

# UNITED ACADEMICS GUIDELINES

## NON-TENURE-TRACK FACULTY PROFESSIONAL RESPONSIBILITIES POLICY

The Collective Bargaining Agreement requires that each department or unit have a professional responsibilities, or workload, policy. The workload policy shall define a 1.0 FTE workload for all academic instructional classifications and ranks employed by the department or program, and shall address how each of the following items contribute to the overall FTE.

This document is provided as a guide for faculty as they work on their unit's faculty-developed Professional Responsibilities policy for NTTF. It represents those items required by the CBA as well as United Academics' suggestions for things faculty should consider when developing their recommended policy.

The key point for faculty to remember is that **the CBA prescribes a process that includes a faculty-developed policy**. There is no requirement that faculty use or follow **all** of the input from administration in developing their policy. In fact, there will be instances where the input from administration will not match your local program needs. In those cases, we recommend you develop a policy that works for your unit **and that describes how your unit has functioned to date**.

**Faculty should be wary of any policy input from deans/department heads that increases workload over past practices without requisite increases in salary.** If such increases in workload end up in the faculty-developed policy that is sent back to deans/department heads, it will be tough to roll back those changes as they will be seen as faculty approved. Again, the faculty-developed policy does NOT have to incorporate any of the input from deans/department heads even though some input documents provide "suggested language".

For instance, the CAS input documents seem to suggest that 9 courses plus 10% service is the required workload for Career NTTF across CAS departments. That document also suggests that any departures from that "standard" require conferral with the Dean's office. There is no mandate in the CBA that requires this and we encourage departments that disagree with this allocation to write the policy that reflects their desired workload for NTTF.

Deans/department heads may disagree with your policy and propose changes, but they will have to stand before faculty and explain those changes in an open forum. That is an opportunity for open debate about what is best for your unit rather than a mere acceptance of policies that are handed down from administration.

These policies will have long-term implications for the working conditions of both NTTF and TTF in your unit. **Your engagement and full participation in developing the policy is vital for robust shared governance, so show up and be heard on these issues.**

The following outlines the CBA requirements for workload policies and United Academics' recommendations for things to consider as you work on the policy.

### **COMMON ELEMENTS**

Each policy must address the professional responsibilities expectations for each classification and rank in each unit in the following areas:

- Course load
- Service expectations
- Research, scholarship, and creative activity
- Professional development related to teaching, research, and service
- Undergraduate and graduate advising
- Student contact and communication

Not all classifications or ranks will have expectations in all of these areas. The unit policy should note when there are no expectations for particular areas.

### **INDIVIDUAL NEEDS**

Workload policies should also describe a process for accounting for individual faculty needs when assigning workload. Factors to consider include but are not limited to:

- Balance of workload components based on faculty review, promotion and tenure, professional development expectations and agenda for research, scholarship and creative activity
- Timing of activities (e.g., publication and grant deadlines, course load in given terms, and promotion review dates)
- Leaves

Many units provide course releases to account for individual assignments that fall outside of the standard workload. The process and criteria for course release should be outlined in the policy. Examples of work that might warrant course release include but are not limited to:

- New course preparations or program revision
- Administrative duties
- Journal editing

### **ROUTINE EXCEPTIONS**

Units should have a policy addressing course release, course buyouts and an overload policy. These should specify a standard for the course release "exchange rate", and how the rates for buyouts and overload compensation are to be determined. These policies should ensure a fair and transparent process for making these decisions so that similarly situated faculty are treated the same.

### **NON-ROUTINE EXCEPTIONS**

No unit can develop one perfect professional responsibilities policy for all faculty, so each unit should have a procedure for requesting, agreeing to, and documenting exceptions to the unit's policy.

Expectations for professional responsibilities are often linked directly to policies for review, promotion, merit raises, and professional development. The policy for your unit should be in sync with these other policies so that NTTF have clear expectations for all aspects of their professional careers.

### **COMMON ELEMENTS – CAREER NTTF**

#### **Course Load- x% of 1.0 FTE**

Describe the course load expectations for Non-Tenure-Track Faculty. Define the FTE for teaching a single course.

##### ***Things to think about:***

- *Some units differentiate course loads based on the size and/or type of the class. Will each class get the same FTE? If not, what are the exceptions to the baseline FTE?*
- *How will your unit handle new course preparation, which is particularly important for new faculty?*
- *If your unit incorporates expectations for student advising, student communication, and student contact hours into the teaching FTE, that practice should be noted.*

#### **Service expectations- x% of 1.0 FTE**

Describe the service expectation for Career NTTF, if any.

##### ***Things to think about:***

- *Many units distinguish between departmental, college, university, and community service.*
- *Some units use broad, non-specific language to describe service. Other units list very specific examples of the types of service that are expected of faculty. Since service requirements are often linked to evaluations, reviews and promotions, as well as merit decisions, a more specific service policy will clarify expectations for faculty and make the job of evaluating faculty service easier.*
- *You might want to provide an explanation for why service loads might vary.*

- *In cases where service is NOT part of an NTTF workload, the policy should describe how NTTF will participate meaningfully in shared governance or refer to the Internal Governance policy provisions for NTTF participation.*

**Research, scholarship and creative activity – x% of 1.0 FTE**

Describe the research, scholarship and creative activity expectations for Career NTTF, if any.

***Things to think about:***

- *Most units will have no research, scholarship, and creative activity expectations for their Career NTTF. Some units, however, do have research, scholarship, and creative activity expectations in evaluations for renewal, promotion, and/or merit. If your unit's Career NTTF are evaluated based on their research, scholarship, and creative activity, then those expectations will need to be accounted for in their FTE.*

**Professional development expectations related to teaching, research and service – x% of 1.0 FTE**

Describe the professional development expectations of Career NTTF, if any. Article 35 of the CBA specifies that each unit have a policy for applying for available professional development funds. This section should describe professional development expectations and how those expectations relate to workload.

***Things to think about:***

- *Expectations for professional development should be linked to the availability of professional development funds and reasonable opportunities for professional development.*
- *Expectations for professional development should also be linked to the unit's review, merit, and promotion policies.*
- *Examples of the types of professional development in some units are:*
  - *Workshops in effective teaching*
  - *Conference attendance*
  - *Methods training*
  - *Consulting*
  - *Grant writing workshops*

**Undergraduate and graduate advising – x% of 1.0 FTE**

Describe the undergraduate and graduate academic and/or professional advising expectations for Career NTTF, if Career NTTF are assigned this work.

***Things to think about:***

- *Expectations for undergraduate and graduate advising vary by unit, but should be considered part of the workload. If advising was incorporated in the teaching or service FTE, it should be noted there.*
- *Training expectations for advising undergraduates or graduate students should also be considered.*

- *Expectations for supervising and mentoring Graduate Teaching Fellows should be considered.*

### **Student contact and communication – x% of 1.0 FTE**

Describe the student contact and communications expectations for Career NTTF.

#### ***Things to think about:***

- *Expectations for undergraduate and graduate advising vary by unit, but should be considered part of the workload. If contact and communication was incorporated in the teaching or service FTE, it should be noted there.*
- *Units should describe expectations for office hours and email contact.*
- *Units should describe resources for faculty in dealing with difficult students.*

### **COMMON ELEMENTS – ADJUNCT FACULTY**

Adjunct faculty will usually have responsibilities limited to very specific tasks, such as teaching.

#### ***Things to think about:***

- The starting assumption is that Adjunct FTE should be based on the same course load baseline as all other NTTF. Exceptions to that should be supported by a clear and defensible rationale.

### **COMMON ELEMENTS – POSTDOCTORAL SCHOLARS**

Postdoctoral Scholars are defined as a non-tenure track paid research or instructional appointment that is of limited duration. The purpose of a postdoc position is to help prepare the postdoc for work in academia. What distinguishes postdocs from adjunct NTTF is that postdocs should be receiving substantial mentoring from a senior faculty member. As such, their workload components may be slightly different than other NTTF.

#### ***Things to think about:***

- Because Postdoctoral Scholars should be receiving substantial mentoring from a senior faculty member, their workload should reflect what percentage of their FTE is devoted to receiving that mentoring.

### **OVERLOAD POLICY**

Article 17, sections 8-10, describes the CBA requirements for overload.

#### ***Things to think about:***

- Overload assignments are voluntary for faculty
- Overload assignments must be assigned an FTE commensurate with normal workload duties and compensated accordingly, with some exceptions (we have a temporary agreement that the status quo

would be maintained for certain activities like teaching Freshmen Seminars or FIGS.)

- Taking compensation as course release instead of pay is at the faculty member's discretion, not the unit head's.

### **NON-ROUTINE EXCEPTIONS**

Units should have a policy on requesting, approving and documenting exceptions to the professional responsibilities policy.

#### ***Things to think about:***

- This policy should be fair and transparent. Faculty should clearly understand what they need to do gain approval for an exception to the workload policy and what the criteria are for approval.
- This policy should ensure that similarly situated faculty are treated the same.