GENERAL EXPECTATIONS OF FULL-TIME FACULTY

I. Teaching and Curriculum Development

The primary goal of the School of Professional Studies (SPS) is to provide instruction that maximizes student engagement, identifies and measures specific student learning outcomes, and is professionally and globally relevant. All faculty are expected to demonstrate an ongoing commitment to enhanced teaching and assessment strategies for on-site and/or online courses. Equally important is for faculty to ensure that course content, course requirements, and supplementary resources are aligned with current industry trends and/or research in the field of study.

A. Course Assignments

**Fall and Spring Semesters**

A full teaching load for non-ALI faculty is three credit bearing courses (of 3 or 4 credits each) per semester (or the equivalent) or six courses annually. A full teaching load for ALI faculty is 190 contact hours in the fall, 190 contact hours in the spring, and 135 contact hours in the summer. Courses are assigned by the Academic Director. Course assignments can change due to low enrollment, available classrooms, or other administrative issues.

**Summer Sessions**

For faculty on nine-month appointments, opportunities to teach summer courses are announced late in the spring semester. Faculty must submit a request to their Academic Director to teach a summer course. Typically there are two summer sessions, the first which runs from late May to late June, the second from early July to the middle of August. Summer assignments may or may not be accommodated due to low enrollment or other administrative issues. Summer assignments are granted by the Academic Director. Additional compensation for summer courses is determined according to base salary and will only be granted if the faculty member has already met his/her base teaching load.

**Overloads or Course Load Reductions**

Opportunities to teach more than a full load in a semester (an overload) are announced when known to exist by the Academic Director. As overloads can only be used in emergency situations, Academic Directors will approach a qualified faculty member if such situations arise. Overloads must be approved by the Associate Dean and the SPS Dean as well as the Office of the Provost prior to the start of the overload assignment.
Additional compensation for overload courses is determined according to base salary. Overloads during January term are less restrictive.

In special circumstances such as but not limited to serving as a faculty coordinator, spearheading a curriculum development project, performing significant administrative tasks, or conducting extensive research, the normal three course per semester load may be reduced for a specified period of time. Reductions in load must be approved by the Associate Dean and the SPS Dean.

Teaching Abroad

During the summer, some divisions or programs offer courses that are taught abroad. The Associate Dean or Academic Director will identify faculty with specific expertise and offer them the opportunity to teach these courses. Faculty members with an interest in teaching such courses should inform their Academic Director. Compensation for these courses is based on contact hours.

Continuing Education Courses

Many divisions and programs offer non-credit courses in the Continuing Education Program at SPS. Full-time faculty on nine-month appointments are prohibited from teaching continuing education courses in the fall and spring semesters. There may be opportunities to teach in the summer. Interest in teaching such courses should be made known to the Academic Director. Maximum compensation for non-credit courses is calculated according to faculty salary and SPS budget allowances.

B. Curriculum Planning and Revisions

An integral component of the School’s teaching mission is the continual revision and updating of programs, curricula, and courses as well as the development of new courses, concentrations and programs within each academic area. These changes reflect and incorporate developments in the field, new knowledge, new lines of inquiry, new collaborations with other SPS and NYU programs, changes in the job market, as well as pedagogical and/or technological innovations that facilitate creative and effective instruction and learning. It is essential that faculty actively contribute to program and curriculum design, review, revisions, and implementation.

II. Student Advisement and Mentorship

Fostering the academic and professional development of students is part of the core mission of New York University and the School of Professional Studies. Student advisement and counseling play a crucial role in a student’s academic and professional progress and success. To that end, regular and active student advisement and counseling, both academic and professional, are essential obligations of every faculty member at SPS.
Academic and professional advisement and counseling can be formal or informal and take a variety of forms such as:

- Encouraging student participation in office hours.
- Person-to-person meetings, emails, or phone calls to discuss a student’s academic progress and/or career goals. Each department/division will assign advisees for academic advising purposes.
- Assisting students with their applications to other academic programs, internships and/or jobs.
- Facilitating interviews, writing letters of recommendation or serving as professional or academic references.
- Organizing career events and roundtables.
- Advisement of theses or independent study projects.
- ALI program specific pre-semester advising interviews for course placement into the English language program.

A. Departmental and Student Engagement

In order to facilitate spontaneous engagement with students, peers, administrators, and staff, faculty who have an on-site office are required to be physically present on campus. The minimum expectation is that faculty will engage with their respective departments ten hours per week. It is strongly advised that these hours be spread over three days a week and are in addition to other required on-campus activities such as teaching, department and school faculty meetings, events, and the like. However, as each unit has varying needs, each faculty is encouraged to partner with the Associate Dean to set expectations for engagement together. Faculty are expected to make themselves available to students for council and advisement regarding course expectations and challenges outside of the classroom. For each syllabus, a faculty member must share communication expectations and make students aware when they will be available for onsite and online consultation to encourage more one-on-one face time with students.

B. Internships

Faculty play a pivotal role in the internship process by developing industry contacts through career associations, invitations to serve as guest lecturers or panelists, class visits to a variety of sites, consulting, and many other activities. Each faculty member is encouraged to discuss the possibility of internships for our students with all appropriate industry professionals. If an industry professional demonstrates interest in creating a partnership, an e-mail introducing the contact to Jeannie Liakaris (eugenia.liakaris@nyu.edu), Assistant Dean of the Wasserman Center, should be sent as soon as possible. Faculty members are prohibited from securing internships on their own. This protects faculty from potential charges of extending privileges to some students or discriminating against others.
III. Service to Program, SPS, and/or NYU

Commitment to service is one of the operating principles of New York University and SPS. Faculty participate in school and university functions, attend faculty meetings, and serve on committees and task forces in service to their programs, divisions, the school and University. There are many opportunities for faculty to engage in community service. Some activities are required of faculty while other service activities are available to faculty based on their expertise or interest. Examples of service that may be required include but are not limited to attendance and participation at student orientation activities, admissions events, alumni events, and special NYU, SPS, program or division events.

Faculty are encouraged to serve on University, SPS, and department or division committees that interest them. Examples of University committees include but are not limited to the Faculty Senate for Continuing Full-Time Contract Faculty, the University Academic Affairs Committee, and the Distinguished Teaching Award Committee. Examples of SPS Committees include but are not limited to the Faculty Council, the Faculty Grievance Committee, the Rank, Title and Privilege Committee, and the Assessment Committee.

Faculty are encouraged to communicate with their Associate Dean or Academic Director any time they have an interest in serving on a specific division or department committee, in being an advisor to a student club, or mentoring a new faculty member.

IV. Professional Development

The teaching mission of SPS is enhanced and strengthened by faculty whose contribution to student learning outcomes includes experiences they bring to the classroom derived from their professional activities. Faculty are expected to maintain meaningful engagement in both academic pursuits and industry relations. Professional development opportunities are available through a variety of workshops provided by NYU, SPS, and the SPS Center for Academic Excellence and Support. Additionally, faculty can grow professionally and contribute to SPS, their divisions or programs and to our students through:

- Membership affiliation and activity in professional societies.
- Service on committees and in leadership positions in professional associations.
- Presentations at professional seminars.
- Organizing, directing, or facilitating professional events.
- Completion of significant professional initiatives.
- Newly awarded or incremental qualifications for academic degrees or certifications.
- Preparation of professional materials within the candidate’s field.
- Consulting projects in the candidate’s field.
- Securing internal and/or external funding for academic purposes.

V. Applied Research

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The research agenda of an academic institution advances a field of study or a related industry, builds the institution’s reputation among its competitors, complements students’ education, enhances students’ credentials that boosts employment opportunities, and establishes the institution’s professors as thought leaders. Some SPS faculty members are highly engaged in research, pursue NYU, SPS, or external grants, and take advantage of reduced course loads or special academic leaves to conduct extensive research.

It should be emphasized that SPS will remain a teaching-first institution and faculty who continue with a full teaching load are under no obligation to pursue research. However, SPS faculty provide practical and applied education and good practice is grounded in good theory. Being able to read, understand, and perform research as it relates to industry reveals the industry’s strengths and shortcomings, and enables development of ideas for improvement. Faculty and students who possess this skill set not only understand how to do the job, but also know why the industry operates in its present state, and are better able to find solutions to problems.

**VI. Consulting**

Many SPS faculty members are experts in the industry and are asked to consult on a variety of projects. Consulting is encouraged. However, consulting must not interfere with the time it takes to meet all expectations of a full-time faculty member nor create conflicts that could affect our students. As stated in the NYU faculty handbook, outside consulting activities “*may not require on the average more than one day per week in any academic semester or in any summer month in which the faculty member is receiving compensation for full-time employment at the University.*” Each year the University requires faculty to submit an online form attesting to the time commitment spent on consulting projects during that academic year. Additionally, faculty may not use their position at SPS or NYU to solicit consulting opportunities.