

# Teaching-Stream Faculty in Ontario Universities

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for the Higher Education Quality Council of Ontario



Higher Education  
Quality Council  
of Ontario

An agency of the Government of Ontario

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## Cite this publication in the following format:

Vajoczki, S., Fenton, N., Menard, K. & Pollon, D. (2011). *Teaching-Stream Faculty in Ontario Universities*. Toronto: Higher Education Quality Council of Ontario.

Published by:

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## Executive Summary

Over the last few decades, societal forces have given rise to an evolution of higher education in Ontario. Recently, Clark, Moran, Skolnik and Trick (2009) have described increased enrolments, greater accountability and shrinking provincial funding as placing pressure on traditional models of higher education. Indeed, to address such changes and mounting pressures, universities have looked to new solutions to teach and educate a growing number of students, including moving away from a traditional faculty workload model of 40 per cent teaching, 40 per cent research and 20 per cent service. One such change in the last 20 years in Ontario has been the advent of teaching-stream faculty (TSF: full-time faculty primarily focused on teaching).

The purpose of this study was to explore whether or how the use of TSF assists universities in addressing the pressures of increased enrolment and of expanded institutional research activities while maintaining and enhancing teaching and learning quality. The study will explore three guiding research questions:

- What is the range of national and international teaching-stream faculty positions? How does this range compare to the current provincial range of teaching-stream positions within Ontario universities?
- What impact would the introduction of a new teaching-stream faculty have on teaching and learning quality in Ontario universities?
- How would the expansion in the number of teaching-stream faculty transform design and implementation issues for Ontario universities?

For the purpose of this study, teaching-stream faculty were defined as

those individuals holding a full-time faculty appointment as designated in collective agreements, agreement memoranda and/or policy manuals as teaching only, teaching-stream, teaching-track, etc. and for whom responsibilities are limited to teaching, teaching-related activities, teaching-related research and service. The agreements may treat them as tenure-stream, continuing or permanent. Contract and part-time academic staff that focus on teaching are not included in this definition.

The literature that was examined identified TSF, as defined above, as existing in various regions across the globe, including Europe, Australia and much of North America. Approaches to the incorporation of TSF, and the prevalence of TSF positions, at higher educational institutions varied by region. An interesting and almost universal issue in the introduction of TSF positions was reconciling them with the traditional workload balance of research and teaching. Some countries employed innovative solutions. For example, Australian universities did not tend to have a prescriptive breakdown between research and teaching for faculty but rather allowed individual development plans to dictate the division.

As of 2008 in Canada, TSF positions exist in only a handful of universities, with the scope and definition of these roles being varied. While the general notion of TSF seems to be understood,

the nomenclature and collective agreements cause this group of faculty to be potentially more heterogeneous than would be beneficial.

The survey of TSF found a group of faculty that appeared to be satisfied and committed to their positions. While just over half (53 per cent) of the survey participants reported that they had initially aspired to be in a TSF position, 87 per cent reported being satisfied or very satisfied in their current position as a TSF member. When TSF were asked whether they would move into a traditional, discipline-based research and teaching faculty appointment if they were presented with the opportunity, 75 per cent reported that they would choose to remain in their position.

Interviews with informed institutional contacts and key stakeholders revealed prevalent themes regarding the introduction and existence of TSF. Highlights from these themes are presented in this report. Some common benefits identified were the ability to address unique departmental needs; the dedicated focus on teaching, on the needs of the students and on the perceived representation of the department to the students; and the provision of secure employment to faculty wanting to commit to teaching. Certain disadvantages of TSF positions also emerged. Primary disadvantages included a cultural stigma within the academy (i.e., the creation of a second-tier faculty group) because of the high value placed on research, the need for faculty to be engaged in scholarly work to ensure the quality of the student experience and striking the appropriate workload balance among teaching, research and service.

Our research has demonstrated that the issues of expanding the use of TSF are complex and varied. The introduction of these positions calls into question much of what characterizes an Ontario university. It questions the highly differentiated institutional culture, which is based on rank and status and which is tightly aligned with the research mission. It suggests the need to address a high level of cultural resistance embedded in economic, political and social factors. The institutional and administrative issues are complex, and the brief look at three Ontario models suggests there is wide variability among neighbouring institutions. The slow rate of change of collective agreements to embrace the nuances of TSF positions adds to their lack of integration into academic culture and operations.

This paper makes eight recommendations for implementing or further expanding the use of TSF positions to fully realize their value and benefits.

# Introduction

## Purpose of Study

The purpose of this study was to explore whether or how the use of teaching-stream faculty (TSF) assists universities in addressing the pressures of increased enrolment and of expanded institutional research activities while maintaining and enhancing teaching and learning quality.

The study consisted of:

- A review of the literature on TSF.
- An overview of the current range of TSF appointments at Ontario universities.
- Comparisons with similar appointments at the national and international levels, including, where applicable, reference to incentives available in other jurisdictions to create or maintain these positions.
- A critical analysis of the benefits and drawbacks of expanding the use of TSF in Ontario universities, paying particular attention to:
  - implications for teaching and learning quality
  - their contribution to the ability of universities to address projected enrolment challenges while maintaining or enhancing research objectives
  - budgetary implications for institutions
  - design and implementation issues, including those for current permanent and contract faculty

## Definition of TSF

For the purpose of this study, TSF have been defined as

those individuals holding a full-time faculty appointment as designated in collective agreements, agreement memoranda and/or policy manuals as teaching only, teaching-stream, teaching-track, etc. and for whom responsibilities are limited to teaching, teaching-related activities, teaching-related research and service. The agreements may treat them as tenure-stream, continuing or permanent. Contract and part-time academic staff that focus on teaching are not included in this definition.

This definition aligns with the definition used by the Ontario Confederation of University Faculty Associations (OCUFA) in their background paper “Career Limiting Move? Teaching-only Positions in Ontario Universities” (OCUFA, 2008).

## Forces Affecting Higher Education in Ontario

Clark, Moran, Skolnik and Trick (2009) have identified the major societal forces that Ontario universities have had to respond to over the past few decades. These forces are all placing greater pressure on universities and include growing enrolment, increasing demands for accountability (Clark et al., 2009) and decreasing provincial funding levels (Snowdon & Associates, 2009). The expectation of greater accountability emerges in part from the

consumer/client model of education, which considers students as high tuition sums who have the right to demand a high-quality learning experience (Oxford, 2008). Along with the demand for greater accountability, a heightened focus on outcome-based education has developed (Barrie, 2006; Harden, Crosby & Davis, 1999).

The combination of increased accountability and the emergence of outcome-based education has led some to the view that higher education should be more closely aligned with skills development, job readiness, career preparation and measurable changes in a student's employability (Lunau, 2011). In an era of increased accountability, teaching becomes the focus for evaluating institutional performance; thus, ensuring the quality of the learning experience for an increased number of students is becoming an increasing focus of institutional concern.

### **TSF as a Potential Solution**

The response to these societal forces over the last few decades, coupled with policy decisions, has resulted in a shift in institutional focus. In the past, the primary purpose of universities was to serve as teaching institutions. They have now undergone a transition as they carry out the dual mission of research and teaching (Clark et al., 2009). As a result of this shift, questions emerge regarding the nature of teaching in the new institutional environment: In a research-dominant environment, how can universities provide a high-quality educational experience? Can the introduction of TSF contribute to ensuring a high-quality educational experience?

Over the last decade, universities have strained to deliver both high-quality undergraduate education and high-calibre research experiences. These two responsibilities are sometimes at odds with one another. The creation of faculty positions that focus almost exclusively on teaching and learning may allow universities to more effectively address both priorities. However, the introduction of TSF may result in the development of a two-tiered faculty environment — that is, those who focus solely on teaching may be considered less worthy and less valuable to the institution, while those who do both research and teaching may be considered more worthy and more valuable. There is a prevailing perception that the creation of teaching-only (teaching-stream) positions is a “dangerous precedent” that “devalues the traditional professorial role” and that “to be an effective academic, you have to be engaged in [teaching, scholarship and service].”<sup>1</sup> The outcome of this pervasive perception is that a relatively lower value may be placed on teaching-only work in the academy (Farr, 2008; Oxford, 2008).

In order to fully understand the role of TSF, one must understand the system in which these positions exist. Although attention is most often focused on TSF as the new entrant, the research role is also evolving and in a concurrent state of confusion. In fact, as Chevaillier (2000) points out, the current debate on faculty roles has a long history.<sup>2</sup> Additionally, the dramatic increase in public accessibility, and political reliance on universities for knowledge-

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<sup>1</sup> Vicki Smallman, CAUT spokesperson, as quoted in Farr (2008).

<sup>2</sup> In fact, the debate may be seen as far back as Kant's 1798 *The Conflict of the Faculties*.

based competitiveness, now question the fundamental nature of the university: what is the role and responsibility of the university in today's society?

The most common allocation of faculty workload is 40 per cent teaching, 40 per cent research and 20 per cent service, or administration (40:40:20). This model is the long-established norm in Canada and around the world. It was introduced when participation rates in postsecondary education were much lower and when research focused primarily on a single discipline. Increased participation in postsecondary education and the current focus on interdisciplinary research have increased the demands on faculty time and called into question the current distribution of workload.

The tensions resulting from such basic challenges have provoked strong responses, which are manifested in much of the literature and contribute to the task of assessing the value dimensions of teaching and research. For example, debates about the teaching-research nexus are abundant. Jenkins (2004) argues that the increase in teaching-only and research-only faculty means that the rationale, intent and consequences of the link must be considered explicitly since not all academics are both teachers and researchers (Jenkins & Healey, 2005). As Hattie & Marsh discovered over a decade ago, there appears to be little relationship between research excellence and teaching excellence (Hattie & Marsh, 1996; Serow, 2000). In fact, it has been argued that teaching and research can no longer be assumed to be combined activities because research and teaching do not represent aspects of a single dimension (de Weert, 2004). Pascarella and Terenzini (2005) concluded that most studies actually suggest an inverse relationship between research productivity and teaching quality — at least as measured by student satisfaction surveys. Studies have reported that research-oriented faculty perceive research to be adversely competitive with teaching. These studies suggest research-oriented faculty perceive that research positively affects teaching, but argue that teaching adversely affects research (Gottlieb & Keith, 1997).

Global economic restructuring has led to the repositioning of research as an important engine of the economy, and efficiency is a hallmark of this restructuring. This has led to changing public and political attitudes toward the academy. As a result, there has been a disaggregation of the integrated (Humboldtian) university, creating two axes of change: restructured academic appointments and restructured content of academic work (Chevaillier, 2000; Finkelstein, 2003).

## **Organization of This Report**

This report is organized into seven sections, as follows:

- Section 1 identifies the purpose of the report and provides a brief background about the current pressures faced by universities in delivering high-quality undergraduate education and conducting innovative research.
- Section 2 summarizes the current literature about TSF appointments in Ontario and makes a comparison to national and international contexts.
- Section 3 describes the research design of the study and methodological framework that guided the analysis.

- Section 4 presents and analyzes the study results.
- Section 5 discusses the benefits and drawbacks of expanding the use of TSF.
- Section 6 presents eight recommendations for expanding the use of TSF.
- Section 7 provides conclusions and suggestions for future research.

In addition, six appendices provide additional research information as well as background and reference material. They are followed by a comprehensive list of References.

## Literature Review

### Introduction

This review of the literature describes the various models of TSF and the breadth of these positions in Ontario, in Canada and internationally — in Europe, Australia and the United States. The review also discusses the complex social-economic-political structure of the academy as it relates to TSF positions. A common thread across all contexts is the increasing economic pressures under which institutions are functioning, the demands resulting from increasing undergraduate enrolment and the complexity of the potential solutions to these pressures.

### Ontario Perspective

In the provincially mandated Rae report (2005), there was a call for a specific focus on “a renewed commitment to something very basic: teaching excellence” (p. 17). Indeed, such a notion was reinforced recently by John Milloy, Minister of Training, Colleges and Universities (MTCU, 2011). The Rae report included a fuller recommendation: “Direct new investments toward teaching excellence and educational innovation so that students have increased opportunities for meaningful contact with faculty, and better facilities and equipment” (p. 53).

Yet, postsecondary institutions in Ontario are under continuous financial strain as government funding has not been commensurate with expanded undergraduate enrolment (Clark et al., 2009) and increasing costs. Faculty members face competing priorities. The environment in which they conduct their research is increasingly complex and demanding as a result of relationships with multiple funding agencies, the need for collaboration and the emphasis on multi-disciplinary research. This complexity is compounded by increased student enrolment and, as a result, increased teaching responsibilities. Many faculty members report feeling over-committed and being strategic in allocating their time: they focus on research because they perceive that it will most effectively earn them promotion and tenure (OCUFA, 2008).

The responsibilities of full-time faculty have been transformed by the conflicting pressures of competing for research grants and conducting relevant research on top of a workload of teaching larger classes and conducting student assessments (OCUFA, 2008). The “unstated strategy” adopted by most universities to increase provincial revenue is to enrol more students and minimize the cost of teaching them in the hopes that the dollars received for teaching them will exceed the actual costs, thus creating a surplus of revenue (Clark et al., 2009).

In addition, the responsibility for teaching undergraduate courses has shifted to temporary and part-time faculty (OCUFA, 2008; Clark et al., 2009). Part-time or contract instructors, who may comprise up to 40 per cent of the teaching staff in some universities (CAUT, 2010), receive lower pay and few benefits and have no job security (Farr, 2008). Many of these faculty teach single classes and, as a result, are forced to earn the bulk of their wages off-campus. This has major implications for institutions: the faculty may be unavailable for students outside classroom hours, may not specialize in undergraduate teaching and may lack institutional commitment (Farr, 2008). Some institutions have attempted to address these issues through the introduction of TSF (OCUFA, 2008).

As an early response to this issue in 1991, the University of Toronto transferred existing five-year renewable teaching positions at the rank of tutor and senior tutor to permanent TSF appointments at the rank of lecturer and senior lecturer (OCUFA, 2008).

In 2007, as the double cohort was nearing undergraduate graduation, McMaster University introduced TSF appointments into university policy with academic appointment, tenure-like status and promotion (McMaster University Secretariat, 2006). The Senate statement noted that the positions had been introduced to deal with two closely related issues: the existence of long-term contractually limited positions (which are, by definition, contradictory, being both long-term and limited) and the desire to introduce a modest number of positions specializing in teaching. At McMaster, the TSF duties include, but are not limited to, teaching large introductory survey courses, serving as curriculum development leaders and teaching specialized courses in which a “program of non-pedagogical research is not a relevant factor” (McMaster University Secretariat, 2006).

In contrast, in September 2008, the University of Windsor withdrew the contract item requesting teaching-only positions. This happened after the Faculty Association resisted the item and was in a legal strike action that the University considered “a threat to higher education” (negotiations ended after a two-and-a-half-week strike) (Cramer, 2008; Farr, 2008).

OCUFA identified a number of concerns that TSF positions raise for faculty associations: workload (e.g., three-term teaching, a “hidden workload” with increasing class sizes); assessment and promotion; progression to the highest ranks and associated salary; opportunities and time for professional development, including research; recognition for research and access to the tenure-track; “ghettoization” into certain course types; and gender equity (OCUFA, 2008). Many worry that faculty who are in TSF roles are not in these roles by choice, but rather have been forced into them because there are too few permanent traditional faculty positions. Farr (2008) states that there is no clear research on the career satisfaction of individuals in TSF roles.

Two issues in the Ontario context are emerging that will have an impact on the TSF role: 1) the emergence of clearly articulated transfer opportunities for students between colleges and universities (Clark et al., 2009) and 2) increased differentiation among institutions (Weingarten & Deller, 2010; Henard, 2009). Both issues may alter the focus on teaching and learning and, in turn, may impact the role that TSF will play in Ontario universities.

## Canadian Perspective

There is very little Canadian literature that discusses different faculty roles and the impact of these roles on teaching and learning. What literature exists is often not peer-reviewed and contains anecdotal evidence. However, Pocklington and Tupper (2002) suggest that Canadian universities no longer provide effective, high-quality education for undergraduate students. They argue that universities must re-establish undergraduate teaching as a priority and recognize the importance of its complexity (Pocklington and Tupper, 2002). As early as 1991, concerns were raised about the value placed on teaching at Canadian universities. Stuart Smith (1991), head of the Commission of Inquiry on Canadian University Education, stated, “Teaching is seriously undervalued at Canadian universities and nothing less than a total re-commitment to it is required” (p. 63).

In Canada, education and educational priorities are the responsibility of individual provinces and territories, supported federally through transfer payments. There is no national education framework, and the result is inconsistent policies and approaches. Each province and territory shares some education characteristics while also diversifying on some key characteristics.

It has been argued that chronic financial strain at Canadian universities is caused by government funding not keeping pace with the rate of inflation (Clark et al., 2009), and, as a result, universities have had to rely more heavily on tuition to fund operating revenue (CAUT, 2010). For example, between 1978 and 2008, the proportion of operating revenue funded by tuition increased from 12 to 35 per cent (CAUT, 2010). In parallel with this situation, many institutions, even those that had previously focused more heavily on teaching, have shifted their focus to research in order to obtain research dollars and targeted provincial funding (e.g., to expand graduate programs) (Clark et al., 2009). As a result of this shifting focus, most “new money” that provincially mandated institutions have been able to acquire in the past decade has come from federally funded research dollars. However, in Ontario, some new funding has been tied to enrolment expansion, particularly at the graduate level.

For faculty members to cope with competing priorities, it is common for them to use research grant funding to “buy” themselves out of teaching responsibilities; this makes them effectively “research only” and has no impact on income or career advancement (Cramer, 2008). Similar rules apply to administrative roles (e.g., department chair), which include a modest salary stipend and a modest decrease in teaching responsibilities (Cramer, 2008). In these situations, the incentives actually devalue teaching; as a result, teaching is at risk of having a lower value than research. This in turn may affect students and their learning experiences in the postsecondary context.

At many Canadian institutions, the approach to managing the challenge of increased enrolment, decreased per capita funding and competing priorities of research and teaching has been to use limited-term part- and full-time faculty. Yet some argue that limited-term, full-time positions are aligned with the commoditization of the university degree (Bess, 1998). This argument is based on the idea that limited-term contracts, because they have to be regularly renewed, hold a faculty member accountable for a high level of productivity (Bess, 1998).

Rather than introduce limited-term full-time faculty, some Canadian institutions have introduced TSF. As of 2008, TSF positions have existed at Bishop's University, Carleton University, Dalhousie University, Laurentian University, McMaster University, Simon Fraser University, Thompson Rivers University, University of British Columbia, University of New Brunswick, University of Regina, University of Toronto and University of Victoria (Gravestock & Gregor Greenleaf, 2008) as well as University of Manitoba (Farr, 2008).

## **International Perspective**

A clear trend in the United Kingdom (UK) over the last two decades has been the unification of national higher education sectors, influenced by economic pressure linked to growth and internationalization (i.e., the growth in global competition and accountability) (Chevaillier, 2000). In 1990, the UK abolished the binary system of universities and polytechnics, resulting in the end of the polytechnics. These forces brought differentiation and restructuring of academic work and careers to the forefront (Trow, 2005; Locke & Bennion, 2008). For example, a very sizable and fast-growing cohort of teaching-focused appointments has been established in UK medical schools and biomedical science departments over the past decade (Gull, 2010). The teaching-focused nature of the cohort has subsequently led to the creation of differential employment conditions and promotion tracks.

While university prestige is still largely associated with research, the vertical differentiation of institutions has endured, and public funding of research is concentrated in a small number of higher-education institutions (Locke & Bennion, 2009). The extent of the concentration of research funding is demonstrated by the overall ratio of public research income to overall income. Medium-sized institutions receive approximately 3 per cent of their income from public research funds, a decrease from 4 per cent in 2005–2006 (Locke & Bennion, 2008). This concentration of research funding has led to an increasing number of individuals, academic departments and even universities becoming, effectively, teaching only or at least “research inactive” (Locke & Bennion, 2009).

At the same time, the number of research-only academics has increased, albeit at a slower pace than teaching-stream, and the vast majority of these positions are fixed-term contracts associated with specific research projects. It has been argued that in the UK, research funding has been concentrated to the extent that by 2007, there was an effective, if not physical, separation between teaching and research; operational decisions at some institutions now clearly distinguish between how these two activities are funded, managed, assessed and rewarded (Locke & Bennion, 2009). This process started with the introduction of the Research Assessment Exercise (RAE, renamed the REF – Research Excellence Framework) in 1986. By 2007, the UK higher education institutions had been differentiated in such a way that some saw a substantial increase in the number of teaching-only posts, whereas others saw an increase in (largely fixed-term) research-only contracts. These two types of positions now account for nearly half of all academic positions in the UK.

At present, there are approximately 168 universities in the UK, and they differ substantially in reputation, resources and functional mix. The national policy of concentrating research spending on “centres of excellence” has resulted in an increase in “teaching-only” academics in

institutions not focused on research. In 2005–2006, 66 per cent of UK staff (i.e., faculty) were employed full-time, and 64 per cent of those held permanent positions (Locke & Bennion, 2008). Nearly 25 per cent of academics held research-only appointments, 25 per cent held teaching-only appointments, and the remaining half had appointments that included both teaching and research (Locke & Bennion, 2008). It has been suggested that the rise in teaching-only contracts is partly a result of institutions re-designating “underperforming” researchers as a strategy for improving success in the periodic REF (AUT, 2005). The proportion of academics on fixed-term contracts is also increasing, with only 55 per cent employed on an open-ended or permanent basis (AUT, 2005).

In general, research has shown that career entry has become more competitive by sheer numbers and an extended time period between receiving one’s advanced degree and being appointed to an initial full-time position, as well as an increasing number of faculty pursuing non-tenure-track positions and primarily teaching careers in non-research universities (O’Meara & Hudson, 2007). This evidence points to shifts in the balance between teaching and research and in changing conceptions of scholarship and professional responsibilities. Yet these developments are difficult to interpret at a general level as academics themselves have become more differentiated and the settings in which they work have become more diverse (Smith, 2008). Their core tasks have been separated, divided and reallocated among different segments of the academic workforce, including those on teaching-only and research-only contracts, between part-time and temporary terms and even between academic and professional support roles (Locke, 2009).

Four main models of universities have emerged in Europe: integrated (Humboldtian) systems (e.g., Italy, Austria), separate research institutes (France), institutional differentiation (UK) and the separation of teaching and research in a university (e.g., similar to the United States and the Netherlands) (Schuster & Finkelstein, 2006). With the introduction of the Bologna Accord in 1999, there is an attempt, primarily in the European Union (EU), to create a system of comparable degrees with a clear distinction between graduate and undergraduate degrees, provisions to allow for student mobility and mechanisms to ensure quality assurance among the participating countries.

In Central and Eastern Europe, a large number of small, specialized institutions is progressively merging into larger universities. In France, where a sharp separation has existed between an elite number of small, select institutions and large universities, the distinction is becoming less prominent as the universities and some institutions increasingly cooperate or merge as they diversify. In countries where a dual system remains or has been strengthened, such as Germany and the Netherlands, the conditions in which both types of institutions operate are drawing closer: funding models and conditions of teaching faculty are being harmonized. Chevaillier (2000) argues that harmonization opens the way to future alignment of both types of institution (i.e., small elite institutions and large universities) toward the large university model; faculty are trained and recruited in the same way for both types of institutions as they tend to share the same values. Even though work is varied, faculty values and the way they are assessed by their peers have become more homogeneous. As a result, there are increasing numbers of academic faculty with heavier teaching loads and less involvement in research or

departmental decisions on academic affairs.

In some European countries (e.g., Scandinavia, Belgium, the Netherlands), the standard 40:40:20 workload model for academics has been replaced by models that allow for more flexibility in the relative proportion of these task components (de Weert, 2004). In these models, teaching and research tasks can exist in different proportions for different academics. It is possible for an individual to concentrate on either teaching or research, typically for the duration of a previously arranged period; however, this more flexible approach is not equated with “teaching-only” or “research-only” faculty. For example, the Dutch higher education system has implemented a new system of job ranking, in order to make the various roles, tasks and responsibilities explicit, thereby achieving specific results. Individual development plans acknowledge different faculty roles, both vertically (through career stage) and horizontally (at the same career stage), (de Weert, 2004).

The German Science Council has proposed a differentiation of teaching and research professors, which is based upon an appraisal of both individual performance and future individual career plans. In this model, faculty members are able to apply for specific roles on the basis of assessment of their qualifications; for example, a faculty member can apply to be more involved in either teaching or research. At present in Germany, there is a flexible ranking order of functions whereby teaching activities are classified into four specified tasks: teaching, curricular development, project groups and evaluation. Research activities consist of coordination, acquisition of contract research and participation in research working groups and committees.

Of the nearly 2,000 universities in the EU, most aspire to conduct research and offer postgraduate degrees. By contrast, of the 4,339 universities in the United States (US), only 277 award doctorate degrees, and fewer than 200 are recognized as research-intensive (NCES, 2011). International survey results indicate that “orientation to research is highest in the Netherlands (76%), Japan (72%), Sweden (67%), and Germany (66%), lower in the United Kingdom (55%), and much lower (37%) in the United States” (Lewis & Altbach, 1996: 31).

In the US, the leading universities, increasingly known as “research universities,” have large concentrations of research activities and graduate education. In contrast, other institutions have virtually no resources for scientific research (de Weert, 2004). In the US, 70 per cent or more of tenured or tenure-track faculty reported teaching as their primary function, while 12 to 15 per cent considered research as their primary role. Only two-thirds of full-time contract faculty reported teaching as their main function, and approximately 8 per cent occupied research positions (Rajagopal, 2004). Thus, within the US, nearly 70 per cent of faculty are in TSF positions, according to the definition used in this research.

In Australia, concerns have been raised regarding the standard of teaching within the university sector. These concerns resulted in refocusing on accountability to improve the quality of student learning by increasing teaching skills and professional development accessibility (Dearn, Fraser & Ryan, 2002; Hardy & Smith, 2006), including the introduction of compulsory teaching training and qualifications in Australia (Gibbs & Coffey, 2004; Trowler & Bamber, 2005). As Australian

universities move toward a unified system of qualifications, academic faculty are faced with the challenge of effectively teaching larger classes with a more diverse student population (e.g., scholastic background, ethnicity, gender and age) while attempting to successfully balance teaching with the competing agendas of research and service. Many believe that the move to accountability has been driven by the introduction of the National Competition Policy in the early 1990s. This policy forces the higher education sector to differentiate the market and created a distinction between the traditional university, the research-focused university and the teaching-focused university (Curtis, 2008).

Cowley (2008) argues that there is a movement away from the appointment of faculty whose function is both teaching and research. In fact, in Australia, there has been an increase in the number of teaching-only faculty employed on a casual basis in the period from 1996 to 2005. Comparable to the reaction seen in Ontario institutions, faculty associations in the UK, US and Australia have all expressed alarm over the increase in the number of part-time and hourly teaching-only positions (Government of Australia Department of Education, 2010; OCUFA, 2008). As an example, the University of Queensland (UQ) is moving to full equality (e.g., salary, tenure, voting rights) for teaching-focused positions (University of Queensland, 2007), whereby teaching-focused faculty will be considered mainstream academic faculty with a particular set of duties in teaching and teaching-related scholarship. According to the latest available information, UQ has appointed 48 faculty who are teaching-focused, with 70 percent of their time devoted to both teaching and the scholarship of teaching (Cowley, 2008).

## Conclusions

Although the literature on the role of TSF is sparse and does not provide a cohesive direction for the conversation about implementation or expansion of the TSF role, a number of common threads emerge. First, in all countries, higher education is under considerable financial strain, and both government and institutions are exploring novel and innovative ways to address this challenge. Second, there are widespread increased participation rates in postsecondary education, which are contributing to an increased focus on teaching and learning. Third, there is increased reliance on sessional and contract faculty to meet institutions' teaching obligations in Ontario, Canada, the US, UK and Australia.

Yet the reliance on contractual positions introduces a number of common concerns. For example, Rajagopal found that more than 75 per cent of the Canadian limited-term full-time faculty aspired to academic careers in tenure-track positions. In addition, 72 per cent reported less choice in the courses they taught; 73 per cent strongly agreed that finance, not academic quality, was the driving force behind university policy; and 67 per cent perceived that their appointments saved the university a considerable amount of money (Rajagopal, 2004).

The Ontario and Canadian context of TSF appears to align most closely with circumstances in the UK and Australia. The TSF role does not appear to be very prevalent in Europe. In the US, there appears to be greater institutional differentiation than in Ontario and the rest of Canada for offering graduate degrees, and it appears to have led to the creation of institutions comprised almost entirely of TSF. In the UK and Australia, like Canada and Ontario specifically, there has not been a sector-wide implementation of TSF; rather, it appears to have occurred at the

institutional level. The concerns raised in the OCUFA (2008) paper appear fairly universal when these positions are introduced. However, UQ in Australia and some Ontario universities have fairly successfully mitigated such concerns.

If the purpose of introducing TSF is to increase the quality of the student learning experience, the obvious question remains, Do students taught by TSF have a higher-quality learning experience than those taught by regular faculty? In a recent study, Hoffman and Oreopoulos (2009) examined the student and administrative data of 40,000 students during the period 1996–2005 from a large Canadian university. This research showed that instructors with teaching-focused positions scored slightly higher on teaching effectiveness (5.8 on a 7-point scale, compared to 5.6 for both junior and full professors). However, it should be noted that this difference was not statistically significant.

There is no clear evidence to substantiate or refute that TSF contribute to a better-quality student learning experience. What the literature does tell us, though, is that there is nearly zero correlation between teaching effectiveness and research effectiveness at the individual academic level and at the department level, and that to intertwine them is simply to perpetuate an “enduring myth” (Hattie & Marsh, 1996; 2004). Most studies actually suggest an inverse relationship between research productivity and teaching quality — at least when measured by student satisfaction surveys (Pascarella & Terenzini, 2005).

By definition, TSF have a greater focus on teaching than on research; thus, an extension of Pascarella and Terenzini’s (2005) work would suggest that faculty who focus on teaching will have higher student satisfaction scores. In addition, there is evidence that teaching is perceived by research-active faculty as a burden that negatively impacts research (Gottlieb & Keith, 1997). There is also evidence that faculty who engage in teaching and learning development activities are more likely to be effective teachers (Nasr et al., 1996; 1997; Gibbs & Coffey, 2004). Thus, it seems reasonable to infer that there may be a positive relationship between the presence of TSF and the quality of the student learning experience.

## Research Design and Methodology

### Introduction

This study used a mixed-method research design, taking both qualitative and quantitative approaches. The elements of the study consisted of the following:

- identification of TSF
- on-line survey of TSF
- telephone interviews with informed institutional contacts (IICs)
- telephone interviews with key stakeholders (STKs)

The project received ethics approval from the McMaster University Research Ethics Board (see Appendix 3).

## Identification of TSF

A total of 21 Ontario universities were identified and invited to participate in this research. All provosts were contacted by e-mail and/or telephone and asked whether their universities had TSF, as defined by this study (see Section 1.2 “Definition of TSF”).

Provosts at 10 institutions reported that they did not have TSF at their institutions. In these cases, no follow-up was conducted. Provosts at 11 institutions reported that they had TSF, and they were asked to identify one or more IICs who could provide information about their TSF.

IICs were typically senior university administrators (e.g., associate vice-president academic). One IIC chose not to participate; of those IICs who agreed to be interviewed, we made an additional request for policy documents related to TSF. We requested, and generally received, collective agreements between faculty associations and universities.

IICs also provided contact information for all TSF members, and for the most part, they chose to distribute the TSF survey directly to their faculty and did not provide us with contact information for them. In addition, IICs described the language used to describe TSF, faculties and departments with TSF positions; distribution of TSF across their university; and the length of time the positions had existed.

Initial IIC interviews were conducted at 10 of the 11 institutions (one opted not to participate). Following these interviews, two institutions were removed from the sample because they did not meet the selection criteria (i.e., teaching-focused appointments did not meet the study’s definition of TSF). Of the remaining eight institutions, two requested to complete the survey at a later date, and one’s research ethics board is still reviewing the McMaster ethics approval. Thus, the TSF survey was run at five institutions, with a total of 134 participants from a possible 400 (see Table 1). The total number of solicited participants was difficult to ascertain as institutions released the on-line survey to faculty and had not reported the total number by the time of submission of this report.

The researchers recognize that the small survey sample places certain limitations on both the quantitative and the qualitative data collected. Nevertheless, the data was analyzed by institution, and the major trends were the same for all. (See also Section 4.4 “Data Limitations” later in this report.)

**Table 1: Summary of Ontario Institutions and the Use of TSF**

Name of Institution	TSF as Defined by Institution	TSF as Defined by Study	IICs Interviewed	TSFs Surveyed	TSF Position Title	Number of TSFs	Comments
Algoma University	No						
Brock University	No						
Carleton University	Yes	Yes	Yes	No	Instructor	86*	Awaiting ethics clearance
Lakehead University	No						
Laurentian University	Yes	Yes	Yes	No	Permanent sessional	8–12**	Awaiting approval to release
McMaster University	Yes	Yes	Yes	Yes	Teaching-stream faculty	51	
Nipissing University	No						
Ontario College of Art & Design University	No						
University of Ottawa	Yes	No	Yes				
Queen’s University	Yes						Opted not to participate
Royal Military College	No						
Ryerson University	No						
Trent University	No						
University of Toronto	Yes	Yes	Yes	Yes	Teaching-stream faculty	309	
University of Guelph	Yes	Yes	Yes	Yes	Regular tenure-stream	*	
University of Windsor	Yes	Yes	Yes	Yes	Sessional lecturer	8	Must have held position since 1973
University of Waterloo	Yes	Yes	Yes	Yes	Continuing lecturer	29	
University of Western Ontario	Yes	No	Yes				
Wilfrid Laurier University	No						
York University	Yes	Yes	Yes	No	Alternate-stream appointment	40	Awaiting approval to release

## **On-line Survey of TSF**

Ontario institutions that had TSF, and that agreed to participate in the research, were supplied with a copy of the on-line survey to distribute to their TSF (see Appendix 4). The survey consisted of 40 Likert and open-ended questions, which were divided into six sections and required 20 to 30 minutes to complete. Questions included demographic and background information, position responsibilities, impact of positions, perceptions of TSF positions, promotion process and professional development. The on-line survey was live at each institution for a period of two weeks. The qualitative data was analyzed using NVivo 9, a software package that manages, codes and structures the data (Gibbs, 2002), and the quantitative questions were analyzed using SPSS™.

## **Telephone Interviews with IICs**

To align and ensure consistency among instruments, the main themes from the on-line survey were used to develop the IIC interview guide (see Appendix 5). During the interviews, IICs were asked a series of questions about TSF positions. These included the original intent of the positions, the expectations of this role at their institution, whether the original incumbents in TSF positions had been converted from existing positions, the budget implications of these positions, the positive and negative impacts of these positions on their university, how the positions are assessed and the future direction for this role at their institution. All interviews were audio-recorded and transcribed verbatim. Thematic analysis was carried out using NVivo.

## **Telephone Interviews with STKs**

The STKs were purposefully selected and represented a diverse group of interested parties, including undergraduate student leaders, graduate student leaders, educational developers, university administrators, “regular” tenured faculty, sessional lecturers, union representatives, faculty organizations, student organizations and leaders in Ontario higher education. OCUFA was invited to participate as an STK but declined. A total of 21 STKs were contacted, and 12 participated.

The main themes from the on-line survey were also used to develop the STK interview guide (see Appendix 6). The purpose of the interviews was to explore the individual perspectives and experiences of a broad range of participants, and the questions were designed to identify the benefits and drawbacks of TSF positions, implications for teaching and learning quality, implementation issues and institutional issues across Ontario universities. All interviews were audio-recorded and transcribed verbatim, and thematic analysis was conducted using NVivo 9 (Gibbs, 2002).

# Results and Analysis

## Introduction

This section begins by presenting broad demographic data showing the range of Ontario universities that participated in the study, then describes the results of both the qualitative and the quantitative data derived from the on-line survey of TSF members. It goes on to present the qualitative results derived from the interviews with IICs and key STKs, then concludes with a brief analysis of the collective agreements and a discussion of the limitations of the data.

## TSF Survey

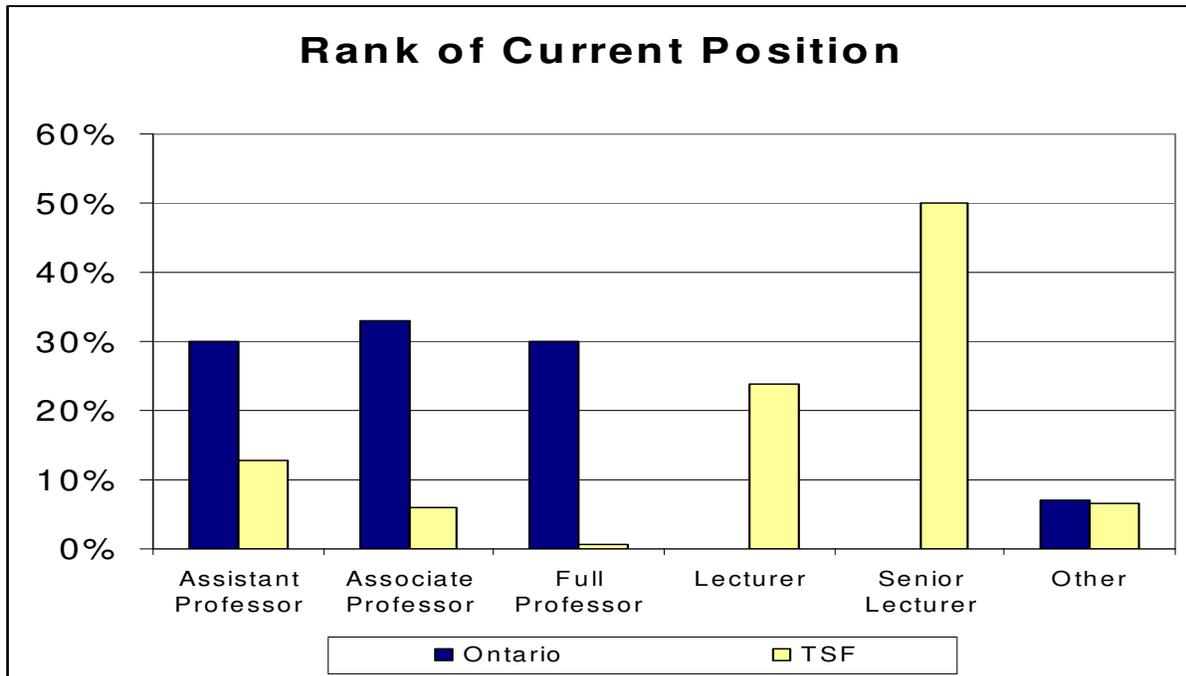
### *Introduction*

The 40-item TSF survey consisted of both open-ended and Likert questions (Vajoczki et al., in preparation<sup>a</sup>). It was released to TSF members at five institutions: McMaster University, University of Guelph, University of Toronto, University of Waterloo and University of Windsor. A total of 134 valid surveys were completed, representing a response rate of 34 per cent.

### *Demographics*

As indicated earlier in this report, TSF have a variety of job titles (e.g., teaching-stream; continuing lecturer; sessional lecturer), and they also have a variety of ranks (associate professor or senior lecturer). Figure 1 illustrates the rank of TSF relative to the rank of all faculty in Ontario in 2006–07. Aligning the positions of lecturer and senior lecturer to a corresponding professor role is problematic because there is no clear parity. Given the recent introduction of most TSF positions in Ontario, it may be reasonable to infer that the majority of these positions have a lower rank compared to all faculty in Ontario.

**Figure 1: Rank of Appointment of TSF Survey Participants in Ontario, 2011, Compared to Rank of All Faculty Members in Ontario, 2006–07**



Source: COU (2011)

The average age of full-time faculty in Ontario during 2006–07 was 48 years (COU, 2011). This is comparable with the age distribution of TSF in Ontario during 2010–11 (see Table 2). Although this initially appears to contradict the logic described above to explain the lower rank held by most TSF in Ontario relative to regular faculty, it is not. More than 60 per cent of the survey respondents indicated that they had held teaching appointments, usually short-term contract appointments, before gaining their TSF appointment. It does appear, though, that few TSF were granted years of credit in the promotion process for those previous teaching positions, hence the lower rank of TSF appointments compared to the provincial average.

**Table 2: Age Distribution of TSF in Ontario, 2010–11**

Age Range (Years)	TSF (%)
< 30	< 1
30–39	22
40–49	31
50–59	31
60+	15

Nearly 60 per cent of the TSF who participated in the on-line survey were female and 40 per cent were male. Thus, TSF appointments are more likely to be held by females than regular

faculty appointments; on the other hand, the provincial gender split is approximately 35 per cent female and 65 per cent male (Statistics Canada, 2008).

Nearly 74 per cent of the TSF were in positions described as permanent or permanent-track, 16 per cent described their positions as tenured or tenure-track and the remaining 10 per cent had other descriptions, including limited, renewing or continuing. TSF were distributed across all faculties at their institutions; this contradicts the OCUFA paper (2008), which stated that teaching-only positions are confined to specific faculties or programs.

There was great variability in the length of time that TSF had held their positions; the amount of time ranged from one year to 40 years. The median was six years, with a mean of 8.9 years and a standard deviation of 7.9 years. Although TSF positions are relatively new in Ontario, some individuals who had recently assumed these positions received credit for years of service in other roles at their universities.

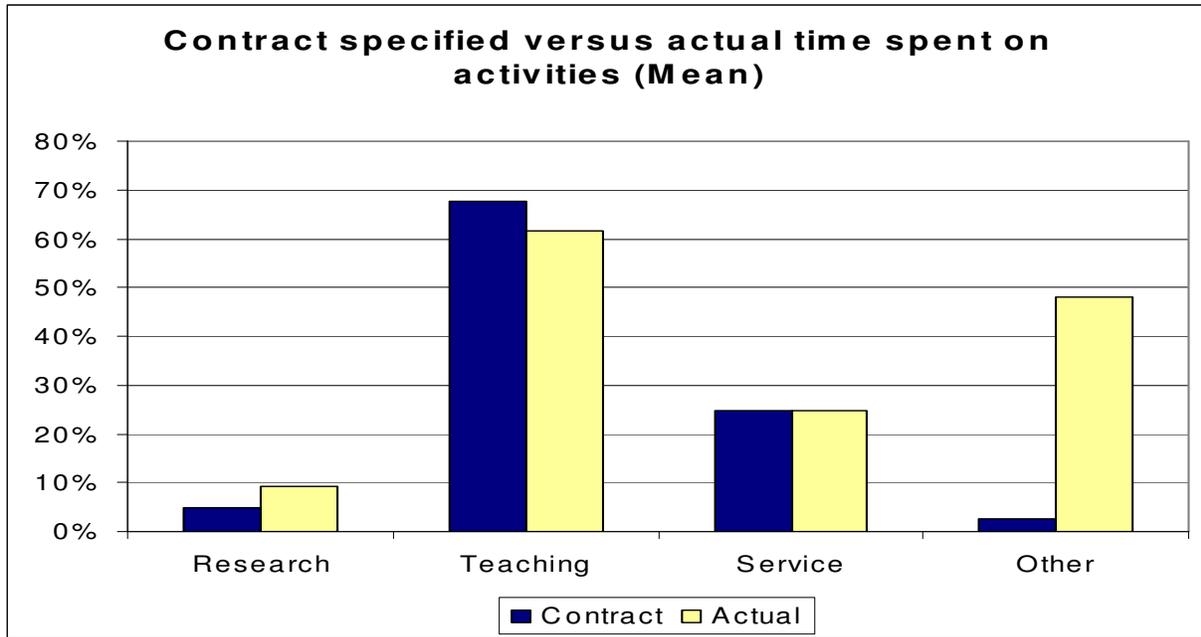
Most TSF described that they are working with other TSF. Nearly 85 per cent of TSF reported that there is at least one other TSF member in their academic department.

### ***Responsibilities***

In Ontario, university faculty have traditionally followed a 40:40:20 distribution of responsibilities. TSF were asked to describe how they were contracted to distribute their efforts and how they actually distributed their efforts (see Figure 2). They reported a considerable amount of time spent on tasks other than teaching, research and service, and this time appears to come at the expense of time spent on teaching. Since participants were not requested to explain their other duties in detail, it is unclear what they entailed or how supervisors might perceive this time — i.e., as allocated to research, teaching or service.

Very few TSF reported having research responsibilities. For those who reported engaging in research activities, it is unclear whether the research was on teaching and learning (e.g., the scholarship of teaching and learning) or whether it was discipline-based research. Further work is warranted to understand the nature and breadth of TSF work-related activities.

**Figure 2: Amount of Time That TSF Report Their Contracts Specify They Spend on Teaching, Research, Service and Other Activities Compared to Amount of Time Actually Spent on These Tasks**



***Impact of TSF Positions***

When asked how well they perceived TSF positions to be working, TSF respondents reported that they perceived that these positions are working well (37 per cent), very well (27 per cent) or acceptably (25 per cent). Seven percent reported that the positions are working badly, and 3 per cent reported very badly. The positive responses may be attributed in part to response bias (i.e., only TSF who perceived their roles to be working well may have responded). Given that 10 per cent perceived that their positions were not working well as well as the modest survey response, it seems unlikely that response bias would fully negate this outcome.

Teaching-stream faculty were also asked a series of questions about the impact they perceived their positions to have on students (Table 3), enrolment (Table 4) and their institution (Table 5).

**Table 3: TSF Perceptions of the Impact of Their Positions on Students**

Statement	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
Teaching-stream positions have had a positive impact on teaching quality	66	21	7	< 1	4
Teaching-stream positions have had a positive impact on the quality of the student learning experience	62	25	9	2	3
Teaching-stream positions have had a positive impact on students at your institution	53	29	12	2	4

The 87 per cent of TSF who reported that they perceived their positions had a **positive impact on teaching quality** described a very different perspective than those who did not. The most frequently occurring comment related to the opportunity to focus on pedagogical development and curriculum development:

Teaching-stream instructors appear more willing to devote more time to teaching responsibilities and pedagogical development both in and out of the classroom.

Having a cadre of professional educators, rather than (non-pejoratively) gifted amateurs, should have [a] positive impact on teaching.

Creation of the teaching stream has helped to nurture relationships between faculty members with an interest in education. Development of the teaching stream coincided with the development of communities of practice at the university, which has fostered a sense of value to the role of faculty as teachers.

Only a few TSF reported that their positions had a negative impact on teaching, and those comments were related to the impact that a large teaching load had on the diversity of education that a student receives:

I simply teach too many courses to too many students. It seems to me this is not in the students' best interest — they need a variety of approaches and viewpoints, not just mine.

While the above participant responses are representative of those received, it is to be noted that they do not directly relate to the student learning experience. The presence of this type and tone of response may speak to a concern about the valuing (or lack thereof) of TSF at their institution. In addition, the valuing of these positions is a common theme throughout the qualitative data in the TSF survey, and it is one that also emerges in the interviews with institutional contacts and STKs.

However, both the data in Table 3 and the qualitative responses from the survey indicate a perception that a relationship exists between teaching quality and the **quality of the student learning experience**. Participants reported that **students have been positively impacted** by these positions simply because student learning is the primary priority of TSF and the faculty in these positions care deeply about the student learning experience:

Faculty in teaching-stream positions tend to focus on students. Student learning and student engagement are priorities for these faculty. They care deeply about the students' experience, and the students benefit from this caring.

There was a commonly articulated perspective among many of the TSF:

The students don't know the difference between teaching and research faculty, but with having at least a few faculty devoting more of their time to teaching helps them get a better education overall.

Interest in the role of TSF emerged during a period of **rising enrolment** and participation rates within Ontario higher education. TSF were asked about the relationship between their positions and enrolment growth in a series of three Likert questions (see Table 4). More than 50 per cent of survey participants suggested that **increased enrolment** poses a challenge to TSF positions; however, only 28 per cent believe that their **class sizes** have been disproportionately impacted by rising enrolment. In contrast, 60 per cent of TSF indicated that their class sizes have not been disproportionately impacted. TSF reported that class size was not tied to the instructor and that all class sizes had risen:

All our classes have gotten larger. I don't think there's any correlation to who teaches.

**Table 4: TSF Perceptions of the Impact of Their Positions on Enrolment**

Statement	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
Teaching-stream positions have an impact on enrolment demands	26	22	44	4	5
In your teaching-stream position, do you agree that your class sizes have increased disproportionately over time compared to your non-teaching-stream colleagues	18	10	13	34	26
Increased enrolment poses a challenge to teaching-stream positions	20	32	25	14	8

TSF who responded to the survey indicated that their positions had **positively influenced their colleagues** (60 per cent), their institutions (69 per cent) and their disciplines/departments (84 per cent) (see Table 5). These data suggest that more survey participants perceived a **greater impact on their institutions** and their departments than on their colleagues. This may relate to the reported resistance they received from their colleagues, or it may be a result of a more

realistic awareness of their personal impact on other colleagues, thereby being less a comment on TSF impact than on the degree to which individuals work autonomously in departments.

**Table 5: TSF Perceptions of the Impact of Their Positions on Their Institutions**

Statement	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
Teaching-stream positions have had a positive impact on other colleagues in your department	28	32	29	5	6
Teaching-stream positions have had a positive impact on your institution	43	26	22	5	4
Your teaching-stream position has positively influenced your discipline or department	50	34	7	5	4

Those TSF who did not perceive that these positions had a positive impact on their colleagues suggested that this may result from a lack of understanding or even respect for the role that they perform in the department. They reported that while the departmental chair often appreciates their role, this perspective may not extend to other colleagues; however, this may be related to their colleagues' lack of exposure to and knowledge of their role:

Teaching-stream appointments are still not well understood or respected, except perhaps by the chair oddly enough. I have had excellent relationships with most chairs and their respect for what I do, but rarely from most other colleagues. I was recently asked by a junior, tenure-stream colleague during a dept. meeting, What is it you do in the department?

TSF who perceived that they had a positive impact on their colleagues suggested that the benefit stemmed from the applied or professional experience they brought to the classroom. There was also a widely held perspective that TSF are considered **departmental resources** to help resolve pedagogical dilemmas:

Most of the non-research faculty in my department come from the arena of professional experience and shed light on theoretical concepts that is educational to everyone, and often impacts the course of research.

Teaching-stream faculty are seen as resources for colleagues in my department. We are sought to help resolve teaching challenges.

When TSF were asked about the impact of their positions on their discipline and/or department, they talked exclusively about departmental impact. Throughout the qualitative responses, there was no discussion of wider discipline-based impacts.

### ***Career Path and Job Satisfaction***

When TSF were asked about their career paths and their job satisfaction, the results contrasted acutely with the OCUFA (2008) paper predictions. While just over half (53 per cent) of the respondents reported that they had initially aspired to be in a TSF position, 87 per cent reported being satisfied or very satisfied in their current position as a TSF member. Only 10 per cent reported being dissatisfied or very dissatisfied with their current position.

When TSF were asked what they would do if presented with an opportunity for a traditional, discipline-based research and teaching faculty appointment, 75 per cent reported they would choose to remain in their TSF position.

Slightly more than 50 per cent of the respondents who aspired to a TSF position described their love of teaching as the major influence in choosing their current career. Less than 5 per cent of survey respondents who are currently in TSF positions reported that they desired a regular tenured appointment, but had been unsuccessful in obtaining such a position.

### ***Professional Development***

More than 93 per cent of TSF survey respondents reported spending time developing their pedagogical expertise. Table 6 outlines five activities, divided into two groups: those that are associated with a ***scholarly approach to teaching*** by informing the respondents' teaching with good practices and those associated with a ***scholarship of teaching and learning approach*** by informing the respondents' teaching with engagement in research on teaching and learning.

**Table 6: Activities Engaged In by TSF to Develop Their Pedagogical Expertise**

<b>Approach</b>	<b>Activity</b>	<b>Respondents Who Engage In It (%)</b>
Scholarly approach to teaching	Reading	42
	Participating in workshops and seminars	39
	Attending conferences	48
Scholarship of teaching and learning	Presenting original work at conferences	14
	Writing for peer-reviewed journals on pedagogy	14

When respondents were asked separately whether they had taken steps to improve their teaching practice, more than 97 per cent reported yes. When asked to give examples, respondents mentioned many of the same activities that are listed in Table 6. More than 30 per cent of the respondents mentioned mentorship and learning from peers as additional activities.

### ***Awareness of Employment Conditions***

More than 94 per cent of TSF reported understanding their contractual obligations as they related to their job responsibilities, and 89 per cent reported understanding the career progression process. TSF were often uncertain (24 per cent) whether modifications had been

made to the career promotion process at their institution to accommodate TSF positions. Fifty-eight percent reported that there had been modifications at their institution, and 18 per cent reported there had not been modifications.

### ***Benefits and Drawbacks of TSF Positions***

TSF were then asked to identify the benefits of their positions; the four most common themes are outlined in Table 7.

**Table 7: Benefits of TSF Positions to Incumbents**

<b>Benefit</b>	<b>Respondents (%)</b>
Teaching and learning passion	39
Personal fulfillment	39
Student contact	38
Opportunity to work in a university setting with associated autonomy	28

Thirty-nine per cent of TSF described a ***passion for teaching and learning***. They also reported that their positions allowed them to explore their teaching passion and experience the ***personal fulfillment*** provided by that exploration:

I love teaching and helping facilitate learning. There is nothing better in the world than to see a student’s mind open to new learning.... It also allows me to interact with and give back to my profession (student placement, fundraising, assisting with education beyond the university, volunteering).

I enjoy teaching and I am good at it, so I like the opportunity to focus on teaching.

TSF described the benefit gained from interaction and ***contact with students***:

Tremendous opportunity for having a major impact on many students’ university careers.... The opportunity to work with students on a regular basis keeps me abreast of how students think and a bit of the lens in which they view the world.

TSF identified that the advantages of ***working in a university environment*** was a benefit of their position (28 per cent):

Interesting work environment, challenging intellectual material, very good colleagues, highly engaged students, opportunity for travel and broader community work.

Tremendous autonomy in what I do during the day and what I teach in my classroom.

When asked to identify the drawbacks to their positions, TSF identified four main themes; these are presented in Table 8.

**Table 8: Drawbacks of TSF Positions to Incumbents**

Drawback	Respondents (%)
Lack of value placed on role by the academy	44
Lack of value placed on role by peers	37
Workload	26
Insufficient remuneration	18

The two most common drawbacks identified were the **lack of value** and respect that TSF thought they received **from the academy and their peers**:

We are told that teaching and tenure-stream positions are “parallel positions,” but this is not really true. We are considered 2nd class and, in many disciplines we are not permitted to teach at the grad level. Also, we are not allowed to chair a department, even though many of us have more admin. experience to apply to such a position. We spend more time on campus, while our tenure-stream counterparts are off doing research.

Teaching is always undervalued by some on a university campus. Sometimes being on the leading edge of a new “group” of individuals in a university setting can be challenging. Not everyone appreciates/understands the role, and often we are the first ones to experience policies as they are being implemented.

TSF who perceived that they were second-tier reported that this perception was associated with job title (e.g., lecturer as opposed to associate professor), job benefits (lack of sabbatical), lack of opportunity to obtain senior administrative appointments, differences in pay structure from regular faculty and lack of value placed on teaching by the academy.

Another common theme that emerged was the **workload** that TSF experienced. They reported being fully engaged with teaching while also needing to develop their pedagogical expertise and contribute to campus-wide teaching initiatives. Survey respondents also expressed a desire to communicate more effectively with both peers and administrators, and they identified needing time to continually update and maintain teaching materials and technology related to their teaching. Several responded that they spent two to three hours each day engaged in digital communication (e.g., e-mail, class discussion boards, learning management system) and that the time required by these teaching-related activities is often underrepresented or unacknowledged:

All major “teaching” initiatives require my involvement, despite the fact that my workload was at 100% before assuming the position.

A fourth drawback that was identified by TSF focused on the issue of compensation and the perception of **insufficient remuneration**:

I also dislike the fact that my pay is lower than research-stream faculty of equal seniority (despite all the university hyperbole about valuing teaching).

**Future of TSF Positions**

To better understand the benefits of and drawbacks to TSF positions, the on-line survey concluded by asking participants to comment on the future of TSF positions in Ontario.

A majority of TSF survey respondents (80 per cent) expressed the belief that the number of TSF positions in Ontario should be increased. Nine per cent of survey respondents reported that the number of positions should be decreased, and 11 per cent suggested that the number of positions should remain constant.

Survey participants were asked, in an open-ended question, “What factors do you think will affect the future of teaching-stream positions?” The four most frequent themes that emerged are presented in Table 9. The most common theme related to the economy and funding; it was identified by 46 per cent of respondents. TSF reported that the role had emerged in large part to address a lack of sufficient funding. They suggested that the creation of TSF positions was an effective way to teach large numbers of undergraduate students by practitioners who focus on pedagogy.

**Table 9: What Factors Do You Think Will Affect the Future of Teaching-Stream Positions?**

	Respondents (%)
Economy/funding	46
Valuing of role by peers	23
Valuing of role by institution	27
Acceptance of role by union	15

TSF expressed some unease that the future of these positions was tightly tied to the **economy**:

If funding is coupled to student enrolment, there will be a need for teaching specialists. If it is coupled to student satisfaction, likewise. If universities shift more toward funding from private sources — or industry connections — then research positions will become more important.

There was a strong sentiment that the TSF role faced obstacles such as a **lack of value and respect** for the role **by both faculty peers and the institution**:

Attitude toward individuals in teaching-stream positions is important. Research seems to have become of primary importance to university leaders. As a result, lecturers are often considered second-class citizens and get very little recognition for professional achievements and efforts in the classroom. Compensation is also important. There is currently a very significant discrepancy between lecturer and researcher compensation (salary and bonuses).

Respondents perceived that more TSF need to become senior administrative leaders:

Currently there is very little teaching-stream representation in senior administration-level positions. For the teaching stream to be regarded as having equal status, this needs to change. Perhaps as the teaching stream matures, some senior lecturers will begin to populate these positions. If that happens, I expect the security of the teaching stream's future and its reputation both internally and externally to be greatly improved.

Respondents raised a general concern that **faculty unions** did not adequately represent TSF and **may actually be opposed to the role**:

... faculty associations treat them [TSF] as second-class members. They should have equity with the tenure-stream.

## Interviews with IICs and STKs

### Introduction

This section presents a summary of the findings of the interviews conducted with the IICs and STKs in light of the descriptive data, then analyzes the eight main themes that emerged from the qualitative data: 1) economic forces; 2) political climate; 3) social forces; 4) institutional issues; 5) administrative issues; 6) collective agreement issues; 7) benefits of TSF; and 8) drawbacks shaping the development of TSF positions. Interviewee comments are included and are identified as being made by an IIC or STK. More complete discussion and analysis of the qualitative data can be found in the forthcoming papers from this work (Fenton et al., in preparation<sup>a</sup>; Vajoczki et al., in preparation<sup>b</sup>; Vajoczki et al., in preparation<sup>c</sup>).

The supporting data tables and how to read them are provided in Appendix 1, as is information about the number of interviewees.

### Descriptive Data

The descriptive data revealed two overall themes: what participants understood was the original intent or purpose of TSF positions and what terminology they used to refer to them. (The supporting data is provided in Table 10 in Appendix 1.)

Theme	Sub-theme	Analysis
Original intent or purpose of position		More IICs than STKs (100 per cent) articulated clear reasons for the creation of the positions: opportunities to provide continuing appointments (60 per cent), need for specific teaching expertise in certain disciplines (60 per cent) and institutional motivation to address temporary problems caused by retirement gaps and the double cohort (50 per cent).
	Opportunities to provide continuing appointments	At some universities, TSF positions are developed to give people in ongoing contractually limited positions opportunities for a viable long-term career. A number of factors have precipitated the conversion of part-time teaching faculty to continuing TSF positions: temporary commitment, no job

Theme	Sub-theme	Analysis
		security, multi-year contracts. As a result, long-serving part-time faculty are granted recognition, stability and continuity. From an institutional perspective, these continuing appointments introduce an academic rank that attract high-quality individuals who are teaching experts.
	Need for specific expertise	Teaching-focused positions meet the need for specific expertise in professional disciplines. They give departments and programs flexibility and enable them to meet unique needs, such as for specific expertise and applied experiences (in computer science, occupational therapy, physiotherapy, philosophy, rehabilitation sciences, social work, visual arts) and for specialized teaching, including clinical supervision, lab teaching and clinical teaching (e.g., in nursing).
	Motivation to deal with retirement gaps and enrolment spikes	<p>TSF appointments allow departments to think differently about the broad expertise they may need (for research, teaching and practice). Such “alternate stream” positions are used in professional disciplines to primarily address teaching rather than research needs. In the late 1990s, when some universities initiated early retirement plans, the introduction of continuing lecturers or limited-term teaching appointments was considered the best means of securing faculty to teach large first- and second-year classes.</p> <p>There is an ongoing need to hire teaching-focused staff to address temporary problems such as the anticipated, yet short-term, enrolment spike known as the double cohort. These positions are often not TSF (according to the definition used in this study) but faculty with short, limited-term appointments that focus almost exclusively on teaching.</p>
Terminology and position description		IICs (no STKs) used a vast range of terminology to describe TSF positions, likely related to the variety of reasons identified as the original intent or purpose for creating them. There is also a similarity in the function of the role: TSF primarily focus on teaching students. Consistent with the diversity of terminology is the staggered development of the TSF role across a spectrum of change, reflected in part by the unique culture and climate of each university.

### ***Economic Forces***

When participants were asked about the budget implications of introducing TSF positions, they identified issues related to the labour force, internal allocation of resources and the challenge of managing external pressures. (The supporting data is provided in Table 11 in Appendix 1.)

Sub-theme	Analysis
Labour force	<p>Turnover at most universities is minimal (few retiring, fewer tenure-track positions, more converted and cheaper positions), there is a surplus of PhDs and graduate students applying for work, and greater numbers of students are seeking credentials; all of these circumstances limit job opportunities. TSF positions are a potential “stepping stone” to regular tenure-track positions; this can create stress as TSF conduct research while carrying full teaching loads:</p> <p><b>IIC:</b> But you know I think a lot of, one of the challenges might be that there seems to be a surplus of people with PhDs and people coming out of, grad students coming out of programs, looking for work versus positions, and so they may gravitate toward any position they can get, which may be an instructor position, but it may not be the best fit for them. You know what I mean?... for example, if someone [is] debating between doing a post-doctoral fellowship versus taking on an instructor position and they think —oh, the instructor position provides better pay and benefits and I am going to go that track, and I will worry about, you know, switching back to a research track later — they really short-change themselves, but I also understand the need to pay the bills, and there aren’t a lot of jobs even if you do a post-doctoral fellowship these days.</p> <p><b>STK:</b> Some people might be taking it as a sort of stepping-stone into a regular faculty position, and still trying to do research and try to apply for regular faculty positions, so I don’t know how this would work for the [people] in these positions ...</p>
Internal allocation of resources	<p>TSF positions had little indirect impact. The costs of employing part-time staff are lower than converting faculty to more expensive tenure-track, teaching-focused positions. However, participants talked about the administrative challenges in balancing overall costs with resource costs while maintaining the quality of teaching delivered. In situations where TSF were included in collective agreements, they were usually considered more cost-effective because they taught more courses. However, other participants cautioned against considering TSF positions as a “cure-all” for resource or budget problems and emphasized that faculty should make choices that are in the best interests of student learning. It is important to strike a balance between TSF and regular tenure-track positions.</p>
External pressures	<p>The primary driver in creating or expanding TSF may be that, in general, the Canadian university sector receives less government intervention than other systems, with money as the only leverage. Without greatly increasing the number of full-time faculty positions or exploring different workload distribution models, the class size issue will not be adequately addressed. There are potential risks in adapting different models (as seen in the UK), and the division of research and teaching can be problematic, while there is a fundamental need to restructure postsecondary education in Canada to meet current economic pressures.</p> <p>Quality control measures need to be developed; there is a gap between conducting teaching audits and evaluating teaching quality. The changing competitive economic climate sets up differential power structures among universities; this has challenged the core foundations of public postsecondary education. This puts pressure on increasing student-faculty ratios and affects students’ experiences. Budgetary constraints and secondary costs of research weigh heavily on university budgets and threaten the flexibility of university systems to maintain the traditional research-teaching-service model; at the same time, the resource crunch and the need for institutions to change is recognized.</p>

## Political Climate

When participants were asked about the implications of introducing TSF positions, they identified issues related to the challenges of negotiating collective agreements, expectations of accountability, problems dealing with an antiquated workload distribution model and differentiation concerns. (For supporting data, see Table 12 in Appendix 1.)

Sub-theme	Analysis
Union and faculty associations	<p>Universities face constant challenges in negotiating with unions and faculty associations about the language required to meet both individual needs of faculty and institutional needs to recruit the best candidates. It can be important to hire people to TSF positions whose primary interests lie in education, teaching and learning, and who are passionate about teaching and committed to curriculum development.</p> <p>Careful consideration is required to negotiate the distinction between TSF positions and regular tenure-track faculty: developing language that captures the spirit of TSF positions, while maintaining equity among all tenure-track faculty positions; tenure and promotion; workload distribution; and the definition of pedagogical research as scholarly work. Describing old concepts in new language is challenging (the traditional use of <i>sabbatical</i> is often recast as <i>teaching and learning sabbatical</i>). Many roadblocks, opposition and levels of bureaucracy exist in negotiating new paradigms, yet those implementing or considering implementing TSF positions not to lose sight of their purpose:</p> <p><b>IIC:</b> ... I don't see these positions going away any time soon. I think they still have a place, but I do think that they have to be carefully managed and planned for, and all of the implications have to be thought about when you are looking at this sort of stream, and I think if you do that, it can work really, really well, but I think it takes, it can take a lot of thought and it can take a lot of work to do it.... Those are sort of challenges of management and administration more than they are, you know, challenges with the workload within the position.</p>
Accountability	<p>The recent push for accountability ensures that education is affordable and accessible, but the quality of education delivered is paramount. Students, parents and citizens increasingly expect a “demonstrated focus on improving teaching and learning outcomes.” Stakeholders in Ontario value access to a good-quality undergraduate education, but Ontario is the most expensive model in the world for delivering it. As a result, implementing TSF positions can be an economically viable labour strategy. Colleges pose a real threat to universities because they are considered a cheaper alternative to universities while having the added value of a teaching-focused faculty.</p> <p>TSF are considered curriculum experts who push the envelope, develop new teaching strategies and engage in the scholarship of teaching and learning. While students often do not recognize the difference in title, they do recognize good teaching.</p> <p>Expectations for curriculum reform and learning outcome changes are mounting. Educational development centres are well positioned to support these changes by offering certificate programs to graduate students and allowing early-stage faculty and TSF to engage in the scholarship of teaching and learning.</p>
Traditional 40:40:20 workload	<p>This was developed when only about 5 per cent of the population attended university; now that this number is approximately 40 per cent, it poses a challenge to improving the quality and cost-effectiveness of undergraduate education in Ontario.</p>

Sub-theme	Analysis
distribution model	<p>There is a “deep skepticism among political and civil service staff” about the effectiveness of adhering to the model, a need for change and an imperative “hunger for structural change to address cost pressures”:</p> <p><b>STK:</b> ... I have a very clear impression with the more recent development of ideas and practices in this area ... are driven by the perception that it is not always in the best interests of the institution to have all its faculties following the standards 40:40:20 workload differential.... It just really is true that without a huge increase in the number of full-time faculty with 40:40:20 workloads, you can't make even a dent in the number and class size without a different kind of model at play. Some institutions recognize that the model does not adequately meet their organizational needs in the current economic, political, institutional and social climate. Responsibility needs to be linked with accountability to manage resources that meet departmental needs. A redistribution of the model would provide flexibility and differentiation of faculty members' skills and interests and respond to departments' teaching and research mission.</p>
Differentiation	<p>Current interest may be a political factor in Ontario universities. Opinions differed on its utility, but government involvement seems necessary to reform the postsecondary system:</p> <p><b>STK:</b> ...universities are incapable of reforming themselves in this direction [due to] the dynamics and culture; to make a substantial difference in the allocation of effort to undergraduate teaching you need government muscle in the form of financial incentives to make it worthwhile for institutions to do that.</p> <p>There was conditional support for a mandate for universities to have the autonomy and resources to define their own mission. But the provincial government's may not be able to provide and sustain the oversight necessary to ensure institutional accountability:</p> <p><b>STK:</b> I sort of supported what HEQCO had to say on [differentiation] in sort of a conditional basis — assuming those caveats are met...I think they look at it as — this might end up with schools focusing on undergraduate or graduate, but it wouldn't be the government deciding — it would be the school deciding, and I would be more okay with that sort of choice ... so yes, I support a strong accountability framework that allows room for institutions to find their own path...</p> <p>Differentiation poses a risk that the race among institutions to increase focus on research will overshadow and compromise the delivery of high-quality, cost-effective education. If differentiation occurs, the public will perceive Ontario colleges to be a cheaper, more student-focused alternative to universities, and colleges will win in optics and economics. A move toward differentiation should not “absolve” research-intensive universities from delivering high-quality undergraduate education:</p> <p><b>STK:</b> Differentiation — that is not the direction that we want to go.... I do support organic differentiation, and by that I mean that universities should be allowed to decide on their own strengths and pursue their own missions, and there is definitely potentially too much happening right now; right now [the government] incentivizes [universities] to be the same, and that is partly to do with the funding formula, [it is] not just the provincial government's fault but the federal government's fault, but doing something about the way that we fund our universities, that would encourage them to seek out what they are best at and improve on it, become the best — [and that] would be a positive change for us ...</p>

Sub-theme	Analysis
	we [need to] have some caveats, things like if you want to be [University X] and you want to focus on graduate research, that doesn't absolve you of your responsibility to teach undergraduate students in the best possible way you can.

### ***Social Forces***

While social forces was not the highest-ranking theme in the qualitative data, it must be considered because it represents the perspectives of public stakeholders. None of the IICs and only 25 per cent of STKs described social forces or the social value of education. (There is no associated data table.)

Theme	Analysis
Social forces	<p>Canadians “take to heart the idea of public education”; for the taxpayer, universities are about meaningful interactions between faculty and students. Sustainable government funding is important to ensure that universities are accessible and affordable to students. However, the major social forces affecting Canadian universities are a groundswell of stakeholders (students, parents, citizens), rising enrolment and class sizes, and growing expectations of improved teaching and learning outcomes.</p> <p>The Ministry of Education’s focus on improving outcomes and differentiating institutions reinforces these social forces and expectations. However, competition to secure funding and to attract and retain the highest-calibre faculty and students is dichotomous in a public education system. This competitive environment runs the risk of establishing an elite model of education and, more immediately, impacting the current models; this may have little effect on growing social forces:</p> <p><b>STK:</b> ...we are already seeing this competition ... it may just worsen things, and I am not sure if it is for the benefit of the broader — if we do agree that postsecondary education should be public, should be accessible, and how we define access, then I am not if it is going to be beneficial for that sector.</p>

### ***Institutional Issues***

A full 100 per cent of participants identified institutional issues relating to the creation and implementation of TSF. (Supporting data is provided in Table 13.)

<b>Theme: Cultural resistance</b>	
Sub-theme	Analysis
Climate and culture	<p>An individual’s inherent social value is based on the expectation that all faculty engage in research and are accorded rank and status by demonstrating productive research outcomes. Departing from this cultural norm requires time. While some disciplines have already started to make this change, others are resisting:</p> <p><b>STK:</b> ... I think we need a new language because for people to hear “teaching-stream” or “teaching-only” positions, it just goes to that fundamental value, and it goes against the fundamental value that anyone teaching in a university should be doing research.</p> <p><b>STK:</b> ... if we were to create these positions openly, there may be some period of difficulty where there would be friction between traditionalists and sort of the</p>

	<p>people supporting the new teaching-stream idea, but at the same time, once a generation has moved through the system, and these became established, I think that would change, but that is complete speculation.</p> <p>Further evidence of “mission creep” from education to research is governmental valuation of research and the associated shifts in external research funding.</p> <p>The emergence of research as a key institutional focus aligns perfectly with the academy’s existing predisposition to social differentiation; thus, research and researchers are seen to have more professional (and economic) value and privilege. Thus, the shift toward valuing one form of expertise and knowledge over another further entrenches a culture divided between those who do research and those who do not; it may be fuelling the negative attitude toward teaching and teachers.</p>
<p>Shift required to focus culture more on teaching</p>	<p>Mission creep toward research represents a shift away from teaching and is borne out by the phrase “publish or perish,” which makes no reference to teaching. Teaching is a secondary activity, simply a function “tacked on” to the primary duties of faculty: the academy resembles a car factory, in which workers focus on developing new models and production is secondary, if it occurs at all. Many tenured faculty have no training in pedagogy, and many simply imitate the professors they had themselves; this pattern and valuation of teaching is exemplified by the lack of supervision and pedagogical training that these faculty provide to graduate students, who are left to teach by imitation:</p> <p><b>STK:</b> I think teaching has become somewhat neglected — you know, the faculty complain that they are overloaded, and not just teaching itself, but the whole organization of teaching, curriculum planning and so on. It is relegated to, instead of a central place in the university, a sort of a, you know, a catch-as-can activity, which would be unthinkable in any other enterprise.</p> <p>A demand is emerging for programs that provide pedagogical training and certificates to graduate and postdoctoral students as well as new faculty members, but the notion persists that one needs to focus on research, not on teaching, in order to secure a job:</p> <p><b>STK:</b> That is quite discouraging, especially for our international students, who come here to do their PhD, and they come from countries where teaching is very valued, and university teaching is very valued and respected and then they come here and they get the message that you know don’t do anything related to teaching, just focus on your research, and a lot of them, they still come and want to participate in our programs, saying that, “No, teaching is very important to me, and even though my advisor doesn’t think so, I still need [it] as a faculty member. I want to be a good teacher.”</p> <p>To shift institutional focus to teaching, strength of leadership is a critical success factor:</p> <p><b>STK:</b> ... there needs to be much conversation and much more attention paid, and frankly, a lot more rewards given to people who are excellent in teaching — and how you do that? I don’t know. I think that the best definition of how to make cultural change happen that I have ever heard was from a psychologist, who said, “You know, the best way to change a culture is to notice what you want to see. Call attention to changes that move in the directions that you want things to go to.” And human beings are incredibly greedy for attention and for affirmation, so I think a serious campaign at every level of administration and the institution to call attention to good teaching and praise it. It would make a huge difference.</p> <p>In a culture that values prestige and accorded status, teaching awards are needed</p>

	to prime a cultural shift. However, even with competent leadership and awards, teaching will never be valued as highly as research.
Research has been conflated with scholarship	<p>This issue relates to challenges in the assessment of teaching and learning outcomes. This is further brought out in the debate about distribution of responsibilities: TSF positions are structured as “teaching only” or teaching-focused, with an 80:10:10 distribution of responsibilities (80 per cent teaching, 10 per cent service, 10 per cent research).</p> <p>TSF positions should require “some component of research.” This may appear to move TSF positions toward parity with tenure-stream (research-based) positions, but it actually disadvantages TSF because it conflates research with scholarship. The expectation of committing 10 per cent of one’s time to research places an unreasonable demand on TSF because a meaningful program of research cannot likely be developed in such a short amount of time while carrying a double teaching load. Blending research and scholarship in fact jeopardizes the functioning of TSF, their perceived equity and ultimately their success.</p> <p>TSF who are “teaching machines,” not involved in scholarship, run the risk of burnout or worse — being perceived as second-class citizens by their peers — because they are “not real researchers”; they risk becoming “outdated or stagnant” in their own discipline. The engagement in scholarship enable TSF to develop and sustain their knowledge and skills and ensures that they deliver high-quality educational experiences to their students. Scholarship may give TSF the ability to develop pedagogical innovation and become valued assets to their departments and institutions:</p> <p><b>STK:</b> ... an unremitting load of teaching doesn’t give much opportunity for people to reflect about what they are doing, to read about teaching; you want this group to be scholarly teachers in the sense that they are informed about the latest developments in teaching methods, about teaching innovations, about the empirical research on teaching effectiveness.</p> <p><b>IIC:</b> And I think that the fundamental piece is that it is about pedagogy, right? It is about faculty [who] are focused on teaching. It is not just standing up in front of the class and lecturing. It is that expectation that they are being innovative, that they are bringing into the classroom, what is at the forefront in terms of research. So they may not be actively engaged in a particular research themselves, but that there is still that scholarship associated with knowing what to bring into the curriculum, and how to do that in an innovative way, and it kind of remains at the leading edge, that we are bringing into the classrooms.</p>
Change has occurred in the nature of teaching	Change refers to digital technology, class sizes, pedagogical innovations and the nature of students. The very act of teaching has changed, and expertise in state-of-the-art technology, management of “mega-classes” and an ability to respond to the demands and needs of students are foundational skills.
<b>Theme: Institutional mission</b>	
<b>Sub-theme</b>	<b>Analysis</b>
Research is institutional priority	According to 50 per cent of IICs and 83 per cent of STKs, research (developing “new knowledge”) is the primary focus of many institutions, creating a need for TSF. This shift creates a situation in which TSF become support staff serving the research mission. Department chairs often adapt the teaching ratio and responsibilities of those who hold large grants (Canada Research Chair); successful researchers “buy themselves out of” their teaching responsibilities, and new faculty

	<p>can negotiate their teaching load to focus on research because promotion and tenure are largely based on research, not teaching quality:</p> <p><b>IIC:</b> ... you know researchers will say, “We need to do less teaching so we can focus on our world-class research,” and I think it would be really helpful to know what the data shows; but what I do know is what the perceptions are when it comes to renewal, promotion and tenure: if you have really poor research results or negligible ones, that is grounds for not being tenured. If you have mediocre teaching results, departments almost always find a way to explain that, or not take it as seriously. If you have no publications, that is really serious; you have borderline teaching evaluation scores — well, that is not as damaging to a career path.</p> <p>Throughout the qualitative data, the relationship between research and teaching (the research-teaching nexus) comes up, described most often by the statement that “only active researchers can be good teachers.” However, it is ironic that the very individuals who value research have, in fact, failed to evaluate the empirical evidence on the research-teaching nexus. Understanding the origin of this “enduring myth” helps shed light on the evidence that teaching and research are distinct areas of expertise:</p> <p><b>STK:</b> I don’t know if you are familiar with the book Taking Stock? There has been great stuff in there about how — you know, there is really no research that shows conclusively that just because you are doing a great work in research, because you are a Nobel Prize winner, your teaching is going to improve. Now you have to work at it. You have to understand how to take your research and weave it into your teaching — and that requires training in pedagogy and these sorts of things, and so this sort of idea that it happens by osmosis, I personally reject that.</p> <p>If the research-teaching nexus existed, it has been broken by sessionals and contract faculty, who do not carry out research activities and undertake many teaching responsibilities.</p>
Teaching quality	<p>Many factors impact the declining quality of education in Ontario. The race to create research-intensive universities has undermined the focus on teaching quality:</p> <p><b>STK:</b> The increase in dollars for research over the last couple of decades, or a decade at least, and certainly students on the ground feel that there essentially has been an arms race at every university — every single university needs to be research-intensive now because that is where the dollars are. That is where the prestige is, and we have potentially lost something in that race — that we need to get back — and that is recognition again that teaching is such an important, critical point.</p> <p>Ontario has the worst student-faculty ratio in Canada, and this lowers the value of students’ educational experience. Teaching loads are extreme, thereby impacting the quality of delivery. Students perceive that institutions have a lack of care for some faculties and programs, evidenced by the infrastructure monies spent on new construction and renovations as well as by the state-of-the-art teaching environments available to some programs, in stark contrast to the “dank, dark classrooms” used by others. This perceived lack of care negatively impacts students, and the focus on research does puts students first.</p> <p>The slippage of universities from being in the business of education to being in the business of research has made them vulnerable in the marketplace: other institutions are ready and willing to focus on and deliver high-quality education to students:</p> <p><b>STK:</b> I think there is also a real threat that colleges that are hungry for status and,</p>

	<p>you know, there are already many, many degree programs in colleges, and they can literally position themselves. It is not true, but they can win the perception award — they can focus themselves as having a cheaper model because their faculty is teaching-focused.</p> <p>Faculty members who have an expertise and passion for teaching and the desire and time to be student-centric, can influence this perceived decline:</p> <p><b>STK:</b> I want to be in a course where ... [the] professor is great, you know, they are engaging; they really know their material, they make it fun.... Those are courses I want to take because that is the [material] I am going to remember, and I am going to retain this [material], and I will learn from. The classrooms need to be stacked with people that want to be there, and want to teach, because it makes such a huge difference. I have had professors that obviously do not want to be there, and who feel that this is, you know, not something that they want to be doing, and it makes a huge impact. You can tell, the class can tell. You don't want to go to that class, but then you have the teacher, the professor, the instructor, that wants to be there, that wants to teach, you know, really enjoys it, and I have gotten so much more out of those classes than I have anything else.</p>
<p><b>Theme: Administrative issues</b></p>	
<p><b>Sub-theme</b></p>	<p><b>Analysis</b></p>
<p>Faculty issues</p>	<p>No IICs identified faculty issues, but 67 per cent of STKs did. For STKs, the debate around the creation of TSF has arisen for many reasons, including the “ongoing plight” of sessional and limited-term faculty. Many sessional or short-term teaching appointments are exploitative: part-time faculty members often do the “heavy lifting” (the teaching), and yet many hold the same credentials from the same institutions as their research peers, have intolerable working conditions and a greatly impacted and even diminished quality of life:</p> <p><b>STK:</b> The social factors that are at play in creating interest in teaching-stream positions — one of the big factors is increasing dissatisfaction among sessional and part-time faculty. There is a real perception at the universities that there is this necessity to have a workforce right now that isn't part of full-time faculty following the traditional model ... there is a lot of sympathy for the plight of people who are in those positions — you know, who invested a lot of time and effort into their own education and don't aspire to be cobbling together small contracts everywhere, all the time.</p> <p><b>STK:</b> [At our school] there are a lot of commuting sessionals; they live in one city, and they come to our school for [one] day because they teach on [a certain day]. And there seems to be a lot of concerns [relating] to accessing the professor [during their] office hours, and the professor not being part of their community, and the sort of impact that can have, just psychologically ...</p>
<p>Hiring issues</p>	<p>It is truly difficult to deliver high-quality education when you cannot attract qualified candidates. Part-time positions are the source of this challenge because those institutions that can offer full-time teaching-focused positions have the competitive advantage:</p> <p><b>IIC:</b> When people are looking for a career, they want something that has long-term prospects, and if we are competing for top talent with other universities, the option and the opportunity to offer a long-term career in teaching is a competitive advantage that a university has in recruiting these people.</p> <p>In the current economy, there is a danger that individuals who want to hold research-based tenure positions may use a TSF position as a “stepping stone” to their desired position. The language used in advertisements, and careful and critical</p>

	<p>screening of applicants, will produce the right candidate:</p> <p><b>STK:</b> Some crucial things are first of all in the hiring: when you look at the applicants to these jobs, you get a lot, and a lot of them are people who clearly want a research career and haven't quite got the job they want. ...We don't want somebody who is going to do a holding pattern in their teaching [job]while they</p> <p>keep trying to get that great research job that they have been dreaming of. That is not what we want at all ... you can really see it in their teaching statement and in their focus.</p>
Communication issues	<p>Issues relate to units' unique teaching needs and are an ongoing administrative challenge. Unique teaching needs arise from the great variation and high level of autonomy among departments and faculties. As a result, teaching-stream initiatives are implemented in both transparent and veiled ways that require a great deal of intra-institutional negotiation:</p> <p><b>STK:</b> It is early — but also these decisions are made at such a micro level ... [and if departments are making changes to teaching faculty ... to save a bunch of money ... no one has actually come out and sort of said that. People are doing those sorts of things quietly behind the scenes, it seems, but some are doing it openly.</p> <p><b>IIC:</b> So those were some of the arguments that they broached. In the meantime, I can tell you the report is not out, but what we did agree was to have a committee composed of members of the administration and from the faculty association to look at this issue in more detail, and that committee met several times over the last year, and is just finishing up with the writing of a report. So there has been some discussion of it. What are the issues? What are the things we agreed on? What are the things we don't agree on?</p> <p>Participants who had implemented TSF positions discussed the dearth of inter-institutional communication; it compounds the lack of understanding of, and anticipates the challenges and barriers relating to, TSF positions. The fact that every institution uses its own terminology to denote TSF also prevents an understanding of the variety of TSF positions in Ontario institutions and leads to poor inter-institutional communication:</p> <p><b>STK:</b> Well, I guess [it] gets back to the point that I made earlier, and now this is going to go back to some of my own research: whenever you have a new concept, or a term, you know there is going to be multiple perspectives of that thing, and so there are multiple perspectives of teaching-stream faculty that exists, and I am sure that is what your research is going to uncover.</p>
<b>Theme: Program factors</b>	
<b>Sub-theme</b>	<b>Analysis</b>
Programs that are teaching-intensive	<p>Only one STK provided data for this theme. TSF may play a more prominent role in programs and faculties that require a larger contingent of teaching faculty, require faculty with applied experience or experience pressure to use part-time faculty:</p> <p><b>STK:</b> There is also a sense that there are some instances where universities may have needs for teaching in some faculties that don't fit the typical mould. So in some of the professional faculties, for example there are people whose chief value is the practices that they were engaged in when they were in industry, or in the given profession, and there is no, there is no real expectation that they are going to be doing what you might call standard research to create knowledge in their field. It is much more to do with the kind of knowledge creation that they gain</p>

	through experience and responsibility they have had out there ... It is just, having somebody in a law faculty or a faculty of education or a medical faculty, obviously, would be very, very different from the reasons that you had looked at. Right, not very, very different, but could be materially different than a more traditional academic discipline like languages or science.
Graduate expansion	<p>One factor that will impact the degree to which TSF are implemented in universities is the drive to expand graduate programs and enrolment. TSF are typically not involved in supervising graduate students. As a result, there may be a tension between servicing undergraduate students and having to recruit faculty who can bring in grants to support graduate students and deliver graduate courses:</p> <p><b>IIC:</b> We are also trying to expand the proportion of our students who are graduate students, and again to have a successful graduate experience, you need to be working with faculty who are researchers, right?</p> <p><b>IIC:</b> I mean, there are also pressures on the university as, you know, in terms of the grad enrolment, and I think when it comes to graduate education, that sometimes is where the tensions can exist; it may be that faculty members whose effort is more focused on teaching are not able to bring in the large grants that we use to support graduate students — part of that whole expectation that faculty members have as well.</p> <p>Teaching faculty may have an impact on the accreditation of programs:</p> <p><b>IIC:</b> So there is that impact, but it is, it seems to be growing in terms of, it certainly is more prevalent as a consideration.... So that also comes into play in terms of the department's ability to plan and to assign duties and that kind of thing. So if a department is trying to bring in a PhD program, for example, and if they have a mix that includes too many instructors, then that can cause problems. So there are those kinds of impacts that we are now feeling, and I don't know if they have always been there.</p>
<b>Theme: Collective agreement issues</b>	
<b>Sub-theme</b>	<b>Analysis</b>
Protecting the rights of instructors	For 60 per cent of IICs and 8 per cent of STKs, the impetus for negotiating policies for TSF stemmed from a desire to protect the rights and privileges of part-time instructors and a belief in the value of teaching. A number of fundamental but long-standing inequities have subordinated the status of part-time staff (excluded from faculty ranks, non-voting members and limited leadership opportunities). Protecting the rights and privileges of instructors ultimately benefited students and had a positive impact on teaching and learning.
Negotiating clear expectations and language	A number of challenging issues relate to defining and clarifying the complexity of conditions related to TSF appointments. Complex issues related to career path, appointment and promotion, rank and distribution of workload are challenges for institutions to define and negotiate. In particular, language describing tenure and promotion needs to be tighter to distinguish among different kinds of appointments. It is important to clearly articulate the standards and distribution of workload between TSF positions and the professional tenure-stream to avoid "slippage" to and from the traditional 40:40:20 model. The optimal resolution would be to create a tenure-stream that has no demarcation between teaching and research responsibilities; it would be flexible enough to allow for the development of an individual's strength and expertise and would meet the teaching needs of departments and faculties.

Breaking the research-teaching paradigm	Some IICs (40 per cent) and STKs (8 per cent) strongly oppose TSF positions because they believe teachers need to be active in research; there is a value in feeding research results into classrooms as a foundation for academic work. Others argued that the literature does not support the research-teaching relationship: <b>STK:</b> There is an extremely widely promulgated net in higher education that you have to be an active researcher to be a good teacher ... And that the convenient argument for faculty unions to make, and teachers to make, is just — turns out that the evidence from the recent research is precisely the opposite, that is, this is a subject that you look at the literature for this, this is a subject that has been researched.
Converting part-time staff to full-time positions	Part-time faculty, through no fault of their own, are akin to “gypsies” — with no job security and no continuity — and yet are dedicated, long-serving staff. Conversions enable temporary staff to secure benefits and be recognized for their contributions. Institutions benefit by increasing the number of staff dedicated to teaching on a consistent basis.

### **Benefits of TSF**

Participants reported that TSF satisfy the diverse needs of departments and programs, foster faculty members’ distinct interests and talents and ensure that students receive a high-quality learning experience. TSF also increase teaching excellence and innovation and are contributing, respected members of a department. (For supporting data, see Table 14 in Appendix 1.)

Sub-theme	Analysis
	<b>STK:</b> The first is just purely from a student perspective: our students put a lot of emphasis on having an instructor who enjoys teaching, who is personable, who really likes to be in that classroom, and cares about pedagogy, and, you know, is trained in teaching methods, and these are very important to them, and so I think these teachers —people don’t always think of teaching-stream faculty first and foremost as those sorts of people, but our experience within this is that these are generally the people who would be considered, that teachers are more engaged in their teaching, are more engaged in the scholarship of teaching and learning, are really pushing the envelope when it comes to new teaching strategies and, at the same time, love to be there, and that is so important, you can tell. I mean, students can tell when they are in class if their professor wants to be there or not. And then I guess on the second part of this question, from an administrative perspective, we have sort of talked about this, but, you know, these positions allow our universities to offer, you know, potentially more courses, lower class sizes, improved teaching quality, and all at the same time lowering costs for these things, and obviously giving up research output as a result of that, but if your priority is to increase course offerings, lowering costs sizes, improve quality of your teachers, then this just makes sense.
Satisfy diverse departmental and program needs	TSF give departments and programs flexibility to meet individual and context-specific needs (faculty with applied expertise or experience in chemistry, mathematics, nursing, philosophy, visual arts). TSF can coordinate and service large introductory courses, meet demands for increased course offerings, maintain consistency and quality of core courses, meet lab requirements (in faculties of medicine, for lab-based pre-clinical subjects) and handle academic-integrity issues. TSF can function within interdisciplinary programs because they can protect and sustain the quality of

Sub-theme	Analysis
	<p>the delivery of service courses (in a math department, they can deliver math courses for economics, engineering or science departments).</p> <p><b>IIC:</b> ... mainly in areas where we have these large, multi-sectional first-year classes, ... there is an opportunity here to have a really good teaching appointment</p> <p>— you know, that could really hire colleagues who from the get-go, ... who really have a passion for teaching, ... they are really good teachers, and that they want stability, that they want to make a commitment to [the institution]. They want to make a commitment to the curriculum, and to the unit, so that is the conversation or the framework that we are going to be moving forward with ...</p> <p><b>STK:</b> [the department was] ... very conservative in its approaches to teaching ... the chairman of the curriculum committee came with a proposal that a tenure-stream, a regular faculty appointment not be filled with the usual sort of person, but that a new position be created in which this individual would largely look after curriculum matters and that they would have a permanent position. They might do some teaching. They would do other things like coordinating first-year courses, which is a very big course itself, and I mean, I thought that was an interesting idea. There was a lot of discussion about it, and rather to my surprise it passed fairly easily. And his argument was — he was sort of a fairly traditional faculty member — his argument was, running curriculum issues and these sorts of teaching-management things, is simply too important and too time-consuming to be left to a volunteer chairman of a committee. We need to have somebody who actually just does that as a job, you know, but should be — there is nothing demeaning about this, and they wanted a PhD and all that sort of thing, but this person would not be expected to do research, that was quite clear. So I thought that was interesting, and I — maybe that is yet another role for the research people, you know, and maybe, you know, there is part of me that this sort of — the revolutionary Che Guevara part of me would think that maybe if they took on all these jobs, they would have so much power and knowledge about what was happening that they would start to control teaching programs.</p>
Foster faculty members' autonomy	<p>For most IICs (70 per cent) and STKs (83 per cent), TSF positions foster individual autonomy to develop specializations aligned with individual skill sets. Participants have questioned the 40:40:20 model; the implementation of TSF more accurately reflects and addresses the need for different teaching loads in research-intensive environments. A separate teaching stream enables faculty to define what is important in their career path — research, teaching or both — and gives them the freedom to “shift gears” throughout their careers.</p> <p>TSF can promote a balance between teaching and research. TSF have a passion for teaching and focusing on the needs of students. They can play a protective role in departments and institutions because they sustain the high standards of the curriculum as other faculty members focus on research. TSF should perhaps be used as only a temporary relief for researchers: a full demarcation between teaching and research is perilous on many levels.</p>
Focus on student needs	<p>TSF are integral faculty who serve as the face of the department to students because they are present on campus (as opposed to sessionals, who may teach at multiple sites). TSF can have more consistent and extended contact with students, are able to deeply engage students in their learning and are able to build relationships and mentor students throughout their education. TSF demonstrate a deep passion and commitment to teaching.</p>

Sub-theme	Analysis
	<p>TSF are often experts in pedagogy; this expertise benefits the student because TSF want to be present with students in the classroom. TSF may enhance an institution's reputation for delivering high-quality education, and this in turn attracts high-quality students. The distribution of responsibilities requires TSF to serve in student-advising roles, while others participate in high school recruitment. Because TSF are able to create and maintain relationships with students, they have a positive impact on student retention. As a result, TSF have an overall positive effect on students and their learning environment:</p> <p><b>IIC:</b> ... first of all, there is a great need for teaching professors who are very present on campus, more so than completely contract professors. You know, professors that are hired to teach one course and one course only, and they come in ... they teach one or two courses, they come in for the three-hour lecture, and then they are off-campus the rest of the time, so the contact with students is minimal, so that is the university's positions for developing positions that are full-time.</p> <p><b>IIC:</b> I think where they have been used in departments, they have been very positive. They have been very positive in a sense of the teaching. They have given consistency in many multi-sections of large departments. It means that we don't have to hire sessionals one year and then hire somebody else the next year. We have got these people; we know they are excellent teachers.... [They are] very committed to teaching and to advising, and they are very much helpful in our student retention, between first year and second year, and then second year and third year, because the students can go to them for advice, and they know that these individuals are very, very interested and open and involved with the students.</p> <p><b>IIC:</b> Some of the [TSF who receive teaching] awards get a lot of press, and they are able to attract students who are looking for somewhere where they can feel that they are really engaged. So, yes, it has a very — overall, it has a very positive effect on the environment.</p>
Focus on teaching excellence and innovation	<p>A teaching stream creates a “key academic rank” that attracts the most suitable candidates — and they often excel at teaching and foster education innovation. TSF develop and promote teaching and learning. TSF are valuable resources because they develop new courses, coordinate first-year courses, promote curriculum reform, oversee teaching management, and examine and understand issues of student engagement. As a result, TSF are able to develop expertise in discipline-specific challenges in teaching and learning, evaluate and demonstrate learning outcomes and assess teaching efficacy, and bring evidence-based approaches to curriculum development and content delivery. TSF develop expertise in the scholarship of teaching and learning — and take on leadership roles in their departments and institutions.</p> <p>TSF can develop innovative programs that impact the community and give students applied experience. TSF have played major roles in the innovation of teaching technology, evaluation and assessment technology, course administration technology and collaborative learning technology. TSF develop and oversee innovative projects and courses that meet curriculum goals and provide secondary benefits to both students and the larger community through vehicles such as community outreach programs, services to non-profit organizations and supervision of undergraduate research projects and projects that require TSF to supervise and mentor senior students as they mentor first-year students.</p> <p>Many TSF win awards and attract national press coverage, and their focus on</p>

Sub-theme	Analysis
	<p>teaching and learning has spread to colleagues, and improved departmental and institutional teaching capacity, thereby giving both the department and the institution a competitive advantage:</p> <p><b>STK:</b> I have been around long enough to have seen the before and after the stream and what it can do. It has been a profoundly positive thing in my opinion in our department. It has just changed the whole department. I think you would have a hard time finding someone in the tenure-stream who didn't think it was a really good move. The lecturers are this incredible cohort.... They are just incredible people who are so committed to teaching, and fully engaged in every other positive thing, and constantly creating new ideas — and it rubs off on the tenure-stream people, the curriculum; it is completely different, the undergrad experience is massively different.</p>
Provide secure employment	<p>For 70 per cent of IICs and 42 per cent of STKs, the implementation of TSF has had a profound effect on providing secure employment and improving quality of life of those who have been serving institutions on a part-time basis. A decrease in the use of sessional or contractually limited faculty emancipates faculty from being chronically underemployed or continually on the job market. When an institution commits to faculty, they enjoy gainful employment, have access to benefits and experience an improvement in their quality of life. In return, faculty members commit to their institutions because they have the time to invest in their role; develop their pedagogical expertise; and commit to students, the department and the institution through the quality and consistency with which they deliver program content:</p> <p><b>IIC:</b> ... it was considered in the best interests of the individuals in many cases, and it was a recognition of our commitment to them and their commitment to us over a long period of time. It is also a recognition of the desire in some of the faculties for stability, and so if they got a good person, who they are hiring by the course or multiple courses, then let's cement that and put it into a more formal, continuing relationship.</p>

### ***Drawbacks of TSF***

Here participants identified issues relating to a two-tiered system: TSF are considered second-class citizens, there are challenges associated with the assessment of TSF and there are inherent difficulties in a proposed 80:10:10 workload model. (Supporting data is provided in Table 15 in Appendix 1.)

Sub-theme	Analysis
Creation of second-class citizens	<p>Given the culture of social differentiation in the academy, when TSF are brought into the traditional (research-based) hierarchy, they automatically become second-class citizens. The mere creation of a distinct teaching stream creates the perception of TSF as “second best” and in the “runner-up position” to a tenure-stream position (80 per cent of IICs, 92 per cent of STKs). Because research is considered the primary mover in the current institutional climate, if TSF do not engage in research or scholarly work, a division is created between the “worker bees and the aristocracy,” reinforcing the perception that TSF are less valuable members:</p> <p><b>STK:</b> The disadvantage of having separate teaching streams is, that becomes a second-class group of faculty, and they are not paid as well. Their workload in fact</p>

Sub-theme	Analysis
	<p>is higher. They don't have the same stature nor the same respect. They are often not welcomed even formally. They are ineligible. In many cases not even formally eligible to participate in the life of their department or the faculty or the development of curriculum. The pattern almost everywhere is that they are forced into being second-class citizens. So I think a way to avoid that is to have a system where you have one tenure-track, a tenure-stream that has flexibility in terms of the proportion of time in teaching, research and service.</p> <p><b>STK:</b> ... but that just kind of bolsters this hierarchy among faculty so those who do research may be seen as, you know, the more, the more qualified, the more knowledgeable, and those who teach, you know — yeah, we need them, but they are not as important ...</p> <p>The perception that TSF are less valuable is further reinforced if they do not receive tenure, are paid less than tenure-stream faculty, are excluded from administrative positions (departmental or institutional governance) or do not have the title of professor:</p> <p><b>IIC:</b> ...from the dean's perspective, there is the sense [that TSF] are not really integrated into the department because, of course, like most of the universities, we have faculty personnel committees. We have people who do the hiring and selection that are inside the bargaining units, and these individuals that are located in certain departments don't have the same status or standing; they feel like they don't have a contribution to make, and at that time they may well have one, but as it stands, they do not have to do governance. That doesn't mean they may not; they can attend certain meetings. Other things they would be excluded from, and so you would end up with almost a tiered system or a class system, and I am a little uneasy about those things too.</p> <p>The fact that TSF positions are not structured to include scholarly work poses a risk that opportunities for promotion are jeopardized, possibly resulting in TSF being exploited and confined to a "job ghetto":</p> <p><b>STK:</b> And from our point of view, it is clearly motivated as a cheap labour strategy on their part. That is how to get more courses taught for less money, and the victims of that are the faculty who are put into those positions and don't have opportunities for decent regular academic work, and over the long run often end up in a kind of job ghetto because when a tenure-track appointment opens up, having been stuck in a position where they are paid only for the time they are in front of students and have a teaching load that makes it impossible to — even if they were allowed to participate in the departmental activities and the faculty activities and do scholarly work, they don't really have the time to, because they have a teaching load that is often significantly higher than anybody else. So I mean, that is what we are facing, and the response is to try to create what we would call teaching-intensive positions.</p> <p>The associated conditions for exploitation have a negative impact on the climate within institutions and morale among faculty members and negatively impact students:</p> <p><b>IIC:</b> One does not want to generate a teaching-stream that is regarded as being of lower status, and taking care of all the drudgery work, because that does affect the quality of teaching, and the way the morale of the people doing the teaching and the attitudes toward the students and by the students.</p>
Challenge in assessment	For 50 per cent of IICs and 17 per cent of STKs, the complexity of assessing and quantifying teaching performance is an issue when considering the implementation

Sub-theme	Analysis
	<p>of TSF; when the academy is chronically over-committed, it is a deterrent. It de facto privileges, and may further place the focus on and more directly value, research-based activity:</p> <p><b>STK:</b> Yes, it is just — the world in which we live is much more complex, yet the desire for these simplistic measures overrides everything else, and I think the place of teaching in the overall assessment is partly a victim, and the fact there is no easily quantifiable measure of good teaching ... research is privileged partly because research is more easily quantifiable. You know, how many articles did you publish? That sort of thing. How many books did you publish?... But the fact is, it is so hard to know how to assess teaching, and it is so easy to find simplistic quantifiable measures of research that we did open up a culture that has to distinguish amongst people, and here is an easy way to do it — Well, how many books have you published? And then it becomes almost a vicious circle, or self-fulfilling prophecy that says, Well, this is how we evaluate people, it is easy to do, so when allocations of merit pay or whatever — inevitably it gets dominated by those things that are easily measurable.</p>
Challenge in distribution of responsibilities	<p>For 20 per cent of IICs and 8 per cent of STKs, issues arise in distribution of responsibilities. There is a potential danger to faculty when TSF positions are structured to be exclusively teaching-related and to severely limit or even exclude scholarly work. Teaching-only responsibilities place faculty members at risk of being used as “teaching machines.” While the 80:10:10 model is based on the 40:40:20 model, reflecting the traditional value of the research-teaching nexus, this parallel is in name only: even if a position follows the 80:10:10 model, the “heavy lifting” required by teachers is so demanding and time-consuming that it does not allow enough time for service or for the deep development of scholarship. This gap will most certainly impact opportunities for advancement:</p> <p><b>STK:</b> I am just trying to flag a danger; there is a danger that these positions become narrowly defined as teaching machines, and almost 100 per cent teaching responsibilities.</p>

### Data Limitations

Both the quantitative and the qualitative data collected in this survey have certain limitations.

The quantitative data was collected at five of a possible eight institutions, one of which was the University of Toronto. Since this institution has the greatest number of TSF positions in Ontario, the data is skewed toward this one institution. In addition, the data set is too small for statistical analysis, and to obtain ethics approval, the researchers had to report this data in the aggregate.

Limitations of the qualitative interview data relate to sample breadth. While the study succeeded in contacting and interviewing a number of IICs and a wide-range of STKs, the interview sample could have been expanded by including some or more teaching-stream and tenure-stream faculty members, limited-term and sessional faculty, and students and parents. This sample and the perspectives they represent may be sought in future research initiatives.

## Benefits and Drawbacks of Expanding the Use of TSF

Informed by the survey and interview data, this section discusses the benefits and drawbacks of expanding the use of TSF, paying particular attention to the following factors:

- implications for teaching and learning quality;
- their contribution to the ability of universities to address projected enrolment challenges while maintaining or enhancing research objectives;
- budgetary implications for institutions; and,
- design and implementation issues, including those for current permanent and contract faculty.

Factor	Benefits	Drawbacks
Implications for teaching and learning quality	<ul style="list-style-type: none"> <li>• TSF's passion for teaching and enjoyment of interaction with students promote an overall positive effect on students and their learning experience.</li> <li>• Dedicated focus on teaching, teaching excellence and innovation benefits students.</li> <li>• TSF are integral faculty who serve as the face of the department to students because they are present on campus; they have more consistent and extended contact with students and focus on their needs, thus enhancing the student experience.</li> <li>• More TSF positions can help reduce class size.</li> <li>• TSF can be both pedagogical and curriculum experts, a fact that can assist in elevating the quality of undergraduate education.</li> <li>• TSF can enhance an institution's reputation for delivering high-quality education, and this in turn attracts high-quality students.</li> <li>• Protecting the rights and privileges of instructors, by creating TSF positions rather than large numbers of adjunct position ultimately benefits students and has a positive impact on teaching and learning. Faculty members who have secure employment commit to students, the department and their institutions because they have the time to invest in their role and develop their pedagogical expertise.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessing and quantifying teaching performance is challenging because teaching and learning are not easily measurable variables. This applies for all faculty but the challenge is heightened when implementing TSF roles because of the emphasis for individuals in these positions to focus on teaching.</li> <li>• Teaching workload is difficult to equate with research and could further differentiate teaching versus research roles.</li> </ul>

Factor	Benefits	Drawbacks
Contribution to enrolment challenges	<ul style="list-style-type: none"> <li>• Are a partial solution to rising enrolments, allowing higher education to remain affordable in an environment with increased expectations of students, parents and citizens; rising enrolments; and a move toward outcome-based education.</li> <li>• Satisfy the need for additional teaching staff to address gaps created from retirement incentives or short-term enrolment spikes (e.g., the double cohort); enrolment growth in Ontario anticipated to continue.<sup>3</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Cannot contribute to the drive to expand graduate programs and enrolment because they are typically not involved in supervising graduate students.</li> <li>• An improved student learning experience may lead to a further demand for post-secondary education.</li> </ul>
Budgetary implications for institutions	<ul style="list-style-type: none"> <li>• Can be an economically viable labour strategy, ensuring that education is accessible and affordable while remaining of high quality.</li> <li>• Where TSF were included in collective agreements, usually considered more cost-effective because they typically taught more courses. (However, should be seen not as the solution to budgetary constraints and decisions, but as being in the best interests of student learning.)</li> <li>• Transitioning short-term contract and sessional instructors to more permanent TSF appointments comes with a cost. However, TSF often teach more courses than tenure-track faculty and are thus more cost-effective for teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• Transitioning short-term contract and sessional instructors to more permanent TSF appointments would cost universities more in salaries, benefits, etc.</li> </ul>
Design and implementation issues	<ul style="list-style-type: none"> <li>• Give departments and programs flexibility to meet individual and context-specific needs.</li> <li>• Enable departments to satisfy the need for specific expertise in professional disciplines.</li> <li>• TSF are valuable resources: they develop new courses, coordinate first-year courses, develop and oversee innovative projects and courses that meet curriculum goals and benefit both students and the larger community through vehicles such as community outreach programs, services to non-profit organizations and supervision of</li> </ul>	<ul style="list-style-type: none"> <li>• Universities currently value research sometimes at the expense of teaching, and this cultural stigma may create a second-tier faculty group.</li> <li>• The shift toward valuing one form of expertise and knowledge over another further entrenches a culture divided between those who do research and those who do not; it may fuel the negative attitude toward teaching and teachers.</li> <li>• Some TSF positions have been structured to include research work, thus putting opportunities for promotion in jeopardy; TSF may be</li> </ul>

Factor	Benefits	Drawbacks
	<p>undergraduate research projects.</p> <ul style="list-style-type: none"> <li>• Such focus takes pressure off other departmental resources and allows TSF to integrate into the department without posing a threat to permanent and contract faculty.</li> <li>• TSF's commitment to teaching and the engagement in their department can have a positive effect on tenure-stream faculty.</li> <li>• TSF positions allow faculty to choose between a focus on teaching and a focus on discipline-based research and teaching.</li> <li>• Institutions have the opportunity to provide a continuing appointment (and secure employment) to individuals who are doing repetitive short-term contracts and who want to commit to teaching.</li> </ul>	<p>exploited and confined to a “job ghetto.”</p> <ul style="list-style-type: none"> <li>• The emerging relationship between scholarship in teaching and learning, scholarly teaching and discipline research are often not equally valued by individuals within departments, thus, creating departmental divisions.</li> <li>• The issue of research needs to be resolved: TSF need to be engaged in scholarly work to ensure the quality of the student experience. But what sort of research? TSF could engage in discipline-based research as a small component of their workload, or they could have a research component based on scholarly, reflective teaching and engagement in pedagogical research.</li> <li>• TSF may be perceived as the only faculty who should have educational expertise, thus driving regular faculty members to simply focus on the research portion of their workload and not approaching their own teaching in a scholarly fashion.</li> <li>• Required qualifications are currently variable: some institutions require a PhD, while others do not.</li> <li>• The 40:40:20 model needs to be redressed, both ratios and components (research, teaching and service) to strike the appropriate workload balance. The workload can be very heavy.</li> <li>• Lack of awareness and understanding of positions in and among institutions complicates implementation.</li> <li>• Collective agreements are slow to respond to change and to reflect the nuances of TSF positions; this contributes to the lack of integration of these positions into academic culture and operations.</li> <li>• Issues related to career path, appointment and promotion, rank and distribution of workload are challenges for institutions to define</li> </ul>

Factor	Benefits	Drawbacks
		and negotiate. <ul style="list-style-type: none"> <li>• Distribution of responsibilities is problematic; TSF are often prohibited from taking on administrative roles (e.g., department chairs).</li> </ul>

This analysis of the benefits and drawbacks of expanding the use of TSF at Ontario universities does not lead to a clear-cut conclusion. There are overwhelming benefits for the quality of teaching and learning, and for the ability of universities to manage enrolment challenges and keep their budgets under control. For design and implementation, however, the drawbacks may be seen to outweigh the benefits. Some of these drawbacks are structural and can be worked through over time, but many are cultural, long-standing and deep-seated, and they will take time and effort to overcome.

Nevertheless, the research and analysis suggest that with commitment and leadership, TSF can be integrated into departments in a manner that respects their talents as well as those of the current permanent and contract faculty. The teaching, research and service functions can mesh and contribute positively to each other to ensure a satisfying workplace for faculty and a high-quality learning experience for the student.

## Recommendations for Expanding the Use of TSF

The research and analysis of the benefits and drawbacks of expanding the use of TSF give enough evidence for the authors to make eight recommendations for expanding the use of TSF positions in Ontario (Vajoczki et al., in preparation<sup>c</sup>).

1. **Consider Context: Context matters.** If one acknowledges that under the umbrella of the academy there is a range of unique cultures and distinct contexts in individual institutions, one can imagine the importance of understanding and being sensitive to individual contexts when introducing a new faculty role such as TSF. This research has demonstrated that each institution that has TSF in Ontario has introduced and developed the role differently. How the role is implemented depends on the unique needs and environment of the institution and its faculties, departments and programs.
2. **Start small and grow the role gradually.** For many institutions and faculty, the introduction of TSF represents a paradigm shift in the traditional beliefs about the academy, universities and professors. Paradigm shifts require time, education and strong leadership. Early successes with moderate numbers of TSF can contribute positively to that shift and the success of the role.
3. **Value education within the institution.** Introducing TSF provides an opportunity for an institution to revisit how it values education and the relationship between teaching and research. How are the two interwoven? How does the teaching mission of the university align with and enhance the research mission? How does the research mission of the

university align with and enhance the teaching mission? How is teaching evaluated? Is teaching evaluated in multiple dimensions (by multiple people, at multiple points in time and in multiple forms)? Is teaching viewed as a scholarly activity, as advocated by Boyer (1990)? Is teaching excellence celebrated? Is teaching rewarded? Is there equality between the teaching and research missions of the institution?

- 4. Value the work and role of TSF.** The value placed on education contributes to how the work and the role of TSF are valued. There are a number of external ways in which this value can be demonstrated. One strategy is to have parity of language, benefits and experiences — that is, the language, benefits and experiences of TSF should mirror that of their teaching-research colleagues and research colleagues. Areas of parity include:
  - job title (assistant, associate, full professor)
  - promotion process
  - tenure process
  - sabbatical opportunities
  - financial remuneration
  - workload expectations
  - opportunities for participation in administrative service (e.g., tenure and promotion committee, hiring committees)
  - opportunities for administrative leadership (e.g., chair, dean)
  
- 5. Educate chairs and department heads about the role.** Chairs of departments play a critical role in the success or failure of TSF. Chairs at all Ontario universities have a high level of autonomy within their units. They are often responsible for assigning teaching and service responsibilities, encouraging research excellence, evaluating faculty each year and setting the overall tone for the teaching-research nexus. Up until now, almost no chairs have encountered TSF in their careers in academia. Their role, combined with their limited professional experience with this type of position, necessitates that they be given the opportunity to become educated about TSF.
  
- 6. Support and encourage participation by all faculty in pedagogical scholarship.** Pedagogical scholarship can take many forms: generating new pedagogical research, enhancing teaching practice through an evidence-informed approach (e.g., informing teaching by the literature on best practices), participating in professional development of one's pedagogical approach and engaging in intellectual dialogue with colleagues about teaching and learning. The literature has shown that participation in these activities contributes to better teaching and better student learning. Give support and encouragement by developing policies and providing campus spaces and resources (e.g., library resources and educational development staff) that enable these activities to occur.
  
- 7. Evaluate teaching in a broad, iterative manner and focus on continuous improvement.** Teaching is challenging to evaluate, particularly when contrasted with evaluating research, for which metrics are well established. Teaching is multi-dimensional and does not lend itself

well to output metrics. Teaching needs to be broadly defined as those activities that a faculty member participates in that contribute to student learning. Evaluation must be carried out by multiple persons (e.g., students, peers, mentors), at multiple times (during a course, at the end of a course, at an annual review, when applying for tenure and promotion) and within multiple contexts. An evaluation must be iterative and lend itself to a focus on a faculty member's continuous improvement.

- 8. Clarify your institution's expectations for TSF research.** Both TSF and interview participants expressed a clear concern that research expectations for TSF were unclear. Institutional decisions are needed to address this lack of clarity, and they need to focus on a few key issues: How much, if any, research should TSF engage in? If the percentage of research-related workload distribution is too low, can research actually be accomplished in a meaningful way? If TSF are engaging in research, should it be pedagogical or discipline-based? If TSF are engaging in pedagogical research, is it considered research or pedagogical scholarship? (See Recommendation 6.)

## Future Research

In many respects, this study has generated as many questions as it has answered. The work was informed by the experiences of TSF, IICs and STKs. Very few "regular" tenured-faculty were interviewed, but in order to further appreciate the complexities of TSF positions, their perceptions would be helpful.

While the current work asked TSF to self-report their perceptions of their impact, a future study could provide further insight into the impact of this role — for example, one that explores the behaviours of TSF more deeply through the use of a daily log of activities. Further, it was a challenge to obtain the perspective of faculty unions. Future work would seek out broad representation from union and faculty associations. Their understanding of and perspective on the role of TSF and the role of teaching and research in members' workload would be beneficial.

Additionally, and while recognizing the challenges in measuring the relationship between teaching quality and student learning, an attempt to understand the impact of TSF on the quality of the student learning experience would be a valuable future study. The emergence of a new faculty role is a rare occurrence, and the current study provides a snapshot of the Ontario perspective in 2011. It lends itself well to being the baseline for a future longitudinal study.

The experiences of faculty in sessional and part-time roles are not well understood. Applying a similar methodological approach to understanding their academic identity would be another interesting and likely insightful future research project.

This report has described the range of provincial, national and international TSF positions. The introduction of new TSF positions on teaching and learning has been discussed in terms of its economic, political and social impacts as well as administrative and institutional issues. The research has demonstrated that the implementation issues for TSF are complex and varied. The introduction of these positions calls into question much of what characterizes an Ontario university.

Furthermore, the research raises questions about the place of teaching and learning in the academy and how these roles are changing (Fenton et al., in preparation<sup>b</sup>). It raises questions about an institutional culture that is based on rank and status and that is tightly aligned with the research mission. It suggests the need to address the high level of cultural resistance embedded in economic, political and social factors. The institutional and administrative issues are complex, and there is wide variability among institutions. This variability is likely a function of institutional differentiation.

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## Appendix 1: Reference for Interview Data

- The interviews were conducted with IICs (n = 10) and STKs (n = 12).
- In the data tables, one IIC represents 10 per cent of the sample, and one STK represents 8.3 per cent of the sample; thus, if a theme was identified by 4 IICs and 6 STKs, it was actually identified by 40 per cent of IICs and 50 per cent of STKs.

**Table 10: Most Frequent Themes and Sub-themes in the Descriptive Data**

Theme	Sub-theme	IICs (%)	STKs (%)	Overall (%)
Original intent or purpose of position		100	8	50
	Opportunities to provide continuing appointments	60	0	27
	Need for specific expertise	60	0	27
	Motivation to deal with retirement gaps and enrolment spikes	40	8	23
Terminology and position description		100	8	50

**Table 11: Most Frequent Sub-themes in the Economic Forces Data**

Theme	Sub-theme	IIC (%)	STKs (%)	Overall (%)
Economic forces		100	83	91
	Labour force	40	58	50
	Internal allocation of resources	40	42	41
	External pressures — government funding	0	67	36

**Table 12: Most Frequent Sub-themes in the Political Climate Data**

Theme	Sub-theme	IIC (%)	STKs (%)	Overall (%)
Political Climate		100	67	82
	Union and faculty associations	90	42	64
	Accountability	40	58	50
	40:40:20 model	10	25	18
	Differentiation	0	33	18

**Table 13: Most Frequent Themes and Sub-themes in the Institutional Issues Data**

Theme	Sub-theme	IICs (%)	STKs (%)	Overall (%)
Cultural resistance		100	83	91
	Climate and culture	90	83	86
	Shift required to focus culture more on teaching	10	50	32
	Research has been conflated with scholarship	30	25	27
	Change has occurred in the nature of teaching	50	0	23
Institutional mission		80	83	82
	Research is institutional priority	50	83	68
	Teaching quality	50	58	55
Administrative issues		70	75	73
	Faculty issues	0	67	36
	Hiring issues	50	17	32
	Communication issues	60	25	41
Program factors		80	8	41
	Programs that are teaching-intensive	60	8	32
	Graduate expansion	30	0	14
Collective agreement issues		68	80	
	Protecting the rights of instructors	32	60	8
	Clear expectations and	32	40	25

Theme	Sub-theme	IICs (%)	STKs (%)	Overall (%)
	language			
	Breaking the research-teaching paradigm	23	40	8
	Dealing with conversion issues	18	30	8

**Table 14: Most Frequent Sub-themes in the Benefits of TSF Data**

Theme	Sub-theme	IICs (%)	STKs (%)	Overall (%)
Benefits of TSF		100	67	82
	Diverse departmental and program needs	100	75	86
	Foster faculty members' individuality	70	83	77
	Focus on student needs	80	67	73
	Focus on teaching excellence and innovation	70	67	68
	Provide secure employment	70	42	55

**Table 15: Most Frequent Sub-themes in the Drawbacks of TSF Data**

Theme	Sub-theme	IICs (%)	STKs (%)	Overall (%)
Drawbacks of TSF		100	92	95
	Creation of second-class citizens	80	92	86
	Challenge in assessment	50	17	32
	Challenge in distribution of responsibilities	20	8	14

## Appendix 2: Other Research Activities

In addition to the study components described in Section 3, Research Design and Methodology, the researchers conducted two other research activities:

- a document analysis of collective agreements and institutional policy documents; and,
- a scenario-based planning exercise.

### Document Analysis of Collective Agreements

Collective agreements were obtained from all Ontario universities as part of this research. The electronic documents were reviewed for language relating to TSF and converted to plain text. All identifiers — names of individuals and universities — were then removed to ensure confidentiality.

Document analysis of these agreements was not helpful in understanding the role of TSF. One finding related to the language found in the agreements: traditional terminology dominated, and there was a dearth of language associated with contemporary developments, such as the introduction of TSF positions.

This finding aligns well with the interview data, which described the complexity of negotiating and developing collective agreements. The complexity appears to slow the rate of change within institutions and is reflected in these agreements.

### Scenario-Based Planning

The study used an industry-standard scenario-based planning technique to critically analyze and frame the benefits and drawbacks of TSF positions in Ontario universities. Following the standards set by the Global Business Network (GBN), the scenario-based approach was derived from the early work of Royal Dutch Shell and is best described in *The Art of the Long View* (Schwartz, 1991). It is a useful tool for planning purposes because it helps to identify intangibles and foresee opportunities that might be missed or denied, but nonetheless weigh heavily on future outcomes. The power in this approach is in the different scenarios, which allow users to explore different futures; however, it is not a tool with predictive powers (Schwartz, 1991).

To operationalize the process, the study used an expedited, eight-stage approach. The first five stages were applied during a one-day workshop, facilitated by a GBN-trained facilitator. A diverse group participated in the workshop (e.g., project researchers, sessional lecturers, tenured faculty, educational researchers). Beforehand, interviews were conducted with additional stakeholders (e.g., educational researchers, student union representatives, faculty union representatives) to enhance perspectives on the scenario planning.

The first five stages proceeded as follows:

- Stage 1 — Developed a clear, concise, binary question that identified the primary strategic concern, thus providing a focus for discussion. It should be noted that Stage 1

often takes several hours and can be one of the most intensive and confusing stages of this process.

- Stage 2 — Identified the key factors that impact on the success or failure of the question.
- Stage 3 — Discussed the driving forces — that is, the environmental trends on a macro scale that underpin the key factors and events. These typically include social, economic, political, environmental and technological forces.
- Stage 4 — Ranked the driving forces according to highest impact and highest level of uncertainty. Forces not ranked high were not dismissed, but re-emerge in Stage 6.
- Stage 5 — Created the scenario logic, a simple two-dimensional framework used to explore the scenarios. The framework captured the most powerful driving forces. The centre of the framework represents the conditions of today, and the future scenarios unfold into one of the four quadrants.

Researchers used the data from this workshop to complete the final three stages of the process:

- Stage 6 — Described the scenarios.
- Stage 7 — Examined the implications of the scenarios.
- Stage 8 — Drew early indicators or signposts from the scenarios to provide insights into possible future directions. This method was instrumental to the researchers in better understanding the complexities of and perspectives on TSF.

The details of each stage of this methodology are not presented in this report, but they informed the final result (Fenton et al., in preparation<sup>a</sup>).

