

Arts and Administration Program Policy on NTTF Assignment of Professional Responsibilities

Draft Version 2

PURPOSE

This policy outlines the Assignment of Professional Responsibility for Non-Tenure Related Faculty members in the Arts and Administration Program. 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. The Arts and Administration Program 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 Program Director based on the full curricular, research, community engagement, and service needs of the department. The Program Director will give due consideration to the personal and professional preferences of faculty as described in Section 4 in making assignments. The Program 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.

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.

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

We are awaiting further guidance on articulation of position assignments for Primary Research Faculty.

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 Program 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, supervise affiliated GTF, and provide mentoring/advising as it relates to classwork.

3.1.2 FTE Course Load

The vast majority of Arts and Administration Program courses offered at both the undergraduate, combined undergraduate/graduate, and graduate levels are offered at 4 credits. A few courses are offered at 3 credits. Each of these courses is considered equivalent in work load assignment, and constitute 0.1 FTE

annually in contracting. This is because of the number of the students in a class, not because of the credit load for the course. The types of these courses are as follows:

Large undergraduate general education courses, including the assignment of one GTF for teaching support – maximum 80 students

199-level Freshman Seminars – maximum 23 students

199-level FIGs (maximum 25 students, offered at 1 credit) constitute 0.05 FTE in contracting, which equals half of a course assignment.

300- or 400-level arts management courses – maximum 40 students

Combined 400/500-level courses – maximum 40 students

Online courses – maximum 40 students

600-level seminars – typically 10-30 students

Courses offered at 1 or 2 credits are rare in the Arts and Administration Program, and when offered constitute 0.05 FTE in teaching assignment and contracting. Co-instructed courses also constitute 0.05 FTE in teaching assignment and contracting, unless otherwise agreed upon in writing by the Program Director. Independent study oversight and research advising are expected from faculty and do not count toward the annual instructional work load.

In considering the annual course load for each instructor, with individual input from faculty, the Program Director takes into consideration a balance of in-class teaching, online teaching, large 80-person courses, and smaller courses (up to 40 people) in making annual assignments.

3.2 Research, Scholarship, & Creative Practice

We are awaiting further guidance on articulation of position assignments for Primary Research Faculty.

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

*descriptions of
special considerations/
challenges
per types
of classes:*

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 Program 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 Program 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 Program Director. Faculty shall be afforded the opportunity to meet at least annually with the Program 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 difficult assignments that warrant accommodations for the purposes of merit, reviews, and/or promotion, appropriate notes should be added to the faculty member's departmental file. Once preferences have been established, the following priorities will be given.

4.1 Priority

4.1.1. Teaching – Where different assignment configurations are equally capable of meeting departmental needs and ensuring quality of instruction, the Program 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 instructing 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 AAD 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. Principle investigators have discretion to assign work as needed.

4.1.3. Service – Where different assignment configurations are equally as capable of meeting departmental needs, the Program 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 & Reassignment

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. The Program Director will choose which method of compensation or combination thereof is most appropriate for any given situation, giving due consideration to the individual's preference. However, it is understood that where individual preference conflicts with departmental limitations and/or needs, departmental limitations and/or needs are given priority.

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 Reduction. The Program Director will give due consideration to the desires of the faculty member, taking both personal and professional reasons for the requested Course Reduction into consideration prior to making any decision. However, it is understood that where the individual request conflicts with departmental limitations and/or needs, departmental limitations and/or needs are given priority.

Faculty cannot be disciplined or terminated for refusing an overload assignment.

5.2 Course Release – All agreements regarding course reductions must be in writing and placed in the employee file, and must be signed by the Program 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 Program 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 greater of the faculty member's salary and associated OPE for the course(s) being released or the replacement salary and associated OPE costs 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 Program Director.

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.