



The Joint Administration/Faculty Association
Committee to consider University Financial Matters
and to discuss and negotiate matters related to Terms
and Conditions of Employment of Faculty

1280 Main Street West
Hamilton Ontario
L8S 4K1

July 5, 2024

TO: McMaster Faculty

FROM: The Joint Administration/Faculty Association Committee

Dear Colleagues,

In the Remuneration Agreement reached in March 2022, the Joint Committee agreed to:

“Establish a working committee to review all polices and bylaws at the university, faculty, and department levels that affect faculty including but not limited to: workload, promotion criteria, voting privileges, and eligibility for committee membership, senior positions, and graduate supervision. The committee will pay special attention to policies that make a distinction between teaching-stream and tenure-stream faculty and provide rationale as to whether such distinctions are warranted. The committee will take into consideration the recommendations from the 2014 Report from the Sub-Committee of the Committee on Appointments to Review Policies Surrounding Teaching-Stream Faculty. The committee’s recommendations will be considered on the Joint Committee agenda during the term of this [2022-25] agreement.”

The working committee was duly struck in 2023 and has completed its review. The Joint Committee has received the report and its recommendations, which we are pleased to share with you now.

We are grateful to our colleagues who formed the Working Group on Teaching Stream Faculty – Kim Dej, Catherine Gris , Emad Mohammed, Matt Savelli, Rosa da Silva, Andr  Phillion, and Felicia Vulcu – for their thoughtful analysis.

The report’s first recommendation suggests revisions to the Tenure and Promotion Policy. In accordance with the requirements of Section VIII.4 of that policy, a joint SCA-MUFA Drafting Committee will be formed, the membership of which will be confirmed by Senate in Fall of 2024. The Joint Committee looks forward to working with the Drafting Committee and the office of the Vice-Provost Teaching and Learning to address the report’s other recommendations.

Handwritten signature of Susan Tighe in black ink.

Dr. Susan Tighe
Provost and Vice-President Academic

Handwritten signature of Catherine Anderson in black ink.

Dr. Catherine Anderson
President, MUFA



RECOMMENDATIONS ON THE POLICIES AND PROCEDURES FOR TEACHING-STREAM FACULTY

Working Group on Teaching Stream Faculty

Abstract

The Joint Committee appointed a working group to explore and review the policies and procedures surrounding the teaching-stream faculty appointments at McMaster University. The committee presents its analysis and recommendations in this report.

Kim Dej, Catherine Gris , Emad Mohammed, Mat Savelli,
Rosa da Silva, Andr  Phillion, & Felicia Vulcu

Executive Summary

Introduction

The Working Group on Teaching-Stream Faculty was convened in 2023 by Joint Committee to review the policies and practices that impact teaching-stream faculty members and make recommendations to Joint Committee in 2023-2024 about ways to improve policies and better reflect the current status and concerns of teaching-stream faculty. The Working Group reviewed the documentation and consulted with teaching-stream faculty in Idea Exchange meetings, a survey, and small group discussions. We met with the Joint Committee in June 2023 to present our interim findings and are following up with this report.

Overview

After reviewing the McMaster Tenure and Promotion Policy, and other related policies and practices, we conclude that there are multiple instances where teaching-stream faculty are described in unequal terms to research-stream faculty. This inequitable balance in policy manifests in workload, practices, and attitudes toward teaching-stream faculty in their departments and Faculties (please see Part 2, Survey Results). These attitudes include how teaching is evaluated and valued and how scholarship is defined. Although the University has made some progress towards valuing the contributions of teaching-stream faculty in comparable ways to research-stream faculty, that progress is not reflected in its policies. With this progress, it is now time to update the policies to better reflect the current attitudes toward and practices of teaching-stream faculty.

In our consultations with teaching-stream faculty, we discovered that beliefs and practices differed greatly across campus. While some Chairs and Directors understood the important role of teaching-stream faculty, others were not as well-informed and did not provide them with essential guidance for CP/M, permanence, and promotion. Furthermore, there is a lot of ambiguity and inconsistency around committee responsibilities for teaching-stream faculty, recognition of mentorship of undergraduate students, and expectations for promotion to Associate or Full Professor. New policies and guidelines need to be established to address these issues, and to provide training and guidance to leadership in dealing with these issues.

Finally, workload issues are a real concern for teaching-stream faculty (Part 1 – Scan of relevant policies and procedures). Many are still reeling from the heightened responsibilities placed on them during the pandemic and from other macro-changes in the teaching environment (such as increased student accommodation requests), which, in many instances, have not subsided. While MUFA's recent workload survey reveals this is a worry for all faculty and instructors, teaching-stream faculty generally teach the larger courses, have more frequent changes to teaching assignments, and often have the responsibility of helping first-year students navigate the transition to university. As a result, there is a larger burden placed upon them, both academically and emotionally. **We propose an update to policies related to teaching-stream to better align with McMaster University's commitment to a positive and inclusive work culture that values all employees and ensures opportunities for career development.**

The Working Group on Teaching-Stream Faculty proposes a significant shift in policies and in practices in order to **put the teaching-stream faculty on an equal footing with their research-stream colleagues – both in perception and in reality**. Thus, we propose that the following changes to McMaster policy and practices be considered:

1. **Policy revisions** - To review and rewrite the following portions of the Tenure & Promotion policy:
 - Effective Teaching and Excellent Teaching (Section III)
 - Scholarly activity (Section III)
 - Promotion - Associate (Section III)
 - Promotion - Full (Section III)
 - Termination (Nature of Academic Tenure; Sections VI and VII)

2. **Department, Program, and Faculty practices** – review documentation and their implementation (as compared to longstanding “practices”) related to:
 - Service on Committees
 - Assuming administrative roles, such as Department Chair
 - Participation in departmental committees (e.g. CP/M) and Faculty Tenure and Promotion committees
 - Contract workload where an 80:20 split provides no recognition or valuing of scholarly work that is outside of typical teaching and does not reflect the reality of the work being done by Teaching Stream faculty (e.g. adopting a 70:10:20 split that provides recognition for non-teaching scholarly work)
 - Mandatory training for Chairs, Directors, and other program leads on Policy changes to ensure consistency across campus.

3. **Teaching load** assignment and definitions – review definition and assignment of teaching load with consideration of the differential impact on teaching stream faculty who are assigned double-load.

The findings in the report below provide our detailed review of McMaster’s Tenure and Promotion Policy (Yellow Document), as well as our Teaching Stream Faculty Survey Results.

Recommendations

Based on our work, we have identified specific text in McMaster policies and the associated practices that speak to the rights and privileges of tenured (research-stream) faculty members, but are silent on permanent (teaching-stream) faculty members. Furthermore, our permanent teaching-stream faculty members do not feel that the playing field for career merit and progression is equal in many aspects. Finally, there are significant inequities in the tenure and promotion documents and policies.

The review carried out by this Working Group is the first step that is needed as we work towards an institutional shift in how we support our teaching stream faculty. We propose that the Joint Committee honour the truly invaluable contributions of teaching-stream faculty by acknowledging this report’s findings and committing to the next steps listed here and below.

To move towards meaningful change, the committee proposed the following three recommendations:

Recommendation 1: That Joint Committee strike a drafting committee to review and amend the current Tenure and Promotion policy with a focus on the following items:

- (a) To eliminate the category of permanence, and instead have all faculty members be *tenured* with two streams. This would mean that both our research-stream and teaching-stream faculty would be a candidate for re-appointment, tenure and/or promotion on the same “clock”. This would also mean that, just like for research-stream faculty, for our teaching-stream faculty “with tenure comes promotion”
- (b) To update the Tenure and Promotion (Yellow Document) criteria for our Teaching-stream faculty members in a manner that simplifies and clarifies the language. We should expect the same level of teaching quality from our Research-stream and our Teaching-stream faculty members, using the same abstract language.
- (c) To update the Tenure and Promotion (Yellow Document) criteria for our Teaching-stream faculty members such that the criteria for Tenure are related to quality teaching and scholarly activities that include the scholarship of teaching and learning and relevant scholarly activities. There is a need for significant discussion of the requirement of pedagogical research for tenure and promotion for teaching-stream faculty. Some current requirements for promotion to Associate Professor should be eliminated given their infeasibility.

Recommendation 2: That Joint Committee direct the Office of the Vice Provost, Teaching and Learning, in collaboration with the Deputy Provost to review procedures and practices on the responsibilities and privileges of Teaching-stream faculty in Departments, Schools, and programs in light of current policy that provides rights and privileges to tenured, but not permanent, faculty and with consideration of the proposed recommendations of this report to provide tenure to both Teaching-stream and Research-stream faculty.

Recommendation 3: That Joint Committee direct the Office of the Vice Provost, Teaching and Learning, and the MacPherson Institute to review and present a report on a more effective means of accounting for the variety of teaching responsibilities undertaken by all faculty so that the teaching workload is equitable between teaching-stream faculty and research faculty given that normally teaching-stream faculty teach twice as much as research faculty. This includes an understanding of the definition of teaching load. The current system of assigning teaching units is not sufficiently clear and precise. We identified a range of issues that impact teaching load that are not accounted for in teaching units including: class size, class level, number of contact hours, number of TAs and their role, number of contact hours outside of the class time, type of course delivery, single vs multiple course sections, and accounting for other administrative workload (e.g. student accommodations).

Report on Teaching Stream Faculty Experiences

Table of Contents

Introduction	6
Review Process Undertaken by the Working Group	6
Findings	7
Part 1 - Scan of Relevant Policies and Procedures	
Effective Teaching and Excellent Teaching (Section III)	8
Issues Identified	9
Needs	9
Proposed revisions	9
Scholarly activity (Section III)	9
Issues Identified	10
Needs	10
Proposed revisions	10
Promotion to Associate Professor (Section III)	10
Issues Identified	11
Needs	11
Proposed revisions	11
Promotion to Full Professor (Section III)	11
Issues Identified	12
Needs	12
Proposed revisions	12
Termination (Nature of Academic Tenure; Section VI, VII)	12
Issues Identified	13
Needs	13
Proposed revisions	13
Service on Committees: taking on administrative roles as well as participation in TPP Committees....	13
Issues Identified	14
Needs	15
Proposed revisions	15
Contract Workload: 80:20 does not reflect reality	15

Issues Identified	16
Needs	16
Proposed revisions	16
Part 2 – Survey Results.....	17
Topic 1 – Teaching Workload (course relief)	18
Topic 2 – Teaching Workload (contract agreement)	19
Topic 3 – Teaching Workload (overload pay)	21
Topic 4 – Teaching Workload (general feedback).....	22
Topic 5 – Teaching Workload (labour intensive tasks)	24
Topic 6 – Co-Curricular Activities	26
Topic 7 – Student Support	27
Topic 8 – Research Leave	30
Topic 9 – Permanence and Promotion (clarity of process).....	31
Topic 10 – Permanence and Promotion (comparing promotion between teaching and research streams)	32
Topic 11 – Permanence and Promotion (clarity of promotion to full professor)	32
Topic 12 – Permanence & Promotion (clarity of promotion to full professor, part 2)	33
Topic 13 – Permanence and Promotion (support)	37
Topic 14 – Teaching Excellence (definition).....	37
Topic 15 – Final Comments from Respondents	38

Introduction

As recognized in the recent MUFA bargaining, the Joint Committee recommended the establishing of a working group to review policies related to teaching-stream faculty. According to the MUFA/McMaster University bargaining agreement (item 14), the working group was asked to pay special attention to policies that make a distinction between teaching-stream and tenure-stream faculty and to provide rationale as to whether such distinctions are warranted. The mandate of the working group was to review all policies and bylaws at the university, faculty, and departmental levels that affect faculty including but not limited to: workload, promotion criteria, research leave duration, voting privileges, and eligibility for committee membership, senior positions, and graduate supervision.

The category of teaching-stream faculty was first introduced by McMaster on July 1, 2007. In October 2012, the Senate Committee of Appointments established a Sub-Committee to Review Policies and Procedures Surrounding the Appointment Category of Teaching-Stream Faculty. This sub-committee released a report in 2014 analyzing the terms and conditions applying to the role of teaching-stream faculty and made recommendations for changes to these conditions. Unfortunately, those recommendations were never implemented. Although we do not know why the 2014 recommendations were not implemented, we do know that this was not received well by our teaching-stream faculty. **We have heard from many teaching-stream faculty who feel underappreciated and overworked. The university leadership must show the way forward to value the important contributions of our teaching-stream faculty.**

Using the 2014 report as a critical starting point, the working group reviewed a series of McMaster policies focused on faculty members. Special attention was paid to policies that made a significant distinction between teaching-stream and tenure-stream faculty. The working group also held a town hall (virtual) meeting and small-group meetings with teaching-stream faculty. Items discussed included:

- Permanence vs Tenure
- Linking promotion to Tenure, but not to Permanence
- Expectations on achieving Full Professor
- Promotion criteria (external letters)
- Expectations for “excellence in teaching”
- Research leave differences and expectations
- Eligibility for senior positions
- Workload expectations
- Voting privileges and variation across campus
- Eligibility for committee membership and variation across campus
- Expectations for scholarly work/research in education/disciplinary research
- Regulations on graduate supervision and graduate committee membership

From this work we prepared a set of recommendations for consideration by the Joint Committee.

Review Process Undertaken by the Working Group

All Faculties are represented in the working group. Working group members are either research-stream or teaching-stream, and many have served in various administrative positions at all levels. Thus, the

working group members have a wealth of knowledge and experiences with respect to the issues affecting teaching-stream faculty across the University.

Beginning in February 2023, the Working Group held meetings on a roughly fortnightly basis, both virtually and in person. We discussed our personal experiences and Faculty practices. During these meetings, the Working Group reviewed a wide range of documents, including the 2014 report, the Faculty Handbook, the Tenure and Promotion Policy, and related University policies, amongst others. The Working Group prepared a side-by side comparison of the Tenure and Promotion policies for research-stream and teaching-stream faculty (see Part 1 – Review of Policies and Procedures). In addition, the Working Group compared policies related to McMaster’s Teaching-stream faculty to other Universities, most notably the University of Toronto and The University of British Columbia.

The Working Group also consulted with teaching-stream faculty in Idea Exchange meetings, a survey (see Part 2 – Survey Results), and one-on-one and small group discussions.

Finally, we met with Joint Committee in Spring 2023 to present our interim findings and are following up with this report.

Findings

Overall, we find that McMaster's policies are outdated, do not reflect the current situational landscape, and devalue and are inherently biased against the contributions of teaching-stream faculty. While practices and attitudes have changed significantly in the time since the initial creation of teaching-stream appointments, the underlying University policies are distinctly inequitable and outdated.

In our examination of policies and practices we found:

- **the establishment of a two-tier system** in the policies, where teaching-stream faculty were treated as long-term CLAs rather than being recognized as full members of their departments and units. These positions were not well understood when first created. Consequently, more traditional/conservative views of the academy related to University faculty complement and their roles held a greater weight within these documents, at the expense of teaching stream faculty. With that history, this situation has resulted in long-term inequities regarding teaching stream faculty (and associated policies), leaving the labour of teaching-stream faculty as undervalued at the same time that teaching-stream faculty were made to bear a greater weight of University undergraduate teaching and programs.
- **inequities regarding expectations and workload** between teaching-stream and research-stream faculty, where for example teaching-stream faculty are typically given larger undergraduate courses and are responsible for mentoring and advising larger numbers of students.
- **the language and requirements for promotion and permanence to be unclear and at times unjustified**, namely that teaching-stream faculty go up for permanence and promotion at separate times (doubling their preparation time) and teaching-stream faculty are required to conduct scholarly activities and achieve international recognition to be promoted to full professor, but they do not have employment duties / time in their contract allotted to research and dissemination.

In our consultations with stakeholders we found:

- that teaching-stream faculty reported **unreasonable workload demands** and pressure to be the “good teachers” in their department and units rather than being recognized for their many valuable contributions to their academic unit.
- **unclear expectations regarding permanence and promotion**, with many Chairs and Directors not having correct or helpful information to advise their teaching-stream faculty.
- that the lack of understanding of the roles and responsibilities of teaching-stream faculty led to many **examples of prejudice and devaluation** of individual teaching-stream faculty and their work.
- that many teaching-stream faculty feel **undervalued by their peers and the institution**, because of historical circumstances and current practices.
- **that the vagueness of the definition of teaching units** has a disproportionately negative impact on teaching-stream faculty, who teach more courses.
- that **the increasing complexity of teaching** (with increasing academic integrity issues, generative AI, student accommodations, and remote teaching) has a disproportionate impact on the workload of teaching-stream faculty.

The findings of the Working Group are based upon two primary areas:

Part 1 – Scan of relevant policies and procedures

Part 2 – Survey results

Part 1 - Scan of relevant policies and procedures

In this section, we present our findings of inconsistencies and inequities in policies related to teaching-stream faculty. Specifically, we identified the following sections in the Tenure and Promotion Policy:

1. Effective Teaching vs. Excellent Teaching (Section III)
2. Scholarly Activity (Section III)
3. Promotion to Associate Professor
4. Promotion to Full Professor
5. Termination (Nature of Academic Tenure; Section VI, VII)
6. Service on Committees: taking on administrative roles as well as participation in TPP committees

Effective Teaching and Excellent Teaching (Section III)

Policy Sections

Research stream:

“A candidate for re-appointment, tenure and/or promotion must demonstrate that he or she is an effective teacher.”

Teaching-stream:

“A candidate for permanence must demonstrate that he or she is an excellent teacher. The required standard of performance is higher for teaching-stream faculty than for tenure-stream because this is the primary criterion by which teaching-stream faculty are judged; there are not two equally important criteria as there are for tenure-stream faculty.”

Issues Identified

Teaching is a significant and important component for every faculty member. The expectations for “effective” or “excellent” teaching should be consistent across campus for all academic appointments. As an academic institution that values teaching and learning, we should accept that faculty members should be given the opportunity to develop their teaching practice so that is above an agreed upon threshold. All faculty members should be equally supported in demonstrating a commitment to their professional development of teaching practice and a self-awareness of growth in their career development.

Currently the expectations are distinct for tenure-track and teaching track faculty.

The Revised Policy and Regulations with Respect to Academic Appointment, Tenure and Promotion (2012) provides a definition of teaching effectiveness:

“Committees, in judging teaching effectiveness, shall seek assurance that the candidate has a scholarly command of his or her subject, is both willing and able regularly to assist students in understanding the subject, and is able to assess students’ performances in an equitable and effective manner” (Section III, Art. 5).

For teaching-stream faculty, there is an expectation to achieve “excellence”, presumably using the same criteria, but no definition of excellence is provided. The interpretation of these terminologies is left to departmental and university-wide tenure, promotion, and permanence committees and as a result there is confusion and a lack of agreement and consistency, which negatively impacts many teaching-stream faculty members.

McMaster needs a definition of effective teaching, expectations for teaching development, and a student-centred approach to evaluating teaching that is applied uniformly to all faculty members.

Needs

Further discussion and work are needed on the following issues:

- Defining teaching effectiveness
- Defining teaching excellence
- Assessment of teaching

Proposed revisions

Define teaching effectiveness and excellence and ensure that all faculty are expected and provided the opportunity to achieve competence in teaching. Work with the MacPherson Institute staff to devise effective benchmarks and/or a framework for showing evidence of commitment to teaching development for all faculty.

Scholarly activity (Section III)

Policy Sections

“The search for new knowledge, whether in the form of new understandings of the natural world or new interpretations of the human one, is an essential part of the role of the modern university. Hence, it is expected that all tenure-track and tenured faculty members will be engaged in some form of scholarly activity and the assessment of the quality of this work will be a key factor in the consideration of each faculty member’s case for re-appointment, tenure and/or promotion. As is discussed in clauses 26-27

below, scholarship in teaching or pedagogy is required for promotion for teaching-stream faculty. In those assessments, these same guidelines should be followed, except for the number of external evaluations.”

Issues Identified

Since we propose combining permanence with promotion for teaching-stream faculty, it is important to be clear about the definition of scholarly activities. The current policy defines scholarly activities for teaching-stream faculty as scholarship in teaching or pedagogy. The MI Report “Research on Teaching and Learning at McMaster University: A Discussion” distinguishes between scholarly teaching and scholarship of teaching and learning.

Further, our conversations with teaching-stream faculty identified a clear concern with the length of the research leave, which is currently 4 months for teaching-stream faculty. This length of time is not sufficient to conduct robust pedagogical research, or to fully engage in other SoTL activities.

Needs

Further discussion and work are needed on the following issues:

- Defining Scholarly Activity
- Research leave expectations

Proposed revisions

We propose that policy broaden the definition of scholarly activities for teaching-stream to include scholarly teaching. We also propose removing the 4-month research leave timeframe for teaching-stream faculty and replacing it with the 6-month or 12-month timeframes specified in the research-stream policy.

Promotion to Associate Professor (Section III)

Policy Sections

Research stream:

“For a person appointed at the Assistant Professor rank in a tenure-track position, tenure and promotion to Associate Professor are inextricably linked.”

Teaching-stream:

“For a person appointed to a teaching-track position, promotion and permanence are not linked.”

“Criteria for promotion (to Associate) include for Teaching-stream:

- *Continuing excellence in teaching practice;*
- *Adoption of the candidate’s teaching innovations by others;*
- *Curriculum development and/or evaluation (beyond the individual course);*
- *Presentations and scholarship on teaching or pedagogy;*
- *Mentoring of other teachers;*
- *Research on pedagogical and related issues;*
- *Other relevant activities, such as leadership in experiential learning beyond the classroom.”*

Issues Identified

The issue of promotion is a significant point of disparity between research and teaching-stream faculty. Many teaching-stream faculty are not clear on exactly what is required for promotion to Associate Professor, and in many cases neither are their direct supervisors (i.e. Chairs). Beyond that, much of what is listed as a requirement for promotion is both (a) very difficult to satisfy (e.g. many teaching-stream faculty are unaware of how to determine whether their teaching innovations have been adopted by others, given the lack of a tracking mechanism, like citations) and (b) not within the job duties of a teaching-stream faculty member. Moreover, some criteria seem extremely difficult – perhaps impossible – to satisfy given the 80:20 contract typical of teaching-stream faculty. Without allotted time to research, present at conferences, and publish, for example, it is difficult to see how teaching-stream faculty can satisfy several key criteria linked to promotion to Associate Professor (e.g. adoption of teaching innovations by others, presentations/scholarship on pedagogy, research on pedagogy). In other words, to satisfy this criteria, teaching-stream faculty must work outside and beyond their 80:20 contract.

Needs

Further discussion and work are needed on the following issues:

- Clearer guidelines for tenure and promotion to Associate Professor for teaching-stream faculty
- Training for Chairs and Directors on advising teaching-stream faculty for tenure and promotion to Associate Professor

Proposed revisions

We recommend that greater flexibility be given to Chairs in terms of determining the workload breakdown so that some teaching-stream faculty may be allotted a portion of their time for research activities. We further recommend that the Yellow Document be updated to make clearer that promotion to Associate Professor does not inherently require some of the currently listed criteria, namely, the university cannot continue to require research or scholarship when there is no time allotted to it in the contracts of teaching-stream faculty.

Promotion to Full Professor (Section III)

Policy Sections

Research stream:

“high degree of intellectual maturity . . . a good record as a teacher and shall be known widely on the basis of high-quality scholarship, which has been evaluated by established scholars in the appropriate fields and has been published.”

Teaching-stream:

“not only excellence in teaching . . . but also evidence of a national or international reputation for teaching and/or teaching related contributions ...

1. Significant teaching awards from bodies external to the home university;
2. National and/or international adoption of the candidate’s teaching innovations;
3. National and/or international recognition of the candidate’s curriculum development, mentoring, and other activities;

4. Peer- reviewed and/or invited conference papers on pedagogy presented at national and/or international conferences;
5. Peer-reviewed materials on teaching with national and/or international audiences;
6. Other relevant activities, such as leadership in experiential learning beyond the classroom”

Issues Identified

When it comes to teaching-stream faculty, many of the issues that we identified in the process of obtaining promotion from Assistant to Associate also apply to the promotion to Full Professor. One major concern related to a lack of clarity; teaching-stream faculty indicated that few Chairs had discussed a pathway to promotion to Full Professor, and others reported that their Chair could not provide a clear indication of how to achieve this promotion. Beyond that, several of the criteria required for promotion again seem incredibly difficult to satisfy, especially given the 80:20 working contract. For instance, it is not clear how a faculty member could establish “a national or international reputation for teaching” without time dedicated to research and publication. Similarly, there are neither obvious mechanisms to determine “national and/or international adoption of the candidate’s teaching innovations,” nor “recognition of the candidate’s curriculum development...” as most of the academic world is geared towards research (e.g. citations, book reviews, and research prizes all act as indicators of impact and influence, but there are very few teaching-oriented equivalents). These issues may help to explain why, across the whole of the university, we identified only three teaching-stream faculty who had achieved Full Professor status, a significant discrepancy in comparison to research-stream faculty (when proportionately adjusted).

Needs

Further discussion and work are needed on the following issues:

- Clearer guidelines for promotion to Full Professor for teaching-stream faculty, including reassessment of the requirements so as to decrease the barriers to achieving Full Professor
- Training for Chairs and Directors on advising teaching-stream faculty for promotion to Full Professor

Proposed revisions

Beyond our earlier recommendation that Chairs be given some flexibility to determine contracts outside of the 80:20 split, we suggest rewriting the Yellow Document to include criteria that is more reasonably satisfied (i.e. without needing to establish an international reputation as an educator, given the lack of opportunities to do so). We would also recommend that Chairs receive additional guidance in how to assist candidates who would like to work towards Full Professorship.

Termination (Nature of Academic Tenure; Section VI, VII)

Policy Sections

Tenured faculty:

“Tenure, for the purposes of this document, is defined as an appointment held by a full-time member of the teaching staff of the University that cannot be terminated before that member’s retirement except for cause under the conditions specified below.”

“Tenure provides an effective safeguard for academic freedom, which includes, inter alia, the following rights: independent inquiry and criticism; participation in the making of academic policies; and the exercise of honest and unfettered judgement on matters both inside and outside the University”

Teaching-stream:

“Teaching-track and permanent teaching appointments may be terminated without fault or cause by reason of curricular change or removal of an area or field (including a change in a contractual arrangement with another educational institution) as determined in an academic plan that has been recommended by the University Planning Committee and approved by the Senate.”

Issues Identified

Permanence for teaching-track faculty does not provide the kind of security that research-track faculty enjoy in the university. This has led to many teaching-track faculty spending a great deal of time either worrying about losing their job or putting extra pressure on themselves to become “indispensable” to their unit. With this overhanging clause of possible termination without fault or cause, this also leaves the University in a susceptible state related to talent retention, where teaching stream faculty may be inclined to seek out more secure faculty positions elsewhere. In addition, teaching-track faculty fear that they will not be protected by academic freedom—a particularly worrying situation in this divisive political atmosphere. How can we expect our teaching-track faculty to feel confident about tackling difficult subjects in the classroom when they have no guarantee that their university will support them?

Needs

Further discussion and work are needed on the following issues:

- Expanding academic freedom and tenure to cover teaching-stream faculty
- Reviewing termination policy for teaching-track faculty

Proposed revisions

Bring teaching-stream faculty under the same umbrella of academic freedom granted to research-stream faculty. Review the termination statement for teaching-track faculty and revise (with MUFA) in light of the Working Group’s and teaching-track faculty’s concerns.

Service on Committees: taking on administrative roles as well as participation in TPP Committees

Policy Sections

Tenure and Promotion Policy, Section III

“University Responsibilities”

1. It is expected that, as a University citizen, each faculty member will assist at some level(s) in the committee work of the University and perform such assignments diligently and effectively. The meritorious performance of these duties shall not substitute for either effective teaching or scholarly achievement in the consideration for re-appointment, tenure, permanence, and/or promotion; however, unsatisfactory performance in the discharging of these duties may be an important factor in the delaying or denial of tenure, permanence and/or promotion.

2. *The same considerations shall apply for service related to the role of the University in the community, to international activities, and to professional service associated with a candidate's discipline.*

Section 38. a.

Every Department or, where appropriate, a section of the Department, shall have a Tenure and Promotion Committee, hereinafter referred to as the Departmental Committee, and shall elect a faculty member, hereinafter referred to as the elected representative, who shall accompany the Department Chair when recommendations are presented to the Faculty Tenure and Promotion Committee. Both the Department Chair and the elected representative shall be members of the Departmental Committee. This Committee will also be responsible for making recommendations regarding teaching-stream faculty.

b. Normally, only tenured (not including permanent teaching) faculty members should be members of a Departmental Committee. Any departure from this arrangement must receive the approval of the appropriate Faculty Tenure and Promotion Committee.

44. Every Faculty shall have a Faculty Tenure and Promotion Committee composed of:

a. the Faculty Dean (Chair); and

b. five to eight tenured (not including permanent teaching) members of the full-time faculty (as specified in the Faculty By-laws) elected from those holding the rank of Professor or Associate Professor. Of these, at least three shall be Professors and at least one shall be an Associate Professor. They shall be elected for staggered three-year terms by the full-time tenure-stream and teaching-stream members of the Faculty. Hereinafter, the Faculty Tenure and Promotion Committee shall be referred to as the Faculty Committee.

45. A Joint-Faculty Tenure and Promotion Committee may be established instead of the committee described in clause 44 above, provided that two or more Faculties agree and continue to agree to such an arrangement. The Joint-Faculty Tenure and Promotion Committee shall be composed of:

a. the Dean of each such Faculty; and

b. four or five full-time tenured (not including permanent teaching) members of each such Faculty (as specified in the Faculty By-laws) elected from those holding the rank of Professor or Associate Professor. At least two members from each Faculty shall be Professors, and at least one shall be an Associate Professor. They shall be elected for staggered three-year terms by the full-time tenure-stream and teaching-stream members of their Faculty.

The Chair of the Joint-Faculty Committee shall be the Dean from whose Faculty the tenure-track re-appointment, tenure, permanence and/or promotion recommendations are being presented. Hereinafter, any reference to a Faculty Committee shall apply also to a Joint-Faculty Tenure and Promotion Committee, unless otherwise stated."

Issues Identified

The present language disenfranchises Teaching-Stream faculty from participating in the T&P process. When reviewing teaching-stream faculty for tenure/permanence and promotion, it would seem most appropriate to have more senior faculty members from the same stream also serve as members of T&P committees. In addition, as colleagues with a wealth of teaching expertise, it would be invaluable to have

teaching-stream faculty also help with the review of teaching excellence demonstrated by both research and teaching-stream faculty. By denying teaching-stream faculty the opportunity to sit on T&P committees, the university is not taking advantage of the wealth of experience and the perspective of these valuable colleagues. When these positions were first created, there was some antiquated concern about the ability of teaching-stream professors to evaluate the files of their research-stream colleagues, but the same could be said of the reverse. It no longer seems necessary—or advisable—to make such distinctions.

There is a larger issue of the treatment of teaching-stream faculty who hold administrative positions and/or who participate in service work that is related to undergraduates and/or to teaching and curriculum more generally. Teaching-stream faculty report that there are inconsistencies and a devaluation of this labour that needs to be addressed. The working group recognizes that teaching-stream faculty members play a large role in advancing the curriculum and academic programming across the University. As such, it will be appropriate to recognize them appropriately.

Needs

Further discussion and work are needed on the following issues:

- Revise relevant policies for teaching-stream faculty to sit as representatives on T&P committees
- Work toward a culture change and better practices within departments and Faculties regarding service work for teaching-stream faculty

Proposed revisions

Re-evaluate the distinctions in practice and policy between the role of service for teaching-stream faculty and that for research-stream faculty, with the expectation that the distinctions must be either newly justified without prejudicial attitudes or collapsed.

Delete parenthetical clause in the Tenure and Promotion Policy excluding Teaching Professors from participating in T&P Committees and replace it with language that allows for permanent teaching faculty to sit on these committees. Consider also involving teaching professors in the assessment of teaching duties and the evaluation of teaching dossiers for T&P files.

Ensure that teaching-stream faculty who take on administrative roles have access to the same kinds of teaching release or other relief made available to research-stream faculty.

Contract Workload: 80:20 does not reflect reality

Policy Sections

Each Faculty has its own Faculty Workload Guidelines, available on the Faculty Handbook website: <https://macfaculty.mcmaster.ca/members/faculty-handbook/>.

The Faculty of Social Science provides the typical language used to describe the workload ratio for Tenured Faculty:

“Research, teaching and service constitute 40%, 40% and 20% of a tenured faculty’s workload, respectively. Notwithstanding these guidelines, the particular balance of teaching, research and service will vary within a normal range both across faculty members at a given point in time and year-to-year for an individual faculty member depending on an individual’s interests and opportunities and the needs of

his or her academic unit. These guidelines are not meant to address such normal variation. These guidelines address longer-term re-balancing across various stages of an individual's career."

However, some Faculties do not mention teaching-stream professors, while others only talk about teaching-stream professors. The Faculty of Science has the only Guidelines which explicitly mention the Teaching Professor ratio of 80:20, highlighted in the quotation below:

"All regular faculty members have obligations to McMaster University in three areas: teaching, research and service. The typical percentages for teaching, research and service in the Faculty of Science are 40%, 40% and 20%, respectively. Teaching Professors typically have responsibilities only in teaching and service in a ratio of 80% to 20%. In some cases, the Dean may approve a different balance of loads for a specific individual. As well, there are differences in how departments allocate and balance workloads among faculty members."

Issues Identified

A recent MUFA report identifies that faculty workload more generally is an issue (<https://macfaculty.mcmaster.ca/app/uploads/2023/01/20230126-ad-hoc-Committee-on-Working-Conditions-Report.pdf>) and this is certainly true for teaching-stream faculty, many of whom relayed in our discussions that their workload does not conform to the 80:20 ratio. Furthermore, teaching-stream faculty teach a lot of lower-level classes with large enrolments, which means that their teaching load is proportionally higher than research-stream faculty who regularly teach smaller classes of more advanced students. Mentoring and advising undergraduates is a time-intensive endeavour that often is left to teaching-stream faculty and not performed by research faculty: some teaching-stream faculty reported writing dozens, and in some cases, hundreds of reference letters each year, for example.

What is especially disappointing to realize is that Faculty Workload Guidelines reveal an attitude where more teaching is punitive. The documents are primarily concerned with maintaining high levels of research productivity: if a research faculty's publications and grants go down, then the Dean has the right to assign a higher teaching workload. This attitude is frustrating to encounter, since it suggests that teaching is a distasteful activity that can be used to punish research faculty. Such an outdated attitude should be removed from our policies and replaced with a broader, more holistic approach to faculty workload and work-life balance.

Needs

Further discussion and work are needed on the following issues:

- More equitable workload practices
- Better attention to policies and practices that promote a healthy work-life balance
- Changing the culture so that research-stream faculty do not delegate undergraduate mentoring and the teaching of large classes solely to teaching-stream faculty, but instead see it as the work shared by the entire department.
- Value the work of all faculty and, within reason, allow for choice and autonomy in the activities faculty engage in, rather than making the bottom line the deciding factor.

Proposed revisions

Convene a taskforce or an advisory group to review workload issues and ratios for teaching-stream faculty, including consultation with stakeholders. This group should also consider definitions and measurements on which these ratios are constructed. Furthermore, this group should evaluate the

financial implications of moving to something like a 70:10:20 ratio and produce counterarguments for the value of equitable compensation and supporting a better work-life balance for faculty.

Review practices at other universities (see, e.g., the 2022 article by Ontario math professors, <https://notes.math.ca/en/article/teaching-stream-faculty-in-canada-how-are-we-doing-2/>)

Review the CPM process in light of our findings: have more conversations with Chairs, Directors, and Deans so they can convey clear expectations about career development and what balance is appropriate for individuals and groups.

Acknowledge the increased workload demands across the board (SAS and MSAF paperwork, generative AI, services and platforms across McMaster that are not integrated, etc.) and address these workload demands.

Review the identification of SoTL /pedagogy as the only field of research open to teaching-stream faculty and recommend options that better reflect the current circumstances of our teaching faculty.

Part 2 – Survey Results

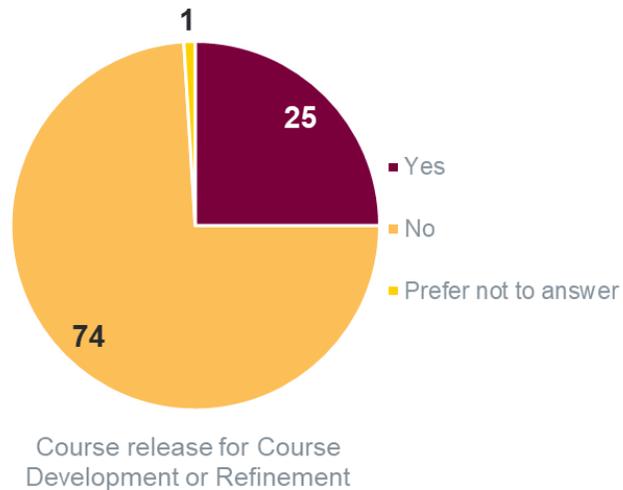
The following section highlights the main quantitative and qualitative results obtained from a University-wide survey sent to McMaster Teaching Stream faculty on May 24, 2023.

We received a **78% response rate** to our survey, with the following distribution of teaching stream respondents by faculty:

Faculty	Total number of survey responses	Number of teaching stream appointments per faculty	% response rate
Business	10	10	100%
Engineering	21	31	68%
Health Sciences	23	31	74%
Humanities	7	9	78%
Science	27	34	79%
Social Sciences	12	15	80%
Prefer not to answer	1		
Total	101	130	78%

Topic 1 – Teaching Workload (course relief)

Survey question: Have you ever received course relief for new course development or course refinement? Please add an explanation to the comment box if appropriate.



Select qualitative feedback from survey respondents. The feedback was organized in thematic categories as follows:

Pandemic Response

- During the pandemic I was given a 3-unit relief (i.e., I only taught two courses one semester instead of my usual three). I believe the reasoning was to give faculty time to adjust their teaching to online formats. If it weren't for the pandemic, then my answer would be 'no'.
- In 2020 I got some compensation for rapidly converting the May-June course to virtual format.

When in 'leadership' positions

- As a "lead" this is one of the things expected; I receive one course for leading a level in the program
- Once. I took on an administrative role in our unit and was given a one course release.

Inequitable expectations for teaching stream faculty (teaching stream faculty do not know that this is even an option or have asked and been denied or told it is an expectation of the position)

- I asked for course relief to develop a new course in my unit. I was informed that faculty do not get relief for course development, and my request was denied.
- The expectation for all faculty - but esp. those in teaching stream - is that course revisions are a requirement as part of the role - including oversight on multiple courses even when not the primary course coordinator.

Importance/rationale for providing course relief

- Developing a new course while teaching a full load poses significant challenges for faculty members. Juggling the responsibilities of teaching multiple classes alongside developing a new one can lead to time constraints and increased workload, potentially compromising the quality of teaching and course development. The lack of dedicated time can hinder creativity, limit experimentation with new pedagogical techniques, and impede the exploration of emerging trends and advancements in the subject area. Providing teaching release acknowledges and addresses these difficulties, enabling faculty to fully engage in the course development process and ensuring the successful implementation of a high-quality, up-to-date curriculum.
- I have not received course relief for 10 of the 11 courses that I created/refined. These new courses that were created or which I refined were always done while carrying a full course load. This was incredibly challenging and led to too many nights with limited to no sleep, along with very sadly, ignoring family while at home while working on all of these courses into the wee hours of the morning. There is a limit to how much extra time one has in a day when you are already carrying an 18 unit course load.

Topic 2 – Teaching Workload (contract agreement)

Survey question: What is your current contract workload agreement? In practice, what does your workload look like compared to the terms of your contract workload agreement?

The second part of this survey question (In practice, what does your workload look like compared to the terms of your contract workload agreement?) required a written response.

Contract Workload Agreement compiled answers: Out of the 98 respondents, 78 have indicated they have an 80:20 contract. Four participants indicated they preferred not to answer. The “other” option for this question allowed respondents to type in their custom workload agreement. The collated responses are as follows:

60:20:20	70:30:00
65:15:20	70:30:00
70:15:10	75:15:10
70:15:15	75:15:10
70:15:15	75:20:05
70:20:10	75:25:00
70:20:10	

The second part of this survey question (In practice, what does your workload look like compared to the terms of your contract workload agreement?) required a written response.

Select qualitative feedback from survey respondents. The feedback was organized in thematic categories as follows:

Representative as compared to contract terms

- My service work is much higher than 20% - sitting on committees, student events, student support, etc., Like many colleagues, seems like we run over 100% many times in both teaching/service work.
- I would say my workload is closer to 70:30 or even 60:40 as I have a leadership appointment (but no formal teaching relief).
- Shifting the balance of work
- Somewhere between 80:20 and 90:10. I have to shift a lot of my service hours to the months when I am not teaching though to make them up.
- This is tough to answer as every year this changes slightly (especially in the 30% time commitment to research/admin). Some years I have more complex pedagogical grants which means a lot of my time is devoted to the grant (when not teaching). Other years I focus more on course or curriculum design so I spend more of my time on these aspects and less on the research aspect. I try to balance my portfolio such that I rotate my focus on administrative duties and pedagogical research to fill up the time commitment when I am not teaching. [contract - 75:15:15]
- Generally, my workload fits with the contract workload agreement (70/15/10 -Teaching, research ,service)
- My workload in practice tends to match my contract. I do make an effort to ensure that they align (70:30)
- More time dedicated to service than represented in contract

Lack of work-life balance – working overtime to fulfill responsibilities

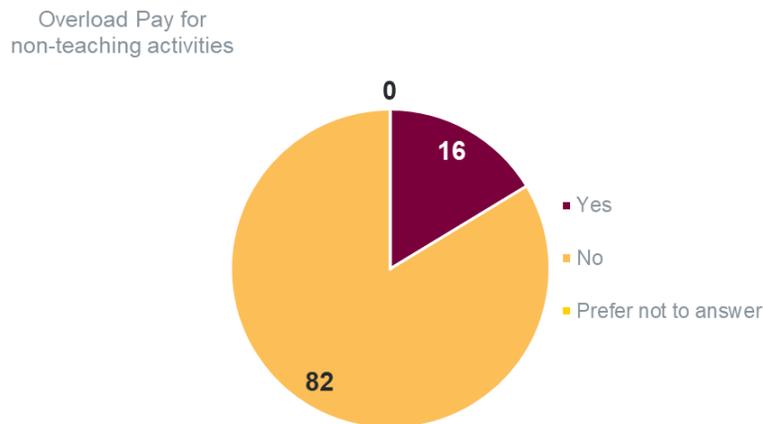
- I am working evenings and weekends on top of my 37.5 hours. It is overwhelming and no compensation for overload due to system in place (not units/course). Basically because graduate courses in our programs do not have units tied to them, I will never be paid for overload work due to policy being only based on units. This needs to be rectified.
- I feel my teaching activities as explained above take 100% (not 80%) of a working week and the 20% intended for administrative duties, scholarship and community activities are addressed after hours, including weekends.
- I mean, I don't know what this question wants from me. In terms of a "ratio" I would say 80:20 is fair. My undergrad chair role does not count in this service capacity, as far as I understand, so I can't say my workload is "imbalanced." The problem lies in the fact that from Sep-Apr it is shamefully common that I work 70 hours per week (admittedly less in the summer, more like a normal work week). Again, I largely blame myself for this workload... But I'm not 28 anymore and I am getting pretty tired :).

Pressures of career advancement/promotion

- Service and admin much higher than contract workload. ...typical, pedagogical research is allocated under teaching percentage, but course taught units are allocated at this ratio, so no time to effectively engage in pedagogical research w/o overload EVEN THOUGH it is required for Promotion!
- The contract doesn't require any research, yet there is an implicit expectation to generate grants and engage in some research activity. Which I don't really have a problem with....as we are a university and the creation and dissemination of new knowledge is what we do.....but I think the contract language should reflect the reality of what we are expected to do as teaching faculty. Perhaps the 20% service component could be 'service or research'?
- 80: teaching: 20: research: 20 service = over 100, but this is really the reality. We are working WAY above a 40 hour work week with the 80:20 split. The reality is that it's more like a 70-80hr work week. Add to that the research/pedagogy I carry out (which has helped me progress seamlessly through the T,P&P process-- thank goodness I did!). Which of course we don't have credit for in our workload distribution, but is essential to eventually reach full professor rank....

Topic 3 – Teaching Workload (overload pay)

Survey question: Have you ever received overload pay for activities that were not directly related to teaching courses? (e.g. for course development, co-curricular service, departmental service, student supports, or related activities). Please add an explanation to the comment box if appropriate.



Select qualitative feedback from survey respondents. The feedback was organized in thematic categories as follows:

Leadership roles

- Stipend for Associate UG chair
- Dept. Admin position
- I have just recently received an overload pay having taken on a program director role.

Lack of clarify around policy, expectations and requirements for teaching-stream faculty

- Overloads and large-class entitlements were paid only for teaching. Everything else is under Service. Service remains vague with no direction given so a lot of energy could be directed in areas that are not valued by Chair.
- When I asked for course relief, I was informed that course and curriculum development activities were part of my role, and as such I would not be granted overload or teaching release.

Inequities between teaching stream faculty vs. tenure-stream faculty

- That has never been offered or discussed. Any additional activities that I performed were considered part of the remaining 20% of my R4. I was expected to take on leadership roles, in addition to my full teaching load. It was clearly stated that I would not be able to teach fewer courses if I had a leadership role and if I wanted to do research or other scholarly work, I would have to wait until the spring summer term. Also, it didn't matter how much work I did during the year, my yearly salary review never went beyond the 1.0. The problem is the criteria used by my program to measure productivity. They focus on grants, publications, etc.; which unfortunately is difficult to work on during the year due to the full teaching load and other administrative duties. I feel this criteria measures more accurately the duties of research track faculty and not teaching professors.

Importance/rationale for providing overload pay

- Overload pay ensures fairness and equity among faculty members by compensating them for activities beyond their regular teaching duties. Some faculty may be more involved in course development, student support, or departmental service due to their expertise or interests. Providing overload pay ensures that the additional workload is fairly compensated and acknowledges the value of these contributions, irrespective of the faculty member's primary teaching load.

Topic 4 – Teaching Workload (general feedback)

Survey question: Is there anything else about the courses you teach that you think we should know?

Select qualitative feedback from survey respondents. The feedback was organized in thematic categories as follows:

Variability in course design/structure (i.e., lab, assessments, case-based, marking, team-teaching)

- Courses never seem to factor in the varied grading requirements. For example, one 3-hour/week course could be 90% multiple choices whereas another could be 90% written assignments, but they are all weighted equally.
- I teach a lot of lab courses (some 4-month long some 8-month long) which involve data analysis, troubleshooting, and designing course material very quickly based on student derived data. I also spend a lot of time on protocol design, safety (biosafety utilization

protocols, etc.), and working with lab instructional assistant/technician to coordinate labs. Additionally, I have a lot of teaching assistants (TAs) and spend a lot of time throughout the year meeting with them, discussing lab data, etc.

- Many of the courses that I teach have multiple instructors which means that it is a collaborative effort. This means that there is some distribution of the workload, however this also means that a significant amount of time is dedicated to planning, coordination, communication within the team. Unfortunately, this is not always recognized or accounted for.

Challenges in teaching multiple sections of the same course

- It's not just about number of students, it's about number of sections and # of different courses. Having to teach multiple sections of the same course may require less prep but requires huge effort to stay fresh, keep everything consistent, repeat same exercises and answer same questions... You need to shadow teaching track for a week to get a real picture of our lives.
- In multi-section service courses, I am also the course coordinator and am asked to take on all administrative tasks for the course. This is not reflected in teaching load.

Inequities across faculties/teaching stream faculty in how units are calculated

- Sometimes when I teach 2 sections of the same 3 unit course I get workload credit for 6 units, but I have also been given 4.5 units (depending on my chair). It is sometimes argued that teaching the same course twice shouldn't count for as many units.
- As such, when I am assigned a 3 unit course, I am teaching that course twice e.g. once at McMaster, and again at the partner site in the same week. Unfortunately, it is only recognized as one 3 unit course...
- The amount I teach is substantial and is not reflected in units or overload pay due to the fact that our programs do not use units. The system used to allocate responsibilities to an R4 % is unfair, and grossly [inaccurate] In fact, I teach in multiple programs and all are using different %s for the same work.
- A considerable amount of my teaching does not fit the 3-unit 'model' referenced above. I teach large first-year courses, some of which are sectioned, some of which have co-instructors. The administrative load is enormous. There is NO definition/policy for teaching load for these types of courses. I am fortunate to have directors/deans and other leadership that recognize and value my contributions. However, that is not enough (the wrong leader comes around, and I'm screwed because their math is different from my math in terms of unit counting).
- As a teaching stream faculty member, we are disproportionately carrying a heavier load compared to research-stream faculty. While many in the teaching stream do not have research programs, many do. Others are also Faculty leads on various pedagogical initiatives or carry heavier administrative burdens. 18 units is a tremendous load for ANY faculty member to carry. There is hardly any time for course improvements to be made, let alone pedagogical innovations. It also sets teaching stream faculty up for "failure" in being able to ever be promoted to Full Professor if they are not given the "time" to be able to focus on

course refinements, innovations in curriculum development and programming, networking, and being given the ability to be recognized as leaders in the field. Our counterparts at comparably-sized Faculties of Science (eg. UofT) only carry the equivalent of 12 units of workload (roughly double the UG load of research faculty at those institutes). These lower teaching loads give the teaching faculty the time to engage in scholarly activity in teaching and learning etc.

Topic 5 – Teaching Workload (labour intensive tasks)

Survey question: What are the most labour-intensive or time-consuming parts of your job as a teaching -stream faculty member?

Select qualitative feedback from survey respondents. The feedback was organized in thematic categories as follows:

Administrative responsibilities (very common theme is the numbers of MSAFs and SAS accommodation requests)

- The administrative aspects of running a course - communicating with students (email, avenue), managing the needs of students with academic accommodations (working with SAS or other accessibility services to book tests, assignments, make-up tests; inputting accommodations in avenue), training & supervising Teaching Assistants, processing MSAF's, administering tests / exams. Also marking tutorial performance and assignments (60+ students per semester) and creating / revising content for courses to ensure information is current and relevant.
- Administrative, bureaucratic and accommodation-related work - inputting grades, dealing with SAS, dealing with MSAFs, responding to student requests for special accommodations or exceptions from rules, responding to student complaints, regrade requests, responding to surveys, dealing with new systems regarding course syllabi, answering emails from the bookstore, writing multiple tests for regular writers, SAS students AND deferred exam writers, uploading slideshows on Avenue to Learn, creating student reminders... the list goes on and on.

Providing student support

- I would say there are two main things here: (1) administrative duties when it comes to organizing courses. I do not teach any courses with IAs or an equivalent position (although I believe the management of those people is probably quite time-intensive). I have to do all administrative work on my own, which can become very time consuming when dealing with so many courses and so many learning materials. The other (2) piece is talking with students. For every hour in lecture I probably spend 3-4 hours talking with individual students or small groups outside of class. This is well beyond typical office hours and is largely my own doing, because I like helping people and it gives me satisfaction when they extract value from our conversations. These conversations range from academic to personal. It is not uncommon for me to go to campus expecting 3 hours of "down time" for administrative and course work,

only to have all 3 hours consumed by drop-ins and last minute appointments. I blame no one but myself.

- Interacting with students to discuss lab data and troubleshooting, working with lab coordinator/technician to set up labs and discuss troubleshooting, working with TAs to coordinate various aspects of each lab course. My lab courses are very dynamic and involve the entire lab course community. This ensures connections between lab techniques and we often describe these techniques in the context of a project. This requires a great deal of customization every week depending on the data obtained by students.
- I also support students through mental health problems and ensure they are directed to proper McMaster services for help.
- In the last few years, a great [amount] of my time has been spent navigating various platforms for accommodations. The platform/system used by SAS is one such example. Though the accommodations themselves are absolutely no problem to implement I find the platforms themselves to be extremely difficult to navigate. I have spent a great deal of time and stress trying to do small things like test bookings, test rewrite bookings, trying to see which student wrote a test using the SAS platform then trying to see if the MSAF was received from their platform.
- The most labor-intensive part is course design and delivery, as it should be. The unexpectedly time-consuming part is handling all of the individual requests for accommodations, considerations, and individualized support. Of course we are here to support student learning, but the emphasis on student-centered learning is not feasible for teaching-stream faculty teaching 3-4 courses per term with hundreds, sometimes over a thousand students. I think of my research-stream colleagues and know that I could handle special requests if teaching one seminar course of 30 students. The same responsiveness cannot be expected of teaching stream faculty.

Course refinements and lecture prep

- Refining the course each year to be up-to-date with what's happening in the world including changing 1 case per year or two, injecting relevancy to core teaching content so students feel connected to reality.
- Lecture prep, designing assessments, marking, course administration, working with TAs
- course (re)development. I make changes every time a class is offered. I base my changes on observation, research,, student feedback and TA feedback

Service

- Service commitments, as a teaching track person, tend to be quite high. Student communication, developing new projects.
- (1)Equity in Teaching Support: In departments where some faculty members have access to instructional assistants while others do not, a disparity in teaching support can arise. This can create an inequitable learning environment where students in courses with fewer instructional assistants may receive less support and experience a different quality of education compared to students in courses with ample instructional assistance. (2) Meeting administrative responsibilities can be particularly challenging during peak academic periods

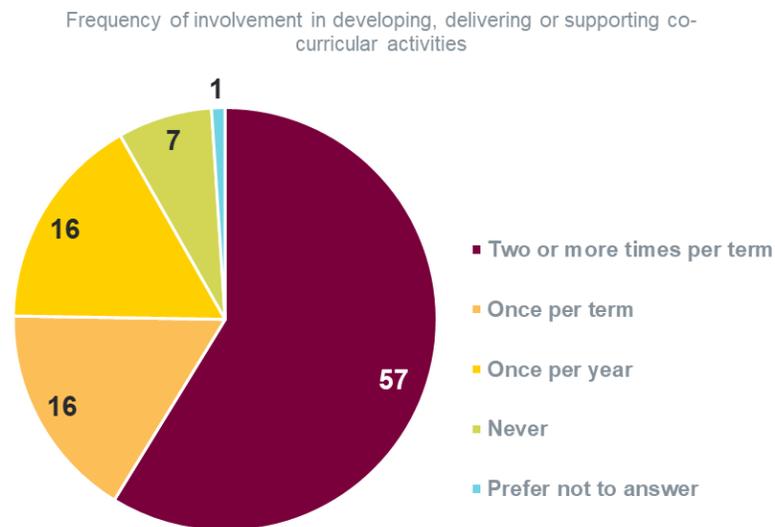
when the semester demands significant attention. These tasks often coincide with crucial times in the academic calendar, such as midterms, final exams, or the start of a new semester, when faculty members are heavily engaged in teaching, grading, and supporting students.

TA training/support

- MSAF comes to instructor not to TA so even if I forward them on for accommodation I still have to be in the loop and this system is abused by increasing number of students. I am a huge supporter of SAS students so I don't see this as a concern at all. It is time intensive but it's about inclusive education. Academic integrity requires changing up assessments every term so that's labour and time consuming. People don't and students will take advantage - test, exam, and assignment questions are out there on the internet within minutes of an assessment through various means. TA training and socialization is big for me as I often get assigned new PhD students and new students who want to TA so I have to explain and supervise the process every term. It's not the same as science where you have same graduate students or experienced lab demonstrators running labs year after year. We don't have a research masters so we don't have a TA pipeline. Last and probably most important is that TA contracts don't start until September or January when the bulk of the work needs to be done in the month before the term. If I could have my TAs earlier then my own workload would be reduced as I would get them to do a lot of the course setup/tweaking, assignment development and so on and I think the job would be more satisfying.

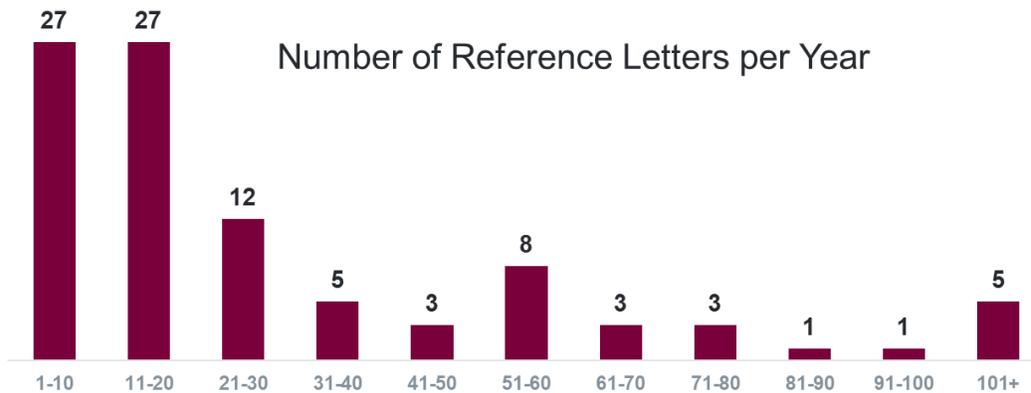
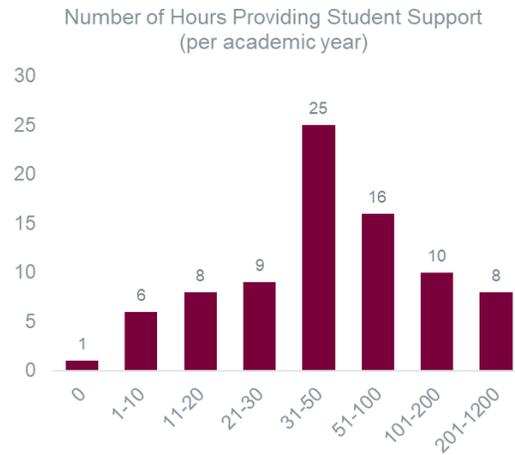
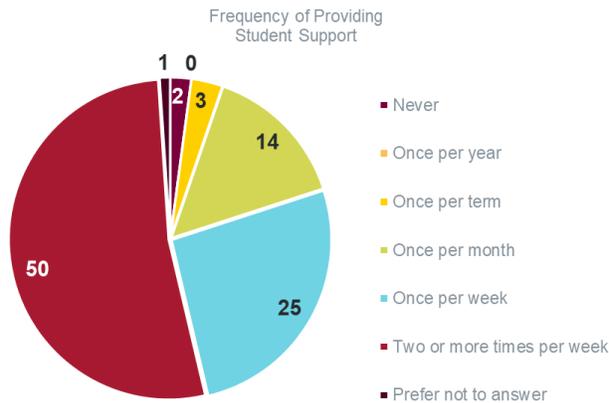
Topic 6 – Co-Curricular Activities

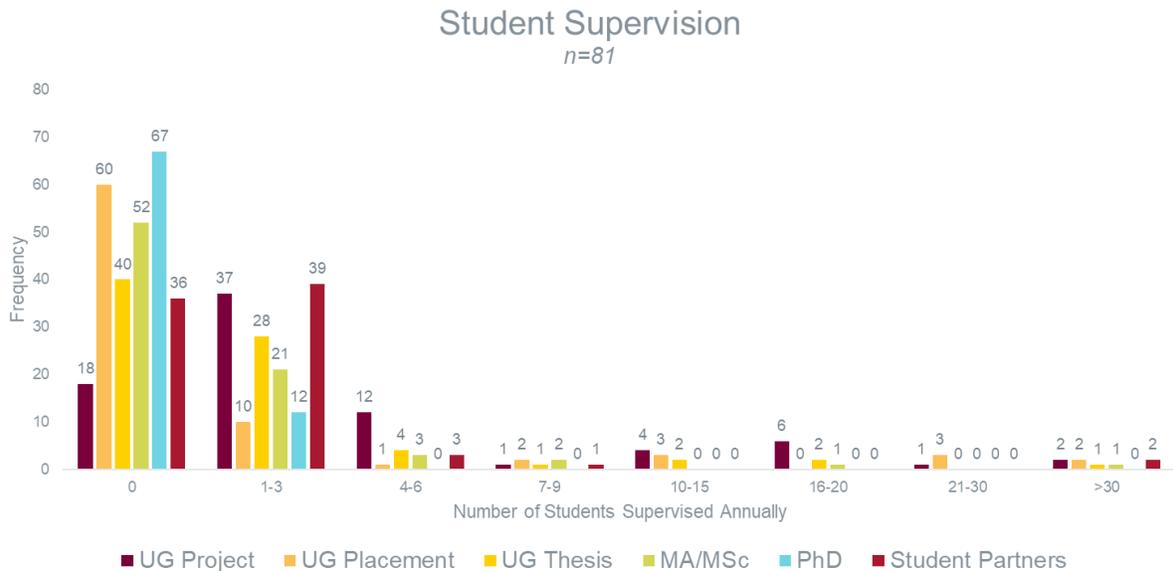
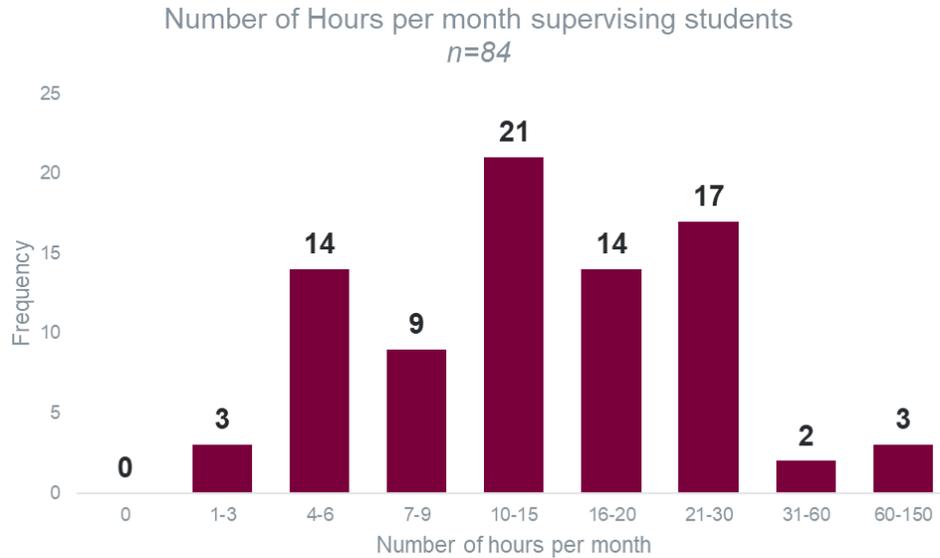
Survey question: How frequently are you involved in developing, delivering, or supporting co-curricular activities? (working definition of CO-CURRICULAR ACTIVITIES: out-of-course activities to enhance the student experience that are beyond the program curriculum. Activities may include clubs, events, case competitions, etc.)



Topic 7 – Student Support

Survey question: How frequently are you involved in providing student support? We define STUDENT SUPPORT as out-of-course activities that support the student experience that are beyond the program curriculum. Activities may include preparing reference letters, student mentoring, student social-emotional support, career counselling, etc. Note that student support does not refer to scheduled course office hours.





Topic 7 Qualitative Responses to the following question: Is there anything else you want us to know about your provision of student support?

Select qualitative feedback from survey respondents. The feedback was organized in thematic categories as follows:

'Frustration' that these activities are not recognized

- I offer a lot of support to my students outside of course-related support. I've taken the Professor Hippo to help better help support students whose personal issues interfere with their academic performance. Also, this past academic year, I've written nearly 50 reference letters, with each one taking ~ 3 hours to write. While I am more than happy to help my students in this way, this is not "service" work that is recognized by the University. As such, it

subtracts from my recognized service and teaching duties and thus significantly impacts work-life balance.

Time/labour intensive contribution

- The expectation to provide reference letters is overwhelming. I teach approx. 1000 students per term and I have a very difficult time managing all of the reference letters and the requests. In an ideal world, I would only provide letters to students whom I supervise independently (e.g., thesis), but the students in my classes appeal to me to write letters. It's really onerous.
- This is not something that can be necessarily fixed, but the demand for reference letters for post-undergraduate programs for science students (especially those in Life Sciences disciplines) is ridiculous. I try to assist as many students as possible in aiming for their academic and professional goals after graduation, but the demand is unsustainable. I lose a lot of sleep in trying to help students on my "own time", which I acknowledge is my own choice, but if I don't do them, no one else will.

Recognition of professional development opportunities on campus that help instructors better support students

- super important to being an engaged and aware instructor. The need from students is ever increasing. The resources outside of immediate faculty seems to be overwhelmed (counselling services). Wait times and delays for counselling are a student concern that I actually support students about in discussion. More resources need to be allocated, hires made, to increase student access to campus Wellness and counselling. So thankful for Prof Hippo-on-Campus and EDIO for professional development opps and the supports offered so that Instructors like myself have more training!
- Over the last 5 years this aspect of my job has increased exponentially!!!!!!!!!!!!!! I have also worked very hard to increase my knowledge base and training to support my students. I have taken professor hippo-on-campus mental health training courses, I am certified for mental health first aid training, and I ensure that I am aware of all the services and events offered at McMaster University.

Meaningful aspect of work as a faculty member

- Student support is something you do to help facilitate individuals. It comes from the heart and it is not something that is consciously quantified in hours.
- Provision of essential mentorship and support for students provides course and professional development opportunities. These interactions are enjoyable and rewarding.

Breadth of student support that faculty provide

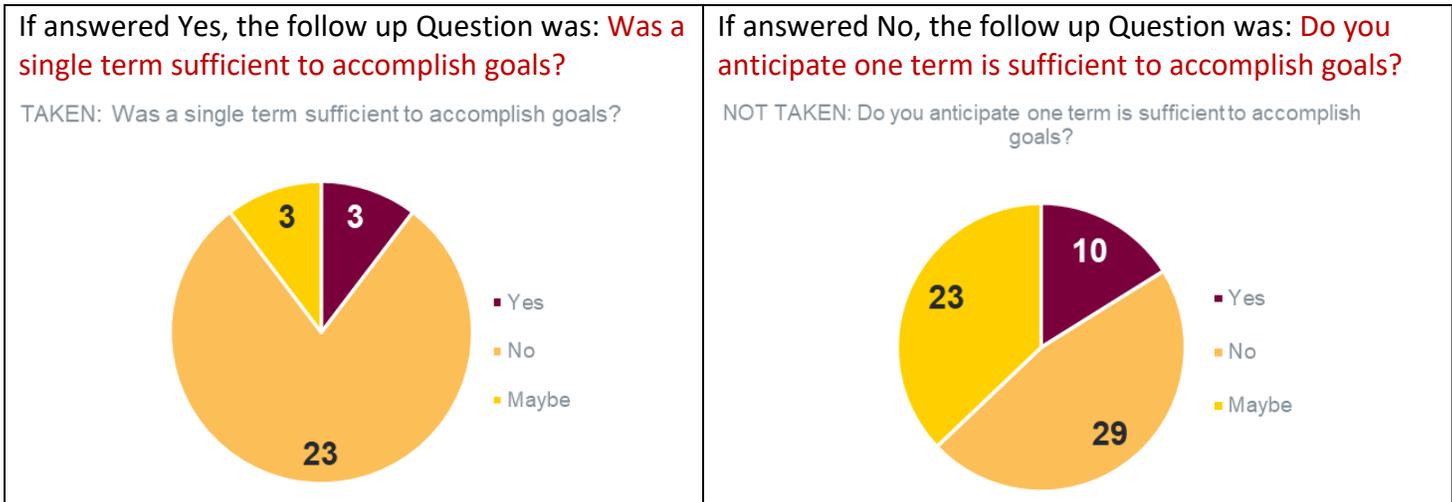
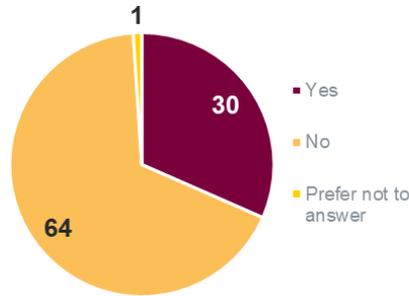
- Students are needing increasing amounts of individual support. Behaving in a slightly humane way towards students means that they come to you when SAS isn't working, or when they don't feel like approaching other profs. Often their problems are beyond what I can do to help: family situations, housing, mental health, food. Students will often pick a person (a prof, a support service colleague etc.) and go to them first for everything, regardless of their suitability. The University does not acknowledge this by having a defined

mentorship/personal tutor system, because of course not every instructor is suited to it. So this means that the instructors who ARE approachable have many more students that interact with them. It can be psychologically crushing - I feel it, and I know I am not alone in this.

Topic 8 – Research Leave

Survey question: Have you taken a research leave or sabbatical?

Taken a Research Leave or Sabbatical



Topic 8 Qualitative Responses to the following question: Please provide examples of some of the goals that you have or would like to accomplish within a research leave.

Select qualitative feedback from survey respondents. The feedback was organized in thematic categories as follows:

Research and dissemination

- I would like to pursue my disciplinary research (which I have no time for during the year). I would also like the opportunity to think big picture about my pedagogical approach
- Scholarship of teaching and learning. I know that I must make a broader contribution to teaching excellence if I someday want to apply for promotion from assistant to associate, however I have NEVER come close to having time to plan strategically for any teaching-related research or any other work that would qualify me for promotion. I have simply been far too

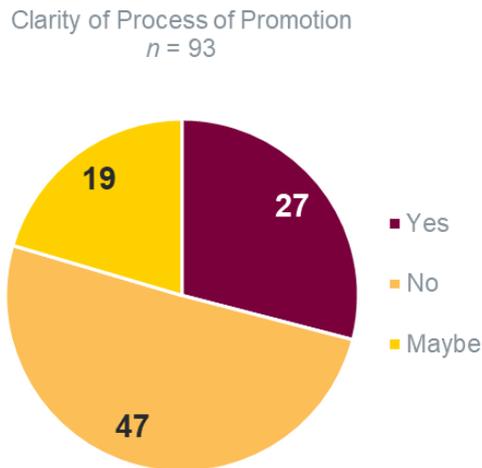
busy developing new courses and dealing with teaching during the pandemic to dedicate time to SOTL or anything other than teaching, service and administrative work.

Reflection/course refinement/development

- Document what we are doing and how we are doing it (within courses), time to collate and analyze existing data on course outcomes (ex. benchmarking exercises), share/disseminate. Have time to spend on engaging in professional dev. (reading, conferences, writing).

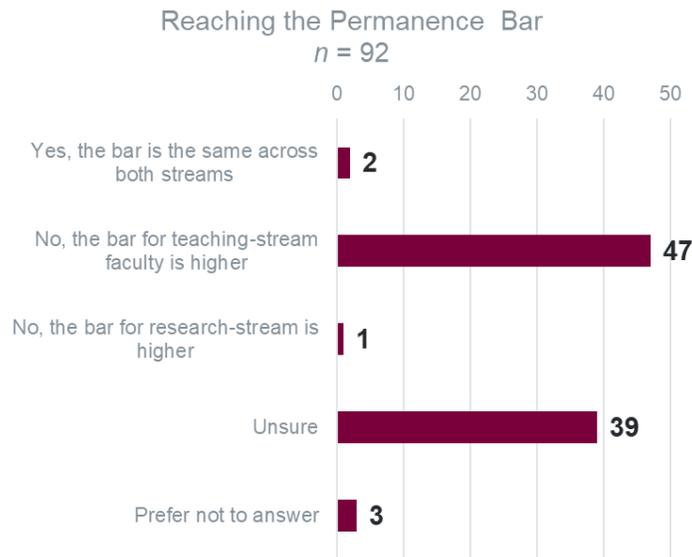
Topic 9 – Permanence and Promotion (clarity of process)

Survey question: Is/was the process of promotion clear to you?



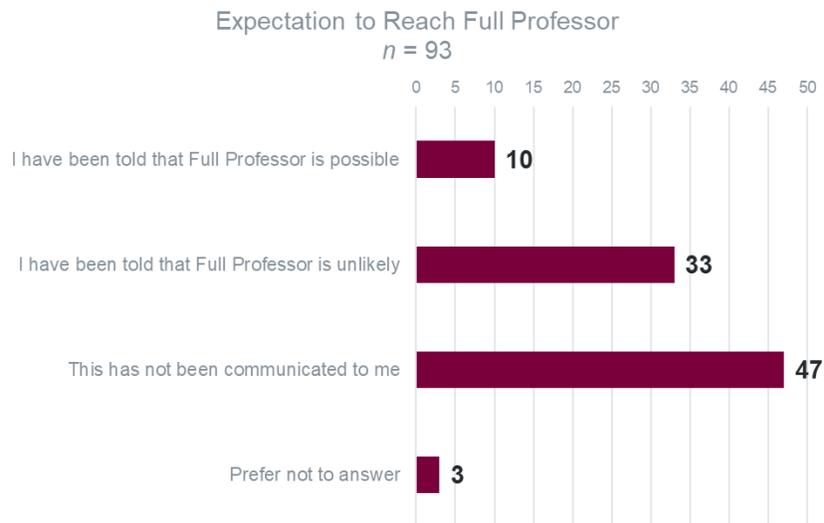
Topic 10 – Permanence and Promotion (comparing promotion between teaching and research streams)

Survey question: In comparing teaching-stream and research-stream professors, do you think that the bar for reaching Associate Professor and then Full Professor is the same?



Topic 11 – Permanence and Promotion (clarity of promotion to full professor)

Survey question: Have you been told that you should expect to reach Full Professor status? Please use the comment box to share anything else you would like us to know about this process or your experience.



Select qualitative feedback from survey respondents to the question: Please use the comment box to share anything else you would like us to know about this process or your experience:

- Difficult goal to attain
- When I ask about this, all I have been told is that there have only been two teaching-stream faculty members reach the rank of Full Professor, and that one of these was promoted posthumously. While this is not explicitly saying "it is unlikely", I understand it to have a similar implication.
- Have been clearly told that Full Professor as a teaching faculty is impossible
- I'm not sure that this will ever be possible for me. I don't think about the possibility, honestly, even when I think about my teaching career 20 years from now when I'm approaching retirement. I don't see how I will ever have time to reach that kind of wide-ranging, exceptional influence on teaching practice given how grueling and demanding my teaching-stream job already is. I'm much more likely to burn out before I am qualified to reach Full Professor status.
- The unlikeliness of promotion to Full Professor is encoded in policy! Why would I bother putting in the work of preparing a dossier when the official policy is that my work does not merit this promotion, and it's going to be assessed by people who have no experience in my fields?
- Many years ago I was told that it was impossible for a teaching prof to achieve Full Professor status. Given the difficulties I've had understanding how to become an Associate Prof, I've not been too worried about Full Prof.

Topic 12 – Permanence & Promotion (clarity of promotion to full professor, part 2)

Survey question: How do you think that the bar for reaching Associate Professor and then Full Professor could be made more equal?

Select qualitative feedback from survey respondents. The feedback was organized in thematic categories as follows:

Unattainable

- It's not clear to me how to become Full professor as teaching stream, with little time for research and publication while McMaster University favours research-oriented faculty members and success is measured by number of publications.
- I'm just not sure that it's viable to expect teaching-stream faculty to achieve "significant external recognition" in a way that this can be done in a research-intensive position. To achieve this external recognition, I'll need to do two or more of the seven things noted in the tenure and promotion policy, such as present evidence that educators have adopted my innovations, evaluation methods or curricula beyond the course or classroom, or undertake research or leadership on education-related activities. When can I possibly find time to do these things when I teach three courses in the fall, another three in the winter, and then an optional overload course in the spring (to help offset cost of living increases for my family and I)? How do I have time to become externally well-known with this kind of relentless pace of work?

- I don't really have issues with the bar for Associate Professor as program and curriculum development can be used to achieve that. But Full Professor requiring external recognition for pedagogical research makes that unattainable for many teaching professors. Most of us have studied in-discipline, and know our way around research in our discipline, but do not have training in conducting pedagogical research, and do not have the time allocated to develop that. To be made more equal, in-discipline research would need to be considered as qualifying for full professorship, and provisions would have to be made to enable officially allocating some percentage of time to that research if a teaching professor desires to do so.
- I just don't think you can equate the two - they are very different. Teaching stream do not have same opportunities for external influence as do research stream faculty and that's what get you to Full. Teaching stream positions are few and far between so you spend most of your career as CLA/LTA which doesn't count at all.
- The need for external reviewers for teaching stream is not very realistic for me. Most of the work I do directly impacts the McMaster community. I have no time for anything else. As such I do not plan on applying to full professor. This is not attainable for me given the current policies.

Aligning Policy and Practice

- The bar could be made more equal by placing more emphasis on contributions and impact at the University. At present the way the T&P guidelines for promotion to Full Professor are written --they rely heavily on impact and/or influence beyond the University (nationally or internationally). The nature of the teaching stream positions makes this nearly impossible because 70-80% of our efforts are teaching at McMaster. That means we have at most 20-30% of our time to dedicate to research endeavours, conferences, networking, etc. There is a disproportionate emphasis on success in these areas to make it to Full Professor. A more realistic interpretation for how teaching stream faculty are spending their time needs to be factored into the guidelines for Full Professor.
- For a long time the bar for teaching stream was linked to pedagogical research, but research is not actually included in our job description (80:20 teaching: service). It seems unfair to link promotion to something that we have to do outside of our job description. We are tasked with keeping up with the research in our fields for our courses, but also pedagogical research, so we are doing double duty. It takes a long time to get up to speed in a new field of study (pedagogy) while you are also teaching and doing service. Then you need to get comfortable enough with a totally different research model (compared to your trained area) to dive into research. I also think it is unfair that tenure and promotion are linked for research, but permanence and promotion are not. Plus if you did a CLA before the teaching track position, you might have years of teaching experience and still be at assistant level. Research positions never have a "pre tenure track" equivalent.
- Clarity. It is typical now to be told that to advance one's career a teaching professor much do pedagogical research. We were hired to be professional higher educators. Practitioners and not researchers. The criteria, evidence, role, and allocation of time must be ALIGNED. We are not researchers and MUST NOT be compared to researchers. I have found that the leadership

has no idea how to provide guidance but when asked to assess view teaching practice through the eyes of researchers. The process is extremely biased and prejudiced.

- The impression given upon me is that the criteria for promotion to associate and full professor emphasize pedagogical research and innovation (despite the "yellow document" stating that 2 of the 7 criteria must be met). It is unfair that pedagogical research and presentations of research findings/innovations be considered since this type of work is not factored into the 80/20 contractual split. As such, peers that aspire to promotion AND have the means (e.g., time, family/childcare supports, etc.) to engage in these activities are competitive candidates. In contrast, those with similar aspirations who do NOT have the means (e.g., lack of time due to lack of family supports, challenging family and/or community dynamics) are not competitive for promotion. Thus, as currently outlined, promotion to Associate or Full Professor for those in the teaching-stream is a matter of equity. If no time is allocated in our contracts for this work, it is unfair to reward those who are able to do it because their own personal circumstances allow them to do so. [equity]
- Unlike research-stream faculty, the requirements for meeting the bar for promotion are not included in our contracted workload (e.g. Adoption of the candidate's teaching innovations by others, Presentations and scholarship on teaching or pedagogy, Research on pedagogical and related issues). This means that in order to meet this bar, I must find time outside of my contract to work on these items, and must do so without additional pay. I believe this is an equity issue, since faculty members with fewer responsibilities outside of work can spend more of their time/resources working on these items. [equity]
- Reconsider need for external referees for promotion - there is little likelihood that anyone in a discipline will know anything about teaching performance in undergrad classrooms in other institutions.

Linking Permanence and Promotion

- I have no idea... I'm not confident that either is more "difficult." I had to go through promotion and permanence separately, which is dumb. Thank heavens for my department chair for basically carrying me through the permanence/promotion processes because I had no idea what I was doing :)
- Permanence and promotion should be linked, as it is in the research-stream. Choosing to uncouple permanence from promotion sent a clear signal that those in the teaching stream were "less than". It suggests/implies that the bar to "qualify" for permanence was very low, and that additional hurdles are necessary to "prove your worth and value". Gate-keeping the path to Associate is an effective way to reinforce a two-tiered system. I know many Assistant Professors who have little interest in promotion as a result.
- Currently, there is the communication that teaching faculty do not have an expectation to contribute to research - however, when planning for permanence and promotion there was direction to include scholarly activities related to educational research in the package - so the expectation was not only for excellence in teaching there's also an expectation in research... contrary to what is communicated.
- Currently, permanence and promotion are uncoupled for teaching faculty. To make it more equal, they should be connected, at minimum for permanence + Associate because then

there is one less evaluation that has to be done. It's disingenuous to assume teaching faculty are not engaged with scholarship; we must prove excellent teaching for permanence consideration, which naturally involves evidence-based teaching approaches and hence scholarship, but currently we are expected to prove that in a secondary evaluation process that is very similar to what happens for permanence evaluation already. Full Professor achievement is understandably more rigorous since the candidate must demonstrate teaching and learning research impact outside of their institution, but this too should be recognized as a desirable career achievement.

Allowing for disciplinary research

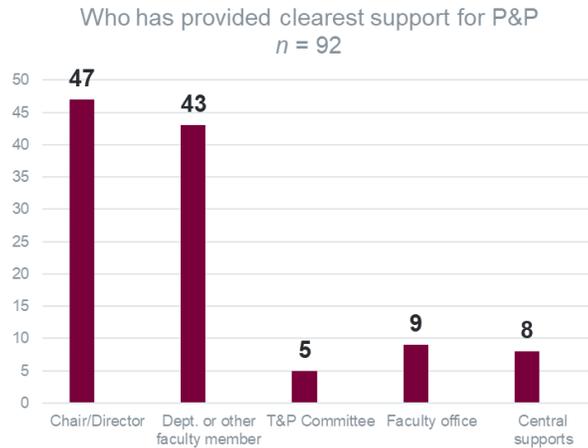
- Consider discipline related research as contribution to teaching (in the same way that pedagogical research is for research faculty). Consider undergraduate supervision to be on par (if not more involved) than graduate supervision - one supervisory meeting per year for doctoral students in the first couple of years of the program is far less involved than taking a one-year undergrad thesis to completion. Recognize teaching large classes (50 to 200+) involves far more work than small graduate or fourth year classes and should be recognized as excellence in teaching as a separate skill set. Prevent and/or eliminate research requirement creep into assessment for Associate - if the assessment is 80% teaching, then it should be only that which is considered. Reconsider need for external referees for promotion - there is little likelihood that anyone in a discipline will know anything about teaching performance in undergrad classrooms in other institutions.

Additional resources, support and clarity

- Provide a clear direction with how to achieve this including examples of successful packages. Create sessions to discuss the process and requirements. Ensure faculty training of Chairs and hiring and promotion committees
- This is a very important question; it has been communicated that teaching track cannot reach full professor. If this is not accurate, it would be wonderful to share this widely to alter this perception. In terms of achieving the bar, I believe recognition of teaching, learning and program evaluation activities should be recognize[d] at the same level as the activities of tenure track - I am hoping with the current survey and subsequent discussion, this may be a reality that many of us have hoped for

Topic 13 – Permanence and Promotion (support)

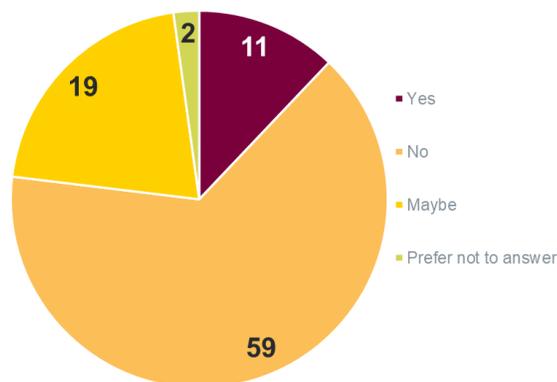
Survey question: Who has provided the clearest support for the processes of permanence and promotion for you?



Topic 14 – Teaching Excellence (definition)

Survey question: Is it clear to you how McMaster University defines an “excellent teacher” as stated in the Tenure and Promotion Policy, Section III ? “A candidate for re-appointment, tenure and/or promotion must demonstrate that he or she is an effective teacher.” “A candidate for permanence must demonstrate that he or she is an excellent teacher. The required standard of performance is higher for teaching-stream faculty than for tenure-stream because this is the primary criterion by which teaching-stream faculty are judged;”

Clarity of definition of 'excellent teaching'



Topic 15 – Final Comments from Respondents

Respondents were asked to comment on any topic not covered by the survey, or to elaborate on topics covered by the survey. Select qualitative feedback from survey respondents. The feedback was organized in thematic categories as follows:

Workload of teaching faculty

- Clarity/definition of 'teaching excellence'
- I would like to know more about how "teaching excellence" is evaluated in other departments and faculties, and to what extent my department is permitted to rely mostly on the summative questions from student evaluations of teaching. I think my department would greatly benefit from seeing explicit examples of how "teaching excellence" could be measured in a less biased way.
- More defined ways in which "excellence in teaching" is measured.

Microaggressions

- One topic that needs attention is respect from research faculty... There are numerous micro aggressions that take place through an academic year that put TT back in their place e.g. you propose something in a meeting and there's no response but when a research faculty members says it 10 minutes later it's the best idea ever. You get introduced by your position = this is ABC she's one of our teaching faculty. Why is this necessary? I could go on and on but it's very real. Suggest you ask about this.
- I greatly appreciate the team that compiled this survey with excellent questions to probe the perspectives of Teaching Professors. I know that professors, instructional assistants, staff, and TA's are all trying to do their best. It would be beneficial to collect information of the other challenges that encountered e.g. micro aggressions, security, cyberbullying, and safety issues in offices and large lecture halls. As previous surveys have indicated, the university needs more supports for faculty & staff. It is also evident that when Teaching Professors implement new teaching approaches, there should be an understanding that some students take time to adapt to these approaches.