for the discipline;
- that synchronous TMI courses will not be active any longer than a specified UNB academic term;
- that the enrolment cap will be respected in asynchronous courses for a given section, as will the time limits for completion imposed on individual students by the Registrar;
- that the academic freedom of the instructor permits the addition of material to the “course” that will remain as long as that instructor has an active TMI Course Delivery Agreement for the course;
- remuneration for the role of Instructor in term based courses will be the amount specified in the Collective Agreement (Article 36B.01);
- a limit on the number of “courses” or “sections” that an individual may teach in an academic year;
- the number of, or procedure for assigning teaching assistants to the course;

- who will be responsible for ensuring the student has access to course materials, communications, teaching assistants, and the instructor (e.g. CEL, Department, Dean);
- a home Department or Faculty, and
- the resources and assistance that will be provided to the Instructor from that source;
- that TMI courses will be recognized as a form of dissemination of knowledge per the Collective Agreement;
- the conditions in which the Instructor could be replaced;
- a concise statement of the TMI Delivery Agreement that will be provided to AUNBT and to the Official File.

SAINT JOHN AND FREDERICTON COORDINATION

This section of the document deals with potential inconsistencies between the Fredericton and SJ campuses with respect to the above issues.

The Committee notes that given the opportunities provided by TMI, several issues of intercampus coordination may arise. For example, CEL currently plays a significant role in TMI on the Fredericton campus, while the Saint John campus operates under a different set of arrangements. There is thus a potential for duplication of on-line courses where the same or similar credit programs exist on both campuses. There may also be confusion over which Dean should approve a credit course delivered on-line when it is accepted for credit programs on both campuses. These circumstances underline the need for coordination and cooperation among the Deans on both campuses.

Recommendation 19: Given the above, we recommend that the course approval process on both campuses should include a requirement for consultation with the other campus where there is a possibility of duplication (see also Recommendation 20). Both senates should require this in their course approval process.

OTHER ISSUES

This section of the document deals with questions of quality control.

The Committee notes some alarming cases where some faculty members have acquired very heavy teaching workloads when the inclusion of a number of Technologically Mediated courses are taken into consideration. We feel it is very important not to have incentives in place that encourage these types of loads (see Recommendations 9 and 10). While faculty may be making the choice to assume additional teaching responsibilities through new technological methods, whether for additional remuneration or as part of load, the university should be concerned about the quality control implications of such work loads.

Quality control is the responsibility of all concerned, including the faculty member, the department chair and the dean.

Recommendation 20: Consistent with our earlier recommendations, we recommend that the Dean of the relevant faculty must ensure the high quality of course and monitor the professionalism of the instructor, after receiving recommendations by departments where those exist.

Recommendation 21: The Dean of the relevant faculty is also responsible to advise people appropriately about the workload implications of on-line teaching or course development when it is done outside of workload parameters (see Article 10 of the Collective Agreement). To facilitate this process, we emphasize the employee responsibility under the Collective Agreement to inform their Dean when considering creating a TMI course for another institution (contracting out) (see Article 21 of the Collective Agreement).

Recommendation 22: We also recommend that given the portability of some TMI, contracting within or across faculties of the university, or from other institutions, should only be done with the approval of the department or unit as well as of the faculties involved. Given the implications for the work of the bargaining unit (see Article 39.03a) copies of the departmental approvals should be forwarded to both parties. It should be recognized that the need for extensive

course contracting should be viewed as a symptom that a unit requires an increase in its complement.

APPENDICES

1. Original Letter from the Two Presidents
2. Memorandum of Agreement for the Impact of Technology Committee
3. Table Cross Referencing Recommendations, Actions Required and the Responsible Entities

Appendix 1

Original Letter from Two Presidents

Memo

To: Marian Small and Melanie Wiber
Chairs of The Joint Committee on the Impact of New
Technology

Copies to: Angelo Belcastro, Vice President (Academic)
Kathryn Hamer, Vice President (Saint John)
Judith Potter, Director, College of Extended Learning

Date: September 11, 2003

Thank-you for your letter of February 19 addressed to the Presidents of UNB and AUNBT. We have discussed the issues raised in your letter and we agree with the principles as stated.

We believe it would be useful for the Committee to consult and make recommendations in the following policy areas to ensure that the administration of technologically-mediated courses (on-campus and off-campus) supports the requirements of faculty developers, instructors and, the institution.

Course Approval:

- whose responsibility it is to decide whether such a course should be developed and when it must be revised.
- course approval processes and/or developer commitments that such courses are parallel to other courses bearing the same course designation.

Course Development:

- provision of resource support for development, i.e. development of fair incentives and required technical and other support.
- restrictions (or not) on which units can authorize development of such courses.

Appendix 1
Original Letter from Two Presidents

Course Administration:

- restrictions (or not) on which units can decide to offer such courses.
- restrictions (or not) on which units can administer such courses.
- *a priori* commitments made to instructors about opportunity to teach such courses for extended periods of time.

Remuneration:

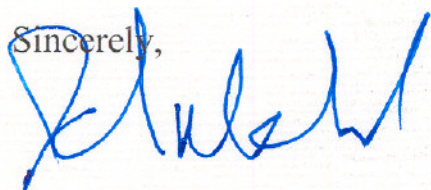
- distribution of tuition revenue, including the issue of the separation of teaching and development roles and whether enrolment can or should be a factor in remuneration.
- development of a model contract for such courses which are taught above load.

General:

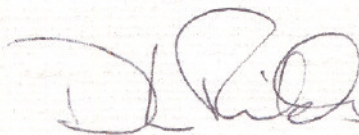
- consistencies or inconsistencies between the Fredericton and SJ campuses with respect to the above issues.

We look forward to the committee's input on these matters.

Sincerely,



John D. McLaughlin
President, UNB



Donald L. Fields
President, AUNBT

Appendix 2:
Memorandum of Agreement
Impact of Technology Committee

Memorandum of Agreement

Between

The Association of the University of New Brunswick Teachers (AUNBT)

and

The University of New Brunswick (UNB)

SUBJECT: Impact of Technology

The Parties agree to extend the mandate of a Joint Committee, for the period of time during which the current collective agreement is in effect, to consider and make recommendations to the Parties on issues related to the use of new technologies (such as, but not limited to, the internet, World Wide Web, audiographics and video conferencing) in the delivery of the programs of the University including teaching, research and administration..

The Joint Committee shall consist of two-co-chairs, one appointed by each party, in addition to three (3) other persons appointed by the University of New Brunswick and three (3) other persons appointed by the Association of University of New Brunswick Teachers. The Joint Committee shall determine its own procedures, and shall report to the Parties each December 31

The Joint Committee will make specific recommendations on:

- changes (if any) to the Collective Agreement provisions concerning workload, criteria for promotion and tenure, patents and copyright, stipends and any other matters which the Committee deems appropriate;
- changes (if any) to the University policies related to the use of new technologies.

Dated this 6th day of December, 2002

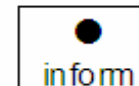
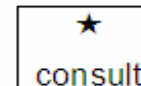
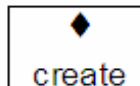

For the Association


For the University

Appendix 3: Recommendations and Responsible Entities

		UNB/AUNBT Presidents	VP-A, VP-SJ	Senates	Dean's Council	Deans & Chairs	IoT	Faculty/Department	New Joint Standing Committee	CETL/CEL/Inst Technology Cns
General Recommendations										
Recommendation 1	Credit courses work of bargaining unit				●					
Recommendation 2	TMI beyond normal work conforms to Article 38	▲	●							
Recommendation 3a	Develop agreement templates and policy statements	▲					◆			★
Recommendation 3b		▲					◆			★
Policy Context for TMI Course Development										
Recommendation 4	Develop appropriate academic policy & approvals			▲						
Policy Statement 1	TMI Interaction Policy, Senate		▲	●			◆			
Policy Statement 2	TMI best practices		▲	●			◆	●	■	★
Policy Statement 3	TMI Editorial Policy		▲				◆		■	★
Recommendation 5	Joint Standing Committee responsible for policy	▲	■							
Recommendation 6	Reference to Policy in CA & Joint Standing Comm	■								
Incentives for Course Development										
Recommendation 7	Faculty is creator, administration is publisher	▲			●	■				
Recommendation 8	Elements of TMI Course Development Agreement	▲	■		★	■	◆		★	★
Recommendation 9	Standard compensation to course creator		▲	●	●	■				
Recommendation 10	Alternative compensation for 3rd contractual party		▲	●	●	■				

Key



Appendix 3: Recommendations and Responsible Entities

		UNB/AUNBT Presidents	VP-A, VP-SJ	Senates	Dean's Council	Deans & Chairs	IoT	Faculty/Department	New Joint Standing Committee	CETL/CEL/Inst Technology Cns
Course Approval										
<i>Recommendation 11</i>	Dean approves TMI course development		●		●	■		▲		★
<i>Recommendation 12</i>	Adhere to normal collegial approval processes			▲				▲		
<i>Recommendation 13</i>	Peer review of content when significant TMI added			■		■		▲		
<i>Recommendation 14</i>	Equivalence of learning, student opinion surveys		■	▲	●		▲	★		★
Course Administration										
<i>Recommendation 15</i>	TMI not restricted to any unit	▲	■		●	■				●
<i>Recommendation 16</i>	Course administration not restricted to any unit	▲	■		●	■				●
<i>Recommendation 17</i>	All TMI to follow consistent agreements	▲	■		●	■				●
TMI Course Delivery										
<i>Recommendation 18</i>	All TMI to follow Course Delivery Agreements	▲	■		●	■		●		★
Saint John and Fredericton Coordination										
<i>Recommendation 19</i>	Coordination between two campuses	▲	■	■	●	●				●
Other Issues										
<i>Recommendation 20</i>	Quality control					■				
<i>Recommendation 21</i>	Workload issues and communication			●	●	■		●		
<i>Recommendation 22</i>	Contracting in / Contracting out	■				■		■		
Overall										

Key

