

**Department of Religious Studies**  
**Career NTTF Professional Responsibilities Policy**

**I. Preamble**

Career Instructional non-tenure track faculty (Career NTTF) are vital to the life of the University. Their classroom teaching role is most visible, but they also often administer programs, oversee undergraduate curricula, and participate in university governance. 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.

**II. Workload expectations for Career NTTF**

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

Career NTTF whose primary responsibility is instruction are expected to devote 90% of their effort to teaching and 10% to service, scholarship and professional development. Modifications of these percentages for special work assignments and special types of NTTF positions are described below.

**B. Teaching**

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

The standard course load in the department for NTTF whose primary responsibility is teaching is 9 courses per year.

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

**“Teaching a course” entails writing a syllabus, conduction class sessions, assigning homework, and writing and grading quizzes, examinations, and papers.**

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. Office hours are generally expected to be 2 hours a week.

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

**C. Service, scholarship, and professional development**

Career NTTF are expected to devote 10% of their effort to service, scholarship and professional development. 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.

**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 undergraduate theses or a small caseload of undergraduate major advisees) count toward service expectations in section C.

**E. Major administrative work**

Career NTTF in REL who teach a full course-load are not expected to do major administrative work (such as head a program or chair a major committee). NTTFs may be given the opportunity to apply for administrative positions; should they be assigned an administrative position, course load would be reduced appropriately (see III.B, below).

**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**

Except as otherwise determined by the Provost, Dean, or other designee, the department head, in conjunction with the Arabic Language Director and other REL faculty where applicable, shall be responsible for the scheduling and assignment of all faculty members' professional responsibilities.

In the case of Arabic Language courses, the Arabic Language Director will normally first ask the Arabic faculty to learn what their teaching choices would be for the courses that need to be taught. If there is a conflict in which more than one instructor prefers to teach the same course level during a given term, the choice will be done on a rotating basis by term, such that the more experienced instructor would have the first choice the fall term, the second most experienced instructor the winter term, etc. If NTTF participating in the process are deemed to be "equally experienced," the Arabic Language Director has the final say on determining the order in which Arabic language courses are selected and/or assigned.

The department head, in consultation with the Arabic Language Director when appropriate, has the authority to judge whether a NTTF is qualified to teach a particular course that a NTTF may be interested in teaching, such as an upper level REL seminar, an advanced language course, or an Introduction to Arabic Film course.

In the rare case in which TTF and NTTF both are qualified to and wish to teach the same class in a given year, TTF will normally be given priority, except in those instances in which the department head (after consultation with the Arabic Language Director, when appropriate) decides that asking the NTTF to teach the class in lieu of a TTF is in the best interests of the department curriculum as a whole.

A faculty member shall be afforded the opportunity to meet with his or her department head at least annually, before responsibilities are assigned, to discuss his or her 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 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 release 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 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.

**E. 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.

**ADDENDUM TO REL CAREER NTTF PROFESSIONAL RESPONSIBILITIES DOCUMENT  
FOR ARABIC NON-TENURE TRACK FACULTY**

**I. Teaching**

Instructors are expected to:

- a. prepare course syllabi for each class at the beginning of the term, and submit one copy to the Religious Studies department by the end of week 2;
- b. evaluate students during the first week to detect any problems with placements
- c. keep accurate attendance in all classes;
- d. return student papers, homework, and exams during the term;
- e. submit end of the term grades through Duckweb by the designated deadline;
- f. adopt and implement programmatic and curricular goals;
- g. hold two hours of office hours each week;
- h. represent the department and Arabic Studies at the University of Oregon in a manner consistent with the goals set out by the department;
- i. share materials that they develop with colleagues.

## **II. Service/Professional development**

Service/Professional development may include such activities as:

- a. attending meetings to which they are asked to attend by department chair or unit director;
- b. initiating or participating in cultural events during the year;
- c. participating in the field of Arabic studies and Arabic teaching by attending and/or presenting at professional conferences, workshops, or symposia.