

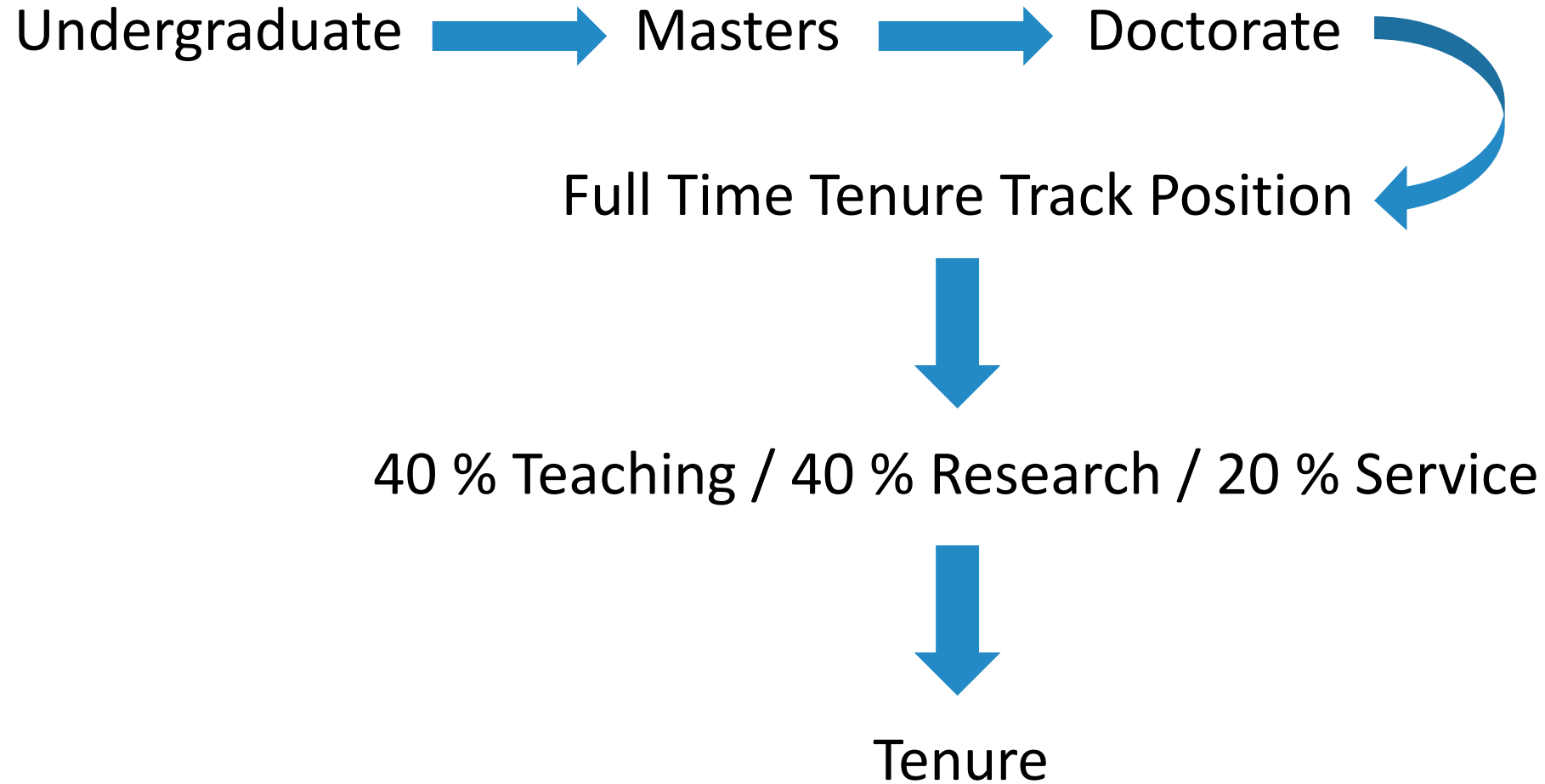
# Academic Pathways

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University Workforce of the Future...Global Perspectives May 2-5 2017  
Plenary Session 8

# The Traditional Pathway

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# The Traditional Model

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- Canadian universities employ FT Tenure Track/Tenured Faculty to teach, conduct research, and perform community service
- Instruction was supplemented by instructors hired on a per course contract (Sessionals) to cover specific offerings in a given semester that could not be handled by full time staff
- Limited Term Appointments were also employed to teach and carry on the duties of a full time faculty member on a short term basis

*The Forces of Change:  
Why is the traditional model under duress?*

Let's go "Back to Basics"

# Productivity 101

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- *Example U* has a Faculty salary cost of \$100,000,000
- Work load of 6 courses per FTE Faculty
- Does not use part time instructors, i.e. 100% of the teaching is delivered by its full-time faculty
- The union has proposed a workload of 4 courses per FTE Faculty

# Productivity 101

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*A 4 course load implies a reduction of total teaching by one-third. To maintain the previous total number of courses taught the following options are available:*

1. Increase the full-time complement by 50%. To illustrate: if 500 FTE Faculty taught 6 courses the total is 3,000. Reducing it to 4 courses generates 2,000. We're 1,000 courses short. Dividing 1,000 courses by the new 4 course load = 250 new Faculty. Total Cost becomes **\$150,000,000 vs \$100,000,000**.
2. Overload: pay existing faculty a premium to teach courses in excess of the new 4 course load. Same as part time stipend.

# Productivity 101

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3. Hire Part time Instructors. Stipends can range but lets assume \$5,000 per course or \$5,000,000.
4. Reduce overall course offerings by 1,000.
5. Increase class sizes.
6. Combinations of the above options.

In this example, total costs to maintain the same level of programming has increased by a minimum of **\$5,000,000 or 5% and introduces a new category of academic: part time PCI's/Sessional Instructor.**

# The Traditional Academic Pathway

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- The *40% Teaching/40% Research/20% Service* workload formula works when:
  1. The teaching component generates sufficient revenue to pay for the other two. This implies affordable compensation levels for full time faculty and teaching loads.
  2. Teaching component is productive.
  3. Governments et al cover the full cost of research.

Otherwise... the institution must employ alternative academic pathways and other mitigation strategies in order to fulfill teaching and programming requirements.



# Per Course Instructors, Limited Term Appointments, Teaching Only et al

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## **Per Course Instructors:**

- Contracted to teach one or more courses
- Usually limited to a maximum of number of contracts per year
- Densely Unionized
- Seniority creates de facto continuing status
- Security based on curricular demand
- Compensation on a per course basis, usually with no benefits
- Usage depends on the focus of the university, teaching-focused or research focused

# Per Course Instructors, Limited Term Appointments, Teaching Only et al

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## **Per Course Instructors:**

- Usually employed after Full Time Teaching Assignments are set. Few universities compel additional teaching for Tenure/Tenure-Track faculty
- Graduate Students may have priority after full time assignments
- May be teaching up to 50% of the students in some institutions compared to 15 to 20% thirty years ago. Co-related to decreased work loads, leaves and research releases?

# Per Course Instructors, Limited Term Appointments, Teaching Only et al

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## **Per Course Instructors:**

- Ontario 50 %; West 39%;
- Considered by CAUT to constitute precarious employment
- CAUT “Pro Rata” agenda

# Per Course Instructors, Limited Term Appointments, Teaching Only et al

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## **Limited Term Appointments:**

- Teaching is the primary focus
- Can be 1 or more years
- No expectation of renewal
- Research and scholarship expected if person wishes to have a chance at a TT position
- In common use
- Compensation
- Considered precarious employment by CAUT

# Per Course Instructors, Limited Term Appointments, Teaching Only et al

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## **Regular Tenure Stream That Regard Teaching as Primary with Little or No Research Output:**

- 18 Credits per Academic Year
- 12 universities employ this in a recent FBS study
- Prominent in small universities or colleges that have recently achieved university status
- Universities with a teaching focus
- Service is the second component of Work Load

# Per Course Instructors, Limited Term Appointments, Teaching Only et al

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## **Regular Tenure Stream Teaching-Intensive Positions as a Complement to the Traditional Teaching/Research/Service Positions:**

- 35 universities in the FBS data base have teaching –intensive positions
- Fewer than 1/3 provide compensation on the same basis as Full Time
- Teaching-Intensive positions are resisted
- Normal workload varies and set by discipline and department

# Per Course Instructors, Limited Term Appointments, Teaching Only et al

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## **Regular Tenure Stream Teaching-Intensive Positions as a Complement to the Traditional Teaching/Research/Service Positions:**

- CAUT, OCUFA, FNBFA, FQPPU, and others object to any appointment that doesn't employ the Research/Teaching/Service formula. They argue that research informs teaching.

# Some Conclusions/Discussion Points:

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- The cost of lower teaching workloads and higher incomes for Canadian full time tenured and tenure stream academics has necessitated the use of other academic positions whose focus is teaching
- Most institutions cannot rely on overload arrangements to fulfill their teaching programming needs
- If teaching–intensive positions and per course Instructors are given Pro Rata compensation the business model becomes unsustainable
- Alternative Academic pathways could include permanent PCI's and teaching–intensive positions with attendant rights



# Some Conclusions/Discussion Points:

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PH.D



PCI/Post Doc/ LTA



Tenure/Tenure Track Teaching Intensive or  
Traditional Tenure Track Appointment

# Academic Pathways

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