

Policy title: TEMPORARY TEACHING FUNDS POLICY**Effective: January 9, 2013****Revised: February 17, 2014****PURPOSE/INTENT**

This policy is written to clarify appropriate uses of temporary teaching funds in units and departments within the College of Social and Behavioral Sciences. It also clarifies the mechanism through which Temporary Teaching Funds are assigned within the College.

UNIVERSITY OF ARIZONA POLICY

None.

COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES ADDITIONAL PROCEDURAL STEP

Temporary teaching funds can only be used for instructional purposes.

Temporary teaching funds will be allocated according to the following priorities: (1) maintenance of graduate program size and quality; (2) demonstrated instructional efficiencies; and (3) special needs.

USES OF TEMPORARY TEACHING FUNDS

Temporary teaching funds may be used to pay nontenure track faculty: Adjunct faculty, Instructors, Lecturers, Professors of Practice, and nontenure eligible professors.

Temporary teaching funds may also go toward graduate teaching assistants (GAs). For GAs, the College seeks to fund all graduate programs at a maintenance figure consistent with (a) the appropriate size of the graduate program, (b) the size of the faculty, and (c) the nature and quality of the program (MA versus PhD, for example).

Funding uses that indirectly support the College's teaching mission, such as student advising and mentoring, are acceptable. GA time may be used for undergraduate mentoring (leadership in undergraduate clubs; professional advice about the discipline, graduate school opportunities, courses, jobs, and the like; maintaining social media networks among undergraduates; building esprit d' corps; attracting majors; leadership in meet-your-major events; outreach to high schools; assisting in unit-level graduation events; and duties in support of the Director of Undergraduate Studies).

Temporary teaching funds may **not** be used for any of the following:

- Graduate courses (including grading, professional courses, etc.)
- Research assistantships
- Staff salaries
- Teaching assistants assigned to faculty as a matter of course, e.g. "learning the system" or mentoring
- Salary increases to regular faculty
- Any non-instructional purpose (e.g., operations)



ADDITIONAL FUNDING SOURCES TO WHICH THIS POLICY APPLIES

Funds obtained through Evening/Weekend or the Honors College are subject to the restrictions of the Temporary teaching funds policy.

EVALUATING EFFICIENCIES

Temporary teaching funds are allocated based on unit efficiency that takes into account Student Credit Hours (SCH), enrollment (majors and minors), and degrees awarded. Changes in allocations from one year to another will be made on the basis of achieved teaching efficiencies, including overall production of SCH, enrollment, and degrees, and at the same time accounting for the uneven distribution of faculty resources (including nontenure track faculty) and the historical inequities in resources that have been allocated across SBS units.

CREATING EFFICIENCIES

To maximize efficiencies, maintain consistency across the college, and enable fair and consistent opportunities, the College has established parameters for both graduate students and nontenure track faculty workloads.

NONTENURE TRACK (NTT) FACULTY WORKLOAD DISTRIBUTIONS

The typical teaching load for NTT faculty should be no less than three courses per semester (60% of the distribution of effort), and should typically be set at four courses per semester (80% distribution of effort, with 20% reserved for service). Under special circumstances (i.e., increased service loads), the teaching distribution of effort can be negotiated with the Dean's office. Reductions to the standard teaching load need to be specified in letters of offer and approved by the office of the Dean. The Dean will evaluate the teaching load of each nontenure track faculty member prior to renewal.

Please see the SBS Nontenure Track Faculty Policy for additional information.

GA WORKLOAD DISTRIBUTIONS

Depending on the department or unit, workloads will naturally vary, but the following parameters should serve as a guideline for all departments and units within the College:

A .66 GA is intended to work an average of 26 hours a week; a .50 GA is intended to work 20 hours a week on average, and a .25 GA is intended to work 10 hours a week on average.

Hours logged can include a variety of tasks, such as course management, emailing and blogging, D2L, lecture preparation, classroom and office hours, and exam and exercise writing and evaluation.

	Discussion sections	Teacher of Record	Grading
.66	No more than five discussion sections per semester, each with no more than 35 students.	.66 GTAs with full responsibility should teach no more than (a) one undergraduate course on their own and grade for another course for an additional 6.5 hours per week or (b) teach two free-standing courses with an average size of no more than 25-30	For a partial position that includes a .16 grading position, a typical "grader" would cover between 80-90 students. This can vary based on the frequency, depth, and evaluation methods of the student assignments.
.50	No more than three to four discussion sections per semester, each with no more than 35 students. Three discussion sections may be appropriate in courses with intensive writing; four sections may be acceptable in lab-based courses depending on workload.	GAs with full responsibility should teach only one undergraduate course (with an average of 25-75 students).	For positions that involve predominantly grading and some office hours, a typical .50 "grader" would cover between 200-250 students. This can vary based on the frequency, depth, and evaluation methods of student assignments.
.25	May teach up to two discussion sections per semester, or serve as graders in one or more large lecture courses.	GAs at .25 should not typically be teaching courses independently.	For positions that involve predominantly grading and some office hours, a typical .25 "grader" would cover between 100-125 students. This can vary based on the frequency and depth of student assignments.



ADJUNCTS

Since funding for adjuncts comes from the same temp teaching fund pool used to pay graduate teaching assistants, departments should carefully calculate their balance of needs.

REMAINING FUNDS

Any unused funds at the end of the year, no matter the amount, need to be returned to the College for reinvestment the following year.

CONSIDERATIONS

The college will not make any long-term commitments on temporary teaching funds. All allocations will depend on the levels required to maintain graduate program viability and on demonstrated instructional efficiencies.

Department Heads/Directors are responsible for the teaching mission of each unit. Instructional decisions need to be made at the unit level by the people who know the needs and realities of their unit, taking into account the consequences of inefficiencies and the programmatic needs of teaching graduate and undergraduate students.

In cases where there are questions about possible uses of temporary teaching funds, units are asked to seek clarification from the Dean's office.