

Career Non-Tenure Track Faculty Professional Responsibilities Clark Honors College

I. Preamble

In addition to their roles as classroom teachers, Career Instructional non-tenure track faculty (Career NTTF) in the Clark Honors College also administer programs, advise students, serve on CHC thesis committees, and are eligible to participate in College and University governance. They are in a unique position to enhance both the quantity and quality of the education we provide.

This document makes all the full range of contributions by Career NTTF in the CHC apparent and describes how they fit into a standard workload.

II. Workload expectations for Career NTTF

The College's status as a highly competitive, small liberal arts college within the larger University creates a unique set of expectations for its faculty. Teaching in the CHC is distinguished by small classes and close interaction between faculty and students and brings with it significant responsibilities for academic advising, career mentoring, and the supervision of a senior thesis.

The following principles and definitions of faculty workload recognize the particularly intense demands on the time, energy, and expertise of faculty functioning within this environment.

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

Career NTTF whose primary responsibility is instruction are expected to devote 70% of their effort to teaching and 30% 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. Expected course load for NTTF whose primary responsibility is teaching

The expected course load in the department is 6-7 courses per year at 1.0 FTE. This is in addition to a 199 CHIP in the fall. Courses may be at all levels, depending on the qualifications of the faculty member and the needs of the CHC.

2. What is included in teaching activity

There are a range of courses offered by the CHC from 200-level foundation courses to upper-level colloquia; the amount of intellectual and administrative effort required to teach each type of course varies considerably. In particular courses with substantial laboratory and/or field trip components require more hours of work to teach well than classroom-based courses. 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 are required to hold 4 office hours per week during the terms in which they teach and make themselves reasonably available to students via email and/or other appropriate online media. This includes serving as advisor to those students in their fall CHIP course, and other advisees as assigned or committed.

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.

Career Instructional NTTF are expected to administer high quality assessment of student performance: exams composed of multiple choice questions are strongly discouraged and instructors are expected to devote considerable time to writing new meaningful assessment questions and assignments for each course. Because the CHC does not usually employ Graduate Teaching Fellows, instructors are expected to grade and provide substantial feedback on all assigned work.

Career Instructional NTTF are expected to write letters of recommendation for students who are applying for scholarships, graduate school, internships, or other awards. They must also deal with student academic misconduct issues.

C. Service, scholarship, and professional development

Career NTTF are expected to devote 30% of their effort (prorated for part-time appointments) to service, scholarship, and professional development. This will include service on student thesis committees, typically no more than 7-10 per year. Attendance at monthly faculty meetings is encouraged but not required. Career NTTF may serve in faculty committees and participate in CHC admissions.

Research-related activities could include publication of journal articles, books, edited volumes, and anthologies, participation in conferences and workshops, as well as being awarded and working on grants or fellowships.

Professional development activities could include attending seminars, pedagogical programs and workshops, being awarded and working on grants, development of new courses and programs (with William's fund awards, for example).

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 II. B. 2. 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

Major administrative work is rarely assigned to Career NTTF. If it is assigned, the FTE and expectations for the assignment will be negotiated between the Dean or designee and the Career NTTF faculty member in consultation with other faculty members.

III. Teaching and Service Assignment Process for NTTF

A. Teaching and service within the department

The Dean or other designee such as the Associate Dean is responsible for the scheduling and assignment of all faculty members' professional responsibilities. He or she will offer faculty members an opportunity to meet annually before responsibilities are assigned, and will consult with the faculty member before responsibilities are assigned, to discuss the faculty member's preferences regarding assignments for teaching, research, service and other professional responsibilities, and anticipated resource needs. Faculty may request to adjust schedules or assignment, and scheduled assignments may be modified, provided that the Dean or other designee 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 review criteria.

B. Teaching and service outside the department

A Career NTTF faculty member may be offered a course release and/or a stipend to teach a course in another department or program, or to perform administrative service outside the home department. The allotment of stipends will be consistent with university policy. Approval of such assignments is at the discretion of the

Dean or other designee acting in consultation with the host departments or programs.

C. Course cancellation policy

If a teaching assignment is cancelled for any reason, the Dean or other designee will consult with the faculty member and may 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.

D. Course release for grants and fellowships

A Career Instructional 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 Dean, unduly compromise the CHC's ability to meet the curricular and enrollment needs served by the faculty member's course(s). 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 Dean 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 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.