

CAS Adjunct NTTF Professional Responsibilities
American English Institute 01/15/15 – CAS final edits 05/21/15

I. Preamble

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

Adjunct NTTF for the AEI are expected to devote 95% of their effort to teaching and 5% to service and professional development tasks.

B. Teaching

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

The current standard course load in AEI varies by program. The standard course load in the department is 12 contact hours for AEIS and 18 contact hours for the IEP per 1.0 FTE contract. Instructors in AEIS are expected to teach 3 courses usually consisting of 2 writing and one oral skills or reading. Instructors in the IEP typically teach one reading, writing, grammar and one oral communication course. Instructors in the eLearning programs typically teach 2 classes of .5 FTE each, though this may vary for certain grant-based programs.

AEI has 3 teaching programs:

- 1) Intensive English Program (IEP), serving non-matriculated international students, including some sponsored program courses/electives. There are no CRN courses. Class types are Reading/Writing/Grammar combined, Oral Skills and Electives.

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- 2) Academic English for International Students program (AEIS), serving matriculated and conditionally admitted international students. Course types (CRN) are Reading Academic Discourse, 2 levels of Academic Oral Communication, 3 levels of Academic Writing.
- 3) eLearning, serving teacher trainees in online courses and blended courses. Course types vary according to grant/sponsor requirements but may include Teaching Young Learners, Webskills, Critical Thinking, TESOL Methods, Assessment, etc.

The chart below delineates the intersection of program and NTTF position in teaching hours or FTE.

<i>Program</i>	<i>Class/course type</i>	<i>NTTF Adjunct</i>
IEP	Reading/Writing/Grammar, Oral Skills, Electives, Special courses for Sponsored programs	18 contact hrs.
AEIS	Academic Reading, Academic Oral Communications, Academic Writing	12 contact hrs.
eLearning	Online or blended (online + in-person	varies, grant-based

Instructors typically work in only one program during a term; however instructors may work in more than one program when FTE, enrollment and scheduling allow or require.

2. Teaching-related activities: Advising and course revision

Adjunct 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 make themselves reasonably available to students during the terms in which they teach and communicate via email and/or other appropriate online media. The instructor may also choose to instruct students to make appointments for office visits as well as communicate electronically when concerns arise. The minimum expectation for office hours for instructors in the IEP and AEIS are 2 hours per week. The same is true for eLearning, though the modality in which this occurs may be digital (e.g., email, videoconferencing, through the course management system, etc.).

Adjunct NTTF for the AEI generally teach courses whose descriptions and learning outcomes and, in certain cases, syllabi, assigned materials,

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and/or assessments have been designed by their departments. However, instructors are encouraged to redesign or revise their courses to incorporate advances in academic content and pedagogy so long as they do so in a way that is consistent with established AEI curriculum development processes.

C. Non-teaching activities

Adjunct NTTF are expected to devote 5% of their effort to non-teaching activities. These activities could include attending in-house professional development seminars, substitute teaching, AEI committee work, having a short-term observer, attending or presenting at an academic conference, or reading in a field related to English for Academic Purposes or English for Speakers of Other Languages. Any non-teaching activity related to consuming more than 5% of an instructor's effort will be counted for merit.

Other activities that are within the normal expectations in AEI so long as they do not exceed 5% of the Teaching Intensive faculty member's workload include:

- participating in standing departmental committees,
- participating in search committees,
- participating in University Committees (e.g. through the University Senate of the Faculty Advisory Council),
- service to the NTTF's profession,
- attendance at professional conferences,
- attendance at workshops (including in-house workshops),
- reading in the field,
- technical or methodological training, or
- participation in formative observations.

Faculty engaging in activities in excess of 5% of the workload may be eligible for course release or stipend; eligibility and compensation will be determined by the Academic Director under the supervision of the Executive Director.

D. Advising and student contact

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

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a small caseload of undergraduate major advisees) are not expected of Adjunct NTTF.

The IEP and the AEIS programs each have Academic Advising units made up of faculty who are given FTE specifically for advising. Academic advising is a rotating faculty position.

E. Major administrative work

Major administrative work positions are filled by NTTF Career Track Instructors due to the need for continuity and sustained effort over terms. Adjuncts may be appointed to other administrative positions of shorter duration, including.

- Academic Advising
- Tutoring and Conversation Partner Liaison
- Faculty Managers of Integrated Programs

FTE allocations for such work are set by the Academic Director under the supervision of the Executive Director. In addition, stipends are appropriate for positions in which the level of responsibility and autonomy is unusually high; such stipends are set in consultation with the CAS Dean's Office.

The allotment of stipends will be consistent with university policy.

The specific expectations of these positions and associated FTE allocations, teaching releases, and/or stipends are found in their respective position descriptions and should be publicly available.

III. Teaching Assignment Process for Adjunct NTTF

AEI teaching assignments often change from term to term, depending on need.

AEI teaching assignments in all programs are based on 1) programming needs as determined by enrollment, university conditional admissions, grant-based course requests, and sponsored/special program needs, 2) instructor skill and experience, and 3) the preferences of the instructor. Each term, a "request to teach" is sent to instructors who indicate their preferences for program, FTE, time of day, etc. for teaching assignment. Efforts are made to accommodate preferences as is possible within the program needs.

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Service assignments may be in the form of committee service. Calls are put out for volunteers for committee members via email. A ballot of committee members is established via processes outlined in the Internal Governance document. In some cases, individuals are asked directly to serve on a committee due to their expertise or previous experience with the committee (overlapping years).

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. The department head will take account of instructor strengths and preferences, and give due consideration to balancing the NTTF's teaching and service load.

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.

Faculty members may request to adjust schedules or assignments.

Assignment of professional responsibilities shall reflect a realistic balance of duties consistent with the criteria for review.