

CAS Career NTTF Professional Responsibilities

American English Institute 01/15/15 – CAS final edits 05/21/15 – Track changes accepted 02/10/17

I. Preamble

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

In the AEI, there are two types of Career NTTF positions:

Teaching Intensive. Faculty members in this position focus primarily on instruction. They are expected to devote 90% of their effort to teaching and 10% to service, scholarship, and professional development.

Field Intensive. Faculty members in this position focus both on instruction and on professional development and service to the unit, the university, and the field, sometimes in specialized capacities. They are expected to devote 70% of their effort to teaching and 30% to service, scholarship and professional development.

B. Teaching

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

The current standard course load in AEI varies by program and by type of NTTF Instructor.

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 two levels of 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 course such as Teaching Young Learners, Webskills, Critical Thinking, TESOL Methods, Assessment, etc.

The chart below outlines the principal teaching duties currently associated with each program and type of position:

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

In addition, AEI faculty are affiliated with and participate in other UO programs. AEI faculty co-direct and teach in the International Business Communication (IBC) Program in the UO Lundquist College of Business, as well as teach in the Second Language Acquisition and Teaching program of the Linguistics Department. Faculty provide observation, internship and practicum opportunities for graduate students. Finally, AEI faculty help mentor GTFs and GRFs who work in AEI programs.

2. What is included in teaching activity

The minimum expectation for office hours for instructors in the IEP and AEIS is 2 hours per week. The same is true for eLearning, though the

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modality in which this occurs may be digital (e.g., email, videoconferencing, through the course management system, etc.).

AEI Career NTTF are expected to work within their teaching program's curriculum development processes to collaborate in revising courses, selecting textbooks, etc. These processes are outlined in the AEI Faculty and Staff Handbook and applicable College and University policies.

Individual faculty working in the IEP are encouraged to submit proposals for new elective classes through established curriculum development processes. Development of an elective class in the IEP is within the normal expectations of the program.

Service, scholarship, and professional development

Career Track Teaching Intensive faculty

Career Track Teaching Intensive faculty are expected to devote 10% of their effort to service, scholarship, and professional development. These activities are counted in the merit/annual review appraisals.

Activities which count toward merit/annual review will be delineated in the Faculty/Staff Handbook and the Annual Review Rubric. These are updated annually by a faculty-selected Annual Review Committee.

Other activities that are within the normal expectations in AEI so long as they do not exceed 10% 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,
- participation in formative observations.

As with teaching, these activities can be used to evaluate merit and in annual reviews. Faculty engaging in activities in excess of 10% of the workload may be eligible for

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course release and/or stipend; eligibility and compensation will be determined by Academic Director under the supervision of the Executive Director.

Career Track Field Intensive faculty

Career Track Field Intensive faculty are expected to devote 30% of their effort to service, scholarship, and professional development activities, including research, writing, and training, as well as service to the AEI and UO, including committee work. These activities are expected and are counted in the merit/annual review appraisals.

Activities which count toward merit/annual review are delineated in the Faculty/Staff Handbook and the Annual Review Rubric. These are updated annually by a faculty selected Annual Review Committee.

Other activities that are within the normal expectations in AEI so long as they do not exceed 30% of the Field Intensive faculty member's workload include:

- participating in standing departmental committees,
- participating in search committees,
- recruiting students (non-matriculated),
- participating in University Committees (e.g. through the University Senate of the Faculty Advisory Council), and/or service to the NTTF's profession.

If the time commitment exceeds 30%, course release or other extra compensation is possible and negotiable, to be determined by the Academic Director under the supervision of the Executive Director.

C. 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. Voluntary advising assignments (such as occasional supervision of LTS undergraduate project or internship supervision) count toward service expectations in section C.

The IEP and the AEIS programs each have Academic Advising units made up of faculty who are given FTE specifically for advising. Some Academic advising positions are rotating faculty positions. See also the section below on major administrative work.

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D. Major administrative work

Major administrative work includes the positions below:

- Academic Director
- Academic Advisors (IEP and AEIS)
- AEIS Coordinator
- Director of Innovative Programming
- Faculty & GTF Mentors
- Faculty Tutoring and Conversation Partner Liaison
- IEP Associate Director
- IEP Coordinator
- IEP Head Academic Advisor
- Sponsored Programs Director

Such work is distinguished from other tasks by its duration and level of responsibility. FTE allocations and teaching releases 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.

E. Equity and inclusion

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

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Except as otherwise determined by the Provost, Dean, or other designee, the AEI Academic Director, under the supervision of the Executive Director, shall be responsible for the scheduling and assignment of all faculty members' professional responsibilities.

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 assignments. Efforts are made to accommodate preferences as is possible within the program needs.

Service assignments are predominantly in the form of committee service. Calls are put out for volunteers for committee members via email. A composition 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).

A faculty member shall be afforded the opportunity to meet with his or her direct supervisor 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 direct supervisor 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.

B. Special teaching or service within the department

Separately from any course releases that may be associated with major administrative positions, a course release may be offered to a career NTTF to perform a specific teaching- or service-related assignment for the department or program, so long as the unit can still meet its instructional needs with existing resources. Approval is at the discretion of the Academic Director under the supervision of the Executive Director. Occasions for course release at the discretion of the unit head include the following:

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- Workload which exceeds the normal service expectations established by the workload policy for that person's position.
- A special professional development opportunity related to the faculty member's instructional duties or position description
- A special teaching or service opportunity that benefits the department, college, or university

In units with more than one career NTTF, discretionary course releases may not be used to reduce the course load for all career NTTF in the unit without the approval of the Dean or Dean's designee. Likewise, discretionary course releases may not be used to reduce the course load for an individual on a multi-year basis without the approval of the Dean or Dean's designee. Approval of more than one such release for an individual requires prior consultation with the Dean or the Dean's designee.

C. Teaching and service outside the department

A Career NTTF faculty member may be offered a release from instructional or non-instructional duties within AEI to perform a specific teaching- or service-related assignment for another unit. Approval of such assignments is at the discretion of the Dean, or his/her designee, acting in consultation with the heads or directors of both the home and the host units.

D. Course release for grants and fellowships

A Career NTTF who has received, or is supported by, an internal or external grant or fellowship aside from AEI's own grant-funded programs 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.

E. Overload assignments

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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.

F. Course cancellation policy

If a teaching assignment is cancelled for any reason, the Academic Director will consult with the faculty member and assign alternative duties at the same FTE in the same term, or reassign the affected faculty member to an appropriate teaching assignment, or alternative assignment, in the same academic year.