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Tenurable Teaching-Focused Faculty Streams and Ranks in Canadian Universities: A Review of Collective Agreements

ABSTRACT

As in several other countries, Canada's research-focused universities have seen an expansion in recent decades of tenurable or tenure-like teaching-focused faculty (TTFF) roles. TTFF streams are not new in Canada, but they have experienced growth in number and re-definition in scope at many universities. Despite its definitive impact in university/faculty relations, the language of negotiated collective agreements (contracts) has not been considered on a national scale. This study examined collective agreements in place on January 1, 2023, at 15 medical/doctoral and 15 comprehensive universities in Canada to determine whether they had TTFF positions. We investigated how these positions compared across institution types based on key features including definitions, duties, and workloads, promotion and tenure criteria, professional mobility and complement limits, sabbatical leave, and salary provisions. Findings indicate that TTFF streams were present in eight of the medical/doctoral universities and seven of the comprehensive universities. We conclude that tenurable or tenure-like teaching streams are no longer anomalous in Canada, and that while many universities construct these positions as teaching-only, TTFF contract language increasingly encompasses scholarly and curricular work outside the classroom with an identifiable impact on teaching and learning beyond one's own students.

KEYWORDS

teaching-focused faculty, teaching-intensive faculty ranks and streams, collective agreements, contracts, tenure

INTRODUCTION

The question of what sort of work and exactly how much of that work warrants the granting of tenure is a site of discussion and negotiation in academia across national contexts. Similar to many countries, and Australia in particular, many Canadian universities have established or expanded teaching-intensive faculty streams that are either formally tenurable or tenure-like in their security, promotion processes, and administration in the past few decades. In the North American context, tenure is a professional status for which faculty members hired as "tenure track" may be promoted after a specified period of work, following a substantive, contractually-defined institutional process that includes arms'-length peer review of research, teaching, or other specific criteria. Tenure is a specific form of permanent appointment that typically protects the employee from dismissal other than for cause (illegal conduct, for example) or in cases of institutional financial failing. In this, a

tenure-track position is distinct from a renewable term position such as those that American universities, for example, often call “teaching professor,” which are not tenured but are renewable for fixed terms. Tenurable teaching-focused faculty (TTFF) is not a new professional category, but rather one experiencing growth and re-definition in the last two decades. This study provides the first national-scale analysis of the formalization of TTFF streams in Canada’s research-heavy universities, as seen in their contracts and collective agreements.

There are several distinct types of post-secondary educational institutions in Canada, including universities, colleges, CEGEPs (Collège d’enseignement général et professionnel [general and vocational colleges]) in Quebec, and other types of schools, such as specialized and private institutions. There are more than 100 universities in Canada, dispersed across 13 provinces and territories, including 17 French-language universities, nearly all in the province of Quebec. All of the major Canadian universities are public institutions, parts of a decentralized system in which universities are governed primarily by their provincial or territorial government with funding coming partly provincially, partly from transfer payments by the federal government, and, in increasing proportion, from student fees. Some universities have endowments, but none on the scale of the wealthiest American or British institutions. Tuition fees are regulated and maximum increases set provincially by governments.

Our sample, taken January 1, 2023, consisted of the 30 Canadian universities that offer extensive graduate programs across several disciplines, as defined in the “medical/doctoral” and “comprehensive” categories of the widely recognized *Maclean’s Magazine* rankings of Canadian universities. In our discussion, “rank” indicates standing (i.e. assistant/associate/full), and “stream” indicates the professional category in which ranks are situated (teaching, discovery research).

The collective term for teaching-centric academic positions is not settled in Canada. In the 2011 Higher Education Quality Council of Ontario report, Vajoczki et al. (2011a) use the term teaching-stream faculty (TSF) to describe individuals in:

full-time faculty appointment as designated in collective agreements, agreement memoranda and/or policy manuals as teaching only, teaching-stream, teaching track, etc. and for whom responsibilities are limited to teaching, teaching-related activities, teaching-related research and service. The agreements may treat them as tenure-stream, continuing or permanent. Contract and part-time academic staff that focus on teaching are not included in this definition. (Vajoczki et al. 2011a, 3)

Rawn and Fox (2018) use the term “Teaching Focused Faculty” (TFF) in their work on the self-perceptions of individual scholars in teaching-primary positions in Canada:

permanent faculty positions (with or without the possibility of tenure), with a primary responsibility for teaching. These positions include service, and may or may not include a mandate for research or other scholarly activities. TFF and similar positions have existed in some institutions for decades, but often lack job security or full-time status, and, especially in the United States, rarely offer a tenure opportunity. (Baldwin and Chronister 2001; Gehrke and Kezar 2015, 593)

Though Rawn and Fox’s definition encompasses ranks outside of the scope of this study (adjunct, sessional, and term faculty, for example) we adopt the term here, with an additional “T” signifying tenurable or tenure-like (i.e., TTFF).

Our examination of collective agreements at Canadian universities documents a range of institutional articulations of teaching-focused academic work, including a relatively novel understanding of the term “educational leadership” that is identified across the country (Symbaluk et al. 2024). The University of British Columbia released a 2024 report providing an institutional perspective on the concept of educational leadership and the first 10 years of its tenurable teaching rank (Bates 2024). Perhaps because all of Canada’s research-focused universities are public institutions with publicly available collective agreements, this study is unique in its national scope and close consideration of the contractual language surrounding teaching-focused tenurable academic streams. Our study documents some exemplary contractual models of detailed and specific definitions and criteria related to TTF work and its assessment. We hope that providing these frameworks and their specific language will facilitate conversations and comparisons in both our domestic and larger international contexts.

CONTEXTS AND LITERATURE

Tenurable and tenure-like teaching-focused roles have received recent attention in several international contexts. In broadest scope, “Advancing Teaching” is an ongoing international initiative seeking to advance critical thinking on “how teaching achievement is recognized, evaluated and rewarded” (Graham 2019, 2), one key element of which is “reform to or introduction of a dedicated education-focused career pathway . . . extended to the professorial level” (2). The 2019 “Roadmap for Change” report includes short descriptions of several international universities’ approaches to this possibility, including University College London in the UK, Chalmers University in Sweden, and the University of New South Wales in Australia. The 2025 “Global Mapping” report expands the survey further and includes a best practice guide. The “Advancing Teaching” approach collects data self-reported by institutions, which contribute to project costs in order to participate.

Australia has what appears to be the most established and best examined national system for what it calls Teaching Focused Academics (TFA), a category that has expanded rapidly since the start of the twenty-first century. The foundational work of Probert (2013) documents the emergence of TFA roles on a national level in Australia, and Ross (2019) addresses the experiences of TFAs and their impact on the science disciplines as “a new tribe of academic is emerging: the education/teaching focused academic” (vi). Extensions of this work are exemplified by several recent articles by Godbold, Matthews, and Gannaway on the function and perceptions of teaching focused academic work (e.g., 2023a), including examining the circumstances and implications of these roles through a lens of supercomplexity (2023b). This latter approach leads to a reflection on whether “the increasing trend towards creating academic categorisations, such as TFA positions, further fragments the notion that academic functions are overlapping and interconnected. By separating, categorising, and defining teaching and research to solve the problem, institutions exacerbate the competitive and hierarchical nature of knowledge” (101). As part of this reflection, Godbold, Matthews, and Gannaway (2023b) call for an examination of “scholarship discussions, practices, and research, particularly in a context where TFA roles are unfolding in a broader landscape significantly shaped by neoliberal ideologies” (98).

This project seeks to provide a Canadian companion to these Australian studies alongside other international research, such as the assessment of faculty perceptions of teaching-focused roles in the UK (Smith and Walker 2024), and the narrower focus of the study of stakeholder perspectives on the professor of teaching rank in the University of California system (Harlow et al. 2022). The professor of teaching role is distinct from often term-limited “teaching professor” ranks in many parts of the US as TFA roles are distinct from non-permanent teaching-only roles in Australia (Godbold, Matthews,

and Gannaway 2023b). Simmons et al. (2021) provide an overview of the history of TFF roles as they report on the place of SoTL in the academic ecosystem, examining narratives of experiences and challenges gathered from teaching-focused faculty in the US, Australia, and Canada. Together, this international body of research articulates quite consistent challenges of definition, description, assessment, and perception: Godbold, Matthews, and Gannaway (2023a) summarize that “teaching focused work is diverse and confusing. Furthermore, university leaders do not understand what is required of these positions” (326). Harlow et al. (2022) also report perceptions of unclear promotion criteria, with “the bulk of the confusion centered on the uncertainty for how one evaluates successful teaching” (3).

Existing scholarship on TFF streams and positions focuses not on contractual language, but primarily on people, perception, and function. While Rawn and Fox (2018) do not separate out tenurable teaching-focused ranks from lecturer, sessional, and adjunct positions, they note that “TFF are the fastest growing cadre of faculty positions across Canada” (594), and that scholars in those ranks “regularly engage in a wide array of activities that span teaching, service, leadership, pedagogical and disciplinary research, as well as scholarly participation and professional development” (605). Across different national models, teaching-focused streams are reported often to find their origins in three types of institutional desires: for more “expert teachers and educational researchers in their discipline” (Godbold, Matthews, and Gannaway 2023a, 324); “to deliver high-quality teaching (or educational excellence) as well as the Scholarship of Teaching and Learning” (Vajoczki et al. 2011a); and for “more inclusive and evidence-based instructional practices” (Harlow et al. 2022, 3), since “in an era of increased accountability, teaching becomes the focus for evaluating institutional performance” (Vajoczki et al. 2011a, 6). The other half of this value proposition is more explicitly fiscal, with variations upon a theme: “to ease the departmental teaching responsibilities with a smaller financial investment compared to hiring a research faculty [sic] . . . rather than relying on adjuncts” (Harlow et al. 2022, 5). The overall contribution of these roles in the perception of administrative stakeholders mixes the two:

Beyond easing the [departmental teaching] burden, stakeholders described how PoT are contributing in a multitude of ways, including through contributing specialized teaching and service, as well as in unexpected ways such as publishing discipline-based educational research, using evidence-based instructional practices, encouraging their departmental colleagues to use evidence-based instructional practices, and winning grants to conduct education research and implement programs. (Harlow et al. 2022, 10)

A key goal in establishing these formal roles is “high-quality teaching” (Vajoczki et al. 2011a) and its variously phrased equivalents; however, exactly how to assess teaching is contentious. Practice-based (e.g. Chickering and Gamson 1987) and “scholarly teaching” developed through reflection on published research (e.g. Allen and Field 2005) are traditional ideas of “good” teaching in this long debate. At times, the debate is further situated in dialogue with “scholarship of teaching and learning” understood as “an effort to understand how students learn effectively and how teaching influences this process” (Vajoczki et al. 2011b, 2). As Smith and Walker (2024) argue, in UK TFF positions, further complexity emerges in unclear institutional and contractual definitions of “scholarship,” because both “SoTL” and “scholarship” are “imprecise term[s], often leading to a conflation between scholarly teaching and SoTL” (195). Citing Boyer (1990), they note that the “symbolic capital of journal publication” continues to dominate promotion committees “creating a

mismatch with assertions that other forms of output can demonstrate a similar degree of rigour” (Smith and Walker 2024, 200).

A further complication in assessing teaching is the question of Student Evaluations of Teaching (SETs):

It is clear that teaching evaluations are poor metrics of student learning and are, at best, imperfect measures of instructor performance . . . SETs disproportionately penalize faculty who are already marginalized by their status as minority members of the discipline. Across the existing literature, using different data, measures, and methods, scholars in many disciplines have documented problems with student evaluations of teaching in ways that are abundantly relevant to faculty in all disciplines. (Kreitzer and Sweet-Cushman 2022, 80)

Kreitzer and Sweet-Cushman recommend that until “feasible, reliable and fair methods for evaluating teaching and learning are established, more caution should be taken in the use of SETs in hiring, tenure, and promotion decisions and alternative assessments of teaching should be further utilized” (80). As a way to move forward, Smith and Walker recommend the Dimensions of Activities Related to Teaching (DART) model (Kern et al. 2015) to help to “organize the continuum of activity from teaching through to SoTL” (Smith and Walker 2024, 195). The international “Advancing Teaching” initiative outlines recommended institutional approaches to evaluating university teaching in its report, *Rewarding Teaching in Academic Careers: Mapping the Global Movement for Change* (Graham 2025). It is beyond the scope of this study of collective agreements to enter into this debate, but it is essential to recognize that the common foundational criteria of excellent teaching are not as straightforward as they might seem.

Definitions of teaching, scholarly teaching, scholarship of teaching and learning, and scholarship intersect in questions of workload and tenure. In Canada and elsewhere, faculty workload has historically been understood as approximately 40% teaching, 40% research, and 20% service (Rawn and Fox 2018; Vajoczki et al. 2011a, 3) with promotion and tenure based primarily upon peer-reviewed publications. As documented below, almost none of the Canadian collective agreements explicitly identify a division of work for either stream of faculty members. Among Canadian teaching-focused faculty members, workload is reported as the top pain point by Rawn and Fox (2018). Smith and Walker make the challenge clear: “In the context of career progression for teaching-focused roles, individuals’ capacity to engage with SoTL is repeatedly linked to having sufficient time within the institutional workload model” (Smith and Walker 2024, 196).

Tenable teaching streams in Canadian universities

Tenable teaching streams have expanded at Canadian universities, in both number and scope, but they are not new. The University of Calgary, for example, has had TFF positions since the founding of its faculty association in the early 1980s. Our review of collective agreements shows that a significant number of Canadian universities have added TFF streams in the last two decades, and others have altered existing tenurable or tenure-like teaching streams to include requirements for work with impact beyond the limited sphere of classroom teaching. The University of British Columbia (UBC) had tenurable instructor and senior instructor ranks as far back as the contracts can be traced, but shifted the definition and scope significantly when the university and faculty association agreed in 2010 to “create a more deliberate career progression for the Instructors (i.e., create a third rank in addition to the [existing tenurable] ranks of Instructor and Senior Instructor) to encourage and

recognize their development as teachers, in a way that reflects the career progression for members of the professoriate” (University of British Columbia 2010). The subsequent process resulted in a professor of teaching rank in 2012, adding a requirement for impact on teaching and learning outside of one’s own classroom, followed by a title change from instructor and senior instructor to assistant and associate professor of teaching in 2019. The University of Toronto created the ranks of lecturer and senior lecturer in 1999, in which a tenure-like permanent status came with promotion, and then created the assistant, associate, and professor teaching stream in 2015. Some change has been more rapid: in 2009, the University of Windsor Faculty Association rejected a university proposal for a teaching-only rank (Bradshaw 2013), but in 2021, the “Professor (Teaching Intensive)” stream was formalized, with no impact requirement and “all the rights, privileges, and compensation benefits of the existing faculty complement” (Ontario Confederation of University Faculty Associations (OCUFA) 2021).

This paper provides a snapshot in this rapidly evolving landscape, with a review of the collective agreements at 30 research-focused Canadian universities included in the Maclean’s categories of medical/doctoral and comprehensive institutions. Extending the work on perceptions of these ranks (Rawn and Fox 2018), we seek to provide an overview of the current state of TTFF streams in contractual terms, addressing tenure and promotion, nomenclature, scope of work, and benefits across Canada in the context of the evolution of academic work. As of January 1, 2023, formal TTFF streams existed at just over half of Canadian medical/doctoral universities (eight of 15) and just under half of comprehensive universities (seven of 15). The most explicit articulation of this professional category is in work descriptions and contractual terms among the eight research-intensive universities in the medical/doctoral category. In this category there are significant consistencies identifiable, notably in promotion criteria requiring substantive curricular and academic work on teaching and learning in addition to excellent classroom teaching.

SAMPLE SELECTION AND DEFINITIONS

This paper reports the findings from our analysis of the collective agreements of 30 research-intensive Canadian universities, divided into the categories of medical/doctoral and comprehensive. These widely recognized categories originated in *Maclean’s Magazine* as part of its annual analysis and ranking of universities in Canada. In the Maclean’s definitions, medical/doctoral institutions (also known in Canada as the U15) offer “a broad range of Ph.D. programs and research, as well as medical schools,” and comprehensive institutions are “universities with a significant amount of research activity and a wide range of undergraduate, graduate, and professional programs” (Dwyer 2023, n.p.). This sample selection in no way suggests that research is not central to the mission of other post-secondary institutions in Canada or that these institutions do not have TTFF streams. Our intention is to highlight that the universities in the medical/doctoral and comprehensive categories share specific circumstances such as substantial graduate programs that make them a cohesive sample comparable to the institutions considered in international studies (e.g. Godbold, Matthews, and Gannaway 2023a; 2023b; Harlow et al. 2022; Smith and Walker 2024). Recognizing that these two sample groupings have distinct contexts, and that there were some notable differences in the collective agreements between the two categories, they are discussed in separate sections in our findings.

Table 1. Institutions whose collective agreements were reviewed, by category

Medical/Doctoral	Comprehensive
University of Alberta	Brock University
University of British Columbia	Carleton University
University of Calgary	Concordia University
Dalhousie University	University of Guelph
Université Laval	Memorial University
University of Manitoba	University of New Brunswick
McGill University	Université du Québec à Montréal
McMaster University	University of Regina
Université de Montréal	Simon Fraser University
University of Ottawa	Toronto Metropolitan University
Queen's University	University of Victoria
University of Saskatchewan	University of Waterloo
Université de Sherbrooke	Wilfrid Laurier University
University of Toronto	University of Windsor
Western University	York University

For universities in this sample that have a teaching-focused stream and use the word “tenure,” identification as TTFF is straightforward. Our criteria for identifying other universities’ streams as TTFF or not begin with elements of the definition established in Vajoczki et al. (2011a), quoted above: TFF streams must be designated in collective agreements; identified as teaching-intensive, teaching-track, teaching-focused or similar; focused upon teaching (classroom teaching and related work, teaching-related research, and service); and identified as tenure-stream, continuing or permanent. We add to these criteria that there must be a contractually articulated promotion track with multiple ranks within the stream.

This project reviewed the contracts or collective agreements from 15 medical/doctoral universities and 15 comprehensive universities (Table 1), first to ascertain which had some form of TTFF stream. All research-intensive universities in Canada are public, and their collective agreements are publicly available (see Appendix). Each collective agreement was assessed by two team members under a set framework of content standards and agreed upon thesauri in English and French. For each collective agreement, both reviewers separately completed a spreadsheet, coding yes/no/mixed and recording the contract language and citation (or absence thereof) for a series of questions around contractual provisions for teaching-focused faculty (TFF) and traditional discovery research stream faculty (DR) (Table 2).

Data sets for each question were then compared to identify definitions of TTFF ranks, with particular attention to the degree to which the work of teaching—as traditionally understood as classroom practice—is extended by other forms of teaching-related scholarly work that in Canada increasingly falls under the broad term of “educational leadership” in contracts, award criteria, and other public-facing university materials (Symboluk et al. 2024). In cases where the collective agreement was not clear on “tenure-like,” we consulted with faculty associations to aid our categorization. As collective agreements are constantly in renegotiation, this study functions as a snapshot captured in January 2023.

Table 2. Guiding questions asked during collective agreement review

Initial questions	• Are TFF ranks or streams articulated in the agreement? • Are TFF eligible for tenure? • Are TFF eligible for a tenure-like status?
Criteria for tenure/tenure-like status for TTF If YES to one of the initial questions, then	• Is “educational leadership” in criteria for TTF tenure/tenure-like status? • Is SoTL research in criteria for TTF tenure/tenure-like status? • Is discovery research in criteria for TTF tenure/tenure-like status?
Further questions	• What are the rank titles for TTF? • Is a workload framework defined? If yes, also document DR if present. • Is compensation specified? If yes, also document DR if present. • Sabbatical leaves for TTF? If yes, document TTF and DR. • Are there complement limits for TTF ranks? • Is mobility possible between TTF and DR streams?

FINDINGS

Medical/doctoral research-intensive universities

As of January 2023, eight of the 15 universities in the medical/doctoral category have teaching-focused streams that are tenurable or tenure-like (Table 3). One more medical/doctoral university has a TTF rank available to only one small academic program, and another has a single TTF rank that does not have a promotable series of ranks and so does not meet study criteria.

Table 3. Tenurable Teaching-Focused Faculty (TTF) streams at medical/doctoral universities in Canada (1 January 2023)

Institution	TTF stream?	Job titles	Tenure/promotion criteria beyond classroom teaching?
University of Alberta	*Yes	*Assistant/associate/full career lecturer	*No
University of British Columbia	Yes	Assistant/associate/ professor of teaching	Yes
University of Calgary	Yes	Assistant/associate/ professor (teaching)	Variable criteria established by General Faculties Council
Dalhousie University	Yes	Instructor Senior instructor University teaching fellow	Yes
Université Laval	No		
University of Manitoba	Yes	Continuing instructor I, II, III	No
McGill University	No		
McMaster University	Yes	Teaching-track Assistant/associate/professor	Yes
Université de Montréal	No		
University of Ottawa	No	Language teacher I, II, III, IV Associate professor	No

	(Limited to language teachers and special case CSAP faculty)		
Queen's University	**No	Continuing adjunct [can promote into discovery research professor]	Yes
University of Saskatchewan	***No		
Université de Sherbrooke	No		
University of Toronto	Yes	Assistant/associate/professor, Teaching stream	Yes
Western University	Yes	Assistant/associate/professor, Teaching scholar	Yes

*Tenure-like by study criteria; however, assistant/associate and full career lecturer, UA Faculty Association notes that these ranks are subject to layoff in certain narrow conditions such as department closure.

**Not tenure-like by study criteria; does not have promotable ranks.

***Saskatchewan created a "Professor of Teaching" stream in its collective agreement beginning July 2023, after our snapshot.

CSAP = Continuing Special Appointment Professors

Of the eight medical/doctoral universities with a TTFF stream in January 2023, seven have a stream clearly articulated in contractual terms (UBC, Calgary, Dalhousie, Manitoba, McMaster, Toronto, Western). In the eighth, the University of Alberta's collective agreement refers to the "creation of a teaching-intensive career path," with ranks of assistant, associate, and full career lecturers (a stream created as of 2018), but career lecturer positions remain subject to layoff under narrow specific conditions (University of Alberta Schedule D). Taking both the collective agreement language of career path and the assessments of the faculty associations into consideration, we include Alberta in the "yes" column under our criteria, with an asterisk indicating the more complex circumstance.

Queen's University is another complex case. The rank of continuing adjunct sounds entirely distinct by title, but the collective agreement provides job security parallel to that provided to tenured faculty: "A Continuing Adjunct appointment is an adjunct faculty appointment with appropriate rank and a limited range of academic responsibilities that can be terminated only by retirement, resignation, dismissal for cause, or layoff pursuant to this Agreement" (25.1.3.2). According to the Queen's University Faculty Association, the continuing adjunct rank operates like teaching-based tenure, and offers a promotion path directly into a traditional discovery research full professor rank for faculty who carry out a substantial research program in their field while employed as a continuing adjunct (32.6.7). The continuing adjunct rank does not have an articulated in-stream promotion path, however, so falls into the "no" category in our criteria, similarly with an asterisk identifying complication.

Other English-language universities have limited or no formal TTFF category, though circumstances are again complex in some cases. The University of Ottawa's collective agreement identifies a tenurable teaching rank only for faculty in the language instruction program (18.3), and the faculty association notes that this rank currently encompasses only seven faculty members and is not available elsewhere at the university. There is also a letter of understanding (LOU) appended to

Ottawa's agreement, for tenurable continuing special appointment professors (CSAP): the university established this stream to address the specific circumstance of the 2003 double cohort year, in which a change to high school graduation requirements in Ontario meant that two cohorts of students would enter universities in the same year. Many universities took measures to provide additional seats. The LOU has been renewed in each negotiation since then, and faculty members holding CSAP positions "will not be required to apply for any future contract renewals. Rather, they will hold their CSAP positions (subject to Articles 19 and 39) until they retire/resign" (LOU clause 1). As of 2023, there is no provision for the addition of new CSAP positions: "this solution is unique to the CSAP incumbents and creates no precedent" (clause 7).

McGill University has a category called ranked contract academic staff (assistant, associate, full), who can work toward a "without term" appointment, but it is one that can still be terminated with notice and severance (McGill University Board of Governors, article 5). The University of Saskatchewan has no tenurable or tenure-like teaching stream, and none of Quebec's French-language medical/doctoral universities have identifiable tenurable teaching streams that meet study criteria.

In medical/doctoral category institutions, teaching streams identified as tenured and tenure-like exist in their respective collective agreements under a range of titles. The most common is a variation on the traditional assistant professor/associate professor/professor, with some indication of a teaching emphasis, including professor of teaching (UBC); professor, teaching (Calgary); professor, teaching stream (Toronto); teaching-track professor (McMaster); and professor, teaching scholar (Western). Others have alternative parallel structures, such as Dalhousie's progression from instructor to continuing status as senior instructor and then university teaching fellow and Alberta's career lecturer.

Definitions, duties, and workload

Whatever the job title, there are some consistencies with the criteria for promotion and tenure among the TTFF streams that exist at Canadian medical/doctoral universities. All of them require teaching to be assessed as effective, successful, excellent, or outstanding as the core qualification for promotion. Several also require or consider other kinds of teaching-related academic work with identifiable impact on teaching and learning at the institution or beyond. UBC articulates the most explicit set of criteria and definitions for this work in what it calls the Educational Leadership Stream. At UBC, promotion to professor of teaching requires:

outstanding achievement in teaching and educational leadership, distinction in the field of teaching and learning, and a growing body of innovative contributions to curriculum development, course design and other initiatives that advance the University's ability to excel in its teaching and learning mandate. (3.05)

The UBC collective agreement offers the country's most extended definitions of the academic work, in addition to excellence in classroom teaching, that is often evaluated for tenure and promotion through TTFF ranks. To frame the discussion of the range of formulations of TTFF ranks in Canada, we provide detailed excerpts of the exact collective agreement language from a small selection of institutions below. At UBC, "educational leadership" in the TTFF stream functions in parallel to

“scholarly activity” in its conventional research stream (teaching/educational leadership/service vs. teaching/scholarly activity/service).

Educational leadership is activity taken at UBC and elsewhere to advance innovation in teaching and learning with impact beyond one’s classroom. Educational leadership includes but is not limited to such things as:

- application of and/or active engagement in the scholarship of teaching and learning;
- significant contributions to curriculum development, curriculum renewal, course design, new assessment models, pedagogical innovation, and other initiatives that extend beyond the member’s classroom and advance the University’s ability to excel in its teaching and learning mandates;
- teaching, mentorship, and inspiration of colleagues;
- formal educational leadership responsibility within Department/Program/Faculty;
- organization of and contributions to conferences, programs, symposia, workshops, and other educational events on teaching and learning locally, nationally, and internationally;
- contributions to the theory and practice of teaching and learning, including publications such as textbooks, print and electronic publications, book chapters, articles in peer-reviewed and professional journals, conference proceedings, software, training guidelines, instructional manuals, or other resources; and
- other activities that support evidence-based educational excellence, leadership, and impact within and beyond the university. (4.04A)

Other agreements are not as explicit or as encompassing but offer criteria that similarly extend beyond classroom performance. On its teaching stream, Toronto’s agreement states, “Excellence in teaching may be demonstrated through a combination of excellent teaching skills, creative educational leadership and/or achievement, and innovative teaching initiatives in accordance with appropriate divisional guidelines” (PPAA, VII, 30, x, a.). McMaster’s promotion criteria extend further:

- 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. (McMaster University, Tenure and Promotion Policy, section 26, 1–7)

For promotion to professor, additional criteria include “significant teaching awards from bodies external to the home university; National and/or international adoption of the candidate’s teaching innovations” (McMaster University, Tenure and Promotion Policy, 27. 1–2).

Western's 2018 language on the teaching scholar track toward tenure-like continuing status is the most detailed of the Ontario agreements:

The evaluation of the record of performance in Scholarship Activities shall take into account quality, creativity, and significance for teaching within the discipline, as well as productivity. The scholarship activity record may include any material deemed by the candidate to be relevant including documentation of curriculum development and/or educational leadership and/or mentoring, presentations and scholarship on teaching or pedagogy, mentoring, or research into the efficacy of different pedagogical approaches. Impact of educational leadership and/or achievement could be demonstrated through innovation of methods that enhance student learning; through creation and/or development of models of effective teaching; through advances in the delivery of education in a discipline or profession; through engagement in the scholarly conversation via professional activity and/or publications. (3.2.3)

Dalhousie's language on the university teaching fellow stream incorporates these elements concisely: "Solid evidence of teaching effectiveness and contribution shall demonstrate a professional commitment to progress as a university teacher and to leadership in university teaching. It may include evidence of mentorship of teaching colleagues, development of new courses, development of innovative teaching aids and techniques and scholarly activity related to pedagogy" (12.18 (c)).

Given the breadth of disciplinary work and modes of teaching in a medical/doctoral university, specific breakdowns of workload are rarely present in Canadian collective agreements, which appears similar to Australia's pattern in "enterprise bargaining agreements." Ross (2019) notes that a similarly non-prescriptive "variable" understanding of locally negotiated workload is the most common model of workload articulation in Australia (Ross 2019, 16). On teaching load, a report from the Council of Ontario Universities asserts that "the normal teaching load for full-time [tenurable] faculty members [in all ranks and streams] is 3.5 courses per year" (Council of Ontario Universities 2018, 12). Most collective agreements with TTFF streams specify teaching as the primary work, but none specify teaching load (numbers of courses or students, for example), and very few articulate the percentage of time dedicated to different academic tasks (for any types of positions). In the few cases where the percentage is specified, the longstanding conventional assumption of 40% research / 40% teaching / 20% service (Bentley and Kyvik 2012; Rawn and Fox 2018; Teichler, Arimoto, and Cummings 2013) shifts slightly in TTFF ranks, in a way somewhat parallel to that reported in professor of teaching ranks in the University of California system, in which "PoT [Professors of Teaching] expect to spend on average 65.5% of their time teaching, 18.6% engaged in scholarly activity, and 15.9% performing service work" (Harlow et al. 2022, 2). McMaster allocates 60% of work time to teaching for its teaching-track ranks (2020c, SPS A9, clause 2); Manitoba's continuing instructor is 80% teaching and 20% service (2021b, clause 14); Western's Faculty Association (UWOFA) website notes non-prescriptively that "a typical workload could be 60% teaching, 20% scholarship activities, and 20% service" (UWOFA n.d.).

Professional mobility and complement limits

For the medical/doctoral institutions assessed, appointment streams are typically firmly siloed; transfer between teaching stream and research stream appointments is possible under specific conditions at a small minority of institutions. At Calgary, "transfer between Teaching and Research and Teaching-Focused streams" is possible (CA 28.1), and "All of the provisions of Article 28.7 and

28.10 regarding promotion shall apply to the process of transfer between the streams, with the question being whether the academic staff member meets the criteria for the new rank. A tenured academic staff member may not apply for a rank that normally does not include tenure (i.e. Assistant ranks)” (28.7.6). At Queen’s, a “Continuing Adjunct who has held an adjunct appointment at the University for a minimum of 10 consecutive years (excluding service as an Adjunct I and as a Sessional Adjunct) and who has been promoted to the rank of Professor in accordance with the provisions of Article 30 and Article 32 shall be granted a full-range Tenured appointment with the rank of Professor” (32.6.7). In Ottawa’s nominally temporary category of continuing special appointment professor (LOU clause 2), such moves are possible under specific criteria.

Neither medical/doctoral institutions nor faculty associations appear deeply troubled by fear of the traditional research professoriate being replaced by TTFF, as indicated by the fact that, at this moment, only one institution identifies complement limits in its collective agreement: McMaster stipulates that teaching-track appointments will not make up more than 20% of total faculty complement (2020c, SPS A9, clause 5). This relative lack of concern is not longstanding, however; in 2013 faculty members at the University of Ottawa “rejected a university proposal to make 10 percent of professorial jobs teaching focused by 2020” (Bradshaw 2013), refusing 10 percent as a target complement. Reporting in 2008 on Windsor’s rejection of a similar proposal (addressed below, under comprehensive universities), University Affairs quoted Robert Major, then vice president, academic and provost at the University of Ottawa on addressing such concerns: “we provide safeguards and very complex wording in the collective agreement” to limit the impact of TTFF ranks. The article notes that TTFF positions are bounded by “safeguards [that] include strict limits on the number of teaching positions in arts and science faculties” (Farr 2008). Then-spokesperson for the Canadian Association of University Teachers (CAUT) Vicki Smallman is quoted on a common rationale for resistance to TTFF positions: “It changes the nature of the academic appointment, by unbundling teaching from scholarship and service. To be an effective academic, you have to be engaged in all three” (Farr 2008, n.p.). The formal contractual descriptions of the academic work beyond the classroom in TTFF streams at Toronto and UBC emerge in this moment, and by 2023, according to Simon Bates (2024), associate vice president for teaching and learning, at UBC, there were some 350 TTFF faculty members working beside some 2500 discovery research faculty (12.2%), including an associate vice-president, a deputy provost, and six associate deans.

Sabbatical leave

There are sabbatical/research leave provisions equal to those for discovery research streams for TTFF in the collective agreements of four institutions within the medical/doctoral category: UBC (3.2.01), Calgary (16.1), Manitoba, (21.3.1), and Toronto (MOA article 4). At two others, sabbatical leave allowances are reduced for TTFF faculty members compared to those in traditional discovery research ranks: Dalhousie allows for such leave only at the top TTFF rank (university teaching fellow) (30.15–30.23), and McMaster’s teaching-track rank provides for a maximum of four months of leave (2020a, section 3), in contrast to six or 12 months for discovery research faculty (2020b, section 2). In the very limited scope of Ottawa’s seven tenurable language teachers (listed as “no” in our classification), the agreement provides professional leave of up to eight months (CA 29.4), less time than the 12 months available to discovery research faculty.

Salary

Given the confidential nature of salaries, few medical/doctoral institutions specify salaries or scales for academic faculty in their collective agreements, though published salary scales are more

prevalent in the comprehensive universities category. McMaster publishes a list of salary floors for lecturer, assistant, associate, and professor: the document does not distinguish among the streams that contain those ranks (McMaster, Salary Floors). On January 1, 2023, Alberta's salary floor for career assistant lecturer was 19.5% lower than that for assistant professor, with pay floor gaps in associate and full parallel ranks at 21.9% and 25%, respectively (appendix A.6 and D.5). Though salary scales are not present in Calgary's collective agreement for regular tenurable positions, the language around "continuing, contingent term and limited-term appointments" in the professorial ranks does identify different salary ranges for each rank in the discovery and teaching streams in that category: teaching-stream minimums are 10–13% lower than for discovery faculty at the assistant and associate ranks, though the minimums in the professor ranks are identical (Schedule A). Detailed evidence of actual pay rates is not generally publicly available: actual pay rates may or may not have the same relationships as the minimums.

Comprehensive universities

As of January 2023, TTFF streams and their formalization in collective agreements are slightly less common in universities in the Maclean's comprehensive category, but new tenurable streams are being created with some frequency (including three universities' newly created streams in place for 2024, outside the scope of our snapshot). In the comprehensive category, seven of 15 universities have identifiable tenurable or tenure-like teaching stream positions: Carleton University, the University of New Brunswick, the University of Regina, Simon Fraser University, the University of Victoria, the University of Windsor, and York University. Vaioczki et al.'s 2011 report included Guelph University in this list (18), but it does not meet the criteria of this study: at the end of a five-year contractually limited position, "the University will decide to terminate the position or convert the position to Tenure-track" (19.5), but there is not a progressive teaching stream (Table 4).

Table 4. Tenurable teaching-focused faculty (TTFF) streams at comprehensive universities in Canada

Institution	TTFF stream?	Job titles	Tenure/promotion criteria beyond classroom teaching?
Brock University	*No		
Carleton University	Yes	Lecturer (Instructor) I, II, III, IV [terminology under review in 2023]	No
Concordia University	*No		
University of Guelph	**No		
Memorial University	No		
University of New Brunswick	Yes	Assistant/associate/teaching professor	No
Université du Québec à Montréal	No		
University of Regina	Yes	Instructor I, II, III	No
Simon Fraser University	Yes	Teaching faculty: lecturer/senior lecturer/university lecturer	Yes
Toronto Metropolitan University	No		
University of Victoria	Yes	Assistant/associate/teaching professor	Yes
*University of Waterloo	No		
Wilfred Laurier University	No		

University of Windsor	Yes	Assistant/associate/professor (teaching intensive)	No
York University	Yes	Assistant/associate/professor, teaching stream	No

*Brock and Concordia created TTFF provisions in collective agreements enacted in July 2023, after our snapshot of January 1, 2023. Waterloo created TTFF provisions in 2024.

**At Guelph, it is possible to have a contractually limited position converted to tenure track after five years, but there is not a separate promotable stream.

As in the medical/doctoral group, most of the comprehensive universities use a version of the traditional assistant/ associate/ professor titles, with indicators of a teaching focus. New Brunswick and Victoria use teaching professor; Windsor uses professor (teaching intensive); York uses professor, teaching stream. Regina uses Instructor I, II, III (13.5), faculty members who “may be appointed to term, tenure-track, or tenured appointments” (14.5). The collective agreement for Simon Fraser designates a “Teaching Faculty” position which denotes tenured teaching roles: teaching faculty titles are lecturer, senior lecturer, and university lecturer. Carleton’s language is evolving, with the collective agreement using “confirmed” lecturer (instructor) I, II, and III, where the equivalency phrase “tenured/confirmed appointments” later in the clause affirms tenure-like status (9.4b). Their collective agreement ending in 2024 indicates further change in the future, mandating a “parity committee” to consider new titles for the instructor ranks and the criteria for promotion to the new rank of instructor IV (12.6). Collective agreements in comprehensive universities are somewhat more likely to use the word “tenure” for permanent teaching-focused appointments than medical/doctoral institutions: it is present in five of the seven agreements with identified TTFF streams (New Brunswick, Regina, Victoria, Windsor, York).

Definitions, duties, and workload

Articulations of the TTFF streams in comprehensive universities demonstrate what appears to be a more diverse set of understandings of this work than what is evident in the medical/doctoral category, with several focused exclusively on classroom teaching as it is traditionally understood, and a small minority requiring educational leadership work. York’s teaching stream, created in 1977 and updated in 2019, is focused exclusively on classroom teaching: “The University’s need for specialized teaching skills in certain areas is the *raison d’être* of the Teaching Stream, and thus the consequent emphasis on teaching therein is reflected in the criteria for evaluating members of the stream. Indeed, this need is the basis for requiring that nothing less than excellence (superiority) in teaching and competence in service to the University be the required standard for the granting of tenure to an individual in the stream” (York University, Tenure and Promotions Teaching Stream Document, Part A).

Similarly, in a stream created in 2021, Windsor’s agreement defines “teaching intensive” faculty as “a faculty member whose primary responsibilities are teaching, not to exceed eight (8) credit courses or their equivalency and normally without expectation of research/ scholarship/ creative activity” (1.01), with a defined workload distribution of 80% teaching and 20% service. The Ontario Confederation of University Faculty Associations website notes, “As a result of the creation of this new stream [at Windsor], workload for regular faculty positions will be standardized as 40 per cent teaching, 40 per cent research, and 20 per cent service across campus by 2024, with a four-course load across all faculties” (OCUFA 2021).

Instructors at the University of Regina perform “teaching and related duties” and service (16.1.3). New Brunswick’s TTFF rank focuses on “their positions as teachers” (16B.01), to the point of limitation of other academic work: “Teaching Professors have the right and responsibility to be involved in academic service and may be involved in research and other related activities to the extent that such involvement does not prevent the Teaching Professors from fulfilling their principal responsibility” (16B.02). This narrowed frame is affirmed in a later clause: “Where research and scholarly or creative activity is conducted by Teaching Professors in the course of their duties in accordance with the provisions of Article 16B.02, it shall have as its primary objectives the increase of knowledge and understanding, and the improvement of the Teaching Professors’ teaching and scholarly competence” (16B.05).

In contrast, the two comprehensive universities in British Columbia (Simon Fraser and Victoria) both define TTFF positions using classroom teaching as a baseline and then extending beyond. At Simon Fraser, appointment at or promotion to university lecturer (its highest TTFF rank) requires demonstration of:

- sustained record of excellence in teaching;
- distinction in the field of teaching and learning including demonstrated innovation resulting in a positive impact on student learning;
- sustained record of excellence in educational leadership;
- sustained and innovative contributions to curriculum development, course design, and other initiatives that advance the University’s ability to excel in its teaching and learning mandate;
- an appropriate level of involvement in service to the academic profession, to the University, or to the community. (35.15.1–5)

The University of Victoria centers its promotion criteria around teaching and “scholarly activity” within the teaching professor stream, with a slightly different definition than Simon Fraser: in the TTFF stream at Victoria, traditional discovery scholarship is a parallel option alongside SoTL and other kinds of educational leadership work within the stream, rather than a distinct criterion in the discovery research stream, as is more typical of the other examples we identified. At Victoria, promotion to associate teaching professor requires scholarly activity “that contributes to their disciplinary field or Scholarship of Teaching; and/or leadership in the improvement of teaching at the Department, Faculty or University level” (29.12 b) as well as “at least six years teaching at a university or college, in a full-time equivalent role or reasonably comparable experience” (21.15). Victoria’s definition of “scholarly activity” offers a version of teaching-stream work that explicitly encompasses both discovery research and educational leadership or SoTL work:

Scholarly Activity means activities which enhance teaching ability or effectiveness including: continuing mastery of one’s field of knowledge and awareness of current scholarship in one’s own and closely related fields and the nature, quality, and extent of one’s own work; independent research on the scholarship of teaching and learning; and activities enhancing one’s ability to engage in research-enriched teaching, as described in the FEP [Faculty Evaluation Policy] and Unit Standard applicable to the Faculty Member. Scholarly Activity includes, but is not limited to, disciplinary research, discipline based education research, clinical research, and community-engaged

research. It also includes the use of scholarly methods in the development of courses, programs or curricula and the scholarship of teaching and learning. (25.19 and 25.19.1)

In January 2023, other institutions in the comprehensive category were in the process of reflecting upon the possibility of TTFF ranks or streams. For example, the University of Waterloo refers to their teaching-intensive faculty members as lecturers, and though no changes were made public before publication, their faculty association website has noted for some time that they are working to revise the university's policies on faculty appointments (Policy 76) and tenure and promotion of faculty members (Policy 77) in relation to teaching-stream faculty appointments (Tan, Wehr, and Hardy 2023). Waterloo created a teaching stream later that year. Also beginning later in 2023, and thus falling outside our snapshot period, Brock University created a provision for the introduction of faculty appointments designated as Teaching-Intensive, with complement limits of 7% in the first year (19.02c), and Concordia University established a pathway for ETA senior lecturers (Extended Term Appointments) to be appointed to a new rank, teaching professor (14.13–14.14).

Brock and Concordia have also historically shared a different type of provision relating to teaching-intensive workload distribution within conventional appointments and job titles, but these are structured as employee management mechanisms rather than as parallel streams or positions. Brock's collective agreement allows for circumstances where "in the interests of excellence in teaching, when, with the prior approval of their Department or the Dean, faculty members engage in forms of course preparation or delivery that require more time than is required when teaching traditional courses, they have the right to apply to their Dean to have their distribution of workload components altered or teaching load reduced to recognize the request" (24A.01 (c)). But also, "if the faculty member's performance in the area of research/scholarly, creative activities continues to be inconsistent with the expectations of the Agreement, the Dean may increase the faculty member's teaching workload to 4.0 full courses or equivalent" (24.03 (e)). A research-stream faculty member at Concordia can likewise have their teaching workload increased "where there is no clear evidence of productivity in research and scholarship during the most recent evaluation period, taking into account the extent of the member's service" (16.08 (c)). Such provisions clearly do not fall within the frame of TTFF as distinctly defined and parallel ranks or streams in these collective agreements.

Professional mobility and complement limits

Across the comprehensive category, there is a slightly stronger frequency of explicit options in collective agreements for mobility between TTFF and discovery research streams (four of 15 versus two of 15 in the medical/doctoral category). Victoria's collective agreement includes an explicit option for mobility between TTFF and discovery research streams: "A Faculty Member's appointment may be converted to an appointment in a Stream other than the Stream their appointment is currently held in" (24.2). Simon Fraser's collective agreement stipulates "a University Lecturer may seek promotion to Professor" (28.23); York allows movement between the "alternative" and professorial stream in "exceptional circumstances" (12.13); and Carleton also allows a move from the instructor stream to "a faculty rank" in "exceptional circumstances" based on "their research and scholarship in an appropriate discipline" (12.4b).

Like nearly all of the medical/doctoral universities, the two comprehensive universities whose collective agreements for TTFF positions require work beyond classroom teaching do not have complement limits, but three other universities in the comprehensive category do: Regina has a complement limit of 13% (5.7); York's is 15% (12.02.2); and Windsor's agreement provides that "the

number of teaching intensive faculty shall at no time exceed, in any given Faculty, 20% of the total number of faculty members in the Faculty” (12.05f).

Sabbatical leave

While medical/doctoral institutions vary on sabbatical provisions for TTFF streams, all seven institutions in the comprehensive category with TTFF streams provide the same sabbatical provisions in both streams (Carleton, 20.3; New Brunswick, 31a and 31b; Regina, 16.7; Simon Fraser, 46; Victoria, 8.34; Windsor, 17.01; York, 20.02a).

Salary

Salary provisions, however, have substantive distinctions. In contrast to those for medical/doctoral institutions, collective agreements for comprehensive universities with TTFF streams all include scales of salary minimums, and the differences between discovery research ranks and TTFF ranks are significant in most cases (Figure 1). There are two exceptions: minimum salary scales are the same in both streams at Victoria (50.6) and Windsor (Article A).

Figure 1. Salary floors in collective agreements (CA) for comprehensive universities (January 1, 2023)



When considering salary tables in collective agreements, it is important to note that these scales do not necessarily reflect actual salaries, which are confidential, but rather absolute minimums at appointment or upon reaching the named rank. Gaps in defined salary minimums at the entry-to-rank position (assistant or I in most cases) ranged from 6.2% at Simon Fraser (Simon Fraser University, Appendix A) to 19% at Carleton (Article 46). The gap was very large at Regina at 26.6% (University of

Regina, Appendix A), but since the floor for the highest instructor III rank was below the floor for the lowest assistant professor rank, the salary categories do not appear to function in the same sort of parallel as in the other collective agreements considered. At the highest level (professor or senior in most cases), the gaps increased, with the exception of New Brunswick, where the 18.8% gap at the assistant floor shrinks to 17% at “Full” (36B.09).

CONCLUSIONS

Our review of collective agreements as of January 1, 2023, documents that in Canada, eight of 15 medical/doctoral universities have a TTFF stream. Seven of 15 comprehensive universities have a contractually articulated teaching-focused faculty (TTFF) stream that is tenurable or tenure-like in its function and security, for a total of 15 of 27 English-speaking research-focused universities in Canada. One medical/doctoral university (Saskatchewan) and three more comprehensive institutions (Brock, Concordia, and Waterloo) have instituted promotable TTFF streams since our snapshot date.

Two key findings of this survey are the identification of two broad types of TTFF streams in Canada, and the observation that they are not linked exclusively to specific categories of universities or to specific geographical regions. The first category encompasses those formulated for what York’s agreement calls the “raison d’être of the Teaching Stream”—excellent teaching—with promotion and tenure criteria focused exclusively on classroom teaching, sometimes with related service. Two of the medical/doctoral universities (Alberta and Manitoba) and five of the comprehensive universities (Carleton, New Brunswick, Regina, Windsor, and York) fell into this category. The second category, typified by the detailed descriptions in the collective agreements of UBC and Toronto, formulates teaching and educational leadership streams around both excellent teaching and scholarly work of teaching and learning and curriculum, with impact requirements and promotion procedures explicitly parallel to those in the traditional discovery research stream. In this category are two of the comprehensive universities (Simon Fraser and Victoria) and five of the six remaining medical/doctoral universities with clear TTFF streams (UBC, Dalhousie, McMaster, Toronto, and Western). Calgary has varying criteria set by a general faculty council.

Though universities with TTFF streams are distributed across the medical/doctoral and comprehensive categories examined in this paper, we can identify limited trends by both geography and category. Medical/doctoral universities are more likely to require some form of scholarly work related to teaching and learning (e.g., educational leadership) for promotion, though this element is also prominent in both comprehensive universities in British Columbia. All three of the British Columbia universities in our sample have TTFF streams formulated around a vision that goes beyond teaching-only and toward what the UBC calls “educational leadership”: work to “advance innovation in teaching and learning with impact beyond one’s classroom” (4.04).

Nomenclature reflects an increasing sense of TTFF defined as a stream parallel to traditional discovery research, as nine of the 15 institutions with this stream use some form of assistant/associate professor plus at least two more initiating processes to consider a shift away from instructor or lecturer. Five of the seven comprehensive universities with TTFF ranks use the word “tenure” though in the medical/doctoral category, only Calgary and UBC do so.

In terms of working conditions, core benefits were consistent across traditional and TTFF streams but benefits like academic/sabbatical leave are, so far, universal only at the comprehensive universities. In the medical/doctoral category, these leave provisions are not universal (six of eight), and when offered they are not always equal in length or accessibility to those offered to discovery research faculty. In most of the universities with TTFF streams, employment conditions are broadly similar, though there is clear evidence of lower salary (or at least lower contractually articulated salary

floors) at nearly all universities where salary floors or ranges are included in collective agreements, with the exception of Victoria and Windsor, where the collective agreements' salary structures are the same across streams.

Though versions of these ranks have existed at some Canadian universities for decades, revisions to collective agreement language in order to create new ranks and streams or to make existing ones more explicitly parallel have become more identifiable in the last two decades. In this process, teaching-focused scholarly work has been more formally articulated at several universities. Beyond-the-classroom TTFF ranks are no longer anomalous across Canadian universities, especially in the medical/doctoral category. And within both medical/doctoral and comprehensive universities, appointments in TTFF streams are increasingly common, with employment conditions similar contractually to traditional discovery research streams at the same university, but with a greater proportion of time devoted to teaching or a heavier teaching load.

On that division of work, only three of the 15 Canadian medical/doctoral universities specify percentages of time to be dedicated to teaching, research, educational leadership, or service (McMaster, Manitoba, Western), though the traditional distribution of 40/40/20 for discovery research faculty is still widely understood. In collective agreements where TTFF workload distributions are stated, the specific percentage of time spent in classroom teaching ranges from 60% teaching at McMaster and Western, where educational leadership type work is required for tenure, to 80% of time on classroom teaching-related duties where TTFF are considered teaching-only, as at Manitoba and Windsor. Collective agreements that establish parallel professional streams often provide distinct definitions of scholarly work related to teaching and learning in criteria for promotion (notably UBC, McMaster, Toronto, Victoria, and Western) as well. In other cases, they narrow the field or actively remove requirements for scholarly work (New Brunswick).

Our findings suggest that there is a documented trend among Canadian universities—with a number of exceptions—to expand the professional identifiability and profile of TTFF ranks, not as stop-gap, term-limited, or contractually-limited positions, but often as a parallel professional stream, with similar (though not identical) job titles, promotion processes, and sabbatical provisions.

This 2023 snapshot provides a fixed reference for future analyses of prevalence, scope, and conditions of TTFF positions at Canadian medical/doctoral and comprehensive universities. The Canadian higher learning environment is continually changing, with additional institutions creating ranks, changing job titles, and clarifying criteria for promotion that may extend beyond teaching within one's own classroom in tenured and tenure-like permanent, promotable academic appointments. This study provides an introduction to the Canadian context and aims to provide a foundation for further investigations on collective agreements and frameworks for teaching-focused ranks and streams at Canadian primarily undergraduate universities, Indigenous institutes, colleges, and CEGEPS, and for international conversations about teaching-focused academic ranks.

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DISCLOSURE

We used OpenAI's Chat GPT when creating the layout of Figure 1 and DALL-E tool for the design of the image accompanying the article.

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APPENDIX

THE COLLECTIVE AGREEMENTS

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