

**Northeastern University
Department of Applied Psychology
Workload Policy**

Preamble

Consistent with University policy, the purpose of the Department of Applied Psychology's workload procedures is to "ensure equity, while recognizing and supporting faculty members' diverse strengths, talents and contributions to the university." We pursue this purpose in accordance with our professional ethics and values. In particular, we seek to safeguard the welfare and rights of faculty members, maintain mutual trust and confidentiality, promote accuracy, honesty and fairness in assessing our contributions, and respect the role of self-determination in workloads.

As noted in University policy, different units have different strengths and these strengths should be reflected in a unit's workload procedures. While each faculty member is expected to contribute to some extent to teaching, research and service, our workload policy recognizes that different individuals have different strengths and these strengths should be taken into consideration in developing workloads for individuals. A faculty member's interests and strengths within and across the domains of research, teaching and service may change during his/her academic career, and our workload procedures must have sufficient flexibility to accommodate these changes. Furthermore, the Department takes a holistic view of an individual's contributions. This view aims to achieve equity *across* the three domains of teaching, research and service.

Procedure for Establishing Workload

Annually, faculty members submit a workload proposal that is consistent with the Department's workload policy to the Department Chair and meet with the Chair to discuss workload assignments for the following academic year.

The Department Chair (hereafter, Chair) will be responsible for determining workload assignments of the faculty. Teaching and service assignments for the following academic year will be determined by April 15 of each year. Adjustments may be made throughout the year as needs arise with notification and discussion with the individual faculty. At or before the beginning of the spring semester the Chair will meet with each faculty member to discuss their present and future workload assignments. Ongoing scholarship, research and grant submissions, teaching innovations (including the development of new courses and programs), program leadership activities, and faculty development needs including continuing education and mentoring by senior faculty will be discussed at that time.

The Chair will determine teaching assignments based on feedback from the aforementioned meetings with individual faculty, current department needs, and the following (in no particular order): Expected course offerings, expertise of the faculty, development of the faculty, teaching load requirements of the faculty, and program leadership needs.

Process for Faculty to Address Workload Concerns

Faculty have the right to discuss concerns regarding their workload assignment. Concerns may be addressed by the following procedures:

1. A formal letter is to be written by the faculty member and given to the Chair within 5 business days of receiving the individual workload assignment.
2. A formal meeting between the faculty member and Chair will be scheduled within 5 business days to discuss the appeal with the faculty member and the Chair.
3. The Chair will review the appeal letter and applicable documentation to make a determination regarding the appeal within 5 business days of the meeting.
4. If the faculty member does not agree with the Chair's decision at that time, they may appeal to the College Dean. The decision of the College Dean is final.

Modification of Workload

Workloads may be modified under certain circumstances, including pre-tenured minimum course reductions, family leaves, maternity/adoption leaves, and medical leaves in accordance with published College and University Policies. The Chair will be responsible for determining workload modification for faculty.

How to Find this Document and How Often Will it be Reviewed

Faculty members can find this workload policy document here [<link to SharePoint document>](#). This workload policy document shall be reviewed every 3 years by the faculty.

The Department's Workload Policy Committee will consist of at least two members of the tenured/tenure-track faculty and one non-tenure-track/clinical faculty member. The Committee shall review the criteria and procedures at least once every 3 years, and when warranted, make written recommendations for changing the criteria and/or procedures to the department faculty. The Committee shall present the proposed revisions for a full discussion and vote at the monthly department faculty meeting. If the proposal is approved by majority vote the modification added to the policy and forwarded to the Chair, then to the Dean of the College and then to the Office of the Provost for approval. If approved by the Chair, Dean and the Provost, the modification shall be added to the policy with the modification date, and the updated policy will then be electronically distributed on the department's SharePoint site.

Types of Appointments

Three types of full-time faculty appointments exist in the Department: clinical/non-tenure track, tenure-track, and tenured faculty. The definitions of these classification can be found in the University's Faculty Handbook.¹

Research

The Department of Applied Psychology has a strong and distinguished history of diverse contributions to research and scholarship. These contributions include but are not limited to:

- Publications in refereed journals
- Authored and edited books and book chapters
- Grant submissions and awards
- Published evaluations of novel approaches to teaching and teaching methodology
- Invited and refereed presentations at national and international conferences
- Licensure of intellectual property

In regard to the above contributions, more weight is given to the order of authorship, whereby first and senior authored contributions are assigned the greatest weight. Similarly with grant activity more weight is given to Principal Investigator status. Authored books should be typically assigned greater significance than an edited book or an authored chapter. Refereed publications should be acknowledged as being more noteworthy than non-refereed publications or a conference presentation. Furthermore, not all grant submissions, intellectual property projects, or other contributions should automatically be given equal weight. The magnitude of the scholarship effort and its potential impact should be recognized in research workload. Although it is not expected that an individual would make contributions to all the above areas in 1 year, it is expected that a faculty member devoting 40% effort to research should make major contributions to most of the above areas across multiple years.

Research active tenured and tenure track faculty typically have a 40% research allocation. "Research active" means that tenured/tenure-track faculty must demonstrate a record of scholarly productivity (i.e., peer-reviewed journal articles, patents, successfully-funded grants, discoveries of new knowledge) in their area of expertise, at a level that is consistent with expectations for peers at aspirational schools at Research-1 universities.

Research-active tenured/tenure-track or clinical/non-tenure-track faculty who secure external funding may negotiate a reduction in their teaching. To obtain a course reduction, faculty must use external funding to buy out of teaching in a manner described in the College Externally-funded Research Support Policy. Research "buy out" is limited to no more than three courses per academic year, and all tenured/tenure-track and clinical/non-tenure-track faculty must teach a minimum of one course per academic year.

Tenured faculty who are not research active will have a 60% teaching workload (approximately 6-7 courses per year), and have a professional development/scholarship expectation of at-least 10% of their time.

New tenure-seeking assistant professors will have a 50% teaching load reduction in their first 2 years of employment, and a 25% teaching load reduction in their third year. If they have external grant funding, tenure-seeking assistant professors may "buy out" of

additional courses as described in the College Externally-funded Research Support Policy, but must teach a minimum of one course per year.

Non-tenure track/clinical faculty are expected to have 10% of their time allocated to scholarship and are expected to engage annually in at least one activity that evidences scholarship as defined in the Bouvé College Clinical Faculty Appointment, Evaluation and Promotion Guidelines.

Teaching

The Department of Applied Psychology has a strong history of excellence in teaching. As a primarily graduate department with clinically-oriented master's degree programs and two scientist-practitioner PhD programs, teaching takes multiple forms including but not limited to:

- Lecture/didactic courses with class sizes that include as many as 30 graduate students;
- Clinical skills courses that include as many as 10 students;
- Fieldwork/practicum/internship seminars that include as many as 10 students;
- Doctoral seminars;
- Chairing doctoral dissertations and advising PhD students;
- Supervising PhD students' mentored research projects;
- Graduate student advising;
- Undergraduate honor thesis supervision;
- Directed studies;
- Leading research teams;
- New course/program development; and
- Development of innovative training material.

Research-active tenured and tenure track faculty typically have a 40% teaching allocation. Non-tenure track/clinical faculty and non-research-active tenured/tenure-track faculty typically have a 60% teaching allocation.

-One course = 10% effort.

The following activities ***do not*** reduce a faculty member's teaching load, except in extraordinary circumstances, at the discretion of the Chair or College Dean:

- a. Teaching a new course
- b. Preparing a new course
- c. Employing innovative teaching methods
- d. Directed or independent study supervision
- e. Mentoring or advising students
- f. Directing or supervising students' honors theses or capstone projects
- g. Supervising students' independent or mentored research projects
- h. Dissertation service.

Service

With its social justice, multicultural and ecological perspectives, the Department of Applied Psychology values service at all levels, including service to the Department, College, University, discipline/profession, and community/public. Service is defined as pro bono work and is distinct from paid consultation outside the University. Professional and community service is valued by the department and college, but may not take the place of service that is needed for the Department, College, and University. Service activities include, but are not limited to:

- Directing graduate programs and serving as associate program directors
 - Serving as a member of graduate programs in the role of core and associated faculty
 - Serving as Director of Clinical Training
 - Clinical coordination
 - Committee work at the Department, College and University levels
 - Leadership in professional associations and organizations
 - Journal editor, editorial board member, and ad hoc reviewer
 - Faculty mentoring
 - Volunteer service where professional expertise is needed
 - Professional development and continuing education required for professional licensure needed to maintain accredited programs.
 - Community outreach and engagement
1. More weight is given to service with a leadership focus, such as chairing a committee versus being a committee member, directing a program as opposed to being a contributing faculty member.
 2. Tenured and tenure track faculty typically have a 20% service allocation. Non-tenure track/clinical faculty typically have a 30% service allocation. Tenure track faculty typically have a lower service responsibility so that greater effort can be allocated toward teaching and research development.
 3. Directing educational programs is service, not teaching. Education program directors may or may not receive a course reduction for their program direction responsibilities, at the discretion of the Chair or College Dean. Small programs will not necessarily result in course reductions, and in some instances, directing an educational program may meet a faculty member's service contribution to their department.

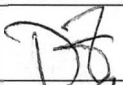


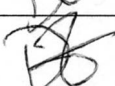

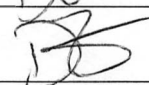

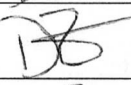
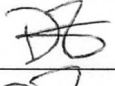
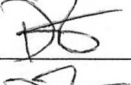
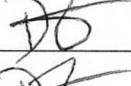


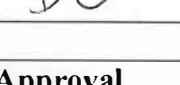
Transparency and Posting of Workloads

The Department of Applied Psychology's workload policy emphasizes equity of total workload, rather than equity in one or two components of the workload. To encourage transparency and accessibility to the Department's workload policy, our Department's administrative assistant will upload the latest version of the Department's workload document and each faculty member's percentage of workload assignments to the Department's SharePoint website and make the link available to all full-time faculty at the university. The administrative assistant shall annually e-mail the link to these documents

to all tenured, tenure-track and full-time clinical/non-tenure track faculty in the Department.

Checklist for Unit Workload Policy Documents

Each unit's chairperson and/or dean should initial each point on the checklist. By doing so, he or she attests that the full -time faculty workload policy document satisfies each of these requirements.

Chair / Dean's Initials	Criteria
	Document is consistent with published College and University policies.
	Document clearly reflects the goals/aspirations of the unit as these relate to workload.
	Document clearly defines the types of activities that constitute each of teaching, research/scholarship/creative activities/professional development, and service for the unit.
	Document describes the different types of full-time positions in the unit.
	Document clearly defines the teaching, research/scholarship/creative activities/professional development, and service expectations for the different types of appointments.
	Document describes all unit policies related to workload for full time faculty.
	Document describes criteria in which workloads may be modified, including pre-tenured minimum course reductions, family leaves, maternity/adoption leaves, and medical leaves.
	Document states how frequently the workload policy document will be reviewed.
	Document indicates where and how the unit's current workload policy document can be found.
	Document indicates where and how the workload assignments for each full- time faculty member can be found.
	Document describes the process for faculty to address any concerns with their workload in the unit.
	Document indicates date of approval, any subsequent modifications by the unit, and anticipated date of next review.
	Document indicates date of approval of the unit's dean.
	Document indicates when it was sent to the Provost's Office to be included in the master list of policies for all units, and date of approval of the provost.

Action/Approval	Date
Department Approval	1/17/18
Dean Approval	2/16/18
Sent to Provost	2/16/18
Provost Approval	5/15/18