

CCIS Tenured and Tenure-track Workload Bylaws

Version 2, voted on October 16, 2018

This document describes the workload policies for tenured and tenure-track faculty. The bylaws reflect the CCIS goals of achieving excellence in research, teaching, and service.

Teaching activities include (but are not limited to) preparing class material, delivering lectures, meeting with students, managing TAs and class discussions online, grading, submitting final grades.

Research activities include (but are not limited to) writing proposals, conducting research, advising students, attending conferences and other meetings in the research community.

Service activities include (but are not limited to) serving on college and universities committees, serving in administrative roles within the college.

The workload for all tenured and tenure-track faculty are made up of 6 units split as follows:

- For research active faculty these 6 unit are split in 3.5 research, 2 teaching, and 0.5 service
- For research inactive faculty these 6 units are split in 4 teaching and 2 service

The teaching load policies for tenured and tenure-track faculty described below represent *guidance* for a faculty member's *baseline* teaching load. This baseline teaching load is subject to modification by the Dean, at the Dean's discretion, and by the faculty member through course buyouts. Generally speaking, a faculty member will not be permitted to buy out of teaching below 2 courses per year, again, subject to the discretion of the Dean. These teaching load policies apply to *disciplinary faculty* only; For interdisciplinary faculty, the workload policy specified above will be prorated to the percentage of their appointment in CCIS, subject to the discretion of the Dean.

Faculty that have concerns with their workload assignment can bring their concerns to the Dean and provide a written request for reevaluation of the load with rationale behind the request.

Course reductions are applied according to university policies in cases of family leaves, maternity/adoption leaves and medical leave, as described in Faculty Handbook.

Pre-tenure Faculty

The baseline teaching load for a pre-tenure faculty member will be 2 courses per year throughout the pre-tenure probationary period, subject to any modifications explicitly mentioned in the faculty member's hiring offer and the discretion of the Dean.

Tenured Faculty

The baseline teaching load of a tenured faculty member is based on the number of PhD students *advised* and *supported* per calendar year *on average*. The baseline teaching load is calculated at the end of each *calendar year* and takes effect for the following *academic year*. The baseline teaching load is calculated as follows.

The number of PhD students advised and supported in a given calendar year is first calculated. In the normal case, a year of "advise and support" for a PhD student would correspond to (1) a CCIS PhD student, (2) that is financially supported by the faculty member, (3) that is advised by the faculty member, (4) for at least two semesters (Spring, Summer, and/or Fall). This calculation is prorated for (1) co-advising / co-support, (2) advise but not support / support but not advise, (3) partial year advising / partial year support, and so on.

For each of the past three calendar years, the number of PhD students advised and supported during that calendar year is calculated. The *average* number of PhD students advised and supported over (1) the past year, (2) the past two years, and (3) the past three years is then calculated. The *maximum* of these three values is then used to determine one's baseline teaching load for the upcoming academic year. Note that the net effect of this policy is for one's teaching load to drop quickly in the event of new funding and/or new students (the maximum value will likely correspond to (1) above), while one's teaching load will rise slowly in the event of a loss of funding and/or a loss of students (the maximum value will likely correspond to (3) above). Faculty actively working with students to obtain outside research fellowships (such as those from the NSF, Microsoft Research, Google, IBM, etc.) will receive support credit for such funding obtained by their students.

Let S be the number of PhD students advised and supported per calendar year on average, as described above. One's teaching load for the upcoming academic year is then computed as follows:

- if $S < 1$, then the teaching load is 4 courses
- if $1 \leq S < 2$, then the teaching load is 3 courses
- if $2 \leq S < 3$, then the teaching load is 2.5 courses
- if $S \geq 3$, then the teaching load is 2 courses.

A 2.5 course teaching load is accomplished by teaching 3 courses in one year and 2 courses in the following year, subject to restrictions described in the FAQ below.

Teaching Load FAQ

Q1: What about post-docs?

A1: Post-docs are great, and they contribute to the research mission of the College. However, they do not require the level of effort that training a PhD student requires, and one of the key missions of the College (and University) is to produce more PhDs. Similar reasoning applies to research scientists, masters students, undergrads, programmers, designers, etc.

Q2: How does a 2.5 course load work?

A2: The teaching load calculation takes place each year. In the first year that one is eligible for a 2.5 course load, one would teach 3 courses. If one is again eligible for a 2.5 course load in the subsequent year, then one would teach 2 courses. The cycle then repeats. In other words, you must be eligible for a 2.5 course load in two consecutive years, and in those two years, your course load would be 3-2.

Q3: If I have a research group consisting of 3 PhD students, am I eligible for a 2 course load?

A3: Not exactly. You must be advising and supporting 3 PhD students on average, but students are often supported by the College instead of the advisor. Consider the following typical case: a PhD student who takes 5 years to graduate, for whom you are the advisor all 5 years, and who is supported by the College in their first fellowship year and in one subsequent year as a TA. You advise such a student in all 5 years (100%), and you support such a student in 3 out of 5 years (60%) for an “advise and support” average of 80%. You would need a research group of (on average) 3.75 such students to be “advising and supporting” 3 students on average: $3.75 \times 0.8 = 3$. (Similar calculations apply for a 2.5 and 3 course load.)

Q4: So I would have to raise funds to support 4 PhD students in order to obtain a 2 course load?

A4: No. In the steady-state example above, you would need a research group of (on average) 3.75 PhD students, but the College would support these students 40% of the time (fellowship + TA). You would need funds sufficient to cover 60% of these students on average, i.e., $3.75 \times 0.6 = 2.25$ student lines of support. Upshot: To be “advising and supporting” 3 PhD students for a 2 course load, in typical steady-state, one would need a research group of 3.75 PhD students (on average) and grant support sufficient for 2.25 PhD students (on average) in the example given above. (Similar calculations apply for a 2.5 and 3 course load.)

Bylaws, Policies, and Information

These tenured and tenure-track workload bylaws require a vote of the tenured and tenure-track faculty in CCIS (excluding the Dean) to adopt or modify.

These workload bylaws will be reviewed every three years, at minimum.

The document is available online in the CCIS Internal Wiki, College Bylaws Space.

History

Version 1 was approved by the CCIS tenured and tenure-track faculty by electronic voting on February 27, 2018, approved by the Dean of CCIS on March 1, 2018 and was sent to the Provost's Office on March 1, 2018.

Version 1 was revised on July 14, 2018 to include comments from the Provost's Office to be compliant with a given checklist. Revised document became Version 2.

Version 2 was approved by the CCIS non tenure-track faculty by electronic voting on October 16, 2018, approved by the Dean of CCIS on November 1, 2018, and sent to the Provost's Office on November 1, 2018.

CCIS Full-time Non-tenure-track Workload Policies

Version 2, voted on Oct. 26, 2018

This document describes the workload policies for full-time non-tenure-track faculty. The bylaws reflect the CCIS goals of achieving excellence in research, teaching, and service.

The academic ranks and title for non-tenure track faculty is included for reference in appendix and available at <https://wiki.ccs.neu.edu/display/BYLAWS/Full-time+Non-tenure-track+Faculty+Bylaws>.

The workload policy for full-time non-tenure track teaching faculty consists of teaching, with possible reduction if faculty take significant service and/or research responsibilities.

Teaching activities include (but are not limited to) preparing class material, delivering lectures, meeting with students, managing TAs and class discussions online, grading, submitting final grades.

Research activities include (but are not limited to) writing proposals, conducting research, advising students, attending conferences and other meetings in the research community.

Service activities include (but are not limited to) serving on college and universities committees, serving in administrative roles within the college.

The nominal course load for teaching faculty is six courses per year, and the primary evaluation of teaching faculty is based on their teaching and service to the College.

Subject to negotiation with the Dean and acceptance of a research proposal with stated research goals by a review committee, teaching faculty may obtain a reduced course load in order to conduct research, in which case their evaluation will also depend on their research, grant funding, and publication of research results.

Subject to negotiation with the Dean, teaching faculty may also obtain a reduced course load in order to provide other significant service to the College (*e.g.*, new course development, course preparation, administrative duties, or course coordination), in which case their evaluation will also depend on this service.

Teaching faculty with an administrative appointment, *e.g.*, Director of a program, may also obtain a reduction of up to two courses per year, depending on the amount of work required for the appointment.

Teaching faculty with active research funding may choose to "buy-out" of courses at a rate of one-sixth of their base salary per course, though teaching faculty may not buy down to a course load lower than 3 courses per year.

Faculty that have concerns with their workload assignment can bring their concerns to the Dean and provide a written request for reevaluation of the load with rationale behind the request.

Course reductions are applied according to university policies in cases of family leaves, maternity/adoption leaves and medical leave as described in Faculty Handbook.

Bylaws, Policies, and Information

The items described in this section are *policies* subject to change by the Dean in consultation with the academic Associate Deans and the Executive Director – Teaching Faculty.

The workload policies will be reviewed at a minimum every three years.

The document is available online in the CCIS Internal Wiki, College Bylaws Space.

History

Version 1 was approved by the CCIS non tenure-track faculty by electronic voting on February 27, 2018, approved by the Dean of CCIS on March 1, 2018, and sent to the Provost's Office on March 1, 2018.

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APPENDIX: Academic Rank and Titles

Original document available at

<https://wiki.ccs.neu.edu/display/BYLAWS/Full-time+Non-tenure-track+Faculty+Bylaws>

In rank order, the titles for full-time non-tenure track teaching faculty are:

1. Clinical Instructor
2. Lecturer
3. Assistant Teaching Professor
4. Associate Teaching Professor
5. (Full) Teaching Professor

In rank order, the following alternate titles for teaching faculty who have significant industry experience and maintain active industry relationships are:

1. Assistant Clinical Professor
2. Associate Clinical Professor
3. (Full) Clinical Professor

In rank order, the following alternate titles for a non-tenure track faculty who have significant prior research experience either in academia or in industry are:

1. Professor of the Practice

In rank order, the following alternate titles for a non-tenure track faculty who are primarily funded through research are:

1. Research Scientist
2. Research Professor

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.

CEB

Document is consistent with published College and University policies.

CEB

Document clearly reflects the goals/aspirations of the unit as these relate to workload.

CEB

Document clearly defines the types of activities that constitute each of teaching, research/scholarship/creative activities/professional development, and service for the unit.

CEB

Document describes the different types of full-time positions in the unit.

CEB

Document clearly defines the teaching, research/scholarship/creative activities/professional development, and service expectations for the different types of appointments.

CEB

Document describes all unit policies related to workload for full time faculty.

CEB

Document describes criteria in which workloads may be modified, including pre-tenured minimum course reductions, family leaves, maternity/adoption leaves, and medical leaves.

CEB

Document states how frequently the workload policy document will be reviewed.

CEB

Document indicates where and how the unit's current workload policy document can be found.

CEB

Document indicates where and how the workload assignments for each full time faculty member can be found.

CEB

Document describes the process for faculty to address any concerns with their workload in the unit.

CEB

Document indicates date of approval, any subsequent modifications by the unit, and anticipated date of next review.

CEB

Document indicates date of approval of the unit's dean.

CEB

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.

If the unit has one or more faculty with joint appointments in other units:

CEB

Document defines how the workload policy changes for faculty members with an appointment of less than 100% in the unit, include impact of tenure home.

CEB

Document describes how the unit will coordinate workload policy decisions with other units for faculty members with joint appointments, and how differences in workload expectations across units will be handled.