

Working Group On the Desirability of Establishing a Teaching Professoriate Report

The Working Group (see Appendix A) consisted of Dr. Sean Fitzpatrick and Ilsa Wong as representatives of the University of Lethbridge Faculty Association and Dr. Richelle Marynowski and Dr. Janay Nugent as representatives of the Board of Governors of the University of Lethbridge.

The following constitutes the combined report agreed upon by both parties.

Meeting dates and times

The working group initially met on May 19, 2022. Additional meetings were held on June 29, 2022, July 27, 2022, August 23, 2022, September 27, 2022, October 18, 2022, December 1, 2022, February 2, 2023, February 28, 2023, March 14, 2023, March 29, 2023 and April 6, 2023.

This Working Group report is in sections to correspond with the tasks set out in the MOU.

a) Assessment of the feasibility and desirability of creating a Teaching Professoriate

In a survey we conducted of instructors, there were 55 respondents. Respondents were asked how important it was to develop a Teaching Professoriate, which was rated 8.1 on a scale of zero to ten, with zero being 'strongly disagree' and ten being 'strongly agree'. The reasons for wanting the Teaching Professoriate included salary increase, recognition of scholarly activity, respect, and potential change to workload. Institutionally, the reasons for desirability include the advancement of our undergraduate teaching mission as a primary goal, to support the recruitment and retention of teaching talent, to take leadership in demonstrating the importance of teaching contributions by faculty on campus, and to support innovative teaching initiatives that are of benefit to the institution broadly. Both parties recognize a desirability to support the development and excellence of undergraduate teaching at the University of Lethbridge. We also both recognize that Instructors play an important role in undergraduate teaching and the creation of the Teaching Professoriate would demonstrate a commitment to the career of those whose primary role is undergraduate teaching at the University of Lethbridge.

Both parties also recognize that the feasibility of creating a Teaching Professoriate is limited by our financial environment. We have presented a limited rollout of the Teaching Professoriate in the hopes that we have recommended something that is feasible and begins to address the interests of the membership.

b) Investigate models that involve teaching-stream Members at other Universities

The Working Group reviewed the collective agreements of a number of Canadian universities with teaching streams in some form, including University of Victoria, University of British Columbia, Simon Fraser University, University of the Fraser Valley, University of Alberta, University of Calgary, McMaster University, University of Toronto, University of Windsor, Lakehead University, and York University.

The language regarding teaching faculty varies widely between institutions; however, there were some common themes:

- The teaching stream is a career path, with the potential for promotion, and in most cases, tenure.
- Criteria for tenure and promotion include excellence in teaching and scholarship.
- In most cases, “scholarship” is broadly construed, and includes “educational leadership”, such as curriculum development and creation of educational materials.
- Teaching loads tend to be higher than for research faculty, but at the highest level of Teaching Professoriate educational leadership and scholarship of teaching and learning are usually part of the assigned teaching duties.

c) State recommendations on the implementation of such an initiative

Arising out of these meetings, we developed a set of recommendations for the Board and the Association to consider:

Recommendation 1:

All members of this Working Group agree that creating a Teaching Professoriate is desirable and may be feasible.

We recommend that the Board and Association consider our recommendations during the 2023 round of bargaining.

Recommendation 2:

We recommend that the bargaining teams consider the feasibility of a Teaching Professoriate along the following lines:

- The creation of a “Teaching Professor” rank of the professoriate equivalent to a full professor. We envision that this rank would include former Instructor III’s who have become Faculty Members through an STP promotion process. A Teaching Professor would have to demonstrate a long and meritorious career as an Instructor III and will be expected to take on additional duties that provide pedagogical leadership within the institution, and/or scholarship of teaching and learning.
- To address issues of feasibility, a phased introduction of the Teaching Professoriate could be considered. The committee discussed an initial promotion of 5 Instructor III’s to the rank of Teaching Professor with representation from diverse Faculties.
 - The committee could not decide how best to adjudicate this process. One suggestion was to have an institution-wide STP committee that promotes Instructor III to Teaching Professor, including those that have served as a Board of Governors Teaching Chair or Teaching Fellows and representatives from each Faculty as a core group and a member of one’s own faculty/department.
 - Once the Teaching Professoriate has been established, we envision the STP committee for further promotion of Instructor IIIs to Teaching Professor to include the existing complement of Teaching Professors.
- As an institution, we would need to craft and edit appropriate policies and agreements to ensure that the duties and expectations of a Teaching Professor are appropriate and well communicated to all members of the campus community.
- To be promoted into the rank of Teaching Professor, we discussed the following as potential criteria
 - 10 years of successful contributions at the Instructor III level
 - an outstanding record of excellence in teaching, and evidence of leadership in teaching, examples of which may include:
 - scholarship of teaching and learning (SoTL)
 - conference/workshop presentations
 - service to the ULethbridge teaching community

- contributions to provincial, national and international education communities
 - institutional or national recognition of teaching excellence
 - participation in the development and/or implementation of educational policies and curricula, both internal and external to the University; and
 - contributions to teaching with impact on the broader teaching community, such as:
 - development and/or promotion of innovative teaching and/or assessment practices
 - contributions to curriculum development and or evaluation
 - development of teaching materials (textbooks, lab manuals, etc.)
 - one must be promoted into a Teaching Professorship after the requisite 10 years' experience at the Instructor III level and cannot be hired into it.
- Recognizing that negotiations around the Teaching Professoriate will be part of a larger set of negotiations, the bargaining team could consider promotion to Teaching Professor including some/all of the following:
 - tenure.
 - a reduction in assigned teaching load to support work around teaching leadership and scholarship of teaching and learning.
 - alterations to the Professional Activities Report and its processes.
 - changes to salary structure.
 - consideration of Academic Career Years (ACY). Our discussions suggested that ACY could begin at the year of hire into the Instructor III position.
 - changes to Professional Supplement.

Recommendation 3:


If a Teaching Professoriate is negotiated, the Bargaining Teams may wish to consider the creation of a Review Committee after three years to determine how the Teaching Professoriate is meeting the needs of the Board and the membership.

Sincerely,

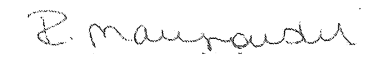
Teaching Professoriate Working Group members:


Representatives for the Association:


Sean Fitzpatrick


Ilsa Wong

Representatives for the Board:


Richelle Marynowski


Janay Nugent

Date: April 14, 2023

Appendix A

Memorandum of Understanding Between The Board of Governors and the University of Lethbridge and The University of Lethbridge Faculty Association

On the Desirability of Establishing a Teaching Professoriate

March 15th, 2022

1. The Parties shall establish a Teaching Professoriate working group (the "Working Group") within thirty (30) days of the ratification of the Agreement.
2. The Working Group shall be composed of two (2) Members appointed by the Association and two (2) Senior Administrators appointed by the Board, unless otherwise agreed.
3. The Working Group shall determine its own process and procedures. The Working Group shall meet within one (1) month of their appointment and at the first meeting shall determine the schedule for future meetings.
4. The Working Group shall assess the feasibility and desirability of creating a Teaching Professoriate, including a career path for Instructor IIIs, which will include reviewing models that involve teaching-stream Members at other Universities.
5. The Working Group as a whole or any members of the Working Group as see fit may produce a Report recommending that a Teaching Professoriate is either desirable or undesirable or feasible or unfeasible.
6. If the recommendation is that the Teaching Professoriate is desirable and feasible, the Working Group shall make recommendations on the form and content of the model, the terms and conditions that may support the initiative, and recommendations on the implementation of such an initiative.
7. Any Reports that are prepared shall be produced to both Parties on or before April 15th, 2023.