



UNIVERSITY OF OREGON
College of Arts and Sciences

November 6, 2014

TO: CAS Department Heads
FROM: W. Andrew Marcus, Interim Tykeson Dean
RE: NTTF Professional Responsibilities Policies

As you know, faculty in all CAS departments are charged under the Collective Bargaining Agreement with developing written policies for the assignment of professional responsibilities—*i.e.* the work faculty do—within their units. This term, departments will formulate such policies for non-tenure-track faculty (NTTF) in both the Career and Adjunct categories. (Similar policies for TTF will be developed later this academic year.) The task begins with a consideration of input from the Provost, the Dean, and department heads. The policy templates you received last week synthesize my input as Dean with that received from the Provost, so that you in turn can incorporate your own input before sending the templates on to your faculty by November 11. The purpose of this memo is to explain how these templates were generated. It builds upon and reinforces a separate memo you will receive directly from Academic Affairs.

Recognizing the challenge of developing a consistent and equitable approach toward faculty work that varies widely in the College, we thought that input informed by current practice would be most useful. We anticipated that many units, particularly those with large numbers of NTTF, would have already learned how to distribute work equitably. Therefore, we created a survey earlier this year to allow department heads to tell us about what they currently do. In designing the survey, we were mindful of the elements of faculty work delineated in the CBA and wanted to understand the connections among them. We therefore set up the survey to answer three broad questions:

1. What is the standard course load (number of courses taught) in your department?
2. What does your department include in the teaching that is expected of NTTF? That is, in addition to the number of courses taught, we wanted to know how much advising, course revision, or other teaching-related activity is expected.
3. What does your department expect from NTTF in the way of service, administrative responsibility, and scholarly and professional development—and how do these expectations vary for different types of NTTF?

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The overall results of the survey for CAS academic units are summarized below in Table 1; a wealth of additional detail is posted on CASweb.* The survey results revealed variation within CAS, but also a heartening degree of concurrence—in particular around the standard course load. Among the 23 units that identified a standard course load, 13 expected full-time instructional NTTF to teach 9 or more courses per year. In addition, as of the end of the last academic year, after NTTF reclassification, approximately 70% of the 211 individual Career instructional NTTF employed in CAS taught in units with standard course loads of 9 or more a year. If one excludes the 72 Career NTTF teaching in the American English Institute, more than half of remaining CAS Career NTTF still have standard course loads of 9 to 12 per year. Consultation with colleagues at other public research universities indicates that these expectations are broadly consonant with those at comparator institutions.

To assist in distributing work equitably, we therefore suggest viewing a 1.0 FTE workload as composed of a standard number of courses, normally 9 to 12 a year, while reserving 0.1 FTE within that 1.0 FTE for other professional responsibilities—recognizing the service that NTTF already perform in many CAS departments, as well as their increased involvement in departmental and university governance under the CBA. For many instructional NTTF, this would correspond to 9 actual courses and 1 course equivalent in the form of service, scholarship and/or professional development. I want to emphasize that this 0.1 FTE is acknowledgment of what NTTF already do rather than an addition of workload to their jobs. For NTTF who have significant responsibilities outside the classroom—as departmental academic advisors or program administrators, for example—an appropriate number of course releases might be deducted from the standard load. A number of departments already treat course equivalents in this way, as a means to calibrate varied NTTF responsibilities.

As you read through the NTTF workload policy templates, you'll see that each includes some parts whose language could be copied verbatim by departments and others where it will need to be devised from scratch.

Keep in mind that these templates are input, not mandated policy. They are open to amendment by department heads, after which we hope they will be a useful catalyst for local policy creation. Rest assured, too, that I will document and discuss any modifications I make to departmental policies before forwarding them as recommendations to the Provost.

* See <https://casweb.uoregon.edu/secure/documents/info/responsibilitiessurvey.pdf>

TABLE 1. OVERVIEW OF NTTF EFFORT: DISTRIBUTION AND COURSE LOAD

Department	# Career NTTF (7-31-14 Headcount)	Distribution of NTTF Effort (% of Total)				NTTF Course Load		
		Teaching	Service	Schol./Prof. Devel	Detail	Courses/ Year	Average Teaching Load (and Range)	
							for NTTF Categories in Each	
							Career	Adjunct Other
HUMANITIES							9 (6-9)	5.5
Classics	1	100	0	0	Adjunct NTTF	9		
		60	25	15	Career NTTF			
EALL	12					9 *		
English	9				Varies w/ position	9		
German/Scand	3	60	30	10		9		
Linguistics	5				Varies w/ position			
Philosophy	0	100	0	0		9		
Rel Studies	2	75	15	10	Arabic lang NTTF	9		
		60	30	10	Visiting Prof NTTF			
		100	0	0	Adj and other NTTF			
Romance Languages	29	80	20	0	WITHOUT supervise/advise duties	9		
		50	29	30	WITH supervise/advise duties			
Theatre Arts	2				Varies w/ position			
* This figure is an estimate based on credit hours, which is what EALL uses to determine teaching loads.								
NATURAL SCIENCES							6.2 (5-12)	6.5 (5-12)
Biology	13	80	20	0	Career NTTF	5		
		100	0	0	Adjunct NTTF			
Chemistry	8	85	15	0	Career NTTF	5		
		100	0	0	Adjunct NTTF			
CIS	4				Career NTTF	6		
					Adjunct NTTF	7		
Geology	3	~100	0	0	Instructional NTTF	6		
Human Physiology	4	85	15	0	Instruction-only NTTF	5		
		45	15	40	NTTF who direct programs			
Mathematics	11	90	10	0	All FTE = teach, but 10% service in merit review	12		
Physics	5	~80	~20	0	Career NTTF	5		
		100	0	0	Adjunct NTTF	6		
Psychology	12	100	0	0		6		
SOCIAL SCIENCES							7.6 (5-9)	
Anthropology	4				Some service expected	9		
Economics	2	90	10	0		9		
Geography	3							
History	4	100	0	0		6		
International Studies	1	90	10	0		9		
Political Science	1	50	50	0	Service = advising	6		
Sociology	1	100	0	0		9		
Women's & Gender Studies	0	100	0	0	NTTF hired by the course [not 1.0 FTE].	5		
PROGRAMS								
AEI	72	70	15	15	Career NTTF in AEIS	9 **		
					Career NTTF in IEP	13.5 **		
** To compare teaching efforts associated with very different types of instruction, AEI defines course loads in terms of contact hours per week. For inclusion in this table, those figures have been converted to courses, assuming that one 4-credit course/term is equivalent to 4 contact hrs/week.								