

**Department of Biology
Adjunct Instructional NTTF Workload Policy**

I. Preamble

Adjunct Instructional Non-Tenure Track Faculty (Adjunct NTTF) make crucial, and often timely, contributions to the University's capacity to meet its large-scale teaching obligations. They routinely step in to keep courses available despite term-to-term fluctuations in the number of students and faculty on campus. In addition, some Adjunct NTTF are visiting scholars from other institutions or the wider community and have unusual potential to enrich our curriculum with original perspectives or specialized expertise. In general, Adjunct NTTF are hired to teach specific courses, but they occasionally perform non-teaching functions in addition or instead. This document is intended to recognize the essential role of Adjunct NTTF and to clarify expectations with respect to the kind and amount of work they do.

II. Workload expectations for Adjunct NTTF

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

Ordinarily, Adjunct NTTF are expected to devote 90% of their effort to teaching and 10% to teaching-related service, scholarship, and professional development at their own discretion.

In rare cases (for example in the case of a GTFF strike) adjunct NTTF can be hired to provide grading support, or laboratory preparation support, for classes taught by other faculty members.

Adjunct faculty may serve as members of a graduate student committee when necessary, and with the permission of the department head, and of the Graduate School; adjunct faculty are not eligible as chairs or major advisors of graduate committees.

B. Teaching

1. Standard course load for Adjunct NTTF

Adjunct NTTF hired at 1.0 FTE are expected to teach 2 courses each term, excluding summer, or 6 courses per academic year. Adjunct NTTF are hired to teach biology courses at all levels. They are assigned courses that align with their background and expertise.

It is very rare to offer multiple sections of the same course in the same term in the Department of Biology. This means that six courses effectively means six distinct course preparations, and this is considered a normal teaching load for a full time Adjunct NTTF in biology. In some cases, such as when developing a new course, the department head may assign less labor-intense courses to mitigate the additional workload.

Adjunct NTTF usually teach courses that include supervising Graduate Teaching Fellows (GTF). GTFs are usually employed to help teach labs or discussion sections, they rarely are the instructor of record for the course. Most Department of Biology GTFs teach either 2 lab sections or 3-4 discussion sections for a 0.45 FTE appointment. The instructors teach the lecture portion of the course for 0.5 FTE, but instructors have the added responsibility of overseeing the GTFs for the course and developing materials for both lectures and labs/discussions. The level of expertise and time-commitment necessary to teach biology courses well means that most courses cannot be adequately taught by a GTF. The only exceptions are the occasional course that is taught by graduate students close to receiving their PhD. When a GTF is assigned as the principle instructor, the FTE is usually increased beyond 0.45 FTE.

In case of unexpected teaching needs, Adjunct NTTF may teach laboratory or discussion sections associated with classes taught by other faculty. In these cases the workload equivalency of the teaching assignment is comparable to that of a biology graduate teaching fellow teaching the same number of laboratory or discussion sections. (e.g., 0.45 FTE for teaching 2 lab sections).

The above workload equivalency distribution is based on factors outlined in the following section and represents what the Department of Biology has determined to be an appropriate teaching load that allows Adjunct NTTF to maintain high course quality and provide the attention required to enable students to be successful in this challenging discipline.

2. Teaching-related activities

Adjunct NTTF teach the full range of courses offered by the Department of Biology. In many cases, they need to develop their own teaching materials and spend time planning just like any other faculty member in biology.

There are a wide range of “types of courses” offered by the

Department of Biology: e.g., large lecture courses with laboratory or discussion sections, medium or small courses with substantial laboratory and/or field components, lectures with discussions and lecture-only courses. The amount of intellectual and administrative effort required to teach each type of course varies considerably. In particular large lecture courses and courses with substantial laboratory and/or field components require more hours of work to teach well than smaller lecture-only courses. There are a variety of reasons why this is the case (some are outlined below).

Adjunct 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 a minimum of either (a) two hours of office hours per week, or (b) one hour plus “additional hours by appointment”. For some classes the second option is more useful for students. Instructors should also make themselves reasonably available to students via email and/or other appropriate online media.

Development of labs is very labor intensive. Adjunct NTTF must ensure that labs reflect current research content and pedagogy, and need to conduct trials and troubleshooting of new labs before they are presented to students. The experiments or activities included in Biology lab sections typically require instructors to be present for real-time troubleshooting and oversight, even when GTFs are present. It is not possible or reasonable to just hand a lab manual to a GTF lab instructor and expect that the labs will be taught well. It is also necessary to meet regularly (usually multiple times per week) and communicate with the course lab preparator in order to make sure the materials are ready and that the labs are running smoothly.

Adjunct NTTF are expected to administer high quality assessment of student performance: exams composed exclusively of multiple choice question are discouraged and instructors are expected to devote considerable time to writing new meaningful assessment questions for each course.

Because the Department of Biology does not employ graders, Adjunct NTTF are expected to participate in the grading of assigned work and to train and supervise the graduate teaching fellows that aid them in grading. It is usually not possible to just provide grading keys or rubrics to graduate teaching fellows. The instructor must take a guiding-role in the grading of exams, labs, papers and other assignments, and that often requires doing some of the grading.

In many cases the rigorous nature of Biology courses requires instructors to hold additional problem solving sessions, additional office hours, and/or review sessions, and to schedule individual meetings with students that cannot attend regular office hours. Instructors should maintain schedule flexibility to provide these additional aids, as necessary, to students.

Adjunct NTTF may be required to train and supervise graduate teaching fellows and undergraduates participating in the supervised college teaching courses, BI 402/502 Supervised College Teaching (Career Instructional NTTF are eligible to teach all such open-ended courses). This includes holding weekly preparatory sessions, developing assessments and activities to be used in discussions and labs, verifying that GTFs and undergraduates truly understand the content they are teaching, guiding them in appropriate instructional technique and behavior, and evaluating their efforts.

All else being equal, large classes require more effort than small classes. While large classes are assigned GTFs to help with the grading, instructors still need to work with the GTFs to make sure the grading is done properly, and in most cases, the instructor needs to help with the grading in order for it to accurately reflect the students' performance. In addition, class size has considerable bearing on the time demand of the following responsibilities: writing multiple exam versions; answering students' questions about their grades; re-grading exams and papers when students question the grades given to them by the GTF; demand for additional out of class instruction; answering emails (one instructor found a 10-fold increase in the number of emails from students in her large lecture course versus a course with about 75 students); increased registration issues early in the term (especially for a majors-required 200-level courses); writing letters of recommendation (particularly with a high percentage of students continuing in healthcare graduate programs); student academic misconduct issues (these occur almost every term, and can be quite time consuming); and training and supervision of student instructors (BULAs). The department considers the demands of these responsibilities when determining the number and types of courses taught per FTE.

C. Non-teaching activities

Teaching-related service, scholarship, and professional development includes reading or research to keep abreast of scholarly and pedagogical advances in the field, voluntary service on departmental and other university committees where appropriate, and any other professionally recognized activities that

enhance the department's teaching. Adjunct NTTF may attend faculty meetings. They do not vote at such meetings.

Adjunct NTTF are not eligible for sabbatical leaves, academic support accounts, summer research awards or similar professional development programs sponsored by the Department of Biology or the University of Oregon. Adjunct faculty are eligible for teaching awards sponsored by the department, the College of Arts and Sciences, or the university, unless the award stipulates otherwise.

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. Other kinds of advising assignments (such as supervision of undergraduate theses or a small caseload of undergraduate major advisees) are not expected of Adjunct NTTF.

E. Major administrative work

Major administrative work is not assigned to Adjunct NTTF in the Department of Biology.

III. Teaching Assignment Process for Adjunct NTTF

Adjunct instructors fill departmental teaching gaps created by sabbatical leaves, sudden enrollment expansion, or personal emergencies within the permanent teaching staff. The Department of Biology advertises and maintains a pool of adjunct instructor applications. The Department Head has delegated the responsibility for adjunct instructor selection to the department's Curriculum Director. When teaching needs arise, the Curriculum Director reviews the applications in the pool and determines the most qualified candidate for each course in which an adjunct instructor is needed. Preference may be given to candidates that have previously successfully taught at the University of Oregon. Hires are generally made on a term by term basis.

Adjunct NTTF are hired on the basis of their academic expertise to teach one or several existing courses. In this setting, there is little occasion to consider alternative teaching assignments, but if such a possibility were to arise, the Curriculum Director reviews the available options and makes alternative teaching decisions based on course needs and adjunct expertise in the area of study needed.

The opportunity for Adjunct NTTF participation in departmental discussions of curriculum and pedagogy is provided through departmental faculty meetings.

Adjunct faculty are evaluated by way of end-of-term student course evaluations. While not required, adjunct faculty may request peer evaluation of teaching. There are no promotion opportunities for those appointed as adjunct NTTF.

Faculty members may meet with the department head any time before responsibilities are assigned to discuss their preferences regarding assignments for teaching, research, service and other professional responsibilities, and anticipated resource needs.

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.