

**Department of English**  
**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 and 10% to service, professional development and scholarship where 1.0 FTE represents a 9-course load, and the equivalent of one course will be devoted to service, professional development and scholarship. Service must include department or university service and may include formal advising, professional development, community service relevant to the position, significant writing, and scholarship. Modifications of these percentages for special work assignments and special types of NTTF positions are described below.

**B. Teaching**

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

The standard course load in the department for NTTF Instructors is 9 courses per year. The range of courses may include courses taught in the English Department at the upper and lower division contingent on the instructional needs of the department.

The standard course load in the department for NTTF Lecturers is 9 courses per year. The range of courses may include composition pedagogy and seminars at the graduate level and courses taught in the English Department at the upper-division undergraduate level contingent on the instructional needs of the department.

**2. Advising and course revision**

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. Those teaching WR 121, 122, 123 should hold four office hours per week during the terms in which they teach those courses. Those teaching all other courses should hold three regular office hours per week during the terms in which they teach. All teachers should make themselves reasonably available to students via email and/or other appropriate online media.

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 and professional development**

Career NTTF are expected to devote 10% of their effort to service, professional development and scholarship. 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.

#### **D. Advising and student contact**

Informal, 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.

Formal advising, membership on the Department's Active Advising Team, which involves a substantial caseload of undergraduate major advisees, will count toward service expectations described in section C.

#### **E. Major administrative work**

Career NTTF may contribute to the running of the department in a number of administrative positions (and see **III.B**). These positions, and their compensation, are

listed and described in an addendum to the department's Internal Governance Document.

**F. Equity and inclusion**

Career NTTF 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.

**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.

The process for determining teaching assignments for Career NTTF is as follows:

The Associate Department Head distributes an email requesting course preferences consistent with individual teaching contracts and department teaching expectations for the following academic year in winter term; all faculty submit their preferences in ranked order via an online Course Request form that also allows them to indicate term preferences and particular classroom needs.

The Associate Department Head creates a yearlong course schedule, taking into account faculty preferences and departmental instructional needs.

Faculty are notified of their schedules by the end of winter term and given an opportunity to request adjustments before the schedule is set and rooms for classes are reserved. When the course schedule must be changed to accommodate unforeseen circumstances, affected faculty will be consulted about their schedules.

Career NTTF are eligible to teach courses also taught by TTF, but priority will be given to tenure-track faculty preferences in order to align teaching and research.

The process for determining service assignments for Career NTTF is as follows:

The Department Head distributes an email requesting committee assignment preferences consistent for the following academic year in spring term; all faculty submit their preferences in ranked order on a Committee Preference form that also allows them to indicate extenuating circumstances that may affect availability for serving on standing committees, like upcoming leaves and other service obligations in the department or on campus.

The elected Department Council makes committee assignments for the following academic year, taking into account faculty preferences and departmental service needs, and following the Committee Membership policies established in the English Department Constitution.

Faculty are notified of these service assignments by the end of spring term and may request adjustments. When standing committee assignments must be changed to accommodate unforeseen circumstances, the Council will refer to the Service Preference forms in making alternate assignments.

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. 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.

The allotment of stipends will be consistent with university policy.

**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 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.