

**Department of Mathematics**  
**Career NTTF Professional Responsibilities Policy**

**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**

Career NTTF whose primary responsibility is instruction are expected to devote 90% of their effort to teaching, with the remaining 10% devoted to service, scholarship, and professional development. The exact percentages might change from year to year and from individual to individual.

In case of special work assignments, these assignments may be modified (see Sections IIIB, IIIC, and IIID).

**B. Teaching**

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

The standard course load in the department is defined by a point system, in which 11 points over the course of a year constitutes 0.9 FTE for the year. The FTE of an instructor whose points total less than 11 points will be prorated accordingly.

**a. Point values for teaching obligations**

Teaching a standard course (e.g. MATH 095, 111, 112, or 251) constitutes 1 point.

Math 105, 106 or 107 during the academic year requires additional grading and organizational demands due to the size of the classes and supervision. Teaching

these courses constitutes 1.2 points.

Math 211, 212, 213 and proof oriented 300-level course such as 307, 315, 391-395 during the academic year requires additional grading and student contact. Teaching these courses constitutes 1.2 points.

The large version of Math 241, 242 and 243 offered during the academic year requires additional grading and organizational demands due to the size of the classes and supervision. Teaching these courses constitutes 1.4 points.

### **b. Non-integer point values**

As mathematicians, we understand that there are limits to the extent that a point system can accurately measure effort. While a person doing 8 points in the system is likely to be doing less actual work than a person doing 9 points, it is much less clear that someone doing 8.5 points of work is necessarily doing less than someone doing 9. Therefore, the department adopts the following position:

Any point total other than a whole number is rounded to the nearest whole number for the purpose of determining FTE.

## **2. What is included in teaching activity**

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. The minimum expectation for office hours is two, or the number of classes taught in a given term, whichever is larger.

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.

## **C. Service, scholarship, and professional development**

Career NTTF are expected to devote 10% of their effort to service. Service activities may include department/program committees on which NTTF participate (as delineated in the unit's governance document), college and university service, formal advising and mentoring, professional development, scholarship, and community service relevant to the position. Service assignments within the department/program are at the discretion of the

head/director or her or his designee in consultation with the Career NTTF.

Professional development includes a focused effort to improve teaching through exposure to new ideas or methods.

**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. 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.

**E. Major administrative work**

NTTF faculty members who take on major administrative duties will be compensated by course release. 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, and other major administrative responsibilities. Approval of more than one course release for an individual requires prior consultation with the Dean or her/his designee.

A separate document describes the department's current major administrative tasks assigned to NTTF faculty and their associated course release and/or stipend.

**F. 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.

All Math Department faculty will contribute to equity and inclusion by teaching their classes in a way that is respectful of all students, regardless of race or ethnicity or nationality.

**III. Teaching and Service Assignment Process for NTTF**

## **A. Teaching and service within the department**

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.

Teaching assignments and responsibilities are made by the Department Head or by a delegate of the Department Head. Each member of the NTTF faculty will be given an opportunity to express his or her teaching preferences before assignments are made.

The Department Head or the Head's delegate will balance the preferences of the NTTF faculty member with the needs of the department.

Service assignment and responsibilities are made by that year's Executive Committee in consultation with the Department Head. This is done in the spring of the previous academic year. The Executive Committee will balance the preferences of the faculty member with the needs of the department.

An NTTF faculty member has the right to meet with his or her department head or the heads's delegate 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.

## **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 unit head in consultation, as applicable, with other officers or committees charged with course planning. Occasions for course release at the discretion of the unit head include the following:

- An unusually heavy workload relative to the departmental norm

- 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 may be offered a course release or releases from the department/program to perform a specific teaching- or service-related assignment for another unit. Approval of such assignments is at the discretion of the Dean, or her/his 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 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**

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.

The allotment of stipends will be consistent with university policy.

**F. Course cancellation policy**

If a teaching assignment is cancelled for any reason, the department or unit head 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 course, or alternative assignment, in the same academic year.