

CAREER FACULTY PROFESSIONAL RESPONSIBILITIES

Clark Honors College

May 23, 2022

Approved by the Office of the Provost Sept. 9, 2022

I. INTRODUCTION:

Career Faculty in the Clark Honors College are core faculty who teach, advise students, serve on CHC thesis committees, participate in College governance, and who may pursue professional development opportunities.

This document outlines the expectations for CHC Career Faculty.

II. WORKLOAD EXPECTATIONS FOR CAREER FACULTY:

Teaching in the CHC is distinguished by small classes and close interaction between faculty and students, including significant responsibilities for academic advising, career mentoring, and participation in CHC theses committees as CHC representative.

Career Faculty appointed at 1.0 FTE, whose primary responsibility is instruction, are expected to devote 70% of their effort to teaching, 20% to advising and thesis committees, and 10% to service and professional development.

1. Teaching (70%)

- A. Standard course load: The standard course load for Career Faculty at 1.0 FTE in the CHC is 7 courses per year. Career Faculty are expected to be able to teach both lower-division and upper-division courses. The Associate Dean for Undergraduate Studies, in consultation with the Dean, is responsible for the scheduling and assignment of all core faculty members' teaching responsibilities.
- B. Course revision: Career Faculty are expected to revise their courses as needed to incorporate advances in academic content and pedagogy, and to ensure that their courses continue to promote the learning outcomes of the College.
- C. Team-teaching: A course team-taught by two faculty members will count as half a course for each. A team-taught course may in some circumstances count as a full course for each faculty member with the prior approval of the Dean and so long as the college can meet its curricular and enrollment needs with existing resources.
- D. Letters of Recommendation: Career Faculty are expected to write letters of recommendation for students.
- E. Feedback to Students: Career Faculty are expected to provide substantive feedback on all assigned work in a timely manner.
- F. Approval of teaching outside of the CHC is at the discretion of the Dean or other designee acting in consultation with external departments or programs.

2. Advising and Thesis Committees (20%)

- A. General advising expectations: In addition to advising, mentoring, and holding student hours for students enrolled in their courses, Career Faculty are responsible for the academic advising of CHC students assigned to them at the start of the academic year, serving as academic advisors to a maximum of 70 students. They are expected to attend the second-year student advising welcome.
- B. Student hours and student contact: During terms in which they are teaching CHC courses, all core faculty offer 4 student (office) hours per week throughout the term in a mix of drop-in and scheduled sessions. They are also expected to provide appointments for advisees and students who may not be able to make scheduled student hours.
- C. Thesis committees: Career Faculty serve as CHC representative on up to 10 thesis committee defenses per academic year.

3. Service and professional development (10%):

- A. Regular attendance at faculty meetings, faculty-in-residence presentations (either in-person or recorded), service on committees and attendance at significant college-wide events such as the graduation celebration is expected.
- B. Professional development activities could include but are not limited to attending Teaching Engagement Program summer institutes or seminars related to teaching, pedagogical programs and workshops, scholarly and creative activities that help evolve teaching and pedagogy, being awarded and working on grants related to teaching, and the development of new courses and programs. Funding will be made available annually to support career faculty professional development activities.
- C. CHC service is assigned by the Dean, in close consultation with the Associate Dean for Faculty and individual Career Faculty members. Service outside the CHC that is to count in reviews will be determined through discussion between faculty and Dean or designee. The CHC recognizes the value of service to the university, community and profession, and must ensure a service load that aligns with service FTE. Every effort will be made to ensure an equitable balance in service assignments. Assignment of professional responsibilities shall reflect a realistic balance of duties consistent with the CHC Career Faculty review policy on the Office of the Provost's website.

4. Professional Expectations

- A. Shared governance: Career Faculty are expected to participate in shared governance and in the normal service workload of the College. This includes participation in standing and ad hoc committees (see the College's internal governance policy on the Office of the Provost website), and other service work that may periodically arise (e.g., curricular review and program review).

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

III. Assignments and Overloads

1. Assignments: Bargaining unit faculty members shall be afforded the opportunity to meet with their department or unit head annually, before responsibilities are assigned, to discuss the bargaining unit faculty member's preferences regarding assignments for teaching, research, service and other professional responsibilities as set forth in this Article, and the member's anticipated resource needs. At the bargaining unit faculty member's request, their caregiving responsibilities shall be considered in the scheduling of assignments.

The department or unit head may modify scheduled assignments, provided they discuss changes with the bargaining unit faculty member before they are made and that changes are not made for arbitrary or capricious reasons. Bargaining unit faculty members shall be given as much notice as possible about potential changes to their scheduled assignments.

Bargaining unit faculty members may request to adjust schedules or assignments.

2. Impact of Enrollment on Assignments. In the event of course cancellation for insufficient enrollment:

- a. The University will work with the affected faculty member to determine if it is possible to replace the course assignment with an equivalent course assignment within the same academic year. The assignment of an equivalent course pursuant to the Section shall not be considered an overload assignment.
- b. If it is not possible to replace the course assignment within the same academic year, the department may provide an equivalent, alternative assignment consistent with the department's workload policy. Examples of such work include but are not limited to the following: advising; determining course equivalencies for transfer credit; assessment projects; curriculum development; substitute teaching; recruiting for study abroad programs; and course development for future years. The equivalent, alternative assignment must be completed during the same term the canceled course was scheduled.
- c. If assignments cannot be made under (a) and (b) of this section, the bargaining unit faculty member shall be assigned faculty-related work by the Dean's office.

3. Overloads: An overload assignment is (1) an assignment that is in addition to the bargaining unit faculty member's regular assignment and FTE status; (2) a one time or limited assignment, made or approved by the Office of the Provost, 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 faculty member's primary job responsibilities.

Overload appointments, except those with alternative compensation models, will be assigned an FTE percentage commensurate with normal workload duties and compensated accordingly. Bargaining unit faculty members may request that overload compensation take the form of course release when the duties are completed in the same academic year as the 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 appointment or compensation.