



Guide to Contract Lecturer Appointments

Last Updated: March 2016



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PURPOSE

The purpose of this guide is to assist Contract Lecturer Appointment Committees and key support staff in understanding the recruitment and selection process and their roles in recruiting Contract Lecturers.

In the event there is a conflict between the contents of this Guide and a collective agreement provision, the collective agreement provision is the authoritative source for the information.

Throughout this guide the term “Department” is used to include all academic departments and schools and the term “Chair” is used to include both Chairs and academic Directors.

MANDATE OF THE CONTRACT LECTURER APPOINTMENTS COMMITTEE

- The Contract Lecturer Appointments Committee (CLAC) is a Department-level hiring committee responsible for the recruitment, recommendation and evaluation of part-time and sessional Contract Lecturers who are members of CUPE Local 3904 Unit 1.

TERM OF THE CLAC

- The term of appointment to the CLAC shall commence on September 1 and terminate the following August 31.

COMPOSITION OF THE CLAC

- CLAC's are established annually for the following academic year, normally no later than May 15th.
- The CLAC shall consist of the Chair of the Department or his/her nominee as Chair of the Committee, and two regular/tenured faculty members of the Department chosen by the Chair (of the Department).
- If the Chair of the Department does not assume the role of Chair of the CLAC, the CLAC will appoint a Chair.
- If a regular/tenured faculty member with an adequate background in the academic speciality concerned cannot be found, a suitable substitution or addition from amongst the regular/tenured faculty in another Department within the Faculty may be made.

- In Departments where there are insufficient numbers of regular/tenured faculty members, the Chair of the Department may appoint a probationary faculty member in the Department or a regular/tenured or probationary faculty member in another Department within the Faculty to the CLAC.
- Limited Term Faculty members cannot sit on the CLAC.
- If a member of the CLAC needs to be replaced, an appropriate replacement will be appointed by the Chair of the Department. It is recommended that no replacements be made if the interview process has begun.
- Appointments to the CLAC shall consider equity, diversity and inclusion obligations including those concerning designated groups and/or shall attempt to expand the fields of expertise of the CLAC.
- The Union may appoint a member of the Bargaining Unit to be present at the meetings of the Committee as an observer. The observer's role does not include providing advice regarding the recruitment and selection process or interpretation and application of university policies or collective agreement provisions.
- Each CLAC will have a designated Human Resources representative. The HR representative provides advice and support in the recruitment, selection and appointment process as requested by the Committee.

COMMITTEE OBLIGATIONS

- The Chair of the CLAC shall report the names of the members of the CLAC to the Dean and the Vice Provost, Faculty Affairs (VPFA) at http://ryerson.ca/teaching/clac_form/clac_form.html
- All CLAC members shall participate in the annual training workshops held by the University. Such training will cover legal obligations, duties under the CUPE Unit 1 collective agreement and University policies, including equity. Members who do not attend a workshop shall not be eligible to be a member of the CLAC for that academic year. However, members who provide a reasonable explanation for not attending the workshop, and any replacement members appointed subsequent to the annual workshops, may be able to attend a special workshop.
- CLAC members are required to adhere to the posting and selection provisions (Articles 13 and 14) of the CUPE Unit 1 Collective Agreement.
- The CLAC Chair shall request that committee members sign [the Rights and Obligations of University Committee Members Form](#) (see [Appendix A](#)). The process for distributing and utilizing the "Rights and Obligations of Ryerson University Committee Members can also be found in the [Appendix A](#).

- Retain all documentation relating to the recruitment process for two (2) years in a confidential, secure location.
- The Chair of the CLAC is responsible for ensuring that priority of consideration and experience credits (seniority) is calculated and maintained and that the Contract Lecturer's Service Record File contains this information. The Chair of the Department is responsible for communicating specific or substantially amended currency requirements to Contract Lecturers, as needed.

PLANNING THE RECRUITMENT AND SELECTION PROCESS

- The Department determines, within its discretionary authority, the total volume of courses expected to be available to Contract Lecturers in the forthcoming semester/academic year.
- Consistent with the collective agreement provisions, the CLAC is also encouraged to consult with Equity, Diversity & Inclusion (EDI) to request assistance/ideas for infusing equity, diversity and inclusion in the search process. EDI is a University priority. Ryerson's students are best served by faculty, Contract Lecturers and staff who reflect their diversity. In addition, diverse faculty and Contract Lecturers with different perspectives, experiences and thought, are fundamental to innovation, teaching and scholarship at Ryerson University.
- The CLAC will consider accessibility and accommodation requirements for the hiring process (including accessibility of resume formats, interviews, presentations and simulations).

TERMS OF REFERENCE

- Clarity over roles and responsibilities of the CLAC members are essential to ensure the Committee's objectives are met. Committee members are required to:
 - read, understand and choose to [sign the Rights and Obligations of University Committee Members form](#);
 - fulfill their responsibilities in a fair, neutral and objective manner;
 - maintain confidentiality;
 - consult with administration and CUPE 3904 Unit 1 regarding process, collective agreement or policy interpretation, as needed;
 - develop a contingency plan for unexpected absences of committee members (short and long-term);
 - carry out their obligations in accordance with Ryerson's [Workplace Civility and Respect Policy](#) and Article 17.9 of the [CUPE Local 3904 Unit 1 Collective Agreement](#) (i.e. respect the dignity, integrity and human rights of their teaching and non-teaching colleagues);

- disclose any real or perceived conflicts of interest with respect to any candidate being considered. A [conflict of interest](#) arises when a member is placed in a situation in which his or her personal or financial interests or the interests of an immediate family member or of a person with whom there exists, or has recently existed, an intimate relationship, conflict with his or her responsibilities to the University. The existence of a conflict does not necessarily preclude the member's participation on the committee. Each case is considered individually by the CLAC.
- discuss and agree to rules of engagement at their first meeting setting a positive tone regarding how they are going to operate and make decisions in a collegial, positive and respectful manner. Areas to be considered include, but are not limited to: attendance (in person only and/or virtual/remote), quorum (meetings, interviews, decisions), conflict resolution, operate electronically or via paper.
- discuss and agree upon the selection and scoring methodology (consensus or averaging of scores).

DETERMINING SELECTION CRITERIA AND ASSESSMENT METHODS

SELECTION CRITERIA

- It is the CLAC's responsibility to determine the qualifications (selection criteria) required to deliver the Department's curriculum. Selection criteria should reflect the bona fide requirements of the position and shall take into account Ryerson's strong commitment to equity, diversity and inclusion in all aspects of the recruitment process. (Note: selection criteria shall remain reasonably stable unless the course curriculum, course outline and/or mode of delivery has been revised.)
- The [CUPE Unit 1 collective agreement](#) outlines the following general selection criteria, which should be customized to meet specific departmental/program/course requirements.

Education:

- The level of relevant academic degrees including credentials and professional designations, as applicable; and/or degrees typically held by a teacher in that discipline/profession in the university sector.

Experience:

- The extent and variety of relevant work and/or community experience in the professional field or discipline;
- The extent of University teaching experience;

- Previous experience teaching the same or an equivalent course at Ryerson, or an equivalent course at another University.

Currency:

- Demonstrated evidence of having maintained up-to-date knowledge (including practice skills, where appropriate) in their specific field/discipline;

and/or
- Demonstrated evidence of having maintained academic currency in the specific field/discipline relevant to the course(s) for which the candidate has applied which may include publication in a peer reviewed journal, presentation or attendance at relevant academic conferences;
- Attendance/participation in teaching related conferences (e.g. Ryerson Faculty Conference), workshops, seminars, etc.

Teaching Skills:

- Demonstrated ability to teach effectively; evidence of skills applicable to teaching in a university environment (including post-secondary teaching experience); university teaching experience;
- Ability to teach effectively which may include such tools as Contract Lecturer Assessment forms and Faculty Course Survey results or equivalent documentation;
- Evidence of skills applicable to teaching in a university environment (including post-secondary teaching experience).

Interactive Skills:

- Demonstrated ability to interact effectively with colleagues and students; ability to work effectively in groups; ability to resolve conflicts constructively; ability to carry out the duties and obligations of a Contract Lecturer in a respectful manner; ability to empathize with others and consider varied perspectives; commitment to on-going self-assessment;

RATING SCALE & WEIGHTING

- The CLAC shall develop a rating scale and weightings (prior to considering applications) in relation to the selection criteria which shall be included in the job posting. A copy of the rating scale shall also be provided to the Union prior to the meeting with the union observer.
- The CLAC may assign more points to some categories than to others.

- The weightings for each criterion shall remain reasonably stable within a given academic year, unless the course curriculum, course outline and/or mode of delivery has been revised. See [Appendix B: Rating and Ranking Template](#).

RECRUITMENT AND SELECTION

CONTINUING APPOINTMENTS

- In the last round of bargaining it was agreed that there would be 60 senior CUPE Contract Lecturers who will be provided three-year continuing appointments (2015/16, 2016/17 and 2017/18 academic years). Subject to the work being available, the courses for these Contract Lecturers are not posted. Instead they are to be assigned by the Chair of the Department.
- The specific workload will be determined by reviewing the workload assignments of the identified Contract Lecturer over the previous three academic years in his/her Department. Although the Chair has discretion in assigning these courses to Contract Lecturers, consultation should take place in order to consider qualifications, availability and interest.

POSTING

- After the Continuing Appointments have been assigned, all remaining CUPE Unit 1 work, including major academic tasks (e.g., course development, course coordination, participation on University-wide committees, etc.), is to be posted. (Note: Once the work has been posted in accordance with the provisions of the CUPE Unit 1 collective agreement, it cannot be re-assigned to a faculty member (RFA) for that academic term/year. Any exceptions require the approval of the Dean, the VPFA and the Union.)
- If a Contract Lecturer is no longer available to discharge his/her teaching duties, the resulting vacancy is not required to be re-posted. In such cases, the CLAC has discretion in filling the vacancy. For example, the CLAC may review applications from the original applicant pool, consider qualified Contract Lecturers who do not have a full-session appointment or initiate an external search.
- The job posting should contain inclusive language.
- Courses available for discharge may be posted as follows:
 - o list of all individual courses or sections of courses, and/or
 - o list of all packages (sections of courses that are combined by the school/department to create specific appointments, such as part-time, reduced workload or sessional appointments). (Note: Packages shall remain intact and

can only be broken, and re-posted, at the discretion of the Department/School Chair/Director.)

- For candidates' information only, a separate list of Continuing Education credit courses and sections falling within the department's academic responsibility (day program teaching function) which have not been assigned to faculty members and have not been included in the above-noted packages.
- Up to fifteen percent (15%) of the volume of work available for discharge in a given semester within a Faculty may be restricted for individuals deemed to have particular skills, knowledge or experience needed to enhance a particular program. Allocation of the 15% is made at the Dean's discretion (i.e., Departmental allocation may vary subject to the Faculty allocation not exceeding 15%). In such cases, the provisions related to priority of consideration and seniority do not apply, and the CLAC has the ability to hire the best qualified candidate.
- Should student enrolment or other related factors affect the numbers of sections required to be taught, the number of sections posted in a position vacancy may be altered or reduced subsequent to the posting period.
- CLACs may post multi-term (e.g., Fall and Winter) or multi-year (i.e., more than one academic year) appointments. These appointments are separate and distinct from the 60 Continuing Appointments, as outlined above.
- The posting shall include: (see [Appendix C](#) for a job posting template.)
 - posting date;
 - department/school name;
 - course information, including title, course number, course description, type of delivery, the number of sections, the number of hours per section, and expected student enrolment;
 - other major academic tasks (e.g., program, curriculum, and teaching methods design; design of a new course or a major revision of an existing one; external liaison on behalf of the University; undertaking of a major research project; course coordination and supervision; participation in University-wide committees);
 - qualifications;
 - a rating scale and weightings for each selection criteria;
 - proposed work site, if other than Ryerson main campus;
 - application deadline date;
 - an explanation of the types of appointments for which the candidate may apply (sessional, reduced workload sessional or part time);
 - a statement outlining the candidate's responsibilities when applying for work available for discharge (as per Article 14.9)
 - other relevant information required, e.g. Faculty Course Survey results, currency reports, portfolios, etc.
 - a current relative seniority list.

TIMELINES FOR POSTING

- Except as noted below, the deadlines for posting are as follows:
 - May 15 for the Fall semester (to include Winter postings when foreseeable);
 - November 1 for the Winter semester;
 - March 1 for the Spring/Summer semester.
- Posting deadlines may be delayed due to unusual circumstances of academic planning or budgetary uncertainties; however, only courses that are impacted should be delayed. In such cases, the Union shall be notified.
- Where a school/department is recruiting for a faculty position, any work which is anticipated for the new faculty member may be withheld until such time as the recruitment is done and the workload for the new faculty member has been determined. All other work must be posted in accordance with the timelines.
- Additional work may be posted subsequent to the above-noted deadlines as additional courses become available.
- Postings shall be posted for a minimum of ten (10) working days except for the following emergency situations:
 - *Prior to the Commencement of the Term*: If additional work becomes available and there are less than three weeks until the commencement of teaching, the posting timelines may be reduced to a minimum of two days.
 - *During the Term*: If a Faculty member is unexpectedly unavailable to discharge his/her teaching duties and the department determines that a Contract Lecturer will teach the course(s), this work is not required to be posted. Instead, the department shall fill such work in an appropriate manner. This will include, wherever possible, the department first approaching a Contract Lecturer with the requisite qualifications who does not have a Full Sessional Appointment.
- Postings, including the seniority list, will be distributed as follows:
 - Hard copy must be posted in a central location within the Department/School;
 - Digital copy to the local union;
 - E-mailed to Contract Lecturers in the Department who are currently employed and/or who have priority of consideration and/or who have taught in the past two academic years. The e-mail to Contract Lecturers will be sent to both their Ryerson and personal e-mail addresses;
 - Postings may also be posted electronically, (e.g. Ryerson website, School/Faculty website).

OUTREACH

- In order to encourage excellence and diversity in Contract Lecturer appointments, CLACs shall make efforts to expand the pool of applicants through advertising. This may include advertising on Ryerson's web site and other venues, (e.g. professional organizations, academic journals, social media, direct networking, etc.)
- The best way to find talent is to reach out directly to other academic leaders and your own academic networks. Twitter can also be very useful, especially if you use the correct hashtags during postings (#higherjobs, #higher, #cdnpse).
- CLACs may want to consider developing a strategy for diversity outreach. Human Resources and EDI are available to provide advice to each CLAC.

SELECTION

- The CLAC shall normally meet within six (6) working days following the application deadline to consider all applications. This process typically takes more than one meeting, but the Union observer is only invited to the final (recommendation) meeting. At the recommendation meeting, the Chair of the CLAC will communicate to the Union (if they attend), the hiring recommendation, including a brief rationale.
- The Chair of the CLAC will share the applications, rating sheet and seniority list with the CLAC members for their review against the previously developed selection criteria.
- Applicants are responsible for providing an updated resume and/or academic qualifications and any other relevant information concerning his/her candidacy as outlined in the posting.
- As a best practice, it is recommended that the CLAC interview all shortlisted applicants. At a minimum, the CLAC should interview all new applicants. The interview will provide the CLAC with the opportunity to assess the qualifications of applicants against the selection criteria.
- The interview questions should be based on the selection criteria and bonafide job responsibilities. Sample interview questions can be found in [Appendix D](#).
- All candidates should be asked the same interview questions and it is important to take notes of the applicant's responses during the interview so that CLAC members can appropriately score the candidate and support their hiring recommendation.
- The CLAC may access an applicant's Service Record File, including currency reports and Faculty Course Survey results, prior to making hiring recommendations.

- When simultaneously considering both internal and external candidates, it is important to ensure that candidates are considered equitably. For example, if the CLAC will be reviewing teaching assessments for an internal candidate, similar information should be obtained about the external candidate. This can be done by requesting teaching assessments or through the reference-checking process.
- CLAC members will review and discuss applications as follows:
 - The CLAC shall first consider the applications of Contract Lecturers with Priority of Consideration (PofC), beginning with the Contract Lecturer with the greatest seniority. A candidate with PofC who meets the minimum qualifications of the position will be the successful candidate. If the desired volume of teaching for Contract Lecturers with PofC is not available, the CLAC will:
 - Recommend offering the same number of other courses and the same type of appointment, or if the PofC Contract Lecturer is not considered qualified for such an alternative appointment, a different type of appointment consisting of available courses for which the CLAC considers the applicant qualified for; or
 - If the applicant does not obtain the number and kinds of courses as indicated in the above paragraph because all of the courses in the Department's required combinations which the applicant is qualified to teach have been assigned, the CLAC will recommend the number and kind of courses from among the Continuing Education courses and sections posted for information to qualified PofC Contract Lecturers. (Note: such assignment is contingent on having at least one day credit course offered by the Department/School.)
 - Please see [Appendix E: Priority of Consideration](#).
 - The CLAC shall then consider all remaining applications for posted work that has not yet been assigned and such work is assigned to the best qualified applicants.
 - Where the qualifications of two or more candidates are relatively equal (i.e., within 10%), seniority shall be the determining factor. See Appendix E: Experience Points / Seniority and Appendix F: Relative Equality.
 - Contract Lecturers do not acquire seniority until they have taught for three semesters within a consecutive thirty (30) month period. Contract Lecturers who have not acquired seniority are considered external applicants.
 - If Contract Lecturers who have a minimum of nine (9) seniority credits do not obtain their desired volume of teaching, the CLAC will assign one CE course/section posted for information to qualified Contract Lecturers. (Note: such assignment is contingent on having at least one day credit course offered by the Department/School.)

- o If there are no qualified applicants for a course or courses, the CLAC may establish underfill criteria and consider applicants with lesser qualifications. Contract Lecturers who receive an underfill appointment have no expectation or right to be reappointed on an underfill basis in the future. (Note: The CLAC has the right to conduct up to two in-class teaching assessments of Contract Lecturers who have been appointed on an underfill basis even if they have already received the maximum number of assessments.)
- Reference checks are a critical part of the selection process and should be conducted on all new hires to validate interview/assessment results. Probing questions are appropriate with respect to any areas of concern. Sample reference check questions can be found in [Appendix H](#).
- A candidate's authorization is required to contact any referee. If the referees provided are not satisfactory, the CLAC may request permission to speak to specific referees (e.g., colleague, supervisor, student, etc.).
- The responses of the referee(s) should be documented in order to support the hiring recommendation.
- A complete reference report (see [Appendix I](#) for sample reference checks for CUPE positions) should be included with the CLAC's recommendation to the Dean for new Contract Lecturer appointments.
- The Chair of the CLAC will notify the Union observer of the date, time and place of the meeting to communicate its hiring recommendations no later than five (5) working days prior to the expiry date of the posting.
- The CLAC may also invite their designated HR representative.

HIRING RECOMMENDATIONS

- The CLAC shall forward their written recommendation to the Dean, along with supporting documentation (such as CV, references, etc.). The CLAC may also include a salary recommendation. The recommendation is normally communicated via a Contract Lecturer Recommendation Form. See [Appendix J](#) for Sample Recommendation Form for New Hire and [Appendix K](#) for Sample Recommendation Form for Revised Contract.
- If the Dean approves the recommendation, it is his/her responsibility to offer the appointment and, in the case of new Contract Lecturers, to negotiate salary. In unusual circumstances, the Dean has the discretion to hire a new Contract Lecturer up to the maximum of the salary scale, subject to the approval of the Vice Provost, Faculty Affairs. In such cases, the Dean will forward his/her salary deviation request, with supporting rationale, to the Vice Provost, Faculty Affairs for approval.

- Upon approval, the Office of the Vice Provost, Faculty Affairs will confirm the salary deviation (with the appropriate rationale) to the union.
- A template of the appointment letter can be found at <http://ryerson.ca/teaching/forms/private/documents.html#appcupe>.
- As a condition of employment, new Contract Lecturers are required to provide transcripts within six weeks from the date of their first appointment. It is the responsibility of the Dean's Office to track receipt of transcripts and to follow up with the Contract Lecturer as needed.
- Should the Dean not approve the recommendation of the CLAC, the Dean shall provide written rationale to the CLAC for his/her decision, with a copy to the local Union.
- If a Contract Lecturer is successful in obtaining work in more than one Department, and providing that both appointments draw on the same expertise/knowledge base, the Contract Lecturer shall be paid at the highest rate attained. Further, the appointments are combined in order to determine the Contract Lecturer's eligibility for benefits. Seniority (experience) credits are Department-based.
- The CLAC shall notify all unsuccessful candidates within two weeks of the successful candidate accepting the offer of employment. (See [Appendix M: Sample Rejection Letter](#).)

APPENDIX A: RIGHTS AND OBLIGATIONS OF RYERSON UNIVERSITY COMMITTEE MEMBERS

INSTRUCTIONS THE VICE-PROVOST, FACULTY AFFAIRS

As Chair of your respective search or selection committee, one of your initial administrative duties will be reviewing the “Rights and Obligations of Ryerson University Committee Members” Form with your respective committee members.

The following process is recommended:

- Distribute the form at your first meeting and indicate that it is an important document that the members should read and review. The content is fairly self-explanatory, however, some individuals may have questions. If you need assistance answering the questions being posed, contact the Senior Human Resources Consultant for your respective Faculty, School/Department or Unit for assistance. Your Consultant’s name can be found at http://www.ryerson.ca/hr/about/client_services_team.html
- Members of the committee are expected to sign the Form and return it to you. Please keep the returned Forms in the Committee File that is being maintained.
- If a member indicates that they are agreeable to the content of the Form, but is unwilling to sign the Form, please make a note in the Minutes of the Committee of that member’s (or those members’) confirmation of their agreement to adhere to the provisions contained in the Form.
- If a committee member indicates that they cannot adhere to the provisions contained in the Form, please contact your Senior Human Resources Consultant for advice on how to address such situations.

Thank you for your contribution and participation as Chair of your respective committee.

Rights and Obligations of Ryerson University Committee Members

FORM

For use by all members of all Department Hiring Committees (DHCs), Department Evaluation Committees (DECs), Faculty Tenure Committees (FTCs), Contract Lecturer Committees (IACs), Librarian Appointments Committees (LACs), Counsellor Appointments Committees (CACs), University Search Committees, and Faculty Promotion Committee (FPCs).

Objectivity

All Committee members have an obligation to assess and/or hire in an objective, fair, and equitable manner based on the merits, the facts to be considered, and agreed-upon context, in accordance with existing laws and applicable collective agreements. When and where a Committee member feels that they are unable to provide this level of objectivity, they must discuss with the Committee the advisability of recusing themselves from the Committee.

The Chair of the Committee and all Committee members must ensure that the candidate is aware of the factors/criteria s/he is being assessed against. Also, candidates who are interviewed should be allowed to respond to any concerns the Committee expresses about their potential candidacy. Committee members should be respectful/collegial in their interactions with each other so that each member is able to fully participate in the assessment and/or hiring process.

All Committee members also have an obligation to be familiar with and adhere to Ryerson's policies and procedures pertaining to employment equity, conflict of interest, and hiring of foreign nationals, which are all available from the Ryerson Human Resources Web Site. Furthermore, in the case of Committee members who are Ryerson employees, these Committee members are also bound by the terms of their respective collective agreements or letters of appointment.

Equity: Ryerson's employment equity principles specify that the University shall hire and make employment and promotion decisions on the basis of qualifications and merit and that, within this context, the University shall make proactive efforts to increase the participation from the four groups designated for employment equity, namely women, visible minorities, persons with disabilities and aboriginal persons.

Conflict of Interest: Members must disclose if there is a real or perceived conflict of interest with respect to any candidate being considered by the Committee. A conflict of interest occurs when personal interests interfere with the independent judgment required by the member in order to perform their duties and responsibilities in the interest of the university. Beyond the obvious personal or financial conflicts, examples may include situations where the member has acted as an academic supervisor of the applicant or where the member has collaborated with the applicant on a research project or business venture; however, these supervisory and collaborative relationships do not automatically constitute a conflict of interest.

Confidentiality

Members of a Ryerson University Committee with responsibility for academic personnel matters, will have access to a variety of confidential material, and must therefore be bound by the requirements of confidentiality necessary for the proper functioning of such a Committee and the protection of the interests of the candidates; in particular:

1) In the course of Committee work, Committee members may become aware of plans, opinions and employment experiences provided in confidence by individual applicants or candidates. Confidential reference comments about applicants or candidates will also be received. This information should only be shared or discussed with other members of the Committee.

2) In the course of Committee deliberations and discussions, Committee members will become aware of the perceptions, assessments and views of the other Committee members concerning candidates being assessed. These exchanges for the purpose of assessment are provided in confidence and should only be shared or discussed with other members of the Committee: all Committee members have an obligation to make every effort to respect the dignity and integrity of their colleagues and to sustain a climate in which colleagues are able to function as responsible members of the academic community.

Other discussions aimed at defining the Committee's mandate, such as the academic direction of a department, job requirements, local SRC expectations, etc. are not deemed to be confidential and are subject to external oversight.

Further details concerning responsibilities relating to confidentiality can be found in several University policies, such as the *Policy and Procedures Relating to Search Committees and Appointments in the Academic Administration*, and also in applicable collective agreements.

Consultation

At times members of Committees may wish to consult with the university administration, their union/association or the Human Resources Consultant supporting the school/department/faculty for advice on issues such as processes related to their Committee, collective agreement interpretation or policy interpretation. The individuals so consulted are governed by similar confidentiality expectations; therefore such seeking of advice from these individuals should be done in a confidential manner, but will not in itself constitute a breach of confidentiality.

If a Committee member observes inappropriate behaviour or activity that contravenes a collective agreement or policy relevant to the Committee's mandate, this member should avail him/herself of the consultation process described in the paragraph above.

Acknowledgement

I acknowledge that I have read this document and understand that these are the obligations of Committee members.

I understand that I am expected to retain all Committee material in my possession, including personal notes taken during the course of this Committee's work, for one year after the completion of my term on this Committee. I also understand that I am expected to dispose of this material securely after that period unless notified otherwise by the university.

Name of Committee: _____

Name of Committee Member: _____

Signature _____ Date: _____

Package "A" Full-Workload Sessional Appointment (15 hours)								
Continuing Education (for information only)								
Course Development						n/a	n/a	n/a

TYPES, DURATION AND FORM OF APPOINTMENTS:

Following are the types of appointments for which candidates may apply:

- a) A full-workload sessional appointment is normally for 30 to 32 total semester hours over two success semesters.
- b) A full-workload half-sessional appointment is normally for 15 to 16 semester hours in any one semester.
- c) A reduced workload sessional appointment is at least 9 but less than 15 semester hours in each of two successive semesters.
- d) A reduced-workload half-sessional appointment is for at least 9 but less than 15 semester hours in any one semester.
- e) A part-time hourly appointment/two semesters is for less than 9 semester hours in each of two successive semesters.
- f) A part-time hourly appointment/one semester is for less than 9 semester hours in any one semester.

RATING SCALE:

Education	Experience	Currency	Teaching Skills	Interactive Skills

CANDIDATE'S RESPONSIBILITIES:

The candidate shall:

- a) apply in writing or by e-mail

- b) indicate their preference regarding type of appointment as per Article 13.5.(l) (Appointment Procedure – Posting), the courses or number of sections of the same course and/or package, and all the courses the candidate considers himself/herself qualified to teach.
- c) indicate their interest in any posted non-teaching work.
- d) attach an updated resume and/or academic qualifications and any other relevant information concerning his/her candidacy. Such information will also include the applicant's current e-mail address.
- e) applicants with Priority of Consideration or nine seniority credits may indicate in their application which of the Continuing Education courses and sections posted for information, as per Article 13.3. (d) (Appointment Procedure – Posting), s/he would prefer should the volume of teaching applied for not be available for the teaching functions available for discharge. Such applications shall be subject to Article 14.8 (d).
- f) The e-mail address to which the letter of appointment should be sent and a statement of any periods during which the applicant cannot be contacted.
- g) Successful applicants (who have not already done so) shall be required as a condition of employment to validate their academic qualifications through the provision of original transcript(s) no later than (6) weeks from the date of the original appointment.

APPLICATION DEADLINE:

Applications must be received no later than (time) on (date) .

SENIORITY LIST:

(A current seniority list is to be appended to and distributed with each posting.)

APPENDIX D: SAMPLE INTERVIEW QUESTIONS

Selection Criteria Sample questions

Education: The level of relevant academic degrees including credentials and professional designations, as applicable; and/or degrees typically held by a teacher in that discipline/profession in the university sector.

- How has your education prepared you for this teaching role?
- How do you think your education would be helpful in performing this teaching role?
- If you had to do it over again would you take the same course of study? Why?

Experience: The extent and variety of relevant work and/or community experience in the professional field or discipline. The extent of University teaching experience. Previous experience teaching the same or an equivalent course at Ryerson, or an equivalent course at another University.

- How does your experience make you qualified for this role?
- Describe the nature and extent of your experience in a post-secondary academic environment?
- What courses have you taught at Ryerson? At another university?
- Describe the nature and extent of your work and/or community experience in the professional field or discipline and how you have or will apply this experience to your teaching?

Currency: Demonstrated evidence of having maintained up-to-date knowledge (including practice skills, where appropriate) in their specific field/discipline, and/or demonstrated evidence of having maintained academic currency in the specific field/discipline relevant to the course (s) for which the candidate has applied which may include publication in a peer reviewed journal, presentation or attendance at relevant academic conferences. Attendance/participation in teaching related conferences (e.g. Ryerson Faculty Conference), workshops, seminars, etc.

- How do you keep up with changes in your field/profession?
- What evidence do you have to demonstrate that you have maintained currency in your field/discipline?
- What have you done to maintain currency with respect to technological changes in your field/profession?
- Identify what you think are the current major trends in your discipline and their potential impact on the profession.

Teaching Skills: Demonstrated ability to teach effectively; evidence of skills applicable to teaching in a university environment (including post-secondary teaching experience); university teaching experience. Ability to teach effectively which may include such tools as Contract Lecturer Assessment forms and Faculty Course Survey results or equivalent documentation. Evidence of skills applicable to teaching in a university environment (including post-secondary teaching experience).

- Describe your teaching successes and failures and what did you learn from this?
- What are your strengths and weaknesses as a teacher?
- What are the most important or worthwhile qualifications of a good university teacher?
- How have you gone about creating a respectful and positive learning environment for your students?
- Which courses (types of courses) have you taught and which would you like to teach at Ryerson and why? Undergraduate and graduate courses.
- What is your approach to clinical/professional training?
- How do you prepare for a class?
- What are the elements of a well prepared course outline?
- How do you pace yourself and the class so that you cover the course materials within the allotted time frame?
- What does it mean to you “student focused”? What have you done to demonstrate that you are “student focused”?
- Describe methods you have used recently to evaluate students’ work? Which method works best for you and why? What feedback have you had from students?
- What innovative evaluation strategies have you used recently and how have you determined the effectiveness of these strategies?
- How would you evaluate group presentations or group projects so the marks reflect the individual’s contribution? Describe a situation where a method worked favourably and explain why?
- What would you do if one of your students made an inappropriate racial joke in class?
- Describe what you have done to create an inclusive curriculum and pedagogy.
- Describe what you have done to create an inclusive environment of access and understanding for diverse students.
- What have you done in the past to make your teaching effective?

- Tell us about your most challenging teaching experience. What was the impact on your students?

Interactive Skills: Demonstrated ability to interact effectively with colleagues and students; ability to work effectively in groups; ability to resolve conflicts constructively; ability to carry out the duties and obligations of a Contract Lecturer in a respectful manner; ability to empathize with others and consider varied perspectives; commitment to on-going self-assessment.

- Tell me about a time when you found it challenging when building a rapport with a colleague(s). Specifically, what methods did you use to build rapport? How did you know that you were successful?
- Tell us about a time when you were part of a tense situation in the classroom that needed to be diffused. What made it tense? What role did you play in diffusing it? What were the results?
- As a Contract Lecturer who may not work full hours during the whole academic year, how would you go about integrating yourself into the Department?
- Describe your preferred way of building rapport with students on the first day of class. What do you do or say? How did the students respond?
- Describe a situation where you had to work extremely hard to build a rapport with a class. Describe why, what you did and what the results were.
- Describe your style of interaction with students?
- Describe a time when you have had a strong difference of opinion with a colleague about a way a particular course was being delivered. How did you handle the situation and what was the impact on your relationship?

APPENDIX E: PRIORITY OF CONSIDERATION

ACQUISITION

- Priority of consideration is acquired and maintained in individual departments.
- If the first semester of the acquisition formula was before Fall '90, the instructor is a Senior Instructor A.
- If the first semester of the acquisition formula was Fall '90 to Spring/Summer '93 (before Fall '93), then the instructor is a Senior Instructor B.
- The instructor must have taught at least one credit course per semester for 5 semesters in a consecutive 4- years (8 semester) period.
- If the course is a one-semester course never offered in another semester, the instructor, must have taught during 5 semesters in 5 years (10 semesters).

MAINTENANCE

Senior Instructor A:

- The instructor must teach at least 1 credit course in 5 of the previous 9 semesters,
OR
- If it is a one-semester course never offered in the other semester, the instructor must teach in 3 of the previous 5 years (10 semesters);
- A senior Instructor A may extend their maintenance formula through an educational upgrade, as follows;
 - o If they continue to teach, they must teach at least 1 credit course during 5 of the previous 13 years;
 - o If they do not teach, they must teach at least 1 credit course during 5 of the previous 11 semesters.

Senior Instructor B:

- The instructor maintains the priority of consideration for 7 semesters (whether or not they teach), or if they acquire it by teaching one-semester course never offered in the other semester, they maintain it for 16 semesters.
- A Senior Instructor B may extend their maintenance formula through an educational upgrade, as follows:
 - o If they continue to teach, they can extend it by 4 semesters for a total of 11 (7 +4), or (20 (16+4)
 - o If they do not teach, they may extend it by 2 semesters for a total of 9 (7 + 2) or 18 (16 + 2).

Limited Term Faculty Members:

- Instructors who had Limited Term Faculty (LTF) appointment(s) prior to December 1988 and applied for a CUPE Unit 1 appointment on or after December 01, 1988 shall bring no experience credits nor priority of consideration into the evaluation of the Unit 1 candidacy.
- Instructors who held a CUPE Unit 1 appointment prior to December 1988 and then held LTF appointment(s) from December 1988 to July 1992 will not achieve priority of consideration as a result of the LTF appointment(s) but will accrue experience credits for salary purposes with respect to Unit 1 appointments.
- Instructors who held a CUPE Unit 1 appointment and then held LTF appointment(s) starting August 1992 will not achieve priority of consideration or accrue experience credits as a result of the LTF appointment(s) for priority of consideration or salary purposes with respect to Unit 1 appointments.

LOSING PRIORITY OF CONSIDERATION

- Senior Instructor A who has broken their maintenance formula.
- Senior Instructor B who has reached their cap of 7 semesters.
- An instructor hired before Fall '93 who broke their acquisition formula and didn't re-start the formula prior to Fall '93.
- Senior Instructor A and B has qualified for accepted severance. The instructor is not eligible for CUPE 3904 Unit 1 work for 2 full academic years. After 2 full academic years the instructor may apply for 1 part-time course. The instructor carries forward no experience points or priority of consideration status.
- Unless the acquisition formula was re-started by Fall '93, priority of consideration may never again be acquired once lost.
- Not teach 1 credit course in 5 of the previous 9 semesters (a period of more than 24 consecutive months in which no employment relationship exists with the University as an Instructor).

APPENDIX F: EXPERIENCE POINTS / SENIORITY

INSTRUCTOR TRACK OR “NEW INSTRUCTORS”

- Instructors hired after August 15, 1993 and therefore, ineligible to acquire priority of consideration.
- Senior A and B instructors who have lost priority of consideration.
- Senior A and B instructors who have accepted a severance package and (after 2 full academic years) are applying for 1 part-time course.
- Instructors hired after December 16, 1996 will be granted seniority after completing 3 semesters of teaching within 30 months and receiving a satisfactory review performance by the IAC and subject to the Dean’s approval.
- Instructors hired between August 16, 1993, to August 15, 1996 who have not completed 3 semesters of teaching will be granted seniority immediately after the third semester of teaching.
- Instructors who were hired before August 16, 1993 and who lose their priority of consideration status will be granted seniority for the next hiring process.
- Experience credits shall lapse after a period of 24 consecutive months in which no employment relationship exists with the University as an Instructor
- Upon completion of 6 academic terms, Instructors in the Instructor track may maintain their seniority credits through an educational upgrade upon appointment to a posted vacancy within 5 years from the date the educational upgrade was undertaken. Instructor’s seniority shall lapse upon appointment to a posted vacancy after 5 years from the date educational upgrade was undertaken.
- Effective August 16, 1992:
 - o 1/3 unit of credit per semester for part-time appointments (less than 9 semester hours)
 - o ½ unit of credit per semester for sessional appointments (full or reduced – 9 hours or more)
 - o total credits shall not exceed one and one-half (1 and ½) for any single academic year.
- August 16, 1986 to August 15, 1992, inclusive:
 - o ¼ unit of credit per semester for part-time appointments (less than 9 semester hours)
 - o ½ unit of credit per semester for sessional appointments (full or reduced 9 hours or more)
 - o total credits shall not exceed one (1) for any single academic year

- Prior to August 16, 1986, experienced points are established by the following formula:
 - o $\text{Semesters taught} / 4 + \text{semester hours taught} / 66$
- Experience points are accrued in individual departments/schools.
- If the instructors' first appointment was prior to August 16, 1984, additional experience credits shall be added for teaching experience outside the department prior to August 16, 1984 according to the above-noted formula.
- Continue to accrue experience credits:
 - o In instructor received release time to perform major additional duties
 - o During maternity leave
 - o Release time for Union activities
 - o During disability leave (75% of remaining salary of contract)
 - o During parental leave

APPENDIX G: RELATIVE EQUALITY

Article 14.6.A. of the Unit 1 collective agreements states where the University fills the position, using the criteria described in paragraph 3, above, and where these criteria are, as between or amongst applicants, deemed relatively equal by the CLAC, then the accumulated experience credits (seniority) shall be the determining factor.

To determine the relative equality, the following will apply:

- Using the top score as the benchmark, identify if there are any candidates within relative equality (i.e., 10%).
 - a) If yes, those candidates form the relatively equal pool and are ranked based on their seniority.
 - b) If no, the next highest score becomes the benchmark for identifying the relatively equal pool, who are ranked based on their seniority.
- Seniority is only applicable within the relative equality pool. Candidates whose scores fall below relative equality are ranked according to their respective scores. Candidates in the relatively equal pool who don't have seniority are also ranked in accordance with their respective scores (after those with seniority).

To determine relative equality, the following model is acceptable. Other models may be considered that are numerically appropriate. We recommend discussing with your HR Consultant if other models are considered.

SCENARIO A

- No applicant within 10% of best qualified. Second highest score then becomes the benchmark against which relative equality will be applied. This calculation is done only once for each competition. Experience credits will be the determining factor in assigning sections for candidates in the relatively equal pool. Any remaining sections are assigned based on scores.

Applicant	Total scores in competition (max 100)	Experience credits	Final ranking	Comments
1	82	2	1	Best qualified applicant
2	70	5	3	Relatively equal pool
3	68	3	4	
4	64	8	2	
5	58			
6	44			
7	42			
8	40			
9	30			

SCENARIO B

- No applicant within 10% of best qualified, who receives first section(s). Second highest score then becomes the benchmark against which relative equality will be applied. There are no applicants within 10% of applicant 2 (creating a relatively equal pool of 1); applicant 2 receives next available sections. Remaining sections are assigned based on scores.

Applicant	Total scores in competition (max 100)	Experience credits	Final ranking	Comments
1	92	4	1	Best qualified applicant
2	70	6	2	Relatively equal pool
3	57	8	3	
4	55			
5	54			
6	45			
7	40			

SCENARIO C

- 3 applicants are within 10% of best qualified applicant, creating a relatively equal pool of 4 applicants. Experience credits will be the determining factor. Any remaining sections are assigned on scores.

Applicant	Total scores in competition (max 100)	Experience credits	Final ranking	Comments
1	67	5	2	
2	65	3*	4	(Hired Aug. 16, 2000)
3	64	8	1	Relatively equal pool
4	62	3*	3	(Hired Jan. 16, 2000)
5	60			
6	58			
7	55			
8	40			
9	30			

* Where experience credits are the same, the original date of hire in Unit 1 will be used as the determining factor.

APPENDIX H: SAMPLE REFERENCE CHECK QUESTIONS

1. Can you tell me about how long you have known the candidate for and in what capacity?
2. Ryerson University is one of Canada's leading universities for innovation. Please comment on the candidate's innovative teaching approaches or initiatives.
3. Can you please give me concrete examples, from your perspective, about the candidate's achievements and major contributions to their area of teaching and/or community and/or professional field or discipline?
4. Tell me about the candidate's contribution to their own professional associations and participation at conferences.
5. In what areas would the candidate require development and/or support to be successful?
6. How well does the candidate work with colleagues, students, and administrative staff?
7. How would you describe the candidate's overall performance in their studies/academic career to date?
8. Please comment on what the candidate has done to maintain currency in their field/profession?
9. Have you observed the candidate's interaction with students inside and outside the classroom? If so, please tell me about how they interact with students and about their teaching style. If their interaction has been limited with students, can you please tell us about their potential in this area?"
10. Our student population at Ryerson is extremely diverse. Tell me about the candidate's experience in interacting/teaching with a diverse student population?
11. Ryerson is a career-focused university. What type of experience does the candidate have in clinical supervision of students?
12. When the candidate told you about this position and their experience visiting our campus, what were your thoughts about the fit for them in this role?"
13. Is there anything else that you would like to add that these questions have not addressed?

APPENDIX I: REFERENCE CHECKS FOR CUPE POSITIONS

RYERSON UNIVERSITY

The following reference checks were completed in respect of _____
Name of Applicant

For a teaching position with the _____
School / Department

1. Name of Contact: _____

2. Business: _____

3. Relationship to Applicant: _____

4. Date of Reference Check: _____

1. Name of Contact: _____

2. Business: _____

3. Relationship to Applicant: _____

4. Date of Reference Check: _____

1. Name of Contact: _____

2. Business: _____

3. Relationship to Applicant: _____

4. Date of Reference Check: _____

1. Name of Contact: _____

2. Business: _____

3. Relationship to Applicant: _____

4. Date of Reference Check: _____

Chair, Contract Lecturer Appointment Committee

Date

This form is to be retained by the Dean's Office and included in department employee files.
If applicant is unsuccessful, this form is to be destroyed.

DISTRIBUTION: HUMAN RESOURCES
DEAN

RYERSON UNIVERSITY, HUMAN RESOURCES, 350 VICTORIA STREET, TORONTO, ONTARIO M5B 2K3 (416) 979-5076

APPENDIX J: NEW CONTRACT FORM

CONTRACT LECTURER APPOINTMENT COMMITTEE RECOMMENDATIONS FOR TEACHING APPOINTMENT

New Contract Form*

** For contract revisions use the "Revised Contract Form"*

Part A – Committee Authorization (To be completed by Contract Lecturer Appointment Committee)

The undersigned conducted a committee interview and recommend the following applicant for a teaching position.

Candidate's Name:

School/Department Name:

Surname First Initials

Contract Lecturer Appointment Committee Signatures:

CLAC Chair Name Signature Date

CLAC Member Name Signature Date

CLAC Member Name Signature Date

Recommendations for the above named candidate are as follows:

SEMESTER:			
Course(s)	No. of Sections	Hours per Section	Total Hours per Course
Total Semester Hours			

SEMESTER:			
Course(s)	No. of Sections	Hours per Section	Total Hours per Course
Total Semester Hours			

New Contract Lecturer (Please complete this section if the contract lecturer is new.)
Starting Salary of New contract lecturer : Minimum As Per Collective Agreement or Other Amount*: \$ _____
*Note: starting salaries at the maximum of the salary scale require VPFA approval. OVPFA will confirm salary deviation and rationale to the Union.

Part B – Dean's Signature Authorization (To be completed by Dean)

The above recommendations are approved subject to approval by Board of Governors.

Dean's Signature
DISTRIBUTION: School sends to DEAN; Dean signs and returns to SCHOOL

Date
NEW CONTRACT_CLAC Form Revised May 2015

APPENDIX K: REVISED CONTRACT FORM

CONTRACT LECTURER APPOINTMENT COMMITTEE RECOMMENDATIONS FOR TEACHING APPOINTMENT

Revised Contract Form*

** For new contracts use the "New Contract Form"*

Part A – Committee Authorization (To be completed by Contract Lecturer Appointment Committee)

The undersigned conducted a committee interview and recommend the following applicant for a teaching position.

Candidate's Name:

School/Department Name:

Surname First Initials

Contract Lecturer Appointee Committee Signatures:

CLAC Chair Name Signature Date

CLAC Member Name Signature Date

CLAC Member Name Signature Date

CLAC Member Name Signature Date

Revised recommendations for the above named candidate are as follows:

SEMESTER:			
Course(s)	No. of Sections	Hours per Section	Total Hours per Course
REVISED Total Semester Hours			
Total Semester Hours of PREVIOUS Contract			
Courses/Sections/Hours Added:			
Courses/Sections/Hours Dropped:			

SEMESTER:			
Course(s)	No. of Sections	Hours per Section	Total Hours per Course
REVISED Total Semester Hours			
Total Semester Hours of PREVIOUS Contract			
Courses/Sections/Hours Added:			
Courses/Sections/Hours Dropped:			

Part B – Dean's Signature Authorization (To be completed by Dean)

The above recommendations are approved subject to approval by Board of Governors.

Dean's Signature

Date

APPENDIX L: SAMPLE COMMUNICATION TO SUCCESSFUL CANDIDATES

Thank you for considering an appointment with the Ted Rogers School of Management at Ryerson University.

The Contract Lecturer Appointment Committee for [department/school name] is delighted to inform you, that we will be recommending you to the Dean, for appointment for the [semester(s)/year]. We will recommend the following teaching package to the Dean:

Course Code:	Number of Sections:
--------------	---------------------

An official appointment will be forwarded to you, pending the Dean's approval and satisfactory academic/professional reference checks.

Please note, this communication is **not a binding offer** from Ryerson University. As such, it is recommended that if you are currently employed, that you not make any decisions with respect to your employment until you have received the University's decision regarding the recommended appointment. Once the conditions listed above are met, a formal appointment package from the Dean's office will be sent to your place of residence.

Do not hesitate to contact me should you have any questions.

Yours truly,

APPENDIX M: SAMPLE REJECTION LETTER

On behalf of the Contract Lecturer Appointments Committee (CLAC), I would like to thank you for your interest in teaching opportunities in the *School/Department* of _____.

We received a number of responses to this posting and, after much discussion and deliberation, the CLAC has decided to recommend *another candidate/other candidates* for this appointment.

We truly appreciate your interest in (*School/Department*) and wish you all the best in the future.

Yours truly,