

Career Non-Tenure Track Faculty Professional Responsibilities

Clark Honors College

May 17, 2019

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I. Preamble

In addition to their roles as classroom teachers, Career Instructional non-tenure track faculty (Career NTTF) in the Clark Honors College who are denominated as core faculty also administer programs, advise students, serve on CHC thesis committees, and participate in College and University governance. They are in a unique position to enhance both the quantity and quality of the education the CHC provides.

This document makes the full range of contributions by Career NTTF in the CHC apparent and describes how they fit into a standard workload.

II. Workload expectations for Career NTTF

The College's status as a highly competitive, small liberal arts college within the larger University creates a unique set of expectations for its faculty. Teaching in the CHC is distinguished by small classes and close interaction between faculty and students and brings with it significant responsibilities for academic advising, career mentoring, and the supervision of a senior thesis.

The following principles and definitions of faculty workload recognize the particularly intense demands on the time, energy, and expertise of faculty functioning within this environment.

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

Career NTTF whose primary responsibility is instruction are expected to devote 70% of their effort to teaching and 30% 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. Expected course load for NTTF whose primary responsibility is teaching

The expected course load in the CHC is 7 courses per year at 1.0 FTE. Courses may be at all levels, depending on the qualifications of the faculty member and the needs of the CHC.

2. What is included in teaching activity?

There are a range of courses offered by the CHC from 200-level foundation courses to upper-level colloquia; 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 are required to hold 4 office hours per week during the terms in which they teach and make themselves reasonably available to students via email, phone, and/or other appropriate online media. The teaching obligations will also include service on student thesis committees, typically no more than 7-10 per year.

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 college (including Core Education) of which they are a part.

Career Instructional NTTF are expected to administer high-quality assessment of student performance: exams composed of primarily multiple-choice questions are strongly discouraged, and instructors are expected to devote considerable time to writing new, meaningful assessment questions and assignments for each course. Because the CHC does not usually employ Graduate Teaching Fellows, instructors are expected to grade and provide substantial feedback on all assigned work.

Career Instructional NTTF are expected to write letters of recommendation for students who are applying for scholarships, graduate school, internships, or other awards. They must also address student academic misconduct issues in accordance with CHC and UO policies.

C. Service, scholarship, and professional development

Career NTTF are expected to devote 30% of their effort (which can be prorated for part-time appointments in consultation with the Dean) to service and professional development. This includes serving as an academic advisor to those students in their fall CHIP course, or an equivalent successor course, and other advisees as assigned or committed. Attendance at faculty meetings is required.

Career NTTF may serve in faculty committees and participate in CHC admissions.

Professional development activities could include attending seminars, pedagogical programs and workshops, being awarded and working on grants, development of new courses and programs (with Williams Fund awards, for example).

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 II. B. 2.

E. Major administrative work

Major administrative work is rarely assigned to Career NTTF, but Career NTTF wishing to assume positions of administrative leadership are welcome to do so. If such work is assigned, the FTE and expectations for the assignment will be negotiated between the

Dean or designee and the Career NTTF faculty member in consultation with the Executive Committee to ensure equitable distribution of workload.

III. Teaching and Service Assignment Process for NTTF

A. Teaching and service within the Honors College

The Dean or other designee such as an Associate Dean is responsible for the scheduling and assignment of all faculty members' professional responsibilities.

They will offer faculty members an opportunity to meet annually before responsibilities are assigned, and will consult with the faculty member before responsibilities are assigned, to discuss the faculty member's preferences regarding assignments for teaching, research, service and other professional responsibilities, and anticipated resource needs. Faculty may request to adjust schedules or assignment, and scheduled assignments may be modified, provided that the Dean or other designee discusses changes with the faculty member before they are made and that changes are made in accordance with the CBA and generally accepted practices at the University of Oregon.

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

B. Teaching and service outside the department

A The CHC recognizes the value in having its core faculty teach and serve the university outside of the Honors College, including in the faculty member's home academic discipline(s). Approval of such assignments is at the discretion of the Dean or other designee acting in consultation with the host departments or programs.

C. Course cancellation policy

If a teaching assignment is cancelled for any reason, the Dean or other designee will consult with the faculty member and may assign alternative duties at the same FTE in the same term, or reassign the affected faculty member to an appropriate course or alternative assignment in the same academic year or in a future year during which the faculty member remains under contract.

D. Course release for grants and fellowships

A Career Instructional 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 Dean, unduly compromise the CHC's ability to meet the curricular and enrollment needs served by the faculty member's course(s). 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/are first approved.

E. Overload assignments

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 Dean 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.

Overload assignments except those listed in Section 10 of the 2015-18 CBA, will be assigned an FTE percentage commensurate with normal workload duties and compensated accordingly. Faculty may request that overload compensation take the form of a course 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.