

Template for CAS Career NTTF Professional Responsibilities 10-28-14

BLACK = suggested for verbatim adoption; *RED italics = needs local elaboration*; BLUE = explanation

I. Preamble

Departments may wish to amend or replace the text below to produce their own statement about the role and value of Career Instructional NTTF to their mission and to the mission of the University at large. The contributions of Career *Research* NTTF are also essential to the university, but their work is different enough to warrant separate policy development, with input provided by the Office of Research and Innovation.

Suggested language: Career Instructional non-tenure track faculty (Career NTTF) are vital to the life of the University. Their classroom teaching role is most visible, but they also often administer programs, oversee undergraduate curricula, and participate in university governance. Through advising and encouragement of students' intellectual activity outside of class, they enhance both the quantity and quality of the education we provide. This document is meant to make all contributions by Career NTTF apparent and to describe how they fit into a standard workload.

II. Workload expectations for Career NTTF

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

The proportions of NTTF effort devoted to different kinds of academic work vary across CAS now and they will continue to vary for NTTF in specialized positions. However, it is useful to define a standard allocation of FTE based on faculty whose primary responsibility is teaching, and then, in subsequent sections of the document, to modify this allocation for other types of work.

Suggested language: Career NTTF whose primary responsibility is instruction are expected to devote 90% of their effort to teaching and 10% to service, scholarship, and professional development. Modifications of these percentages for special work assignments and special types of NTTF positions are described below.

B. Teaching

1. Standard course load for NTTF whose primary responsibility is teaching

Here, departments should specify both the number and types of courses Career NTTF are normally expected to teach. Actual course load for individual NTTF sometimes varies for reasons given in other sections below. The purpose of this section is to establish a baseline standard.

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The standard course load for Career NTTF in many CAS departments is currently 9 or more courses per year (or an equivalent number of contact hours). Departments wishing to institute a lower standard course load than 9 courses per year, or to reduce their standard course load from a current practice of more than 9 courses (or equivalent) per year, should confer with the Dean's Office on the implications for departmental budgets and for meeting the university's curricular and enrollment needs.

Although courses vary in size and format, 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 or weighting large-enrollment courses more heavily. Equitable workloads can often be better achieved through balancing different types of course assignments within and among academic terms. The number of distinct course preparations and the availability of GTFs are more relevant than course size to the equitable allocation of teaching duties. The guiding consideration in achieving equitable teaching assignments 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 *[indicate number]* courses per year. *[Describe the normal types and mixture of course assignments over the terms of the academic year for a full-time Career NTTF.]*

2. What is included in teaching activity

This section focuses on advising and course preparation. Since Career NTTF often work closely with students – sometimes in small classes like language or writing or in informal settings like laboratories or discussion sections – advising and mentoring students who take their classes is a normal part of the teaching they do. Departmental policies, however, should be sensitive to local demands on NTTF time.

Likewise, policy with respect to revising courses or creating new ones needs to take into account the nature of course design in different disciplines, as well as the local division of responsibility between NTTF and TTF that is likely to produce the best education for students. In some departments, course revision is done collaboratively, i.e. by groups of faculty in a particular area, and in others individually, at the instructor's

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professional discretion. Either way, revising courses is an inherent part of teaching them responsibly and so is an expected part of the job.

If the creation of new courses is outside the normal expectations for NTTF, but is nonetheless occasionally done, departmental policies should specify the adjustment of FTE allocation, or other compensation, that makes this possible. Any compensation that takes the form of a stipend requires consultation with the Dean's Office.

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

Career NTTF are also expected to revise their courses as needed to incorporate advances in academic content and pedagogy, and to ensure that they continue to promote the learning outcomes of the departments and programs (including General Education) of which they are a part. *[Add local policy on course revision and NTTF participation in curriculum development here, if applicable.]*

C. Service, scholarship, and professional development

The non-teaching expectations of Career NTTF positions, including service, scholarship, and professional development, should be spelled out here. There may be none, in which case these activities would be voluntary, done outside the 1.0 FTE devoted to teaching or other activity, and not counted in merit appraisals. But where such activities are expected and counted in merit appraisals, some amount of FTE should be formally allocated to them. In some such cases, the choice of activities (e.g. University Senate service) may be at the faculty member's discretion and need not be specified in detail. In others, there may be formal expectations (e.g. in recruiting students or serving on departmental curriculum committees) and these should be spelled out.

Suggested language: Career NTTF are expected to devote 10% of their effort (prorated for part-time appointments) to service, scholarship, and professional development. *[Revise and/or provide further detail as 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. Small, voluntary, and/or irregular advising assignments (such as occasional supervision of undergraduate theses or a small caseload of undergraduate major advisees) count toward service expectations in section C.

Some departments have NTTF positions formally dedicated, in whole or in part, to academic or career advising, internship or research supervision, etc. Such duties, if any, should be treated as “major administrative work” in section E, immediately below, with a cross-reference to that section included here for completeness.

E. Major administrative work

This work is distinguished from other tasks above by its duration and level of responsibility. It includes activities such as oversight of academic programs, assignment as professional academic or career advisors, coordination of curriculum development for entire programs, supervision of formal internship or research programs, service as Assistant Department Heads, and other major administrative responsibilities, either on a semi-permanent or a rotating basis. In a few instances, NTTF positions have been deliberately designed to be administrative.

This section should describe, for each such special NTTF assignment or position, both the specific expectations and the associated compensation, along with any other modifications to the normal standard workload. For NTTF who take on major administrative duties, such as Assistant Department Head, Program Supervisor, Head Advisor, or Curriculum Coordinator in a large department, course release (with the attendant reallocation of FTE) should be the major form of compensation. In addition, a stipend may be appropriate when the level of responsibility and autonomy is unusually high; such stipends must be set in consultation with the Dean’s Office.

F. Equity and inclusion

Since career NTTF must include discussion of contributions to institutional equity and inclusion in personal statements submitted for promotion, the following text is

needed to clarify that such contributions are a part of faculty members' professional responsibilities, at their own discretion.

Suggested language: Faculty are expected to contribute to the University's goals regarding equity and inclusion. These contributions may consist of research, teaching, and service activities as appropriate, as well as involvement with academic and professional associations, non-profit, governmental, and/or private sector organizations.

III. Teaching and Service Assignment Process for NTTF

A. Teaching and service within the department

In this section, departments should articulate (or establish) a process for determining teaching and service assignments that is widely understood, seen to be fair, consistent with departmental culture and practices, and cognizant of the varied expertise and interests of individual NTTF.

While the Provost or designee—typically the department head—is ultimately responsible for faculty work assignments under the CBA, it is reasonable for assignment procedures to vary in practice among departments. Small departments often make these decisions as a committee of the whole, while some larger ones may use sub-disciplinary groups within them for this purpose. Most departments rely on the department head or associate head to make the assignment, often with input from advisory committees or from faculty members themselves. In a few cases, specific teaching or service assignments are built into the position, but for positions without this structure, yearly assignments should be unambiguous.

If Career NTTF are typically eligible to teach courses that are also taught by tenure-related faculty, this section should explain how the expertise and preferences of faculty in each category will be weighed when teaching assignments are made. Normally, tenure-related faculty should have priority. (Workload policies for tenure-related faculty will be formulated later this year.)

Suggested language: Except as otherwise determined by the Provost, Dean, or other designee, the department head shall be responsible for the scheduling and assignment of all faculty members' professional responsibilities. *[Describe process for determining teaching and service assignments for career NTTF here.]*

In addition, the following text, adapted directly from the CBA, should be included:

A faculty member shall be afforded the opportunity to meet with his or her department head at least annually, before responsibilities are assigned, to discuss his or her preferences regarding assignments for teaching, research, service and other professional responsibilities, and anticipated resource needs. The Provost or designee may modify scheduled assignments, provided that the department head discusses changes with the faculty member before they are made and that changes are not made for arbitrary or capricious reasons.

B. Teaching and service outside the department

Both the university and individual faculty members benefit from occasional, voluntary opportunities to teach or serve outside their home department, e.g. in interdisciplinary, enrichment, honors, or outreach programs. Such reassignments, and the compensation that accompanies them, if any, are at the discretion of the Provost or designee, typically a Dean.

Suggested language: A Career NTTF faculty member may be offered a course release(s) from the home department, with or without a stipend, to teach a course(s) in another department or program, or to perform administrative service outside the home department. Approval of such assignments is at the discretion of the Provost, Dean, or other designee, acting in consultation with the heads or directors of both the home and the host departments or programs.

C. Course release for grants and fellowships

Though less commonly than is the case for tenure-related faculty, career NTTF do often win, or are supported by, internal or external grants or fellowships that include buyout funds to release them from regular teaching obligations.

Suggested language: A Career NTTF who has received, or is supported by, an internal or external grant or fellowship may be released from teaching one or more courses, so long as (a) sufficient course buyout funds are available from the grant or fellowship and/or other approved sources to fund the replacement of the instruction that would be lost as a result of such release(s), and (b) such release(s) from teaching would not, in the judgment of the department head, unduly compromise the department's ability to meet the curricular and enrollment needs served by the faculty member's course(s) in either its own or other academic programs. The applicable course buyout rates and guidelines on replacement instruction are those set forth in the College and/or University policies in effect on the date the teaching release(s) is first approved.

D. Overload assignments

This language is adapted directly from the CBA. It is intended to provide a transparent and equitable means of recruiting and compensating faculty members for overload assignments, but continues to make special provision for certain undergraduate teaching opportunities (such as FIGs and College Advising) that have historically been compensated with fixed stipends rather than variable amounts pegged to base salaries and FTE proportions. Such opportunities are currently covered by a June 10, 2014 Memorandum of Understanding with United Academics.

Suggested language: An overload assignment is (1) an assignment that is in addition to the faculty member's regular assignment and FTE status; (2) a one time or limited assignment, made or approved by the Provost or designee, that is in addition to or different from regular or usual assignments for the member's classification and rank; or (3) assignments unrelated to the bargaining unit member's primary job responsibilities.

Except as otherwise indicated in the June 10, 2014 Memorandum of Understanding regarding overload assignments, or in successor agreements, overload appointments will be assigned an FTE percentage commensurate with normal workload duties and compensated accordingly. Faculty may request that overload compensation take the form of class release. No bargaining unit faculty member may be disciplined or terminated for refusing an overload assignment. Appointments for which compensation is paid, in whole or in part, with federal funds may be ineligible for overload compensation.

E. Course cancellation policy

In anticipation of a future policy that may require the occasional cancellation of courses due to underenrollment or other reasons, departments should in this section formulate equitable measures to make up for the lost faculty work that results from last-minute course cancellations. For example, an immediate additional teaching or service assignment might be made or a workload increase in a future term might be specified.