

**ASSIGNMENT of PROFESSIONAL RESPONSIBILITIES in AIM
(CBA Article 17)**

Approved by the Office of the Provost and Academic Affairs: 04 27 17

I. Preamble.

Career instructional non-tenure track faculty (Career NTTF) are vital to the life of the University. Their teaching role is most visible, but they also often administer programs, oversee 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 and Non-career NTTF.

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

Career NTTF are long term and are hired through a national search, and are eligible for promotion. Career NTTF whose primary responsibility is instruction are expected to devote 90% of their effort to teaching and 10% to service, scholarship, and professional development. Specific articulation of these percentages for Career NTTF in the AIM Program is described below.

Non-career (pro tempore) NTTF are generally considered to be intermittent and of short duration. Non-career NTTF are expected to devote 95% of their effort to teaching and 5% to professional development*. Pro tempore NTTF are not eligible for promotion.

B. Teaching.

1. The Applied Information Management Master's Degree is a fully online, part time program, and courses are typically scheduled one at a time. Students work full time while engaging in the program of study; typical completion time for the 54-credit degree is two and a half years.

AIM faculty members are part time; the standard course load is one course per year, although given time and expertise, some individuals teach more. Courses are designed as 2, 3, or 4 graduate credits, depending on whether they are part of the core or elective curriculum component.

2. What is included in teaching activity?

The primary teaching responsibilities of faculty in the AIM Program concern: (a) teaching one course a year (but may be more) via the UO learning management

system and (b) student advising and mentoring while teaching. Faculty should hold regular virtual office hours during the terms in which they teach (e.g., through pre-set office hour times and/or by appointment) and make themselves reasonably available to students via appropriate online media. The goal is to select times that are most accessible to students who work regular full-time day jobs.

All AIM faculty are required to meet certain expectations to ensure a consistent and high quality learning experience for students in the program. Requirements when teaching a course in the AIM Program include:

1. Participation in online discussions at least two days of the week during which online discussions are included in a course. Participation includes posting messages that expand upon content posted by students or tie the discussion to theory or related course content, pose questions that encourage deeper reflection on a topic, and share professional experiences of the faculty member. On an exception basis, a faculty member may elect to create a discussion that is driven solely by student input; for example, with learning exercises where students are designated to generate and drive the content of the discussions, without input from the faculty member.
2. Provision of written feedback for all course assignments, including individual and team assignments, discussion board participation, and quizzes and exams. Feedback must be tied to a specific course rubric or written learning objectives and must include specific descriptions of areas of strength and needed improvement. Feedback must be provided within four days of receipt of an assignment in order to provide the students with time to incorporate improvements on future assignments.
3. Use of technology as much as practical, including videotaped course welcome messages; short, targeted, topic-specific videos; videotaped weekly course summaries; and videoconferencing for one-on-one or group discussions.

AIM faculty are also expected to revise their course(s) as needed to incorporate advances in academic content and pedagogy, reflect new practices in industry, and ensure that they continue to promote learning outcomes integral to the AIM Program. Course revision (as well as new course development) is done collaboratively within a team, including the faculty member, the AIM Curriculum Coordinator, and the AIM Director.

C. Service, scholarship, and professional development.

Career NTTF are expected to devote 10% of their effort (prorated for part-time appointments) to service, scholarship, and professional development. Typical options among which faculty may choose to meet these responsibilities follow.

The service responsibility may be met in a number of ways including: (a) participation in one of the AIM committees, including a curriculum component committee (but excluding the AIM Oversight Committee**); (b) peer review of teaching for a Career NTTF, or (c) specific student recruitment activity. The

scholarship responsibility may be met through relevant (a) traditional publication; (b) production of a professional blog; or (c) a professional conference presentation. *The professional development responsibility may be met through (a) the faculty member's full time professional position, or (b) membership in a relevant professional organization(s).

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 participation in the occasional education fair) count toward service expectations, noted in section II. C.

E. Major administrative work.

There is no regular expectation of major administrative work for AIM Career NTTF faculty. However, the **AIM Oversight Committee includes two faculty member representatives, elected by the faculty as a whole. Participation on this committee is supported by additional FTE, beyond teaching.

F. Equity and inclusion.

Faculty are expected to contribute to the University's goals regarding equity and inclusion (see Division of Equity and Inclusion <http://inclusion.uoregon.edu/>). 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.

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

Career NTTF are hired to teach specific courses(s) based on content expertise. A faculty member has the opportunity to meet with the director at least annually, to discuss teaching, service, and other professional responsibility options and anticipated resource needs. The Provost or designee may modify scheduled assignments, provided that the AIM Director discusses changes with the faculty member before they are made and that changes are not made for arbitrary or capricious reasons.

B. Teaching and service outside the department.

A Career NTTF faculty member may be offered a course release from the AIM Program, with or without a stipend, to teach a course in another department or program, or to perform administrative service outside the program. Approval of such assignments is at the discretion of the Provost, Dean, or other designee, acting in consultation with the directors or heads of both the home and the host program or department.

C. 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.

D. 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 faculty member's primary job responsibilities.

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. Non bargaining unit faculty members may be disciplined or terminated for refusing an overload assignment.

E. Course cancellation policy.

Courses are rarely cancelled in the AIM Program. However, if enrollment in a course drops below 10 students, the Program retains the option to (a) negotiate a pro-rated salary for the course, or (b) drop the course.