HOW TO SOLVE POLICY 76 IN ~~19 MINUTES~~ 10,000 WORDS[1]

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This document was prepared by Dave Tompkins as an individual and not on behalf of his faculty, school, or faculty association.

There is a companion website for this document: https://cs.uwaterloo.ca/~dtompkin/archive/policy76faq/ where additional information and updates will be posted.

> **To skip through this document, just read these green shadowed boxes.**

> Examples are shown in blue dashed boxes. Examples are **not** necessarily recommendations.
>
> Unless otherwise stated, faculty members used in examples do not have any ongoing or definite-term teaching reductions (for simplicity).

Please note that throughout this document, "Chair" shall be interpreted as "Chair and/or Dean and/or Director and/or Unit Head", and "department" shall mean "department or school or academic unit".

OVERVIEW

> We use a considerable amount of jargon, including some new nomenclature introduced in this document. For example, we use **Professor T.S.** (Professor Teaching Stream) to refer to the "new" rank for Lecturers, and **O.G. Professor** ("Original" Professor) to refer to current regular faculty members that have a professorial rank. **We provide a glossary at the end.**
>
> After a brief preamble, we present Part 0, which proposes amendments to the Memorandum of Agreement, which are necessary to facilitate the proposed policy changes. Our two core ideas are presented in Part 1 and Part 2.
>
> **In Part 1 we propose a new type of leave: a Teaching Leave Term (TLT).**
>
> **In Part 2 we recommend principles for Chairs to follow when establishing Annual Teaching Loads (ATLs).**
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> In Part 3 we go beyond the scope of our primary goal and recommend that faculties and departments establish additional Teaching Workload Guidelines (TWGs).

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[1] This title refers to the video we made titled "How to fix Policy 76 in 19 minutes" (link). This document is a follow-up to that video that clarifies, expands upon, and refines many of the ideas presented in the video. A legitimate criticism of that video is that it was too short and glossed over too many important details. When preparing this document, we may have swung the pendulum too far in the opposite direction.

PRIMARY GOAL

> Our primary goal is to present a *pragmatic* and *equitable* solution that provides the new rank of Professor T.S. periodic leaves from teaching. We do not address any other aspects of the ongoing negotiations.

There are many important policy issues we do not address, including: new titles, permanence vs tenure, participation in governance (e.g., DPTCs) and rising through the ranks. These issues are important, but they have no significant financial impact.

This document focuses on teaching leaves, which have significant operational impact and a minor financial impact. Teaching leaves also seem to be the crux of the negotiation impasse.

OMBUDSPERSON

> The Administration and FAUW shall jointly appoint an Ombudsperson (or a committee) to review and resolve any issues that arise from the implementation of any policy changes, teaching workload guidelines, or any changes in appointments.

Policy that affects a diverse group often produces unintended consequences. There needs to be a mechanism to address these consequences.

We have heard from many Lecturers that they do not feel like they are treated as respected peers in their department. There is considerable apprehension among some Lecturers that their minority voice may not be heard by their department and/or Chair.

PART 0. CHANGES TO THE MEMORANDUM OF AGREEMENT (MOA)

> The MOA shall be amended to add a new section on Teaching Workload Guidelines (TWGs).
>
> The subsections to be added to the MOA appear below as numbered entries.

As per MOA §5.2.4 [link], the MOA can be amended as part of these current negotiations to ensure that the policies are harmonized.

In this part, we provide the necessary amendments required to implement our two core ideas (Part 1 and Part 2). In Part 3, we suggest additional changes that we feel are prudent, but are not as time sensitive as Part 1 and Part 2 in the context of the current negotiations.

> 1. The Annual Teaching Load (ATL) is the number of *teaching tasks* a faculty member is normally required to complete each year.
>
> 2. Each member must be assigned an ATL, either in their appointment letter or another official document that appears in their employment file (as per Policy 75).
>
> 3. Changes to a faculty member's ATL should be unusual, and typically only when weightings and duties are adjusted as per § 13.5.5 (b).

Our understanding is that nearly every regular faculty member has an assigned amount of teaching they are required to teach each year. For those faculty that do not, they should (even if the quantity is none). The MOA shall enforce that each member is assigned an ATL.

The ATL shall be a fixed value. We are aware that some faculty have a range specified in their appointment (e.g., *"… between ___ and ___ courses per year …"*) to reflect changes in teaching responsibilities from year to year. We propose that this practice should be eliminated and be replaced with teaching reductions and/or specific teaching tasks (as discussed in Part 3).

Our focus is on regular faculty members, but often other faculty members (e.g., research appointments, special appointments) and non-faculty members (e.g., staff and postdoctoral fellows) have an ATL specified in their appointment and would benefit from a clear definition.

> 4. A member's adjusted ATL is their ATL less any ongoing or definite-term teaching reductions.
>
> 5. A member's adjusted ATL may change frequently throughout their career, and is always determined as of a specific date, depending on the teaching reductions in place at that date.
>
> 6. The number of teaching tasks excused during a leave shall be based on the adjusted ATL of the faculty member on the first day of the leave, unless otherwise specified in faculty and/or departmental guidelines or in the terms of the leave.

We believe the use of "teaching reductions" is ubiquitous enough that we do not need to define it here. In Part 3 we discuss teaching reductions in more detail.

There must be a concrete method for determining the number of teaching tasks excused during a leave. At the very least, it is necessary for departments to track from a budgetary and accounting perspective. In the worst case, it could lead to grievances.

Consider how the existing Policy 3 (Sabbatical and Other Leaves for Faculty Members) [link] is currently written for sabbaticals with a duration of a half-year: *"Half-year leave … shall mean leave from normal teaching duties for one term (approximately four months) of the two teaching terms normally required in a 12-month period plus one-half of a non-teaching term".* There are two problems with this language we wish to address. The first is the use of "normal" in general, and the second is the wording: *"normal teaching duties for one term of … the two…".*

Policy 3 uses the phrase *"normal teaching duties"* which can easily be misinterpreted: Does "normal" denote the duties *excluding* any teaching reductions (because the teaching reductions may not be "normal") or does it denote the duties that would have "normally" occurred during the term(s) in question, which would *include* any teaching reductions? In other words, are the teaching duties excused during a leave based on the ATL or the adjusted ATL? Insight comes from Policy 14 (Pregnancy and Parental Leaves…) [link], which also uses the phrase "normal teaching duties" and adds clarification text: *"a reduction in the number of teaching tasks… must be viewed relative to the teaching workload that would have occurred if the faculty member was not on leave"*[2]. This suggests that "normal teaching duties", as used in both Policy 3 and Policy 14, includes any teaching reductions in place during the leave.

Consider the following two examples, which illustrate the problem specific to sabbaticals with a duration of a half-year.

> **Example 0.1.** An O.G. Professor has an ATL of 3 tasks per year. Sometimes their teaching tasks are assigned as {2|0|1} with 2 in winter term and 1 in the fall term, and sometimes {1|0|2} (vice-versa). For the previous two years they have been assigned as {2|0|1}, which could be construed as their "normal" teaching duties. As per the existing language in Policy 3, if they take a regular half-year sabbatical from Jan-Jun, they would be excused from two tasks, but if their half-year sabbatical is from Jul-Dec, they would be excused from one task.
>
> **Example 0.2.** The O.G. Professor from Example 1.1 has flexibility over their teaching assignment. They arrange to teach once in winter because they are taking their half-year sabbatical from Jul-Dec, with the expectation that they would be excused from two tasks because "normally" they would teach 2 in the fall if they teach 1 in the winter.

To fix these problems, we propose that the number of teaching tasks excused for a full regular sabbatical shall be the adjusted ATL (as of the first day of the sabbatical), and for half-year sabbaticals it shall be half of the adjusted ATL (Adj. ATL / 2). In practice, many departments already follow this practice regardless of how the policy is currently written (i.e., 1.5 teaching tasks would be excused in the above examples). It is our understanding that some departments always excuse just one teaching task for half-year sabbaticals, which seems an inequitable way to avoid this situation. The root of this problem is that there is no language in the MOA or Policy 3 that refers to an annual teaching load (or an adjusted ATL).

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[2] Policy 14 also contains the text: *"…the number of courses (e.g., teaching tasks) requires only that the **nominal** teaching load of the faculty member on leave is known (e.g., average number of courses per academic term, which is the average number of courses per year divided by 3)."* The phrase "nominal teaching load" does not appear in any other policy. Out of context, "nominal teaching load" might suggest the ATL (not the adjusted ATL), but in the context of Policy 14, it is clearly intended to be the Adjusted ATL, and the example further suggests that the nominal teaching load is the Adj. ATL / 3.

> 7. Each Dean shall establish teaching workload guidelines for their faculty. The guidelines shall be reviewed and updated no less than once every ___ years and presented to faculty council for discussion.
>
> 8. Each Chair shall have an addendum to their faculty teaching workload guidelines that amend the faculty guidelines. The addendum shall be reviewed and updated no less than once every ___ years and presented to departmental council for discussion. Addendums shall be approved by the Faculty Dean who shall review for consistency.
>
> 9. As much as possible, the teaching workload guidelines shall be developed collegially and with input from all members. Because the guidelines have budgetary implications, the Chair (and then Dean) must have final approval. The guidelines are not policy, and Chairs and Deans shall have the flexibility to stray from the guidelines when necessary.
>
> 10. For cross and joint appointments, the appointment letter shall specify which guidelines to follow if there are any discrepancies.

This language was modelled after §13.5.1 [link].

Ideally, each Chair will draft their guidelines and distribute them for feedback and discussion before ultimately presenting them and defending them at their councils. Most departments already have informal policies and guidelines in place. This process makes the guidelines more open and transparent.

> 11. Unless otherwise specified in faculty and/or departmental guidelines, a single teaching task shall be defined as teaching one section of a one-term course that carries a 0.5-unit weight. Faculties and departments shall establish guidelines for any additional or alternative teaching tasks, that may be weighted as more or less than one task.

The nomenclature for "Teaching Tasks" has already been introduced in Policy 14, as a better alternative to "course", which can be ambiguous. We also recommend that teaching tasks be used as the basis for establishing the ATL.

A teaching task does not need to be teaching a section of a course. Examples of teaching tasks may include coordinating a course, developing a new course, presenting teaching seminars, facilitating TA training workshops, and supervising graduate students.

Teaching tasks may be weighted more or less than one task (e.g., 1.5, 2, 0.5, or 0.75 tasks). A section of a course may be weighted differently for a variety of factors, including: the credit weight, the duration (number of weeks), the delivery method (e.g., online, blended, traditional, discussion, seminar, lab), the nature of the content, the amount of in-classroom time, the amount of outside-classroom time, the number of students, the demographics of the students, the amount of support, and the assessment methodology.

We are not advocating for any specific task weights. Our understanding is that some Chairs have already changed some course section weights without a broader discussion. We propose that any alternative task weights must be part of the departmental TWGs and presented to their councils.

12. Faculties and departments shall establish guidelines for determining the normal workload percentages and ATLs for new appointments.

We discuss this in Part 2.

The above changes to the MOA facilitate the changes we introduce in Part 1 and Part 2.

In Part 3 we recommend additional TWGs for faculties and departments.

TWGs require deliberation and time to codify; they do not need to be finalized during the current negotiation window.

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PART 1. A TEACHING LEAVE TERM (TLT)

> A new type of leave shall be created: a Teaching Leave Term (TLT). This nomenclature perfectly captures that it is a *leave* from *teaching* for one *term*.
>
> We shall continue to refer to a *non-leave* term where there are no teaching tasks assigned (for whatever reason) as a "Non-Teaching Term (NTT)".

Policy 76 contains the language: *"Lecturers shall have the option to have at least one term in six be a non-teaching term"*. The use of the word "option", and how the option shall be exercised in practice, has been open to interpretation. At the heart of the matter is the question of whether the non-teaching term should be a *leave* from teaching (where teaching is excused) or not. We address different interpretations of this language in Part 2.

By creating a new type of leave, it avoids any ambiguity. Just like other types of leaves (e.g., sabbatical, parental or medical leaves) it is much clearer that the term is an explicit leave from teaching.

Other nomenclature we have encountered includes: "1-in-6" term, "true" non-teaching term, Pedagogical and Professional Development (PPD) term, Non-Teaching Term with Credit (NTT+C), and one-term-sabbatical. Each of these are problematic for different reasons.

We acknowledge that "PPD term" was agreed upon earlier, as introduced in the FAUW blog [link] and used in the December 2021 memo [link]. We understand the motivation for introducing the PPD phrasing to signal the types of expected activities during the teaching leave. However, we believe that PPD activities should be persistent, year-long activities, regardless of whether it is a teaching term, an NTT, or a TLT. Labelling a leave term as a "PPD Term" suggests that those activities are less regular. It's like identifying Fridays as a "work/life balance day" when work/life balance should be the goal *every* day. We would expect PPD activities to occur during an NTT (i.e., without leave), but referring to such a term as a "non-PPD term" or a "PPD term without leave" is a step in the wrong direction.

> The TLT should be added to Policy 3 (Sabbatical and Other Leaves for Faculty Members).
>
> Note that Policy 3 must be amended regardless because of forthcoming changes in ranks.

There is nothing preventing FRC from adding a TLT to Policy 3 as part of these negotiations. Because of the unusual timing of the current negotiation environment, the TLT could be shoehorned into Policy 76 if it is deemed necessary.

The existing text describing PPD activities fits well in Policy 3, where it describes appropriate activities during sabbatical leaves. Similar language regarding PPD activities can be also added to Policy 76, where it describes the activities of faculty during NTTs.

> The TLT shall be structured like sabbatical leaves[3], where regular faculty earn a "service credit" for each term they work. After five (5) terms of credit, a faculty member is eligible to take a TLT, which consumes five terms of credit.
>
> This structure provides many logistical and operational advantages, which are summarized at the end of this part.

The terminology for "service credit" is used throughout Policy 3, even though the use of the "service" may be confused with a faculty member's service component (i.e., the 20% service in a $40_T/40_R/20_S$ appointment). We recommend just "credit", although "work credit" or "employment credit" are suitable alternatives.

Policy 3 currently measures credit in years, but it would be necessary to amend the policy to measure credit in terms. For example, instead of being eligible for a regular full sabbatical after 6 years of credit, it would be after 18 terms of credit.

It might be preferrable to track service credit in months instead of terms. This would help address appointments that do not start at the beginning of a term and leaves without pay that are not aligned with terms. Regardless of the period used to track credit, language must be added to address how credit is earned (or not earned) for fractional work periods.

Credit is earned even when there is no teaching (i.e., an NTT). As we motivate in Part 2, the distribution of teaching tasks must not affect leaves. Policy 3 currently has the language: *"Faculty members are eligible to apply for a regular sabbatical leave […] after six years, full-time (including 12 terms teaching)"*. Our understanding is that the requirement for 12 terms of teaching is rarely enforced (if ever), especially for faculty members with significant research-based teaching reductions. In Part 2 we also recommend amending this text, as we see no reason to require a particular number of terms of teaching if a faculty member is fulfilling their teaching obligations.

Credit is not earned while on some leaves (sabbaticals, TLTs or leaves without pay), but as per Policy 14, credit is earned while on pregnancy/parental Leaves.

Taking a TLT does not consume all accumulated credits. For example, if a faculty member has accumulated seven terms of service credit, five would be consumed to take a TLT, and two would remain to be used toward a future leave.

As per Policy 3 language, two TLTs could not normally be taken back-to-back[4], but a TLT could occur immediately before or after an NTT. With the introduction of the TLT, the language in Policy 3 that describes how credit is accumulated, carried forward, and "expires" may need to be changed, but we have no strong opinions on how that should be structured.

Faculty members that have a fractional-load appointment or are on a reduced workload (as per Policy 59) earn credit at a reduced and proportional rate.

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[3] We are embarrassed to admit that until we were preparing this document, we did not realize that the root of the word sabbatical is the same as the "sabbath", which is why sabbaticals are typically structured as a "1 in 7".

[4] The Policy 3 language is: *"Normally, the University will not consider granting two leaves to a faculty member such that one immediately follows the other"*. That language should be improved to distinguish between the types of leaves because a pregnancy/parental or compassionate care leave should normally be able to follow TLT or sabbatical.

We recommend that language be added to Policy 3 that allows Chairs, in unusual circumstances, to have the flexibility to grant a faculty member extra credit. Granting credit would have the same overall financial impact as granting a definite term teaching reduction but it may be more desirable in some situations.

Policy 3 contains "Note 2", specifying that O.G. Professors that start as Lecturers (as per Policy 76[5]) may use their earned credit as a Lecturer at a rate of 50%. This language is outdated and inequitable and needs to be removed.

> All regular faculty (both O.G. Professors and Professors T.S.) shall be eligible for both TLTs and sabbatical leaves.
>
> Each credit can be used toward a TLT or a sabbatical, but not both. Faculty members must be free to "spend" their credits on the type of leave they are most interested in.
>
> Allowing all regular faulty members to take both types of leaves is fair and equitable.
>
> There is no financial reason to disallow Professors T.S. from taking a sabbatical instead of a TLT. Any concerns about the nature of teaching-focused sabbaticals can be addressed through the normal process of reviewing and approving sabbaticals.

There is no pragmatic reason to disallow either rank from taking either type of leave. The financial impact of the two types of leaves (which is briefly discussed in Part 2) is close enough that they should be considered equivalent for all intents and purposes. Making all types of leaves available to all regular faculty avoids any sense of imbalance or unfairness. If different ranks have different leaves available to them, it may cause jealousy or resentment. We wish to promote an atmosphere of fairness and equity.

We propose that FAUW create workshops, in consultation with Chairs, to provide advice and counsel Professors T.S. on how to prepare sabbatical applications. This will help to make sabbatical expectations clear for Professors T.S.

We suspect that taking a TLT will not be a popular choice among O.G. Professors, but there may be many circumstances where it is desirable. Examples include:

- they may wish to use a TLT as a "bridge" between two sabbaticals to make the timing of a sabbatical more desirable,
- they may wish to finish an ongoing project before starting a sabbatical that takes them in a new direction,
- their sabbatical may not align with their retirement plans,
- there could be a delay in having a sabbatical approved, or
- a sabbatical was cancelled due to unforeseen circumstances.

In these situations, they may still desire to "spend" 5 credits to take a leave from teaching for a term.

Conversely, we suspect that sabbaticals will not be a popular choice among Professors T.S. because they will likely prefer more frequent leaves. Many Professors T.S. may not wish to embark on a sabbatical-level project. Professors T.S. that teach atypically scheduled courses, such as year-long courses, may find that a regular

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[5] The Policy 76 language is: *"Prospective Assistant Professors may be appointed as Lecturers for a definite term pending completion of academic requirements (normally the PhD)"*.

sabbatical is a more viable leave option. As with O.G. Assistant Professors, Assistant Professors T.S. may find an early sabbatical very useful to prepare for their tenure/permanence application.

Making TLTs available to O.G. Professors is another reason to prefer the new nomenclature ("TLT") over the old nomenclature ("PPD Term").

In Table 1, we present the structure of the TLT alongside the different types of sabbaticals.

	Regular Full Sabbatical	Regular Half Sabbatical	Early Sabbatical	Special Early Sabbatical (Probational)	**Teaching Leave Term**
Terms of service credit	18	18	9	9	**5**
Duration of leave (terms)	3	1.5	1.5	1.5	**1**
Teaching tasks excused	Adj. ATL[†]	Adj. ATL / 2[†]	Adj. ATL / 2[†]	Adj. ATL / 2[†]	**Adj. ATL / 3**
Salary rate	85%	100%	85%	100%	**100%**
Service expected?	No	No	No	No	**Yes**
Grad. student supervision?	No	No	No	No	**Yes**
Plan requiring approval?	Yes	Yes	Yes	Yes	**No**
Chair approves timing?	Yes	Yes	Yes	Yes	**Yes**
Summary report required?	Yes	Yes	Yes	Yes	**Yes**

Table 1. The structure of TLTs as compared to the different sabbatical types. For simplicity, we ignore how extra credits can be used to "enhance" the sabbatical salary rate. [†] Note that this is not how Policy 3 is written but is our recommendation in Part 2.

A TLT shall mean leave from teaching duties for one term. The number of teaching tasks excused shall be one third of the faculty member's adjusted ATL at the start of the leave (Adj. ATL / 3).

We recommend using the (Adj. ATL / 3) because it is the fairest approach. However, we suspect that while some departments might be okay tracking $1/2$ tasks, not all would be comfortable tracking $1/3$ tasks. One alternative would be to use the (Adj. ATL / 3) *rounded up*, or [Adj. ATL / 3]. Another alternative is to "cap" the number of excused tasks at 2, which was suggested in the December 2021 memo. However, if capping is to occur a threshold needs to be set for when it would be 2 and when it would be 1 (e.g., if the adjusted ATL is 4.5 or higher it would be 2 tasks, and 1 otherwise).

The problem with any policy that uses rounding or capping is that it creates awkward edge cases. For example, if the (Adj. ATL / 3) rounded up is used, then a Lecturer with an ATL of 7 that receives a teaching reduction of 1 task per year would in practice only teach 0.5 fewer tasks each year, not 1 as intended.

Regardless of how many teaching tasks are excused, it must be used as the basis to calculate effective ATLs and establish the maximum ATL as described in Part 2.

The salary rate during a TLT shall be the normal salary (i.e., 100%).

Unlike sabbaticals, service would be normally expected during a TLT. Faculty members can apply to their chair to have their service (or some elements of their service) excused during a TLT.

Although many departments classify graduate student supervision as a teaching task, graduate student supervision would still be expected during a TLT.

The TLT is structured to provide relief from teaching, but not necessarily all other responsibilities. Providing service (and graduate supervision) during a TLT while keeping the salary at 100% makes the TLT more consistent when compared against sabbatical leaves.

The December 2021 memo used the language *"time-intensive service duties"*, which we believe is ill-defined. There are many different types of service tasks and responsibilities across campus. Some service tasks may be easily accommodated by others during a TLT, while others may not be as feasible. Without understanding all the nuances of the service tasks on campus, the most practical solution is for the chair to make reasonable accommodations where appropriate.

For Professors T.S. that have service-intensive positions, it may be more desirable to take sabbatical leaves in lieu of TLTs. Furthermore, sabbaticals might be more feasible for service-intensive Professors T.S. because they often either have low ATLs or enough teaching reductions to accommodate occasional NTTs, lessening the urgency to take more frequent TLTs.

> Unlike sabbaticals, a TLT does not require a proposal that must be approved.
>
> The timing of when a TLT is taken shall be up to the individual faculty member, subject to approval from their Chair. There must be a minimum window (e.g., at least four months in advance) for faculty members to request a TLT, and another maximum window (e.g., one month after the request) for the Chair to approve or reject the timing. That approval shall not be unreasonably withheld. The deadlines may be waived if it is mutually agreed upon.
>
> When grandfathering in existing Lecturers, there must be a system established to retroactively grant between zero and five terms of credit, based on seniority or some other mechanism. This ensures that not all Professors T.S. will be taking their first TLTs at the same time.

One of the problems with any policy that enforces a "1-in-6" type of leave is that if it is strictly adhered to, it may restrict the flexibility of when the leave is taken. It is not hard to imagine a situation where a poorly written "1-in-6" policy dictates that a leave be taken during at term when it would be undesirable for the faculty member and/or their chair.

Faculty members must be able to schedule their TLT in a term that is favourable to them. Many Professors T.S. will be "catching up" on unspent vacation time during their TLT, and the term in which they wish to take their vacation may depend on external factors (and vary from year to year). Some Professors T.S. may want to schedule their TLT to coincide with PPD activities such as conferences, workshops, or training seminars. Other Professors T.S. may wish to delay their TLT to occur during a term when "their favourite course" is not being offered, or they may want to spend their TLT shadowing/auditing a course they'd like to teach in the future. Regardless of the reasons, the faculty member must be able to choose the term that works for them. The credit system accommodates this well.

Policy 3 contains the language: *"the granting of sabbatical leave is contingent upon the faculty member's department being able to make the necessary arrangements to accommodate such an absence"*. Similarly, the timing of the TLT must also align with the resources available to the department. A department could be devastated if all their Professors T.S. chose to take their TLTs at the same time. Permitting the Chair a reasonable period (e.g., one month) to approve or reject the TLT timing gives them time to assess their ability to accommodate the TLT. There must be language along the lines of "objections from the Chair shall be made only in extraordinary circumstances". Providing faculty member several months notice where they can be assured their TLT has been approved allows them to confidently make plans (e.g., for travel).

The following summarizes the advantages of structuring the Teaching Leave Term (TLT) as presented:

- Integrates with the well-established system of accumulating credit toward sabbaticals.

- Provides a new type of leave for O.G. Professors.

- Makes sabbaticals available to Professors T.S. in a revenue-neutral way.

- Allows faculty members to decide when to take their leave.

- Allows chairs to review the timing of the TLT to make sure it is feasible.

- Accommodates faculty members with atypical teaching tasks (e.g., year-long courses).

- Supports faculty members with reduced workloads or fractional-load appointments.

PART 2. PRINCIPLES FOR ESTABLISHING ANNUAL TEACHING LOADS

> The Lecturers are a diverse group. The rank has "evolved" over time, and there have been inconsistent "visions" for structuring appointments. Lecturers have varied workloads, expectations, and responsibilities.
>
> With the introduction of the new rank of Professor T.S. there is a unique opportunity to address some of the inconsistencies between Lecturer appointments. When transitioning Lecturers to the new rank of Professor T.S., new appointments (contracts) can be signed.
>
> New appointments should be structured to be reasonably balanced with respect to both other Professors T.S. and to O.G. Professors. This balance makes the recommendations in Part 1 fair and equitable.
>
> In this part, we recommend principles for Chairs to follow when establishing Annual Teaching Loads (ATLs) for faculty members. To motivate our principles, we first need to address some of the issues currently affecting teaching loads.

The FAUW Lecturers Committee (FAUW LC) surveyed Lecturers in 2015 and 2021. Summaries of those surveys are available on the FAUW LC website [link], which describe the many aspects of Lecturer diversity. Our focus is on the diversity in teaching loads and inconsistencies between departments.

The MOA enforces that each regular faculty member has percentage weights in the areas of teaching, research[6] and service. We referred to those weights as workload percentages. For example, the normal workload percentages for an O.G. Professor are 40% Teaching, 40% Research and 20% Service. We shall represent this as $[40_T/40_R/20_S]$.

To help quantify the diversity among Lecturers, the FAUW LC provided data from the 2021 survey for the following two bubble figures. The data are not perfect[7], but nonetheless help contextualize the diversity of Lecturer appointments and workloads.

From Figure 1, we can see how most Lecturers have workload percentages of $[80_T/0_R/20_S]$, but there is considerable variation. From Figure 2, we can see even more diversity in the quantity of teaching (number of courses taught in one year) relative to the teaching workload percentage.

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[6] Some prefer to use "scholarship" in this context.

[7] These figures are presented to contextualize the discussion and are not for peer-review publication. The data was self-reported, and there has been some binning of data. In addition, the survey question was optional and asked: "How many regular (0.5 credit) courses do/did you teach in the periods listed below?". The question did ask about assigned teaching loads or account for any teaching reductions (which are quite obviously present). Nevertheless, this data is more than adequate for this document.
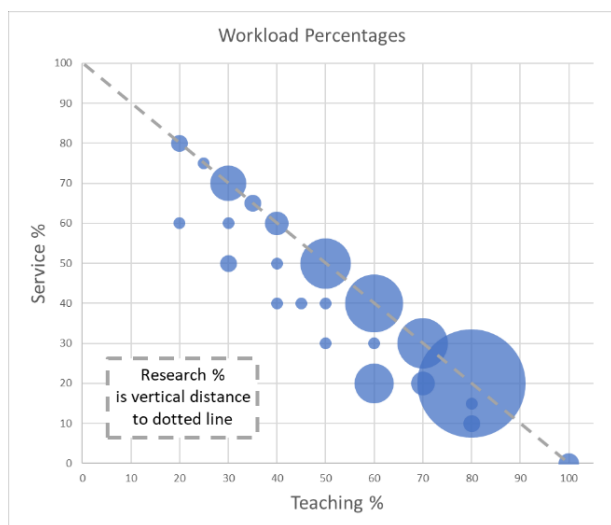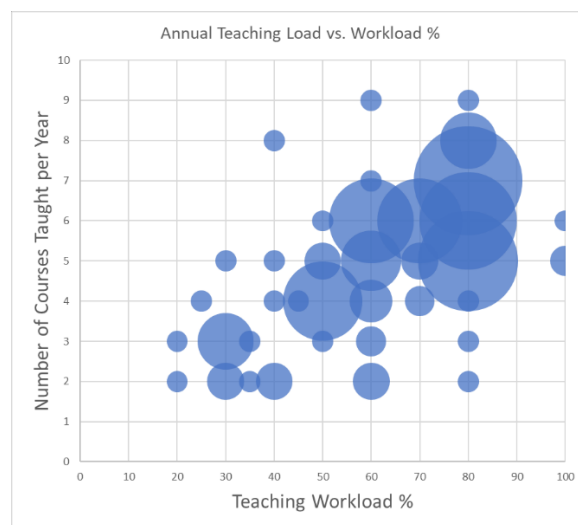
Figure 1. Lecturer Workload Percentages

Figure 2. Lecturer Teaching Loads

To properly motivate our recommendations, we introduce new nomenclature for representing the average number of teaching tasks per year.

> The effective annual teaching load (effective ATL) is the *average* number of teaching tasks that would be taught per year, taking into consideration reductions and periodic leaves (sabbaticals and/or TLTs). In other words, it's the average number of teaching tasks a department would expect from a faculty member.
>
> A faculty member that takes a full sabbatical every 7th year has an effective ATL that is 85.7% ($^6/_7$) of their adjusted ATL.
>
> A faculty member that takes a TLT every 6th term has an effective ATL that is 83.3% ($^5/_6$) of their adjusted ATL *if* the TLT is implemented as presented in Part 1 (we use $^5/_6$ in our examples).

Note that calculation for determining the effective ATL for a faculty member that takes TLTs does depend on the number of teaching tasks excused during a TLT. In Part 1 we recommended that the number of teaching tasks be (Adj. ATL / 3) without rounding. If rounding or capping is used, the calculation for the Effective ATL depends on the adjusted ATL and the method of rounding/capping. For example, a Professor T.S. with an ATL of 7 that is excused from 2 tasks during their TLT has an Effective ATL of 85.7% ($^{12}/_{14}$), which is the same as the sabbatical percentage.

For long-term budgeting and planning purposes, it is important for departments to consider the effective ATLs of their faculty members. For example, the total annual teaching capacity of a department is the sum of the effective ATLs of each of its faculty members.

Example 2.1. An O.G. Professor has an ATL of 4. They take a full sabbatical every 7 years. Their effective ATL is 3.4 (4 * $^6/_7$).

Example 2.2. An O.G. Professor has an ATL of 4 and an ongoing teaching reduction of 1, so their adjusted ATL is 3. They take a full sabbatical every 7 years. Their effective ATL is 2.6, calculated as $((3 - 1) * {}^6/_7)$.

Example 2.3. A Lecturer has an ATL of 6. They are not eligible for any periodic leaves. Their effective ATL is 6, which is the same as their ATL.

Example 2.4. A Professor T.S. has an ATL of 6. They take a TLT every 6 terms. Their effective ATL is 5 (6 * $^5/_6$).

The effective ATL considers the *average* amount of teaching that occurs over time. We can also consider the average service and the average salary over time. In Table 2, we compare the two types of periodic leaves.

	Avg. Teaching %	Average Service %	Average Salary %
Full sabbatical every 7th year	85.7%	85.7%	97.9%
TLT taken every 6th term	83.3%[*]	100%	100%

Table 2. Comparison of average teaching, service, and salaries for both sabbaticals and TLTs.
[*] The adjusted ATL depends on how the TLT is implemented.

From Table 2, we can see that the overall financial impact of the two types of leaves is similar enough that there is no reason to exclude any regular faculty members from taking either type of leave. Of course, our argument is much stronger if the teaching workloads are reasonably balanced between the ranks.

The December 2021 memo uses the phrase *"redistribution of their assigned teaching load"* which we know has been confusing for many. It is worthwhile defining what is meant by the "redistribution" of teaching tasks.

A Teaching Allocation Window (TAW) is a period (i.e., several terms) over which the allocation of teaching tasks is measured.

Teaching task redistribution is the practice of changing the distribution of a faculty member's teaching tasks within a TAW, without changing the total number of teaching tasks allocated.

Ultimately, the Chair assigns all teaching tasks. In an *"inflexible"* department, each faculty member has no control over when their tasks are assigned. In a *"flexible"* department, faculty members can typically choose when their tasks occur and are free to redistribute their tasks (pending Chair approval). In practice, all departments exist between these two spectrums[8].

As long as a faculty member meets their teaching task obligations, they shall be allowed any redistribution of their teaching tasks within a reasonable TAW (subject to Chair approval).

As long as a faculty member meets their teaching task obligations, the number of terms with (or without) teaching shall not affect their eligibility for a leave.

In our examples, the TAW is typically two years, and we align the TAW with the calendar year (Jan – Dec) without loss of generality. In practice, departments may prefer to align their windows with the fiscal year (May – Apr) or the academic year (Sep – Aug), which is discussed in Part 3.

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[8] There is also flexibility with respect to *which* courses are taught, not just *when* they are taught, but that does not affect our discussion here.

> **Example 2.5.** An O.G. Professor has an ATL of 3 in an inflexible department. For a TAW of 2 years, their assigned distribution is {2|0|1|2|0|1}.
>
> **Example 2.6.** An O.G. Professor has an ATL of 3 in a flexible department. For a TAW of 2 years, they choose the distribution of {2|0|2|2|0|0}.

Consider the O.G. Professor from Example 2.6 (hence, "Professor 2.6"). They have chosen to redistribute their teaching tasks so that they only have 3 teaching terms, each with 2 tasks. We have heard three different arguments why this should not be allowed (or at least discouraged), and we disagree with all of them.

The first argument is that Professor 2.6 exceeds their ATL of 3 in the first year by teaching 4 tasks. This is what we describe as *overflow* in Part 3, where we motivate why this this should be allowed (within reasonable a TAW).

The second argument is that Professor 2.6 is only teaching in 3 of the 6 terms, which contradicts the language in Policy 76: *"Regular full-time faculty in the professorial ranks are normally assigned formal teaching duties in two of the three terms in which the University operates"*. Chairs may wish to maintain this practise, but they can do so via their departmental guidelines (and when assigning teaching tasks). There is no reason for this to be a campus-wide policy, nor is there any reason to enforce that faculty members teach in two out of three terms if they are otherwise meeting their teaching obligations as Professor 2.6 does.

The third argument is that Professor 2.6 is jeopardizing their sabbatical eligibility because of the language in Policy 3: *"eligible ... for a regular sabbatical leave ... after six years, full-time (including 12 terms teaching) ..."*. As long as a faculty member meets their teaching task obligations, there is no reason to require a number of terms of teaching to qualify for a leave. Conversely, there is no reason to prevent a leave based on the number of terms without teaching (NTTs).

> **Example 2.7.** A Lecturer has an ATL of 6 in an inflexible department. For a TAW of 2 years, their assigned distribution is: {2|2|2|2|2|2}.
>
> **Example 2.8.** A Lecturer has an ATL of 6 in an inflexible department. For a TAW of 2 years, their assigned distribution is: {3|3|0|3|3|0}.
>
> **Example 2.9.** A Lecturer has an ATL of 6 in a flexible department. For a TAW of 2 years, they choose the distribution of: {2|2|2|3|0|3}.
>
> **Example 2.10.** A Lecturer has an ATL of 6 in a flexible department. For a TAW of 2 years, they choose the distribution of: {2|2|2|2|2|2}.

If we consider the four Lecturers in examples 2.7 – 2.10, they all have ATLs of 6, and all of them complete 12 teaching tasks within the TAW of 2 years.

Our understanding is that these four examples highlight some of the difficulties at the heart of previous round of negotiations. We have heard a variety of (flawed) arguments that only a subset of the above Lecturers should be eligible to receive a teaching leave (after becoming Professors T.S.). Which subset of the above Lecturers are ineligible depends on the source of the argument, but the rationale boils down to whether the Lecturers currently have any NTTs within a two-year window. The main problem with this type of approach is that if leave eligibility depends on the distribution of teaching tasks, that distribution could be manipulated to maximize or minimize the number of tasks: a chair could manipulate the distribution to maximize tasks, and faculty members with redistribution flexibility could manipulate their distribution to minimize tasks. The problem with all of these

(flawed) arguments is that all four Lecturers have completed the same number of teaching tasks; it should not matter how they are distributed, just as it should not matter how Professor 2.6 distributes their teaching tasks.

> **Example 2.11.** A Lecturer has an ATL of 6 and a service-intensive position with a reduction of 3, so their adjusted ATL is 3. For a TAW of 2 years, their assigned distribution is: {2|1|0|2|1|0}.
>
> **Example 2.12.** A Lecturer has an ATL of 6 and a service-intensive position with a reduction of 3, so their adjusted ATL is 3. For a TAW of 2 years, their assigned distribution is: {1|1|1|1|1|1}.

The Lecturers in examples 2.11 and 2.12 have service-intensive positions. We have heard arguments that such appointments should not be eligible for leaves because of their low teaching load. To suggest that a rank, or a subset of members with a given rank should be discriminated against and denied periodic leaves is unconscionable. The same argument applied to the previous examples holds true, and the Lecturers from examples 2.11 and 2.22 shall be eligible for both sabbaticals and TLTs.

Recall that Policy 76 states: *"Lecturers shall have the **option** to have at least one term in six be a non-teaching term"*. Currently, faculties and/or departments have interpreted this language differently and have supported this option to varying degrees.

> **Example 2.13.** A Lecturer from department "E" has an ATL of 6. Department "E" supports the 1-in-6 NTT option as a leave *explicitly ("E")*. Department "E" provides a proper leave every 6th term (where $^1/_3$ of the ATL tasks are excused). The Lecturer's effective ATL is 5.
>
> **Example 2.14.** A Lecturer from department "I" has an ATL of 5. Department "I" supports the 1-in-6 NTT option as a leave *implicitly ("I")*. Department "I" would have normally set the load for this Lecturer to be 6 but has instead set their load to 5 to give them more flexibility to take an NTT every sixth term (i.e., {2|2|2|2|2|0}). The Lecturer's effective ATL is 5.
>
> **Example 2.15.** A Lecturer from department "R" has an ATL of 6. Department "R" does not support the 1-in-6 NTT option as a leave, and only allows for NTTs through *redistribution ("R")*. In other words, department "R" is flexible, and gives their Lecturers the option to redistribute their teaching load within reasonable TAWs (as the Lecturer in example 2.9 did by redistributing their tasks as: {2|2|2|3|3|0}). The Lecturer's effective ATL is 6.
>
> **Example 2.16.** A Lecturer from department "H" has an ATL of 8. Department "H" does not support the 1-in-6 NTT option well, because of their *heavy ("H")* loads. Even if the Lecturer could redistribute their load to take an NTT, it would require at least one term with 4 tasks (which may be extremely taxing if they teach courses offered on a Tu/Th schedule). The Lecturer's effective ATL is 8.

Our understanding is that there are departments on campus that map to each of the above departments ("E" could be from Environment, "I" from Engineering, "R" from Mathematics, and "H" from Arts). Regardless of whether there is an exact match to an existing Lecturer/department pair, the above are good proxies for discussion.

Given the above example, it is difficult to imagine a leave policy that would apply equitably to all four Lecturers. The "E" and "R" Lecturers appear to have the same ATLs, but their effective ATLs are different. The "E" and "I" Lecturers have the same effective ATLs, but different ATLs.

Consider the effect that the TLT policy from Part 1 would have on the four Lecturers if they were to take a TLT every 6th term. Department "E" would replace their leaves with TLTs, and so the "E" and "R" Lecturers would now be equivalent (ATL of 6, effective ATL of 5). The "H" Lecturer would have an effective ATL of 6.67. The outlier is the "I" Lecturer, who would have an ATL of 5 and an effective ATL of 4.2. To fix this problem,

department "I" would need to change the ATL of their Lecturer from 5 to 6. The optics of increasing the ATL for this Lecturer are not great, but it needs to be understood that their effective ATL remains the same (at 5).

A frequent topic that gets raised at the Lecturer coffee chats is that Lecturers are often assigned to teach courses that require more effort than courses typically taught by O.G. Professors. We have also received reports from Lecturers that their ATL has been set lower than their peers because they are routinely assigned specific courses that are time-consuming[9].

> **Example 2.17.** When a Lecturer is hired, it is made clear to them that they were specifically hired to teach the course HELL 101, but there is no mention of this in their appointment. Because HELL 101 requires more work than other courses, their Chair assigns them an ATL of 5 instead of 6, which is more common in their department.

We consider the appointment from example 2.17 as problematic for a few reasons. What happens if a new faculty member is subsequently hired to teach HELL 101 and the Lecturer moves on to teach different courses? What if the delivery for HELL 101 is changed to be less time-consuming, or HELL 101 is removed from the curriculum? What happens if there is now enough demand for more sections of HELL 101? What happens if the Lecturer goes on a leave and another faculty member teaches HELL 101? What happens if the Lecturer needs to go on a fractional load and no longer has capacity to teach HELL 101?

The more robust approach is to give the Lecturer the "proper" ATL of 6, and to allocate more than one teaching task to teach a section of HELL 101, regardless of whom teaches the section. For example, teaching a section of HELL 101 could count as two teaching tasks, or possibly a fractional number of teaching tasks (e.g., 1.25 or 1.5 tasks). This would be part of the TWGs that we introduced in Part 0. In part 3, we discuss defining teaching tasks.

If we consider the diversity in Figure 1 and Figure 2, it seems likely that there are many Lecturers with additional responsibilities or arrangements that result in atypical ATLs.

> For the following, the Lecturers are all from a department where Lecturers normally have workload percentages of [$80_T/0_R/20_S$] and their normal ATL is 6.
>
> **Example 2.18.** A Lecturer has extra *teaching-related* responsibilities (aside from teaching courses), which are explicitly mentioned in their appointment letter. Their ATL is 5.
>
> **Example 2.19.** A Lecturer has extra *teaching-related* responsibilities (aside from teaching courses), but they are implicit and not mentioned in their appointment letter. Their ATL is 5 (this is the same as example 2.17).
>
> **Example 2.20.** A Lecturer has extra *service* responsibilities, which are explicitly mentioned in their appointment letter. Their ATL is 5.
>
> **Example 2.21.** A Lecturer has extra *service* responsibilities, and their workload percentages are adjusted to be [$60_T/0_R/40_S$]. Their ATL is 5.
>
> **Example 2.22.** A Lecturer has extra *service* responsibilities, and they are given an ongoing teaching reduction of one. Their ATL is 6 and their adjusted ATL is 5.

We recommend that Lecturers that have extra teaching-related responsibilities (examples 2.18 and 2.19) should have their ATL set to be the "normal" ATL (6 in these examples), and they should be assigned an explicit teaching task for those responsibilities. This is a more robust way of handling extra teaching-related responsibilities.

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[9] This is the most frequent piece of feedback we received after publishing our video.

For the Lecturers with extra service-related responsibilities (examples 2.20 – 2.22) we recommend adjusting the teaching workload percentages (as in 2.21), but only if it is a responsibility that would be persistent for some time and the department's TWGs base ATLs on those percentages (this is discussed below). Adjusting the workload percentages has the added benefit aligning their annual performance evaluation to better reflect their activities. Using a teaching reduction (as in 2.22) is also a viable approach and would be preferred if the responsibility is more temporary.

So far in this part, we have explored some of the existing Lecturer diversity with respect to teaching loads. We now present our principles for establishing ATLs.

In the following, we recommend principles for Chairs to follow when establishing ATLs.

Principle 1. Chairs must first develop establish the workload percentages and ATLs for *new* Professor T.S. appointments.

Principle 2. Normally, the ATL for a faculty member shall be based on their teaching workload percentage and/or rank.

Principle 3. The ATLs for Professors T.S. should be established so that they are reasonably balanced with respect to the ATLs for O.G. Professors. Alternatively, the adjusted ATLs should be balanced. The two measures shall not be mixed when comparing ranks.

Principle 4. The maximum effective ATL shall be 6 (based on a TLT taken every 6th term). The maximum ATL shall be 7.2 (if the TLT is implemented as presented in Part 1).

As a reminder, Chairs must present and defend their decisions to their councils.

A lot of the discussion on campus has been on how existing Lecturer appointments will transition to the new Professor T.S. rank. This discussion has been clouded by some of the points we have raised in this part. In addition, this discussion can easily become personal.

Instead of basing the Professor T.S. on how Lecturer appointments have been structured in the past, Chairs should consider how the Professor T.S. should be structured "from scratch" (i.e., without the Lecturer "baggage").

We recommend that each Chair establish only a few different archetypes of Professors T.S. that would be well-suited for different types of appointments.

Example 2.23. A Chair decides that they should have three archetypes for new Professors T.S. appointments: a typical (or "vanilla") appointment $[80_T/0_R/20_S]$, a service-intensive appointment $[60_T/0_R/40_S]$ and an appointment with a research component $[60_T/20_R/20_S]$.

Example 2.24. A Chair decides that they shall only have one type of Professor T.S. $[70_T/0_R/30_S]$.

The MOA §13.5.5 [link] states that the normal weights for Lecturers shall be $[80_T/0_R/20_S]$, but there is no reason that it couldn't change for Professors T.S. (this language needs to be amended regardless).

When establishing the workload percentages for new appointments, Chairs must also consider how to determine ATLs for those positions. The Teaching Workload percentage (TW%) and/or the rank are the two most obvious choices for establishing ATLs, but there may be other aspects of an appointment we have not considered.

As MOA §13.5.5 [link] suggests, the relationship between the TW% and the ATL does not need to be linear. The most common argument for a logarithmic non-linear relationship is that there are diminishing returns when the ATLs are set too high. In other words, if the ATL is too high, then the quality of the teaching decreases.

Example 2.25. A Chair uses the linear formula: ATL = 0.1 * TW% (e.g., 40% = 4; 60% = 6), capped at the maximum ATL (see Principle 4).

Example 2.26. A Chair uses the linear formula: ATL = 1 + 0.5 * TW% (e.g., 40% = 3; 80% = 5).

Example 2.27. A Chair uses one formula for O.G. Professors and a completely different formula for Professors. T.S.

Example 2.28. A Chair uses the same formula for both ranks, except that the O.G. Professor has an extra +1 built into the formula, with the anticipation that most (but not all) of their O.G. Professors will have a -1 because of graduate supervision.

Example 2.29. A Chair creates a table to determine the ATL based on the TW%. They base their table on a non-linear (logarithmic) relationship to reflect that there are diminishing returns when ATLs are too high.

Example 2.30. A Chair ignores the TW% and simply establishes teaching loads based on rank (e.g., O.G. Professor = 3, Professor T.S. = 6).

The goal of the Chair is to establish the ATLs for Professors T.S. so that they are reasonably balanced with respect to the ATLs of O.G. Professors. This may be accomplished through a TW% formula, or some other means. A core component of the proposed TLT in Part 1 is that the leaves are fair and equitable if the workloads are reasonably balanced.

We have used the phrase "reasonably balanced" repeatedly because it may be impossible for appointments to be perfectly or even objectively balanced. However, Chairs should strive to be as reasonable as they can. As a reminder, Chairs must be able to defend their decisions to their councils.

When establishing ATLs, the Chair must ensure that they are comparing the ATLs for the ranks *or* the effective ATLs for the ranks, but they should not mix the two.

The most common mistake we have seen is to compare ATLs for O.G. Professors against effective ATLs for Professors T.S.

Example 2.31. The Chair from department "R" (in example 2.15) is trying to determine what a reasonable ATL for a newly appointed Professor T.S. should be. Their O.G. Professors typically have an ATL of 3, and their Lecturers typically had an ATL of 6, which seemed reasonably balanced to the Chair before. However, with the introduction of the TLT, if they keep their Professor T.S. ATLs at 6, they are concerned that the "load" of a Professor T.S. is now 5, which is "too close" to 3 and is "imbalanced". The **mistake** this Chair is making is that they should be comparing the ATLs (3 vs. 6) *or* the effective ATLs (2.57 vs. 5). **They should not be mixing the two different measurements.**

Another consideration that Chairs must consider when setting ATLs is that the new Professors T.S. will be expected to rise through the ranks and achieve permanence / tenure like their O.G. Professor counterparts. It might have been the situation where Lecturer ATLs were set disproportionately higher than O.G. Professor ATLs because there were no such expectations.

The December 2021 memo contained the text: *"Under no circumstances will more than 12 courses be assigned over a two-year period."*. It is important to note that the language from the memo was in the context of a strict

"1-in-6" leave. The credit-based system we propose in Part 1 has numerous advantages over such a system. One of those advantages is giving faculty members flexibility to choose when they shall take their TLTs. By imposing a maximum amount of teaching in a two-year period it may force a faculty member to take a TLT in a less desirable term.

We propose different wording that accomplishes the same goal but is more flexible, namely that the maximum effective ATL (based on a TLT every 6th term) shall be 6. With this interpretation, a faculty member with an ATL of 6 or 7 may wish to teach more than 12 courses in a two-year TAW if it means they can take their leave in a more desirable term.

As discussed earlier, the adjusted ATL depends on the number of tasks excused during a TLT. If the TLT is implemented as the (Adj. ATL / 3) as we proposed in Part 1, the maximum ATL is 7.2. Other alternatives are shown in Table 3.

Number of courses excused in a TLT	Maximum ATL
(Adj. ATL / 3)	7.2
$\lceil$Adj. ATL / 3$\rceil$ (rounded up)	7.5
capped at 2	7

Table 3. Maximum ATL if the effective ATL has a maximum of 6

The Chair may wish to consider the maximum ATL when establishing teaching workload percentages for their Professor T.S. appointments. For example, if they use the formula ATL = 0.1 * TW%, they may wish to make the workloads for Professors T.S. [70_T/0_R/30_S] and have an ATL of 7 for consistency.

When transitioning Lecturers to Professors T.S., the following shall be considered:

● When feasible, the ATL and workload of a Lecturer should be set as if they are a new Professor T.S. appointment.

● Some Chairs must accept that their effective ATLs will go down. There will be a minor financial impact.

● Some Lecturers must accept that their effective ATLs may not go down.

● Some ATLs may increase, but no effective ATLs shall increase (except in extraordinary circumstances like administrative errors or changes in duties).

● Lecturers that had additional responsibilities built-in to their appointment (implicitly or explicitly) should transition to having specialized teaching tasks and/or teaching reductions.

● Lecturers shall have the option to remain Lecturers with their current appointment if they wish.

As a reminder, we recommend that an Ombudsperson shall review and resolve conflicts during the transition.

For the following, we assume that Chairs have constructed their new Professor T.S. appointments so that they have workload percentages and ATLs that are reasonably balanced, as per the principles we have recommended.

The most straightforward scenario will be when an existing Lecturer can transition into a newly constructed appointment that reduces their effective ATL. For example, this will be the case for the Lecturer from

department "H" (heavy loads) in example 2.16, where their effective ATL will be reduced to the maximum of 6. This will have a minor financial impact on department "H"[10].

This may also be the case for the Lecturer from department "R" (redistribution only) in example 2.15. If their Chair determines that their ATL was reasonably balanced before at 6 (as discussed in example 2.31) then their effective ATL would go down to 5. If their Chair determines that the ATLs need to be slightly higher at 6.5 or 7 to be balanced, then the Lecturer's effective ATLs would be reduced to 5.4 or 5.8, respectively. Only if their Chair decides to use the maximum ATL of 7.2 would their effective ATL stay the same at 6.

It may also be very likely that the effective ATLs for the Lecturers from department "E" (explicit support) and "I" (implicit support) in examples 2.13 and 2.14 will stay the same (at 5). For the Lecturer from department "I", it is also likely that their ATL will be raised back to 6 as originally envisioned, maintaining their effective ATL at 5.

There may be Lecturers that will be disappointed (and possibly angry) because their effective ATLs will stay the same. We believe that this is due, in part, because of some unrealistic expectations. A common mantra that we have heard from the FAUW LC leadership is (our phrasing) "if more is expected of Lecturers, then their [effective] teaching loads must go down". This argument has been tied to new expectations for Lecturers to rise through the ranks and achieve permanence/tenure. We believe that by repeating this argument, they have been raising the expectations of the Lecturer community.

This argument has also been used as part of the motivation for PPD terms. We believe that linking the motivation for PPD terms to rising through the ranks is problematic. First, there is no explicit leave for O.G. Professors to rise through the ranks, so it creates an imbalance. Second, what happens when a Professor T.S. rises to their highest rank? Are they no longer eligible for PPD terms? The argument that PPD activities should occur during a teaching leave is sound but arguing that leaves are necessary for PPD activities is not.

We intentionally avoided this motivation when we presented the new TLTs in Part 1. Our basis for establishing TLTs is one of pure fairness and equity. When only some ranks (or some subset of those ranks) are eligible for a type of leave, it unnecessarily discriminates, especially when there are no pragmatic or financial reasons for that discrimination. The TLT adds a new type of leave that fills a need, is well suited for a particular rank, and shall be available to all ranks.

When a Lecturer argues that their effective ATL *must* go down as part of these negotiations, they are often arguing for an unbalanced appointment. Either they are arguing that they should have an ATL lower than what the Chair determined would be balanced with respect to O.G. Professors, or they are arguing that they should have an ATL lower than the ATL of a new Professor T.S. hire. If the ATLs were balanced before, or the ATL exceeds the maximum ATL, then there is justification to lower the effective ATL. If the effective ATLs were balanced before, then there is no justification to lower the effective ATL.

There may be some Lecturers that would have their effective ATLs *increased* if they were to transition to a new Professor T.S. appointment without any adjustments. This is most likely because they had additional responsibilities built-in to their appointment (implicitly or explicitly), in which case they should be given teaching tasks and/or teaching reductions to adjust their effective ATL to be less than or equal to what it was before. Otherwise, there are a few unlikely scenarios to consider.

One scenario is that the transition would also coincide with a significant change in duties. In such a scenario, an increase in effective ATL may be appropriate. We have heard from a few Lecturers that they are only performing

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[10] It is beyond the scope of this document and our expertise, but our hope would be that the faculty for department "H" would receive "extra UARC lines" to compensate for the overall decrease in teaching capacity (and we acknowledge that we are likely using the terminology incorrectly).

additional service duties because the duties are accompanied by a teaching reduction which gives them flexibility to take NTT terms. If the TLT meets their needs, a Chair should not force them to perform additional service duties they are no longer interested in.

The last scenarios to consider are that either the Lecturer is a masterful negotiator and was able to secure an extraordinarily low ATL when they were hired, or they had a stroke of luck and benefited from an administrative error. In these scenarios, they shall have the option to remain a Lecturer.

In conclusion, Chairs must first develop establish the workload percentages and ATLs for *new* Professor T.S. appointments that are reasonably balanced, using the principles we have established. Afterwards, Chairs should transition Lecturers to new appointments, where their effective ATLs will either be reduced or stay the same, but never increased (except in unusual circumstances).

PART 3. ADDITIONAL TEACHING WORKLOAD GUIDELINES

December 2022: We have omitted Part 3 from this early draft, as it is not yet complete, and not as time sensitive as Parts 1 and 2.

The topics in this section will include:

- teaching tasks in detail
- teaching reductions in detail
- teaching allocation windows in practice
- teaching task underflows and overflows from year to year
- maintaining a teaching workload report (log) for each faculty member

GLOSSERY

adjusted ATL	Adjusted Annual Teaching Load (the ATL, less any teaching reductions, measured at a particular date in time)
ATL	Annual Teaching Load (the unadjusted number of assigned teaching tasks per year, as set in an appointment)
Chair	Chair and/or Dean and/or Director and/or Unit Head
department	department or school or unit
effective ATL	Effective Annual Teaching Load (the average ATL considering reductions and periodic leaves of sabbaticals or TLTs) (normally 83…86% of the adjusted ATL)
MOA	Memorandum of Agreement (between FAUW and the University)
NTT	Non-Teaching Term (a non-leave term where no teaching is assigned, for any reason)
O.G. Professor	"original" Professor (a current regular faculty member with a professorial rank)
PPD	Professional and Personal Development
Professor T.S.	Professor Teaching Stream[11] (potential new rank for current Lecturers)
redistribution	changing the distribution of a faculty member's teaching tasks within a TAW, without changing the total number of teaching tasks allocated
TAW	Teaching Allocation Window (a period over which the allocation of teaching tasks is measured)
teaching task	any teaching-related activity assigned by the Chair (typically teaching one section of a one-term course that carries a 0.5-unit weight)
(teaching) reduction	an ongoing or definite-term adjustment (reduction) in a member's ATL
term	A four-month academic term (winter: Jan – Apr, spring: May – Aug, fall: Sep – Dec)
TLT	Teaching Leave Term (our new nomenclature for what was previously a PPD term)
TWGs	Teaching Workload Guidelines (departmental guidelines for administering teaching)

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[11] Professor Teaching Stream is not our preferred title. We prefer "Teaching Professor" or "Professor of Teaching". Also, it pluralizes very poorly: "Professors Teaching Stream".