1. **Preamble**

Career Instructional faculty (Career Faculty) are vital to the life of the University. In the AEI, faculty members are Career or Pro Tem. For the Career instructors, their teaching role is most visible, but they also administer programs, coordinate student services, oversee curricula, participate in university governance, and contribute to the profession within the university, nationally, and globally. 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 and Pro Tem Faculty apparent and to describe how they fit into a standard workload.

AEI is composed of the Academic English for International Students program (AEIS), serving matriculated UO students; GRST the Intensive English Program (IEP), serving non-matriculated international students; and innovative or special programs. Instructors may work in more than one program.

**II.**  **Workload expectations for Career Faculty**

Career Faculty will have an annual FTE. Course and service loads may fluctuate term to term but will reflect the standard 90% devoted to teaching and 10% devoted to service over the course of an academic year, except where individual assignments have been adjusted to reflect other duties. Service and professional development expectations will be proportional to annual FTE.

1. **Proportions of 1.0 FTE expected for teaching and other activities**

AEI Career Faculty are expected to devote 90% of their assigned FTE effort to teaching and 10% to service, scholarship, and professional development except where modified by special assignments. Modifications of these percentages for special work assignments and special types of Career Faculty are described below.

 **B. Teaching**

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

A full-time course load for AEI faculty during the academic year is nine .33 FTE courses per year (three 6-hour/4-credit courses x .33 FTE = 1.0 each term or nine 6-hour/4-credit courses x .11FTE = 1.0 annualized).

Some course FTE may correspond to a different amount of FTE than the standard .33 depending on the need of the course.

AEI faculty may be affiliated with other UO programs. AEI faculty teach or administer programs in the Linguistics Department, Northwest Indigenous Languages Institute (NILI), and Composition, etc. Further, AEI faculty provide observation, internship and practicum opportunities for undergraduate and graduate students and help mentor GEs who work in AEI programs. When AEI faculty members work across departments, the proportion of teaching will be based on the AEI workload equivalent to the type of course (credit, non-credit, or grant-funded project).

1. **What is included in teaching activity**

Career Faculty are expected to advise and mentor students enrolled in 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 for instructors in the IEP and AEIS is 2 hours per week. The same is true for online courses, though the modality in which this occurs may be digital (e.g., email, videoconferencing, through the course management system, etc.).

AEI Career Faculty 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.

Career Faculty are also expected to revise their courses as needed to incorporate advances in language skills, academic content and pedagogy, and to ensure that they continue to promote the learning outcomes of the programs of which they are a part.

Individual faculty working in the IEP are encouraged to submit proposals for new elective classes through established curriculum development processes.

1. **Service, scholarship, and professional development**

Career Faculty are expected to devote 10% of their effort (prorated for reduced contract appointments) to service, scholarship, and professional development.

Activities which count toward a faculty’s 10% effort toward service, scholarship, and professional development for the purposes of merit, faculty review, and promotion are delineated in the AEI Faculty Review and Promotion Guidelines, which are updated as needed per the Internal Governance Document.

Other activities that are within the normal expectations in AEI so long as they do not exceed 10% of faculty member’s workload include:

* participating in standing departmental committees;
* participating in ad hoc committees;
* participating in University Committees (e.g. through the University Senate);
* service to the profession;
* attendance at professional conferences;
* attendance at workshops (including in-house workshops); and/or
* technical or methodological training.

Faculty engaging in activities in excess of 10% of the workload may be eligible for course release and/or stipend if arranged in advance with the Executive Director or designee; eligibility and compensation will be determined by the Executive Director or their designee.

1. **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 LTS undergraduate project or internship supervision) count toward service expectations in section C.

The IEP and AEIS programs have AEI-specific Academic Advising units staffed by AEI faculty who are given FTE dedicated for advising. See also the section below on major administrative work.

1. **Major administrative work**

Major administrative work in the AEI may include directing programs and coordinating major academic services for students. Such work is distinguished from other normal service tasks by its duration and level of responsibility. FTE allocations and teaching releases for such work are set by the Executive Director or their designee. In addition, additional compensation may be appropriate for positions in which the level of responsibility and autonomy is unusually high. The allotment of any compensation will be set in consultation with the Dean’s Office and must be consistent with university policy.

The specific expectations of these positions and associated FTE course releases, and/or compensation will be found in their respective position descriptions.

1. **Equity and inclusion**

Faculty are expected to contribute to the AEI’s and University's goals regarding equity and inclusion. These contributions may consist of research, teaching, and service activities as appropriate, as well as involvement on committees, and with academic and professional associations, non-profit, governmental, and/or private sector organizations.

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

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

Course Assignments: Except as otherwise determined by the Provost, Dean, or other designee, the AEI Executive Director shall be responsible for the scheduling and assignment of all faculty members’ instructional responsibilities. Assignments can be made in consultation with program coordinators.

AEI teaching assignments in all programs are based on

1) programming needs as determined by enrollment,

2) prioritization matrix (available in the AEI Employee Handbook)

3) instructor skill and experience; and

4) the preferences of the instructor, based on completion of the faculty assignment request (FAR) where possible. Faculty members may request to adjust schedules or assignments. Efforts are made to accommodate preferences as is possible within the program needs.

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.

Instructor Preferences: A faculty member shall be afforded the opportunity to meet with their direct supervisor at least annually, before responsibilities are assigned, to discuss their 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.

Assignment of professional responsibilities shall reflect a realistic balance of duties consistent with the criteria for faculty 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 faculty 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 Executive Director. Occasions for course release include the following:

* + 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 faculty, discretionary course releases may not be used to reduce the course load for all career faculty 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 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 faculty 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 Executive Director, 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.

**F. Course cancellation policy**

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