

## LANDSCAPE ARCHITECTURE NTTF ASSIGNMENT OF PROFESSIONAL RESPONSIBILITIES

1/31/15

### PURPOSE

This policy outlines the Assignment of Professional Responsibility for Non-Tenure Related Faculty members in Department. The Department affirms the right of all NTTF to participate in departmental governance, and supports high levels of engagement from NTTF where their appointments provide opportunity to do so. This policy is meant to provide fairness, clear criteria and decision frameworks for determining NTTF assignments while maintaining flexibility of the department and its Head in serving the needs of students, maintaining and improving the curricula, knowledge building, and adaptively responding to unexpected challenges and circumstances in creative and effective ways. Assignments of professional responsibilities seek to best achieve a quality curriculum, collegiality among the faculty and students, and comity in administrative decision-making.

### 0. Types of NTTF in Relation to this Policy

The department typically employs three kinds of NTTF:

- 0.1. Full-time (100% FTE) NTTF** often are career-NTF and have job descriptions that entail general duties and responsibilities related to the delivery and management of programmatic areas within the curriculum and related instructional facilities and logistics. Their contracts attempt to enlist a mix of categories and types of duties consistent with a mutual understanding between the Head and the NTTF member of what these general programmatic duties require. If and when these duties are inconsistent with the successful achievement the programmatic responsibilities of a full-time NTTF, a meeting with the Head will be required to make adjustments in accordance with Section 5 below.
- 0.2. Regular, part-time NTTF** with continuous or recurring contracts are often career NTTF and typically have job descriptions that list more specific responsibilities to teach particular classes and/or participate in particular service activities and committees. These NTTF often have another primary place of professional employment away from the University. These NTTF have significant creative discretion in formulating and executing their assigned classes and service activities in the context of their ongoing and well-developed understanding of the department's curriculum and administrative challenges. They need to maintain communication with the Head when work activities that are needed to effectively perform their assigned and required duties deviate from their job description. In such instances, written changes to their assigned responsibilities and/or assignment of new duties and corresponding additional FTE will be made in accordance with Section 5 below.
- 0.3. Irregular part-time NTTF** are not career NTTF and typically teach one class in one term and likely will not teach another class in the department for a considerable time. These NTTF typically have another primary place of professional employment away from the University, or are retired professionals or teachers who do not seek long-term or regular employment. These NTTF typically have the most specific job descriptions with particular and clearly delimited duties and responsibilities, with no requirement or expectation that they engage in the ongoing life and adaptive evolution of the department and its curriculum. If these irregular part-time NTTF find that they are being assigned additional duties beyond their contract or need to perform additional work to effectively achieve their assigned duties then

they must meet with the Head to make adjustments to their contract or work plan and time commitments in accordance with Section 5 below.

## **1. Principles of Assignment**

Professional Responsibilities are assigned by the Department Head based on the full curricular, research, and service needs of the department. The Department head will give due consideration to the personal and professional preferences of faculty as described in Section 4 in making assignments. The Department Head recognizes the necessity to honor the trust and authority placed in him or her by operating in good faith in a collegial manner, and adhering to the guiding principles of equity, parity, and inclusiveness in making all assignments.

Assignment of professional responsibilities shall reflect a realistic balance of duties consistent with the criteria for review.

## **2. Standard Position Assignment, Non-Tenure Related Faculty**

A typical faculty appointment has a standard assignment of dedicated FTE listed below. Individual positions may vary from the standard appointment based on actual assignment of duties provided in the faculty member's position description.

### **2.1. Primary Teaching NTTF**

**2.1.1.** Full Time – NTTF who have 1.0 FTE positions where the primary purpose of the position is to provide instruction are typically expected to devote 90% of their efforts towards teaching and 10% towards service, unless otherwise indicated in their position description.

**2.1.2.** Part Time – NTTF who have less than 1.0 FTE positions where the primary purpose of the position is to provide instruction are expected to devote 100% of their FTE fraction to teaching, unless otherwise indicated in their position description.

### **2.2. Primary Research Faculty –**

**2.2.1.** NTTF faculty who have positions with a majority or plurality FTE in the department, and where the primary purpose of the position is to help conduct research, will be assigned FTE in consultation between the department Head, principal investigator(s) of the projects employing the NTTF, the NTTF's supervisor if not the PI(s), and any applicable institute, lab or center director(s), or heads of other departments.

**2.2.2.** NTTF faculty with a majority FTE entailing a primary purpose of conducting research funded by a center, institute or department outside of landscape architecture will be considered to have a primary assignment as an NTTF in the unit that funds the majority or plurality of their FTE, and be primarily subject to that unit's policy for assignment of NTTF responsibilities. However, within their minority FTE in landscape architecture, the assignment of teaching and service duties will be assigned by the department Head and modified or increased by the Head in a manner consistent with the whole of this policy.

## **3. FTE Components**

The duties and responsibilities articulated within this section are described in the context of how those specific duties and responsibilities generally contribute to fulfilling a faculty member's obligations to the University under their faculty appointment. It is understood that it is neither practicable nor desirable to rigidly define each duty or responsibility, as the efforts required to

execute such duties and responsibilities will vary depending on an individual’s prior experience, specific skill set and/or assigned duties. The FTE values listed within this section are most accurately viewed as providing a strong basis on which a position can be measured. Material departures from the FTE values listed below must be accompanied by a written explanation signed by the Department Head.

Certain activities are inherent to any teaching or research appointment. When undertaken, these activities do not require an articulation of the proportion of FTE that faculty members devote to these efforts. Such activities include but are not limited to participation in departmental meetings, incidental and ad-hoc non-curricular advising of students and other faculty members, administrative interactions with staff, membership and service in professional organizations, and continuation of professional development. As professionals, faculty are expected to use their own judgment in determining an appropriate and reasonable amount of effort to dedicate towards these obligations.

Instruction duties for NTTF with at least of 0.40 credits per term normally include attendance at design studio reviews as a critic both in the middle of the term and during final reviews week just prior to final exam week. NTTF with less than 0.40 FTE are not required to attend any studio reviews in the middle of the term but will normally be expected to attend 1-2 final reviews at the end of the term. It is understood that NTTF assigned to teach a studio will be absent from their own studio class while attending other studios’ reviews during the same class period.

### 3.1. Teaching

**3.1.1. Inclusive Components** – The FTE assigned for teaching a single course is inclusive of the efforts required to prepare relevant course materials, update curriculum, teach, examine/review, grade, provide regular office hours, supervise affiliated GTF, and provide mentoring/advising as it relates to classwork.

**3.1.2. FTE Course Load** – FTE Course Loads are assigned per the following matrix:

#### FTE BY COURSE TYPE AND CREDITS

COURSE TYPE	CREDITS				
	1	2	3	4	5+
Large lecture	NA	NA	NA	0.35	NA
Lecture	NA	NA	NA	0.300	NA
Seminar	0.075	0.150	0.225	0.300	NA
Media	0.075	0.150	0.225	0.300	NA
Design studio	NA	NA	NA	NA	0.400
Special Assignments	0.100	0.100	0.100	0.100	0.100

(<50 students)

**3.1.2.1. FTE Alteration based on Support** – FTE assignment may be increased/decreased based on whether a course has been assigned fewer/greater number of GTFs and/or Instructors compared to the historical norm for that course, course size, or course type.

### 3.2. Research, Scholarship, & Creative Practice

FTE assigned for research, scholarship, & creative practice is at the discretion of the Department Head and/or Principal Investigator. Specific details regarding these types of appointments are provided for in individual job descriptions. Assignment of FTE for duties to conduct research,

scholarship and creative practice funded by the department will be negotiated between each NTTF and the department Head in good faith consultation with the core faculty.

### **3.3. Service**

**3.3.1. FTE Service Load** – Service FTE assignments are set in proportion to a faculty member’s expected teaching and/or research activities. Such assignments will be articulated in a faculty member’s position description. Although it is understood that NTTF may put forth substantial efforts to undertake explicit service duties both in the department and across campus, explicit service assignments will be eligible for FTE enumeration, additional pay, reduction in other service assignments, and/or course reduction if those assignments are formally assigned or approved by the Department Head. Where review, promotion criteria, or position descriptions include expectations for professional development, NTTF with service appointments can be reasonably expected to utilize an appropriate portion of their service FTE for the purposes of professional development.

**3.3.2. Voluntary Service** - All categories of NTTF may on occasion freely choose to voluntarily exceed their required duties in incidental ways, such as holding extra office hours, providing non-academic career or life advice to students, attending committee meetings they are not otherwise required to attend. Such extra and unassigned incidental activities are understood to be voluntary, not required, and not subject to an increase in assigned duties or in FTE.

## **4. Assignment Basis Guiding Principles**

Faculty members may make requests for specific teaching assignments from the Department Head. Faculty shall be afforded the opportunity to meet at least annually with the Department Head as the Dean’s designee to discuss preferences for Teaching, Research, and Service assignments. Where faculty members either request or are required to undertake particularly difficult assignments that warrant accommodations for the purposes of merit, reviews, and/or promotion, appropriate notes should be added to the faculty member’s departmental file. Once preferences have been established, the following priorities will be given.

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.

### **4.1. Priority**

**4.1.1. Teaching** –Where different assignment configurations are equally capable of meeting departmental needs and ensuring quality of instruction, the Department Head will adhere to the following priorities, in order:

- 4.1.1.1.** Priority is generally given to assure annual instruction of courses that are part of the professional curriculum required of all students in the first-professional BLA or MLA degree programs.
- 4.1.1.2.** Priority is generally given where assignments may affect tenure and/or promotion.
- 4.1.1.3.** Priority is generally given where assignments take advantage of faculty members’ greatest strengths in expertise and professional experience.

- 4.1.1.4. Priority is generally given to faculty where course work aligns with either research agenda and/or professional practice.
- 4.1.1.5. Preference is given to limiting a faculty member's preparations of 2-6 credit courses to no more than two per term.
- 4.1.1.6. Preference is given to rotating faculty members through certain classes.
- 4.1.2. **Research** – Faculty research assignments are dictated by the need and availability of sponsored research. Lab, center and institute directors have discretion to assign work as needed, within the context of the NTTF member's overall FTE and other expectations.
- 4.1.3. **Service** – Where different assignment configurations are equally capable of meeting departmental needs, the Department Head will adhere to the following priorities.
  - 4.1.3.1. All reasonable accommodations will be made to ensure elected service assignments can be effectively fulfilled by the elected individuals.
  - 4.1.3.2. Priority is generally given to tenure related faculty, then career non-tenure related faculty, then adjunct faculty.
  - 4.1.3.3. Priority is generally given to faculty members in higher promoted ranks within a given academic classification.

#### 4.2. Cancellation and Reassignment

- 4.2.1. **Teaching** – If a teaching assignment needs to be cancelled for any reason, the Department Head will make reasonable efforts to reassign affected faculty members a similar course in the same academic year. If another teaching assignment cannot be offered as a replacement, an alternate service requirement of the same FTE will be provided. All alternative assignments will be made in good faith.
- 4.2.2. **Research** – Not applicable.
- 4.2.3. **Service** – If a service assignment is cancelled for any reason, the Department Head will make reasonable efforts to reassign affected NTTF to another available service assignment or assignments for the same FTE. All alternative assignments will be made in good faith.
  - 4.2.3.1. Service assignments must be served in the term they are paid for. They may not be banked or borrowed against under any circumstances.

### 5. Overload and Course Releases

When a faculty member undertakes any teaching, research, or service assignment that would cause that individual to exceed a 1.0 FTE in a given term, or would cause that individual to exceed the proscribed amount of service FTE in that individual's contract and position description, that individual is eligible for additional compensation and/or course releases as described below.

**5.1. Overload** – 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. Appointments for which compensation is paid, in whole or in part, with federal funds may be ineligible for overload compensation. Except for circumstances where specific assignments allow for alternate methods of payment, the default method for overload compensated is an assignment of additional FTE in accordance with section 3.

Faculty cannot be disciplined or terminated for refusing an overload assignment.

**5.2. Course Release** – All agreements regarding course releases must be in writing and place in the employee file, and must signed by the Department Head.

**5.2.1. Grants & Fellowships** – Career NTTF may receive Course Release(s) if the faculty member is supported by a grant or fellowship and, in the judgment of the Department Head, the release(s) do not unduly compromise the ability to fulfill the curricular, research, and service needs of the Department. In order to qualify, the grant or fellowship must provide sufficient funds to cover the faculty member’s salary and associated OPE for the course(s) being released.

**5.2.2. Teaching & Service** – Where circumstances warrant, Course Releases may be granted in direct proportion to either teaching or service assignments taken on in other departments or units. In such cases, the release will be made in direct proportion to the extra-departmental teaching or service assignments undertaken by a faculty member. I.e., a faculty member may receive a course reduction of one 0.30 FTE class for performing one term of 0.30 FTE service for another department or unit. The decision of whether or not to grant such releases is at the discretion of the Department Head.

The allotment of stipends will be consistent with university policy.

## **6. Expectations**

Faculty members are expected to devote their full efforts to any and all assignments of duties they perform for the University, and are expected to contribute to the University’s goals regarding equity and inclusion wherever possible. Equity and inclusion 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.

Each faculty member is obligated to act ethically and in compliance with the professional standards of the department; to account for all money or property received; to use money and property for lawful purposes and in accordance with relevant policy.

The department affirms each faculty member’s right to academic freedom, and supports open, vigorous, and challenging debate on professionally related areas and governance issues alike. These rights shall be exercised without fear of reprisal. It is understood that although such debate may contribute to disagreements and/or tension between colleagues, faculty are expected to uphold the principles of collegiality, civility, and professionalism in all interactions.