



3.5.4 Teaching-only role

A teaching-only position may be a career choice for you, as for **Cathy** (see Cathy timeline):

I have landed in exactly what I had hoped to find ...I really enjoy the teaching part. Research I think is really valuable and it's not that I don't envision participating in that to a certain extent but I don't get excited about it in the same way.

On the other hand, taking a teaching position may not be your final goal. In **Barbara's case** family responsibilities meant she couldn't move so had to take a local teaching-only role even though her long-term plan was to secure research-teaching position. In order to maintain focus on her preferred career, she conducted research as an additional task:

I just act like it is [part of my work] and ...still do everything I'm supposed to ...even though [research] is not technically part of my workload, as an academic that is the most prestigious part, right, so people ...are happy—I mean the chair of my department—why wouldn't he be happy that I'm bringing in grants or hiring graduate students.

Regardless of your motivation for taking on a teaching role, what does it actually involve? Cathy described her typical week:

I am working 5 days, usually more than 8 hours per day. I teach every term – usually 6 credits (two 3 credit courses, or a combination of 3 credit courses and seminars). I have taught 7 different courses [so far], so thankfully I do not have to prep new courses any longer – just update them and adjust them to the current students' needs. I also supervise thesis students: currently 8, but soon I will be down to my ongoing target of 5. I am also expected to be on 3 additional thesis committees. So my typical week consists of 12 – 18 hours of prep, marking and teaching, 3 – 10 hours of meeting with thesis supervisees or reading their drafts, 11 hours of work on the Research Ethics Board (REB), 10 hours of administration, 2 – 4 hours of meetings with school personnel (not REB), 2 – 8 hours of professional development.

Holly described her typical week as follows:

Four courses ...so the week is primarily teaching (and everything associated with teaching, including prep, grading, meetings with students, cohort teaching partner meetings, etc.); lots of meetings for committee work: department meetings and governance meetings—i.e., faculty senate, senate small group meetings for discussion, teaching meetings, course development meetings, faculty executive meetings, promotion and sabbatical meetings ...the occasional thought about an interesting idea to pursue or research, but no time for follow up; if I'm lucky, I squeeze in a conference



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proposal then panic as I try to prepare a presentation that covers what I've promised to say; popping into other faculty members' offices to see how they're doing (especially new faculty); [and] EMAIL!

As you can see, their roles involve lots of meetings, and possibly supervision alongside teaching. Generally, a teaching-only role includes the requirement to contribute to the institution by completing administration/service often with an educational focus. You may also choose, as Barbara did above, to engage in research, but your main role requires commitment to and success in supporting learning (often student evaluations play a key role here). Often, teaching-only positions require you to demonstrate satisfactory performance on an annual basis, so it is important to document your teaching practice and to reflect on your development as a teacher (see *teaching portfolio*).

Most institutions have a specialist teaching-learning service that offers workshops and other resources to support your teaching and supervision. Making use of this service will provide opportunities to talk with teaching and learning specialists and to meet members of your peer group. Often these face-to-face sessions are the only regular venue where you can talk about teaching and learning – something that rarely happens in day-to-day departmental conversations. Many institutions provide opportunities for newer teachers to co-teach with experienced colleagues. This can be an excellent way to learn a lot about the design, teaching and assessment process in general and specifically for your institution.



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