

CAS Career NTTF Professional Responsibilities
American English Institute 12/30/2019
Revisions approved by Office of the Provost 6/19/20

I. Preamble

Career Instructional non-tenure track faculty (Career NTTF) are vital to the life of the University. In the AEI, all faculty members are NTTF. Their classroom teaching role is most visible, but they also administer programs, coordinate student services, oversee curricula, participate in university governance, and contribute to the profession in numerous ways. 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.

AEI is comprised of Academic English for International Students program (AEIS), serving matriculated UO students; the Intensive English Program (IEP), serving non-matriculated international students; and special programs. Instructors may work in more than one program.

II. Workload expectations for Career NTTF

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

AEI Career NTTF are expected to devote 90% of their assigned FTE effort to teaching and 10% to service, scholarship, and professional development. Modifications of these percentages for special work assignments and special types of NTTF are described below.

B. Teaching

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

The standard course load for NTTF in the AEI during the academic year is 9 or more courses per year. Courses in the IEP may be offered for increased or decreased contact hours and FTE will be prorated based on a 6-contact hour course.

AEIS courses are specified in credit hours, whereas IEP courses are specified in contact hours, and pedagogical requirements for these courses will be structured so that a six-contact-hour IEP course is equivalent in instructor workload as a four-credit AEIS course. Thus, a full-time instructor will have the equivalent of three courses each term regardless of the combination of credit or non-credit courses they teach in a term. Workload is scalable with the number of contact hours for an IEP course or credit hours for an AEIS course. For example, two two-credit-hour courses is the equivalent of a four-credit hour course in the AEIS and three two-contact hour courses is the equivalent of a six-contact-hour course.

CAS Career NTTF Professional Responsibilities

American English Institute 12/30/2019

Revisions approved by Office of the Provost 6/19/20

AEI faculty may be affiliated with other UO programs. AEI faculty teach or administer programs in the Linguistics Department, Northwest Indigenous Languages Institute (NILI), and Composition. Further, AEI faculty provide observation, internship and practicum opportunities for graduate students and help mentor GEs who work in AEI programs. When AEI faculty members work across departments, the proportion of teaching will be based on the AEI workload equivalent to the type of course (credit, non-credit, or grant-funded project).

2. What is included in teaching activity

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. They should hold regular office hours during the terms in which they teach and make themselves reasonably available to students via email and/or other appropriate online media.

The minimum expectation for office hours for instructors in the IEP and AEIS is 2 hours per week. The same is true for online courses, though the modality in which this occurs may be digital (e.g., email, videoconferencing, through the course management system, etc.).

AEI Career NTTF are expected to work within their teaching program's curriculum development processes to collaborate in revising courses, selecting textbooks, etc. These processes are outlined in the AEI Faculty and Staff Handbook and applicable College and University policies.

Career NTTF are also expected to revise their courses as needed to incorporate advances in language skills, academic content and pedagogy, and to ensure that they continue to promote the learning outcomes of the programs of which they are a part.

Individual faculty working in the IEP are encouraged to submit proposals for new elective classes through established curriculum development processes.

C. Service, scholarship, and professional development

Career NTTF are expected to devote 10% of their effort (prorated for reduced contract appointments) to service, scholarship, and professional development.

Activities which count toward a faculty's 10% effort toward service, scholarship, and

CAS Career NTTF Professional Responsibilities

American English Institute 12/30/2019

Revisions approved by Office of the Provost 6/19/20

professional development for the purposes of merit, faculty review, and promotion are delineated in the AEI Faculty Review and Promotion Guidelines, which are updated as needed per the Internal Governance Document.

Other activities that are within the normal expectations in AEI so long as they do not exceed 10% of faculty member's workload include:

- participating in standing departmental committees;
- participating in ad hoc committees;
- participating in University Committees (e.g. through the University Senate or the Faculty Advisory Council);
- service to the NTTF's profession;
- attendance at professional conferences;
- attendance at workshops (including in-house workshops); and/or
- technical or methodological training.

Faculty engaging in activities in excess of 10% of the workload may be eligible for course release and/or stipend as long as faculty and the Executive Director or designee agree to activities in excess of the 10% in advance; eligibility and compensation will be determined by the Executive Director or their designee. Any activities in this category in excess of the 10% will be assigned FTE commensurate with normal workload duties and compensated accordingly through comparable course release or stipend.

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 occasional supervision of LTS undergraduate project or internship supervision) count toward service expectations in section C.

The IEP and the AEIS programs each have AEI-specific Academic Advising units made up of faculty who are given FTE specifically for advising. See also the section below on major administrative work.

E. Major administrative work

This work is distinguished from other tasks above by its duration and level of responsibility. Major administrative work in the AEI may include directing programs

CAS Career NTTF Professional Responsibilities

American English Institute 12/30/2019

Revisions approved by Office of the Provost 6/19/20

and coordinating major academic services for students. Such work is distinguished from other normal service tasks by its duration and level of responsibility. FTE allocations and teaching releases for such work are set by the Executive Director or their designee. In addition, additional compensation may be appropriate for positions in which the level of responsibility and autonomy is unusually high. The allotment of any compensation will be set in consultation with the Dean's Office and must be consistent with university policy.

The specific expectations of these positions and associated FTE course releases, and/or compensation will be found in their respective position descriptions.

F. Equity and inclusion

Faculty are expected to contribute to the AEI's and University's goals regarding equity and inclusion. These contributions may consist of research, teaching, and service activities as appropriate, as well as involvement on committees, and 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 AEI Executive Director shall be responsible for the scheduling and assignment of all faculty members' professional responsibilities. Assignments will be made in consultation with program coordinators.

AEI teaching assignments in all programs are based on 1) programming needs as determined by enrollment, grant-based course requests, and sponsored/special program needs; 2) instructor skill and experience; 3) contracted FTE and rank; and 4) the preferences of the instructor, based on completion of the faculty assignment request (FAR). Faculty members may request to adjust schedules or assignments. Efforts are made to accommodate preferences as is possible within the program needs.

Service assignments are predominantly in the form of committee service. Calls are put out for volunteers for committee members via email. A composition of committee members is established via processes outlined in the Internal Governance Document. In some cases, individuals are asked directly to serve on a committee due to their expertise or previous experience with the committee.

CAS Career NTTF Professional Responsibilities

American English Institute 12/30/2019

Revisions approved by Office of the Provost 6/19/20

A faculty member shall be afforded the opportunity to meet with their direct supervisor 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 direct supervisor discusses changes with the faculty member before they are made and that changes are not made for arbitrary or capricious reasons.

Assignment of professional responsibilities shall reflect a realistic balance of duties consistent with the criteria for faculty 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 Executive Director. Occasions for course release include the following:

- Workload which exceeds the normal service expectations established by the workload policy for that person's position.
- 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 faculty member may be offered a release from instructional or non-instructional duties within AEI to perform a specific teaching- or service-related assignment for another unit. Approval of such assignments is at the discretion of the Dean, or their designee, acting in consultation with the heads or directors of both the home and the host units.

D. Course release for grants and fellowships

CAS Career NTTF Professional Responsibilities
American English Institute 12/30/2019
Revisions approved by Office of the Provost 6/19/20

A Career NTTF who has received, or is supported by, an internal or external grant or fellowship aside from AEI's own grant-funded programs 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 Executive Director, 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.

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 Executive Director or designee 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 teaching assignment, or alternative assignment, in the same academic year per contracted FTE.