

I. Preamble

Departments may wish to amend or replace the text below to produce their own statement about the role and value of instructional Adjunct NTTF to their mission and to the mission of the University at large.

Suggested language: Adjunct Instructional Non-Tenure Track Faculty (Adjunct NTTF) make crucial, and often timely, contributions to the University's capacity to meet its large-scale teaching obligations. They routinely step in to keep courses available despite term-to-term fluctuations in the number of students and faculty on campus. In addition, some Adjunct NTTF are visiting scholars from other institutions or the wider community and have unusual potential to enrich our curriculum with original perspectives or specialized expertise. In general, Adjunct NTTF are hired to teach specific courses, but they occasionally perform non-teaching functions in addition or instead. This document is intended to recognize the essential role of Adjunct NTTF and to clarify expectations with respect to the kind and amount of work they do.

II. Workload expectations for Adjunct NTTF

A. Proportions of 1.0 FTE expected for teaching and other activities

The effort of most Adjunct NTTF in CAS is devoted entirely to teaching. If, in exceptional cases, Adjunct NTTF are hired to do other kinds of academic work, the nature of that work should be clearly specified, and the amount normalized to the standard workload for Adjunct NTTF whose sole responsibility is teaching.

Suggested language: Ordinarily, Adjunct NTTF are expected to devote 100% of their effort to teaching. *[Add local policy for exceptions, if applicable.]*

B. Teaching

1. Standard course load for Adjunct NTTF whose sole responsibility is teaching

To create equitable workloads, departments should specify both the number and types of courses Adjunct NTTF are expected to teach.

The number of courses should be normalized to the standard yearly course load for 1.0 FTE Career NTTF, which for many CAS departments is 9 courses plus 0.1 FTE devoted to service activity. In other words, for Career NTTF, 1.0 FTE is equivalent to 10 units of academic activity. By

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extension, the number of courses taught by Adjunct NTTF would be proportional to their FTE, where 1 course = 0.1 FTE.

With respect to course type, the general practice is to consider all 3-, 4-, and 5-credit courses equivalent. 1- and 2-credit courses may be prorated based on a 4-credit standard.

Note that course size in and of itself does not constitute a basis for reducing the number of courses taught *per* FTE or weighting large-enrollment courses more heavily. Equitable workloads can often be better achieved through balancing different types of course assignments, with the number of distinct course preparations and the availability of GTFs being more relevant than course size to the equitable allocation of teaching duties. The guiding consideration should be the amount of intellectual and administrative effort required to teach a course well.

Suggested language: The standard course load in the department is 1 course *per* ____ FTE. *[Indicate a prorated FTE here, normally 0.1 FTE if the standard course load for full-time Career NTTF is 9. Also describe the number and type(s) of courses that would normally be assigned to Adjunct NTTF at a specified FTE for a term and for a full academic year.]*

2. Teaching-related activities: Advising and course revision

Because of the specialized and temporary nature of Adjunct NTTF appointments, the teaching expectations will be somewhat narrower than they are for other faculty. Most Adjunct NTTFs will not have the opportunity to establish strong advising relationships with students over a span of terms or years, but providing advice and limited mentorship to students enrolled in their classes is a normal part of teaching and should be expected.

Likewise, responsibility for revising courses or creating new ones falls more naturally on tenure-related and career non-tenure track faculty than on Adjunct NTTF. Teaching well involves constant innovation, however, and since Adjunct NTTF are a precious source of new creative energy, it might be desirable to encourage course revision that is consistent with the department's aspirations for its learning outcomes.

Suggested language: Adjunct NTTF are expected to advise and mentor students who take their courses insofar as this is considered a normal

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part of teaching any course. They should hold regular office hours during the terms in which they teach and make themselves reasonably available to students via email and/or other appropriate online media. *[Include specific minimum expectations for office hours, normally at least two hours per week.]*

Adjunct NTTF generally teach courses whose descriptions and learning outcomes and, in certain cases, syllabi, assigned materials, and/or assessments have been designed by their departments. But if approved by the department, Adjunct NTTF may redesign or revise their courses to incorporate advances in academic content and pedagogy. *[Add or replace with local policy on course design, course revision, and Adjunct NTTF participation in curriculum development here, if applicable.]*

C. Non-teaching activities

Most Adjunct NTTF positions do not include non-teaching activities. In these cases, service, scholarship, and professional development are entirely voluntary, are done outside the FTE devoted to teaching, and are not counted in merit appraisals. In the unusual Adjunct NTTF positions that include non-teaching activities, the nature of that work and the FTE devoted to it should be specified in the position description.

Suggested language: Adjunct NTTF are not expected to devote effort to non-teaching activities. *[Describe exceptions, if applicable.]*

D. Advising and student contact

While the list of required workload components in the CBA treats “course load,” “undergraduate and graduate advising” and “student contact and communication” as separate categories, these activities are not always easy to disentangle as a matter of actual policy. The language below is intended to address this difficulty by referring to other sections where these topics are covered.

Suggested language: Routine advising of, and contact with, students taking their courses is considered a normal part of faculty members’ teaching activities as described above in section B. Other kinds of advising assignments (such as supervision of undergraduate theses or a small caseload of undergraduate major advisees) are not expected of Adjunct NTTF. *[Provide detail on exceptions, if applicable.]*

E. Major administrative work

This work includes activities such as oversight of academic programs, assignment as a professional academic advisor, coordination of curriculum development for entire programs or service as an Assistant Department Head. Because continuity is important, major administrative work is rarely appropriate for Adjunct NTTF. If it is assigned to Adjunct NTTF, the rationale must be clear and the plan for sustaining the work in the future must be explicit.

III. Teaching Assignment Process for Adjunct NTTF

In this section, departments should articulate (or establish) a process for determining teaching assignments for Adjunct NTTF that is widely understood, seen to be fair, and consistent with departmental culture and practices. Typically, Department Heads make Adjunct NTTF assignments, and in all cases, they are ultimately responsible as designees of the Provost. In large departments, however, Heads may rely on recommendations from Associate/Assistant Heads or Curriculum Coordinators. Most Adjunct NTTF provide vital assistance by filling the teaching gaps created by sabbatical leaves, sudden enrollment expansion, or personal emergencies within the permanent teaching staff. Adjunct NTTF are hired on the basis of their academic expertise to teach one or several existing courses. In this setting, there is little occasion to consider alternative teaching assignments, but if such a possibility could arise, departments should think through how they would handle it. In general, Adjunct NTTF should be included in departmental discussions of curriculum and pedagogy and fully appreciated as intellectual colleagues in these domains.