

Draft Memorandum of Agreement # 62

Curriculum Transformation at The College of New Jersey (Revised: 02/09/2005)

During the spring and summer of 2004, the College and Local 2364 met frequently and developed the attached draft MOA detailing TCNJ's transformed curriculum which was implemented this fall. Although we didn't agree on every issue, the discussions were conducted in an atmosphere of collegiality and mutual respect. We appreciate the College's willingness to consider and accept many of our suggestions on behalf of TCNJ faculty. Our thanks to all the individuals who contributed to this process and their professionalism. The AFT members who met with the College many times to develop this document were Glen Gloldberg, Jinmo Huang, John Krimmel, and Janet Morrison in addition to Local 2364 President Ralph Edelbach.

We have listened to concerns expressed about the transformation of our curriculum since discussions about this matter began a number of years ago. We have discussed all of the issues raised by faculty as we met with the College. It is our hope that this draft addresses the major concerns brought to our attention and ultimately proves to be beneficial to all unit members as well as the total College community.

We hope that all faculty will take the opportunity to either ask questions about the draft before the meeting or come to the meeting prepared to discuss it. Send any questions or comments to aft@tcnj.edu

Introduction to draft MOA # 62

September 30, 2004

Dear Faculty Colleague:

Each key item and table contained in draft MOA # 62 is listed below. In some cases, an item is currently being reviewed. We anticipate all modifications will be completed within a week. A brief description of the items still being discussed is included, providing some important background information.

All revisions will be available either on-line before or distributed at the AFT membership meeting next **Wednesday, October 6, at 3:00 in AR 136**. We hope you will be able to join us at that time and participate in the conversation. The final version of the MOA will be posted on the Local's web site for your review before the ratification process begins.

Please contact the Local at X 2783 or aft@tcnj.edu if you have any questions or concerns before the membership meeting.

In solidarity, Ralph Edelbach, *President, TCNJFT, Local 2364, AFT*

Draft MOA # 62

Item 1 – Full-time Faculty Teaching Load - The issue of the minimum number of teaching FWH to be carried by all full-time faculty in either each semester or the total in a year needs to be clarified and agreed upon by the College and Union. This is very critical in light of the importance placed on institutionally-supported research/scholarship and the administrative responsibilities of some faculty, especially those of a department chair or program coordinator. This issue is also referenced in item 11.

Item 2 – Periodic Review of Faculty Work – This item requires that an in-depth study of the “Individual Faculty Member Self-Study” process required by the *Agreement*. (Appendix II) The importance of professional development programs for faculty and staff is acknowledged which will require greater support of such activities. We are confident that faculty will take the initiative to insure that whatever changes are made prove to be beneficial to all faculty and ultimately the College.

Item 3 – Distributing Faculty Teaching Load Over Two Academic Years –The CFA report, May 6, 2003 , makes the following recommendation:

The College should develop a banking system by which faculty may choose to carry their teaching credits over consecutive years, allowing faculty to equalize their load over a more extended time period than two semesters. Alternatively, faculty who teach more than 18

FWH in a year may choose to be paid in overload. In order to protect the integrity of the transformed curriculum, faculty generally should not teach more than 12 FWH in a semester,

The College maintains that it is not possible to implement a system at this time which would allow faculty to shift 3 FWH or more from one semester to another without having a major negative impact on the scheduling process. If schedules could be planned one year in advance or longer, they would be willing to consider such a load-shifting concept. They agreed to look into this matter more over the next year and explore possible ways of achieving that goal.

Item 4 – Adjunct Faculty Compensation – While we were not able to convince the administration to implement all of our proposals for increasing compensation for adjunct faculty, we have achieved significant increases not only for adjunct faculty but also for emeriti and full-time faculty teaching overload. The adjunct faculty pay at TCNJ is now above that specified in the contract and higher than any of the other institutions in our system.

Item 5 – Adjunct Faculty Workload -

Item 6 – Teaching Load of Temporary and Part-time Faculty -

Item 7 – Overload for Full-time Faculty – This item must be consistent with the issues mentioned for item 11.

Item 8 – Weights for Different Course Types – The issue of load assigned to faculty teaching courses with two or more laboratory sections is under discussion and while there is general agreement on what this should say, new and clearer language is being developed and will be substituted between lines 117 and 125.

Item 9 – Extra Scheduled Conference Hour -

Item 10 – Alternate Assignment for Librarians -

Item 11 – Allocation of Reassigned Time for Scholarship and Research – This item is being reviewed by the College and Union. While the College feels it is desirable for all full-time faculty members teach 2 classes a year, this might not be possible or advisable in cases when an individual is receiving alternate assignment for both administrative responsibilities and research/scholarship (SOSA).

Item 12 – Allocation of Reassigned Time for Administrative Responsibilities – Issues related to this matter are still being discussed by the College, the Design Team, and the Union. It appears likely that a mutually-agreeable system can be developed which will address all concerns raised about reassigned time for administrative responsibilities. This must be consistent with language in items 1 and 11.

Item 13 – Credit by Exam Faculty Load -

Table 1 – Faculty Work Model

Table 2 – Adjunct Faculty and Overload Compensation

Table 3 – Types of Courses and Weights

Table 4 – Matrix of Weights for Science Laboratories

Table 5 – Framework for Administration of Reassigned Time in support of Academic Units/Programs

A ratification vote on MOA # 62 will be conducted when all aspects of the issue have been resolved.

Previous Info - Curriculum Transformation Discussions/Negotiations
(29 March 2004)

Memorandum of Agreement # 62 Curriculum Transformation

In order to promote amicable employer-employee relations, Local 2364, AFT ("the Union") and The College of New Jersey ("the College") hereby agree to implement the transformed system of faculty work that is depicted in the Faculty Work Model (see Table 1) and that has been proposed and approved through the College Governance system in conjunction with a transformed curriculum and pedagogy. Appropriate governance reference documents include: CAP/CFA report (5-01-02), CAP report (4-03-03), CFA report (5-06-03), CAP/Deans Conference report (11-03), and CFA/Deans Conference Report (2-04).

This MOA provides the basis for the transformed system and is in effect until the system is revised subsequently through the appropriate governance process and in consultation with the Union.

Specifically, The College and the Union agree to the following terms:

1. Full-time Faculty Teaching Load and Academic Year Load -

In the transformed system, the teaching load of all tenured and tenure track full-time faculty shall be 18 faculty weighted hour (FWH) for an academic year. The College and Union consider this eighteen (18) FWH teaching load and the additional six (6) FWH as specified for advising, mentoring, course enhancement and scholarship to be equivalent to the base "academic year teaching load for full-time faculty of twenty-four (24) teaching credit hours" specified in Article XII, Section B.1. of the 2003-2007 State-Union Agreement ("Agreement"). For purposes of clarity, the full 24 FWH will be referred to hereafter as the base "academic year load" and the eighteen (18) FWH as the base "teaching load." The College shall compensate any such faculty member teaching more than eighteen (18) FWH in an academic year at the overload rate specified in Table 2 and Item # 5 below.

The base teaching load of 18 hours per academic year may be reduced for individual faculty members in a given year for non-teaching alternate assignments including competitive SOSA (support of scholarly activities limited to 3 FWH per academic year), external grants, or academic administration (limited to 6 FWH per semester). However, faculty in the unit are expected to teach at least one course per semester regardless of other responsibilities. Any exceptions must be approved by the Provost upon recommendation of the appropriate dean.

(Note: Article XII.B.7, Faculty Responsibilities" in *Agreement* uses the term "alternate assignment within load" to designate faculty responsibilities for non-teaching activities. In this document and in our discussions, "alternate time," "reassigned time," and "released time" are synonymous terms used for these activities.)

2. Review of Faculty Activities -

As described in Table 1, and in recognition of the special expectations that the College has for faculty and courses in the transformed system, faculty are provided with 3 FWH a year as part of their 24 FWH academic year load in support of continuing course design and advising/mentoring responsibilities. This 3 FWH assumes that the faculty member is teaching approximately 18 FWH in a given year and carrying a typical advising load. This 3 FWH of support is in addition to the typical service expectations that have been in place and remain in place for all faculty in the College as specified in the Faculty Handbook and documents relating to promotion and reappointment.

In addition, in the new system faculty are expected to pursue actively a program of scholarship or creative activity, in accordance with departmental disciplinary standards, leading to publication or competitive peer review. Faculty are provided with 3 FWH a year as part of their 24 FWH academic year load in support of such activity. However, because the model is also meant to be flexible and equitable across the stages of an academic career, faculty who choose to contribute to the College in some other manner will specify, in consultation with the department and dean, an alternative form of service of comparable significance. The alternate activities are beyond the 3 FWH provided in support of continuing course design/development and advising/mentoring responsibilities and also beyond the typical service expectations that have been in place and remain in place for all faculty in the College as specified in the Faculty Handbook and documents relating to promotion and reappointment.

In order for the new system to be flexible, equitable, and transparent, faculty will provide annually an updated C.V. and also indicate their professional activities (scholarship or alternative service) using the "Faculty Professional Activities" form. Alternative forms of service in lieu of sustained scholarly activity shall be specified in consultation with the department/program chair and dean. This information will be used in the ongoing planning and reporting efforts of the College and its academic units. The College and the Union agree that faculty should submit to the Dean through the chair on an annual basis both the updated C.V. and the Faculty Professional Activities Form by no later than June 30, with the understanding that any necessary consultation with the department/program chair and dean should normally occur in April and May.

Exceptions to the 18 FWH teaching load for the purpose of academic administration are approved by the dean consistent with the framework established in Section 4 below.

In addition to the Faculty Professional Activities form and the annual updated C. V., The College and Union agree that it is important and appropriate to utilize information obtained from the "Individual Faculty Member Self-Study" process which takes place every five years (*Appendix I of the "Agreement"*). The College and the Union agree to review and revise where necessary the procedures for this self-study process to ensure that tenured faculty receive constructive, meaningful and consistent feedback regarding their contributions in the areas of teaching, scholarship and service. These procedures should take into account the information that is collected annually. As much as possible, they should also be aligned with the procedures established for promotion and reappointment to enhance both consistency and convenience. In instances where areas are identified for improvement, the review process should result in a professional development plan that defines appropriate goals, needed support from the College, and means for a timely follow-up. The College and the Union agree to develop and implant jointly in AY 2006-2007 a plan to resume the "Individual Faculty Member Self-Study" process in AY2007-2008.

The College and the Union affirm the importance of professional development programs for faculty and staff alike. The College agrees to consult with the Union in developing programs and initiatives that enhance the work of faculty in the areas of teaching, advising, and administrative service as well as scholarship. The College and the Union also agree to consult on how to foster career paths by which faculty and staff can explore opportunities for growth and change within the institution.

3. Allocation of Reassigned Time for Scholarship and Research -

The College shall continue to provide opportunities for scholarship and research in the form of alternate assignment within load for full-time faculty. The equivalent of at least ninety-six (96) awards of three (3) FWH shall be distributed among the faculty for scholarship and research in a manner recommended by the Committee on Faculty Affairs and approved through the governance process in consultation with the Union.

4. Allocation of Administrative Reassigned Time in support of academic departments/programs -

In recognition of the special expectations that the College has of faculty and courses in the transformed system, the teaching load of all tenured and tenure track full-time faculty shall be eighteen (18) FWH for an academic year (see Item #1 above). As part of the new system, the College and the Union agree that it is important to clarify and refine the framework for the allocation of administrative reassigned time in support of the College's academic units, while also striving to be as efficient as possible. The framework must be grounded on the principles of equity, flexibility, and transparency. According to *the Agreement*, the allocation of reassigned time is an administrative responsibility, with the understanding that the College will consult with the Union and appropriate governance committees regarding the framework (as described below) within which these assignments are made.

A vital part of a revised framework will be increased clarity regarding the job elements that are significant to the work of the academic unit. These typically include:

- **Program Leadership:** vision; planning, assessment, and analysis of programs; planning for and overseeing new faculty hires
- **Management:** overseeing and ensuring quality of teaching, advising, and service in the unit/program; schedules and staffing projections; allocation of resources; supervision of non-AFT support staff.
- **Professional Development:** mentoring and evaluating new faculty as well as adjunct faculty; assisting senior faculty in developing goals and objectives consistent with program and school plans.

Some academic program/unit leaders may also have additional responsibilities for specialized facilities, field placement, course coordination or special reports (including periodic accreditation visits).

The College and the Union agree that a revised framework for reassigned time should take into account for each department/program the number of FTE regular faculty, the relative use of adjunct faculty, the number of majors (and minors), and other additional responsibilities as noted above. In addition to a base allocation for each department/program, each School should receive an additional allocation to be assigned by the deans in consultation with the chairs on an annual basis. The College and Union agree that a fair, equitable, and efficient system needs to be based on explicit principles implemented consistently, and that previous allocations need to be evaluated and justified anew in terms of these principles.

The College and the Union agree to continue consulting with established governance committees to clarify the roles of department chairs and program coordinators, particularly with respect to the roles of deans. In AY 2006-2007 this review process will include specifically discussions regarding the teacher-scholar model, the promotion process, assessment, and graduate programs.

5. Overload for Full-time Faculty - Compensation and Limits -

In recognition of the special expectations that the College has for faculty and courses in the transformed system, the College and the Union agree that the base compensation for faculty and staff overload teaching for each FWH shall be enhanced above the amount stipulated in the Article XXI of the *Agreement* during the life of the *Agreement* as specified in the TCNJ Adjunct Faculty and Overload Pay Schedule (see Table 2).

Because of the additional work expected with these enhanced courses, no faculty member shall carry more than three (3) FWH of overload in a given semester without written approval of the School Dean. Normally, overloads above three (3) FWH will not be granted without clear evidence of faculty involvement in advising, mentoring, and course enhancement. Overloads of 6 FWH or more, for any reason, require approval through the Provost's Office.

Faculty members reassigned for scholarship, either through internal funding (e.g., SOSA) or external funding, normally do not qualify for overload. Exceptions require approval through the Provost's Office. The Union will be provided with a report of all such exceptions granted each semester.

Overload assignments carry the expectation that all other responsibilities within the 24 FWH academic year load are being fulfilled satisfactorily. Information provided on the Faculty Professional Activities Form will be considered when overload assignments are made.

6. Distributing Faculty Teaching Load Over Two Academic Years -

Due to scheduling factors within a department or school, it is possible that a full-time faculty member might have a teaching load slightly above the normal eighteen (18) FWH in an academic year. If a faculty member has an overload of less than three (3) FWH, she/he can request, in lieu of overload-pay, to apply the overload toward the reduction of their teaching load the following academic year. A faculty member shall indicate a preference to do so at the time s/he submits a schedule for the following semester. Approval of the request shall be provided by the chair and the Dean as the schedule is approved and posted. Similarly, if a faculty member carries less than the normal eighteen (18) FWH teaching load in an academic year because of scheduling factors, an underload of less than three (3) FWH can be made up during the following academic year in a manner mutually agreeable to the faculty member and the College.

7. Adjunct Faculty Compensation -

As the result of the curriculum transformation, the College has special expectations for faculty and courses. The College and the Union agree that the base compensation for adjunct faculty for each FWH shall be enhanced above the amount stipulated in the *Adjunct Faculty Agreement* during the life of the *Agreement* as specified in the TCNJ Adjunct Faculty and Overload Pay Schedule (see Table 2).

In recognition of the important contributions of adjunct faculty to the teaching mission of TCNJ, the College and Union will jointly develop and agree to a system which will recognize the service and accomplishments of "distinguished" adjunct faculty.

8. Adjunct Faculty Workload -

Consistent with the desire to reduce the reliance on adjunct faculty where possible and not place undue burden on individuals in the process, the College and the Union agree that the maximum teaching load for an adjunct faculty member will not exceed six (6) FWH or two (2) courses each semester, except in those cases involving laboratories or other non-lecture courses in which case the load will not exceed eight (8) FWH in a semester. In rare or unusual circumstances, a joint determination will be made by the College and the Union whether to permit an adjunct faculty member's teaching load to increase to no more than nine (9) FWH in a semester. All attempts will be made to keep such exceptions to the minimum.

9. Teaching Load of Temporary and Part-time Faculty -

The College, in recognition of the additional work associated with teaching enhanced courses, agrees to calculate the load of part-time faculty teaching as follows:

- | | |
|--------------------------------|---|
| a) Full-time temporary faculty | 21 FWH in a contract year. |
| b) Half-time faculty | 12 FWH in a contract year. |
| c) Three-quarters faculty | 12 FWH of teaching plus 6 hours of administrative assignment or tutorials or field supervision |
| | OR |
| | 15 FWH of teaching plus 3 hours of administrative assignment or tutorials or field supervision. |
| d) Five-eighths faculty | 12 FWH of teaching plus 3 hours of administrative assignment or tutorials or field supervision. |

10. Weights for Different Course Types -

The transformed curriculum offers a rich variety of educational experiences for students. Some specialized courses (e.g., other than lecture/discussion or seminar) require time and effort beyond what is typical for faculty. The weighting of these teaching activities should reflect this extra work. At the same time, to serve the mission of the College and to be sustainable financially, the new curriculum must balance more expensive forms of instructional delivery with more cost-effective forms of delivery. For example, the use of small-group formats must be balanced by the appropriate use of the lecture/discussion format. The particular combination of class sizes and the average class size for a department/program will be determined in consultation with the dean and the Office of Academic Affairs. Chairs and deans should make every effort to ensure that the workload within a given department is equally shared by all full-time members of the department. Deans, and Academic Affairs must likewise ensure that the workload system is equitable, fair and transparent across schools, departments and programs.

The Types of Course and Weights table (see Table 3) defines the range of typical courses, typical enrollment ranges and faculty weighted hours. Programs may introduce other kinds of experiences following appropriate consultation and review. The College and the Union recognize that a template of this sort must be applied with discretion and judgment in curricular planning, teaching assignments and workload calculations. For example, a faculty member teaching one lecture/discussion class in a given semester (because of other alternate assignment) might appropriately have a higher enrollment cap than a colleague teaching three (3) sections of the same course. The College and the Union agree to review and revise this working table on a periodic basis in consultation with the appropriate college governance committee.

Natural Sciences Laboratory Responsibilities - With regard to laboratory experiences, the current *Agreement* assigns one FWH per lecture hour and 0.67 FWH per laboratory hour. No additional compensation is awarded for the technical preparation of these experiences. The College recognizes that faculty members in the Natural Sciences (specifically Biology, Chemistry, and Physics) invest extensive time and effort in the technical preparation of some laboratory experiences, beyond the effort involved in teaching and evaluating student performance in these experiences. The College therefore agrees to compensate full-time faculty involved in these experiences by awarding alternate assignment to certain course configurations, with the understanding that the faculty in these areas will continue to study the variety of experiences offered in order to ascertain which of them most warrants the granting of preparation time.

The College agrees to assign one (1.0) faculty weighted hour of reassigned time to all full-time faculty teaching courses with two or more attached laboratory sections of appropriate size. In a given semester, a faculty member normally may only earn one FWH of alternate assignment-time for laboratory preparation. The Dean may approve a second FWH of alternate assignment for laboratory preparation if it is in the best interest of the College to allow an overload either for teaching a third laboratory section of a course or a second (separate) course with two laboratory sections. However, in general the College seeks to avoid the use of classes with triple laboratory sections as not in keeping with its emphasis on student-faculty engagement. Applying these principles to the various course configurations currently used in the sciences results in the Matrix of Weights for Science Laboratories (see attached Table 4).

The College agrees that the number of faculty weighted hours per semester available for assigning laboratory preparation time shall be at least two-thirds (2/3) of the total number of full-time faculty lines in a department. The departments agree that they will make every effort to minimize the splitting of faculty assignments in a given multiple-section course, so that the same faculty member teaches both the lecture and all labs attached to a given lecture section. No reassigned time for laboratory preparation will normally be assigned in the event that the lecture and laboratory sessions are split between instructors. The departments also agree to minimize the offering of single sections of a course in situations where creating double sections would be feasible given the constraints of faculty loads and student enrollments.

This agreement will be in effect from the beginning of the Fall 2004 semester until the end of the Spring 2007 semester. By the end of Fall 2006, the faculty in the science departments agree to reevaluate the assignment of the faculty weighted hours to laboratory courses with the goal of allocating laboratory preparation hours to the experiences that require the most time and effort. As part of any reallocation of reassigned time for laboratory preparation, the College agrees that the number of total preparation hours available shall remain at least two-thirds (2/3) of the total number of full-time faculty lines in a department. The College and the Union agree to review and revise this working table on during academic year 2006-2007, in consultation with the appropriate college governance committee, to ensure that it is supporting laboratory experiences in a manner that balances pedagogical needs and cost efficiency.

11. Extra Scheduled Conference Hour -

The College has revised its class schedule grid to facilitate faculty efforts to significantly increase out-of-class learning by establishing an extra "conference" section per week for all classes beginning in the Fall 2004 semester. It is agreed that the conference hour is used at the instructor's discretion in keeping with the best pedagogical practices of the discipline. The College shall not require nor expect any faculty to meet with the class or individual students during the conference, except in the cases of special part-time faculty or professional staff assigned to handle these sessions as part of their established load.

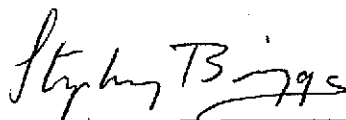
12. Alternate Assignment for Librarians -

The College and the Union recognize that the principles of the transformed system of faculty work should be applied fairly to librarians. The "automatic" alternate assignment within load for research/scholarship should be extended to librarians, contingent on a comprehensive review and revision of the role of librarians in the transformed system of student and faculty work. The College and the Union agree to establish a corresponding Memorandum of Agreement following an appropriate study and approval process.

13. Credit by Exam Faculty Load -

Faculty who agree to create and grade a special examination for a student seeking to earn credit through the College's process of credit by examination will be compensated at a rate of \$50. Assignments are normally coordinated through the chair and approved by the Dean.

For The College:




Stephen Briggs 22 June 2006
Provost
The College of New Jersey

For the Union:



Ralph Edelbach 22 June 2006
President
TCNJ Federation of Teachers
Local 2364, AFT

Table 1. Faculty Work Model

Faculty Work in the Transformed System	
Fall	Spring
Course A = 3	Course A = 3
B = 3	B = 3
C = 3	C = 3
Teaching Load = 18 ^a	
Automatic = 3 Scholarship ^b (or its equivalent ^c)	Automatic = 3 Course Design and Advising/Mentoring ^b
	
Total Academic-Year / Contractual Load = 24 Teaching Credit Hours	
Typical Service ^d	
Possible Overload ^e	

^a Non-teaching alternate assignments including competitive SOSA awards (limited to 3 FWH per academic year), external grants, or departmental administration (up to 6 FWH per semester) may be substituted for courses A to C in a given semester.

^b The horizontal arrow indicates that those two activities may take place in either semester at the individual faculty member's discretion.

^c In the new system, faculty members are expected to pursue actively a program of scholarship or creative activity leading to publication/competitive peer review in accordance with departmental disciplinary standards. However, the model is also meant to be flexible and equitable. Faculty who wish to contribute to the College in some other manner may specify, in consultation with their department and dean, an alternative form of service of comparable significance.

^d Typical service is defined in the documents for promotions and reappointment.

^e Overload assignments carry the expectation that all other responsibilities within the 24 FWH academic year load have been fulfilled satisfactorily.

Table 2 - Adjunct Faculty & Overload Compensation — Jan 2006 to Spring 2007

	<i>Adjunct Faculty Overload Compensation</i>	<i>Jan. 2006</i>	<i>Sep 2006</i>	<i>Jan 2007</i>
	Contractual rate for Adjunct Faculty			
1	Contractual rates (<i>per fwh</i>)	\$ 900	\$ 925	\$ 950
2	AF Contract rate for 16 + semesters	\$ 925	\$ 950	\$ 975
	Standard rate for TCNJ Adjunct Faculty *			
3	Standard rate for TCNJ hires ^a	\$1030	\$1060	\$1085
4	TCNJ rate for 16 + semesters ^b	\$1055	\$1085	\$1115
5	Distinguished Adjunct Faculty ^c	TBD	TBD	TBD
	Contractual rate for overload teaching			
6	Professors and Associate Professors	\$1000	\$1025	\$1050
7	Assistant Professors and Instructors	\$ 950	\$ 975	\$1000
8	Professional Staff (<i>rate paid when teaching</i>)	\$ 950	\$ 975	\$1000
	Standard rate for TCNJ overload teaching ^{a,d}			
9	Professors and Associate Professors	\$1145	\$1170	\$1200
10	Assistant Professors and Instructors	\$1085	\$1115	\$1145
11	Professional Staff	\$1085	\$1115	\$1145

* - Applies to "transformed courses", other courses/experiences (e.g. student teaching supervision, music lessons) are paid at contractual rates.

a Standard TCNJ rates are computed using the formula (contractual rate X 1.143), with the product rounded to the nearest \$5 increment.

b Standard rate plus \$25

c The College and the Union are in discussion regarding this new local designation.

d Emeriti faculty being compensated as adjunct faculty will be paid at the appropriate overload rate based on rank at retirement.

Table 3 - Types of Courses and Weights

Type of Course	Descriptions	Typical Enrollment Ranges	Weekly Contact Hours	FWH per Contact Hour
Lecture / Discussion	Formal presentation supplemented with significant student discussion and interaction. Evaluation based on numerous and substantial exams and some writing assignments. Cap is normally 34 but may be smaller based on classroom limitations or instructor with multiple sections.	29-34	3	1.0
Lecture / Discussion with Writing or Design Intensive assignments	Formal presentation supplemented with significant student discussion and interaction. Evaluation based on multiple substantial exams and numerous writing assignments that require substantial faculty feedback. Cap is normally 24-28 but may be less depending on intensity of writing assignments, multiple course sections, or other faculty work assignments.	20-28	3	1.0
Seminar	Small interactive classes on a focused topic and normally with intensive reading and writing assignments; faculty led discussions about significant issues and ideas. Evaluation based on participation, presentation, writing or comparable disciplinary work. Cap is normally 16-18.	12-18	3	1.0
Lecture	General or focused topic covered primarily by lecture and usually with an accompanying second activity (such as laboratory, clinicals, or recitation). Evaluation based on periodic exams and writing assignments. Cap is normally 48 but may be smaller based on classroom or laboratory limitations.	36-48	3	1.0
Laboratory	Instructing, preparing, and supervising student laboratory investigations. Cap is normally 24 or tied to learning station availability.	18-24	1-3	0.67
Recitation	Breakout discussion groups from a larger section with faculty present. Cap is normally 24.	18-24	1	1.0
Language Instruction	Interactive classes focusing on the development of particular proficiencies such as second language. Cap is normally 20, but may vary based on level and extent of emphasis on oral proficiency. Conversation hours if taught by faculty members, are weighted at .75.	16-22	3	1.0
Lecture / "Studio"	General or focused topic covered by lecture and demonstration followed by individual student work in class on a related project. Cap is based on the physical space of the facility and the expected nature and complexity of projects.	Variable	4	0.75

Type of Course	Descriptions	Typical Enrollment Ranges	Weekly Contact Hours	FWH per Contact Hour
Advanced Tutorial (Group Study)	Focused topic with individualized mentoring; intensive reading and library work with student led discussions. Faculty meets with a small group of students together for approximately one hour per week; students meet more frequently to design presentations and critique each other. (Note: faculty can earn a maximum of 3 FWH per academic year in load.)	3	1	1.0
Group Research	Investigation on a focused topic performed by a group of students in collaboration with each other and led by a faculty mentor.	6	Variable	1.0
Independent Research	Student independent research with significant faculty involvement. (Note: faculty can earn a maximum of 3 FWH per academic year in load.)	1 - 6	Variable	0.5 per student
Independent Study	Student works independently with only minimal faculty direction. (Note: faculty can earn a maximum of 3 FWH per academic year in load.)	1 - 6	Variable	0.2 per student
Studio	Hands on instruction and experimentation normally in one of the fine or performing arts. CAP is based on the physical space of the facility and the expected nature and complexity of projects.	Variable		
Private Music Lessons *	Students work one to one with instructor in the study of music. 200-level lessons are for 30 minutes and are weighted at 0.37 FWHs per student. 300- and 400-level are 1 hour at 0.67 FWHs per student.	N A	0.5-1.0	0.37-0.67 per student
Major Ensembles	Large vocal or instrumental group.	36+	4	0.75
Elective and Chamber Ensembles	Elective or moderately sized ensembles.	12-35	1-3	0.33-0.75
Chamber Music Groups	Small vocal or instrumental group that prepares and performs a specific genre of music.	<12	1-2	0.5
Clinical***	Learning setting is in a clinic (or related facility) where students deliver services under supervision of a licensed practitioner. Pre-licensure = 8-10 students for 9 hours/week at 0.67 FWHs. Seniors = 2 per group for varying hours/week at 0.13 and 0.14 per student.	Variable	Variable	0.13-0.67
Internship **	A developmental experience focused on occupational or professional competence in an actual work setting and should be integrated with theoretical education.	1-15	Variable	0.2 per student
Practicum **	Students engaged in supervised practical experience. (For more than 30 students, 3 FWHs per semester.)	1-30	Minimal	0.1 per student

Type of Course	Descriptions	Typical Enrollment Ranges	Weekly Contact Hours	FWH per Contact Hour
Student Teaching ***	To be further defined			0.15 per student
Field-based Course ***	To be further defined - Similar to Soph-Prof or JPE			Variable
Team Teaching	The Dean may offer full-course compensation for each instructor the first time only a team-taught course is offered. Proportional compensation (e.g. two instructors will each receive .5 unit for a team-taught course) is earned for successive offerings of the course.			
Nursing Clinical***	Learning setting in a hospital or other health care related facility where students provide comprehensive nursing care under the supervision of a licensed faculty member. A nursing clinical group consists of 8-10 students for 9 hours/week at 0.67 FWH per clinical hour. Capstone students are assigned 2 per clinical group for 9 hours/week at 0.13 and 0.14 per student.	8-10 Variable	9 Variable	0.13-0.67 per student
Professional Practice Practicum***	Licensed professional students in a planned supervised experience. Specific faculty on-site guidance/teaching and weekly course meetings	8-10 Variable	Variable	.5 per student

* - This is presently being reviewed by the School of Art, Media, and Music

** - Additional types of courses may be included.

*** - To be further defined

Table 4 – Matrix of Weights for Science Laboratories

Course Type	Faculty	Lab	Lab	Lab	Lab	Lab	Lab	Lab
Course Type I								
single	1	3	3	2				5
double	2	6	3	2	2		1	8
triple*	3	9	3	2	2	2	1	10
Course Type II								
single	1	2	3	1.33				4.33
double	2	4	3	1.33	1.33		1	6.67
triple*	3	6	3	1.33	1.33	1.33	1	8
Course Type III								
single	1	2	2	1.33				3.33
double	2	4	2	1.33	1.33		1	5.67
triple*	3	6	2	1.33	1.33	1.33	1	7

* In general the College seeks to avoid the use of classes with triple laboratory sections as not in keeping with its emphasis on student-faculty engagement

* Applies to full-time or part-time faculty only.

Faculty Professional Activities Form

To be submitted to the Dean through the Chair by June 30

Name: _____ Date: _____

Department/Program: _____ Period Covered _____

Section I - Teaching/Alternate Assignment Data – 18 FWH

Notes: Teaching responsibilities for the next year to be summarized by the College based on information in the scheduling database as submitted by the chairs.

Section II – Other Faculty Responsibilities -

A. Course/Curricular Design/Support and Advising/Mentoring – 3 FWH

_____ Carrying a typical teaching and advising load.

_____ Have an alternative arrangement as described below.

B. Scholarship or its equivalent – 3 FWH

_____ **Scholarship - (normal expectation)**

Notes: Assumes that the faculty member is pursuing an active program of scholarship or creative activity in accordance with departmental disciplinary standards and as evidenced in the annual updated C. V.

_____ **Alternative Service -**

Notes: Faculty who are not actively pursuing a scholarly or creative program may choose to contribute to the College through alternative forms of service to be specified in consultation with the department chair and dean. This alternative arrangement is described below.

1
2 **Addendum to Memorandum of Agreement # 62**
3 **7. Adjunct Faculty Compensation**

4 *To be included in and considered a part of MOA 62*

5 July 1, 2007 to June 31, 2011
6
7

8 This agreement is being entered into by The College of New Jersey (*the College*) and the
9 TCNJ Federation of Teachers, Local 2364, AFT, (*the Union*) in order to promote more
10 amicable relations and to foster a more collegial working relationship.

11 Both the College and Union affirm that adjunct faculty make important contributions
12 to the teaching and learning mission of the College and that the College has an
13 obligation to its long-standing adjunct faculty members.

14 As a result of the college's Academic Transformation, the curriculum at The College
15 of New Jersey has been re-conceptualized to nurture the "active and engaged learner"
16 by encouraging, and facilitating, student engagement through learning activities
17 which take place both in and out of the classroom. Because creating such an intensive
18 learning environment places special demands upon all faculty teaching transformed
19 courses, adjunct faculty members teaching such courses will receive additional
20 compensation of 14% above the state-negotiated adjunct faculty base pay rate. The
21 amount was based on and is comparable to the teaching load of full-time faculty in the
22 transformed curriculum.

23 In addition, the College's special obligation to adjunct faculty who have taught at the
24 College for 16 or more semesters will be recognized by the same increase in the state-
25 negotiated salary rate of \$50 per year
26

27 (MOA62-AF pay-v2.4 re.doc)

Pay Schedule – TCNJ Adjunct Faculty - Sep 2007 thru Sep 2011

TCNJ Rates Calculated by Local 2364 and agreed to by TCNJ

(Sep 12, 2007) Revision 2

Adjunct Faculty Overload Compensation Rates -		Sep 2007	Sep 2008	Sep 2009	Sep 2010
Contractual Rates					
1	Contractual rates (per fwh)	\$1,050	\$1,100	\$1,150	\$1,200
2	AF Contract rate for 16 + semesters	\$1,100	\$1,150	\$1,200	\$1,250
Standard rate for TCNJ Adjunct Faculty *					
3	Standard rate for TCNJ hires *	\$1,200	\$1,250	\$1,300	\$1,350
4	TCNJ rate for 16 + semesters *	\$1,250	\$1,300	\$1,350	\$1,400
5	Distinguished Adjunct Faculty **				

* = teaching "enhanced" or "transformed courses (14% above contract rates)

** = to be determined by College and Union

C. Any individual letter of appointment contract between the College/University and an individual employee shall be subject to and consistent with the terms and conditions of this Agreement. Where such contract is inconsistent with this Agreement, this Agreement shall be controlling.

D. If a course that an employee is assigned to teach is reassigned to any other employee or is cancelled less than two (2) weeks before commencement of the relevant semester the employees who lost his/her assignment shall receive payment equivalent to one-half (1/2) of a credit hour for the course.

E. If a course that an employee is assigned to teach is cancelled after the first class taught or if an employee's assigned course is given to a full time faculty member after the first class is taught the employee will be paid the equivalent of one (1) credit hour.

Each College/University has the discretion to pay employees above the amounts set forth in D and E above based on policies and practices established by the College/University.

XIV SALARY

Subject to the State Legislature enacting appropriation of funds for these specific purposes, the STATE agrees to provide the following compensation effective at the time stated herein or, if later, within a reasonable time after enactment of the appropriation.

A. The minimum employee compensation per credit hour shall be determined based on the schedule below. Effective September 2007, Adjunct Faculty who have taught sixteen (16) or more semesters at the individual College/University will receive an additional \$50 per credit. A semester is defined as Fall or Spring.

Date	1-15 semesters	16+ semesters
September 2007	\$1050	\$1100
September 2008	\$1100	\$1150
September 2009	\$1150	\$1200
September 2010	\$1200	\$1250

Each College/University has the right to pay employees above the minimum adjunct faculty rate based on policies and practices established by the College/University. Provided that their