

**A&AA Academic Affairs: Office of Professional Outreach & Development for Students (PODS)  
Policy on NTTF Assignment of Professional Responsibilities**

**Draft Version 1**

**PURPOSE**

This policy outlines the Assignment of Professional Responsibility for Non-Tenure Related Faculty members in the A&AA Academic Affairs: Office of Professional Outreach & Development for Students (PODS). Many of our NTTF are practicing professionals who choose to have a lower level of engagement with the academic unit, and this policy is written from that viewpoint as a default. A&AA Academic Affairs: Office of Professional Outreach & Development for Students (PODS) 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.

**1. Principles of Assignment**

Professional Responsibilities are assigned by the Director, based on the full curricular, research, community engagement, and service needs of the department. The Director will give due consideration to the personal and professional preferences of faculty as described in Section 4 in making assignments. The Director 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 NTTF 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. It is expected that all faculty will participate in quarterly faculty meetings and the annual program retreat. These will be scheduled during the academic year with due consideration for scheduling with full faculty input.

**2.1 Primary Teaching NTTF**

- 2.1.1 Full time – NTTF who have 1.0 positions where the primary purpose of the position is to provide instruction are expected to devote 90% of their efforts towards teaching and 10% towards service, unless otherwise

indicated in their position description or in their annual letter of appointment.

2.1.2 Part time – NTTF who have a position hired at a level between 0.5 FTE and 1.0 FTE where the primary purpose of the position is to provide instruction are expected to devote 90% of their efforts towards teaching and 10% towards service, unless otherwise indicated in their position description or in their annual letter of appointment.

2.1.3 Part time – NTTF who have less than 0.5 FTE positions where the primary purpose of the position is to provide instruction are expected to devote 100% of their FTE to Teaching, unless otherwise indicated in their position description or in their annual letter of appointment.

## **2.2 Primary Research Faculty**

Professional responsibilities for non-instructional NTTF are addressed in specific job descriptions for their positions. Job descriptions for current non-instructional NTTF, if not on file, will be developed by the Director and the NTTF member, with appropriate input and approval from the Dean.

## **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 and specific skill set. 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 Director.

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, 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.

### **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 (or

articulated availability for on-line instruction), supervise affiliated GTF, and provide mentoring/advising as it relates to classwork.

### **3.1.2 FTE Course Load**

The vast majority of A&AA Academic Affairs: Office of Professional Outreach & Development for Students (PODS) courses offered, at both the undergraduate and combined undergraduate/graduate, are offered at 1 or 2 credits and when offered constitute 0.05 FTE in teaching assignment and contracting.

A few courses are offered at 3 credits and there is potential for 4 credit courses in the future. There are assigned and contracted at .10 FTE.

Oversight of AAA 404/604 Internship is currently considered a service activity as enrollment is very low and it is primarily an individual mentoring role. Assignment of this activity will be based upon the Directors discretion and faculty availability term by term.

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

If research is assigned, such assignments will be articulated in a faculty member's position description.

## **3.3 Service**

**3.3.1 FTE Service Load** – Other types of service are assigned 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 and/or annual letter of appointment. Although it is understood that faculty members may put forth substantial efforts undertaking explicit service duties both in the department and across campus, explicit service assignments will be eligible for FTE enumeration, additional pay, and/or course reduction if those assignments are formally assigned or approved by the Director. 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.

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

In making work load assignments on an annual basis, the Director seeks to create a balanced portfolio of teaching assignments (see 3.1.2) and service assignments.

Faculty members may make requests for specific teaching assignments and service assignments from the Director. Faculty shall be afforded the opportunity to meet at least annually with the Director 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 difficulty assignments that warrant accommodations for the purposes of merit, reviews, and/or promotion, appropriate notes will 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 Director will adhere to the following priorities, in order.

- 4.1.1.1. Priority is generally given where assignments may affect tenure and/or promotion.
- 4.1.1.2. Priority is generally given to faculty where course work aligns with either research agenda and/or professional practice.
- 4.1.1.3. Preference is given to limiting a faculty member's preparations of new courses, or courses instructed for the first time, to no more than two per year.
- 4.1.1.4. Preference is given to limiting a faculty member's preparations of 3-4 credit courses to no more than two per term.
- 4.1.1.5. Preference is given to rotating faculty members through certain classes and ensuring that at least two PODS faculty members are able to teach all regularly-scheduled courses.

**4.1.2. Research** – Faculty research assignments are dictated by the need and availability of sponsored research. Principal investigators 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 as capable of meeting departmental needs, the Director will adhere to the following priorities.

- 4.1.3.1. All reasonable accommodations will be made to ensure elected service assignments can be fulfilled by those 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 faculty members to another available service assignment or assignments for the same FTE. All alternative assignments will be made in good faith.
- 4.2.4** 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 Reductions

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 reductions 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 compensation is an assignment of additional FTE in accordance with section 3. A faculty member may request that overload compensation takes the form of Course Release.

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 placed in the employee file, and must be signed by the Director.

**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 Director, the release(s) do not unduly compromise the ability to fulfill the curricular, research, and service needs of the Program. 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 assignment 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. For example, 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 Director.

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.