

Dear Members,

The UGFA and the Senior Administration have been meeting regularly since late March to negotiate a Letter of Understanding (LOU) that will define the temporary changes to the working conditions of UGFA members due to the COVID-19 pandemic. Just like our Collective Agreement, these terms must be bargained formally; they are not “official” until both Parties sign the LOU, and the UGFA can grieve any violation of these new, temporary terms, just as it can grieve violations of the Collective Agreement.

The UGFA reported on the status of the LOU at our General Meeting on April 20 and at the Annual General Meeting on May 14. In the late evening of May 27, the UGFA and the Administration reached a verbal agreement on remaining issues of concern to UGFA members. We anticipate that the agreed-upon LOU will be signed in the next few days, after which it will be promulgated.

In recent weeks, the Senior Administration has communicated various things with language that is not lifted from the LOU, most notably, perhaps, the “Program and Course Operational Parameters for Fall 2020” document and the myriad announcements of various seminars and workshops run by OpenEd. The UGFA has received many concerned emails from members: viewed together, these communications generate a worrying feeling that faculty members will not be able to make their own teaching decisions. The Administration announced a June 1 deadline on departments to report their course offerings and preferred methods of delivery (face-to-face or remote instruction) for Fall 2020, significant decisions that are difficult to make amidst uncertainty and confusion, in the absence of an LOU.

We want to reiterate to our members who have teaching assigned to them this Fall that

**you get to decide how to teach your course,**

limited by any government or public health mandate and the Administration’s determination of classroom space limitations due to any physical distancing requirements.

The two high-level choices you face when considering how to start your Fall teaching — start with remote or in-person face-to-face instruction — and considerations related to each option are presented schematically on the next page. The page also presents additional items you might consider.

In particular, the UGFA wants to stress to you that, other than T&P Committee training, the Senior Administration has shown no interest in any meaningful language related to the possible teaching workload increase that you may well endure this Fall. As a result, the UGFA urges you to rely on the fact that the LOU allows you to decide everything related to how you handle your teaching duties. Knowing that members are willing to make huge self-sacrifices to serve their students and to maintain (as best as possible) the academic integrity of their courses, we nonetheless urge you to take your own well-being, workload, and work-life balance into account when making your decisions.

We understand that the Administration is asking members to say whether they anticipate delivering their remote teaching in a synchronous or asynchronous mode, in order to inform the registrar on scheduling needs. Clearly, giving “synchronous” as the answer to such a question maximizes flexibility for the member to adjust their decision based on the needs of the class and any other circumstances.

With best wishes for your health and wellbeing,

Mary DeCoste, President  
Herb Kunze, Vice-President

# FALL ROADMAP

Faculty member says what they want

As Public Health & space limitations allow! Administration will determine whether faculty member teaches via remote instruction instead.



Remote instruction on day one of lectures

In-class Face-to-face instruction on day one of lectures



You will use remote instruction throughout the semester; you cannot be switched to in-class face-to-face.

You must be prepared to switch to remote instruction with a moment's notice, in response to a requirement from government or public health, perhaps due to a new outbreak.

You decide what "remote instruction" is: posted lecture notes, video conferencing, readings, any other technologically-assisted approaches, synchronous, asynchronous, assessments, exams, etc. You cannot be compelled to make any particular choice.

Students will not be required to attend in-class face-to-face lectures, so you will likely be asked to accommodate all absent students by posting lecture notes or, if you are willing, lecture videos.

Students who do attend class will be asked to observe physical distancing protocols, be required to sanitize their area, and perhaps be required to wear masks. The instructor may be faced with non-complying students.

Other things to consider

**WORKLOAD**

The Administration will not formally recognize any additional workload you take on due to the decisions you make for delivering your course. You own the workload related to your decisions.

You decide if you **want to** offer to teach on **Saturday!**

**LOSE YOUR WEEKEND?**

**STUDENT FEEDBACK**

Student Feedback Questionnaires are optional, and placing any results in your Assessment File is optional.

The Administration waives its right to use any materials you develop and distribute online during the semester.

**INTELLECTUAL PROPERTY**

**ASSESSMENTS**

Set all assessments so that they are possible via remote approaches. Think ahead about the prospect of an **increased** number of deferred exams.

Some students might distribute your electronic materials, including video captures, notes, and so on. While any identified student will be asked to take things down, you may wish to consider the risk to your intellectual property and, perhaps in the case of videos, privacy, when making your decisions.