

**Department of East Asian Languages and Literatures**  
**Workload and Assignment of Professional Responsibilities for Career Non-Tenure-Track Faculty**

**I. Preamble**

Instructional non-tenure track faculty (Career NTTF) contribute significantly to the mission of the East Asian Languages and Literatures (EALL) Department as professionals and scholars dedicated to teaching the languages and cultures of East Asia, and preparing professionals and scholars for the linguistic and cultural competencies they need to participate effectively in a global society. EALL NTTF teach, conduct research, administer language programs, develop and oversee undergraduate (and, in some cases, graduate) curricula, advise and mentor students, train and supervise graduate teaching fellows (GTFs), participate in Department and University governance, and serve public and professional communities outside the University.

Typically the professional responsibilities of NTTF focus primarily on teaching. However, assignments will vary, depending on professional interests, Department and University needs, and opportunities for leadership, research/professional work and development. In accordance with the Collective Bargaining Agreement between the University of Oregon and United Academics, this document provides guidelines for determining equitable and appropriate workloads and responsibilities for Career non-tenure-track faculty in EALL.

**II. Workload expectations for Career NTTF**

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

Standard workload percentages for 1.0 FTE Career non-tenure-track faculty are 90% teaching, undergraduate communication and mentoring; and 10% service, scholarship and professional development as defined below in II.C.

**B. Teaching**

**1. Standard course load for NTTF**

Ordinarily, the language course assignment in EALL is determined by course reference numbers (CRN). The standard language course load is 9 CRNs a year, typically for courses of 3 to 5 credits. Although courses vary in size, format, and level, the general practice is to consider all 3-, 4- and 5-credit courses equivalent. 1- and 2-credit courses may be prorated based on a 4-credit course standard. Dual-enrollment courses (4/500 level) will be counted as 1 course, even though they carry 2 CRNs. In some cases, an NTTF instructor without coordinating, advising, or other significant service duties may be asked to teach up to 12 CRNs a year when there are sudden increases in enrollment or course offerings or if she/he is teaching multiple sections of the same course. An NTTF instructor willing to assume this additional teaching load will receive appropriate compensation for the overload, as described in section III.D, below. As a general

rule, an NTTF instructor should not be required to teach more than two distinct language proficiency levels in any one term. The coordinators of each language program are responsible for making specific programmatic adjustments, such as rotating teaching assignments, as needed to achieve equitable teaching assignments within their units.

The guiding consideration in achieving equitable teaching assignments is the amount of intellectual and administrative effort required to teach a course well. The number of distinct course preparations, instructor's familiarity with the course materials, availability/assistance and supervision of GTFs are all relevant to the equitable allocation of teaching duties. For example, while enrollments do not constitute a basis for reducing the number of courses taught or weighting large-enrollment courses more heavily, the amount of extra time devoted to supervising large numbers of GTFs and students in these courses should factor into consideration for workload.

Typically, Individualized Studies, such as Reading and Conference, are not counted as one of an NTTF's 9 CRNs. All NTTF are eligible to offer Individualized Study courses, but none are required to do so, except when an NTTF's assigned workload falls under 9 CRNs per year. In this case, the Department may assign Individualized Study courses or other forms of work to make teaching loads across the Department equitable. In this case, a single Individualized Study course (i.e., one student) will be considered the equivalent of .2 of a normal course. For example, Individualized Studies with 5 students enrolled, or five separate Individualized Studies courses, would be equivalent to one CRN in terms of effort required. Those NTTF already teaching 9 CRNs have the option to offer these courses in addition to their regular language teaching loads, but in no way would these courses replace an assigned CRN without the approval of the Department Head.

## **2. What is included in teaching activity**

Teaching activity consists of a combination of class preparation, classroom teaching, course revisions, materials preparation (including homework and exams), evaluating student work, advising and mentoring, and various forms of coordinating with other instructors and communicating with students. In addition, training and supervising the GTFs who assist with courses is a crucial mission of EALL NTTFs. Career NTTF should hold regular office hours during the terms in which they teach (two hours per week for instructors, three hours for senior instructors) and make themselves reasonably available to students via email and/or other appropriate online media.

When a Career NTTF teaches a course with GTF discussion sessions/individual tutorials, effective coordination between the course and its associated discussion sessions/tutorials is crucial to the success of the overall teaching process. Therefore, a Career NTTF who teaches such courses is expected to supervise the associated GTF(s) throughout the duration of the course. This includes regular communications about teaching objectives, learning outcomes, instructional approaches in relation to the evolving needs of the students in the class, and

regular assessment of the effectiveness of the GTF's teaching, e.g. by way of classroom observation and considering feedback from the students.

Career NTTF should revise their courses as needed to incorporate advances in academic content and pedagogy and to ensure that they continue to promote learning outcomes identified at the departmental and programmatic levels. Course revisions may be done collaboratively or individually, but need to take programmatic articulation into consideration.

When a Career NTTF is asked to create new courses or redesign an existing course by adopting a new textbook or changing the theme/topic, appropriate release from regular teaching assignments and/or stipend may be granted. Any compensation that takes the form of a stipend requires consultation with the Dean's Office.

### **C. Service, scholarship, 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.

Specific forms of service to the department may include but are not limited to: serving as a language program coordinator and/or undergraduate academic advisor; and organizing and/or participating in the annual GTF Training Workshop and outreach programs, such as the Foreign Languages and International Studies (FLIS) Day hosted by the Yamada Language Center. Service to the University, such as sitting on any of the University Senate's several committees or helping the Registrar certify or translate documents, also fulfills the Career NTTF's service obligation. In addition, NTTF may serve as mentors of SLAT or LTS students as part of their service to the University. Service to the broader community outside the University is also considered an important aspect of service.

The principal means by which NTTF are expected to further their professional development is through attending and participating in professional workshops, trainings, and conferences, as these provide the best forum for exchanging information, gaining new perspectives on language and culture, and sharing practical pedagogical ideas that can be directly put to use in the classroom. Other forms of professional and scholastic development could include conference presentations, publication of academic or pedagogical articles, and the development and/or publication of pedagogical materials and/or assessment tools.

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

Routine advising of, and contact with, students taking their courses is considered a normal part of an NTTF's teaching activities as described above in Section B. Similarly, training, mentoring, and supervising graduate teaching fellows are an integral part of teaching as well.

Small, voluntary, and/or irregular advising assignments (such as occasional supervision of undergraduate theses, serving as a reader of a graduate thesis/project, or a small caseload of undergraduate major advisees) count toward service expectations in Section C.

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

In addition to serving on departmental administrative committees (e.g. scholarship, merit, search, personnel review for NTTF positions), Senior Instructors I and II may be asked to serve as language program coordinators to perform major administrative tasks, as defined in the EALL Internal Governance Document (and see below III. B and C).

#### **F. Equity and inclusion**

Faculty 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**

EALL NTTF course and service assignments are made by the Department Head based on recommendations from the relevant Sector Representative(s) and Language Coordinator(s), and in full consultation with the NTTF involved.

Typically, the Language Coordinator(s) of the respective programs will consult with the NTTF faculty about the needs of their language programs and the professional interests of the individual NTTFs, and make recommendations to the Department Head about the assignments when a consensus is reached.

EALL NTTFs shall be afforded the opportunity to meet with the EALL Department Head at least annually, before responsibilities are assigned, to discuss preferences regarding assignments for teaching, research, service, and other professional responsibilities, and anticipated resource needs. The Department Head 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 releases 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 NTTF's regular assignment and FTE status; (2) a one-time or limited assignment, made or approved by the Provost or designee (i.e., EALL Department Head), that is in addition to or different from regular or usual assignments for the NTTF's classification and rank; or (3) assignments unrelated to the NTTF'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 a course 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.