Full-time Faculty Workload Policy for All Full-Time Faculty in the Department of English College of Social Sciences and Humanities

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Overview
The Department of English approves this policy in compliance with the Faculty Handbook statement on faculty workloads[1], and keeping in mind the workload guidelines subsequently issued by the Office of the Provost and the CSSH. The FH states: "All fulltime faculty member participate in some combination of instructional; research; scholarship; and creative and service activities." The following guidelines are based on the principle that all full-time faculty fulfill their responsibilities in proportional ways; each faculty member should aim for an appropriate balance among their responsibilities according to their contracts and rank. Moreover, we recognize that within the experiential liberal arts model of the College of Social Sciences and Humanities, research and professional development, teaching, and service complement one another and often overlap.

The mission of the English Department is to preserve and produce knowledge about, and to engage students with, primarily English-language texts (in written and other forms) and the cultures that produce them from the medieval period (as well as in ancient literatures in translation) to the present day, and to involve students in the study and practice of writing and rhetoric in English. Our focus is both historical and contemporary, with particular attention paid to issues of diversity and inclusion as represented in a variety of texts and across media. For undergraduates, the department provides a flexible, intellectually challenging liberal arts experience that will serve as a basis for advanced study, for continuing self-development, and for meaningful employment. At the graduate level, the department enables students to engage in independent scholarly inquiry and impart knowledge about the continually evolving terrain of English literary and writing studies, including emerging areas such as new media, the environmental humanities, and digital humanities. Overall, we study language, texts, and rhetoric to discover how cultures make meaning from human experience and how social change contributes to innovations in expression.

Faculty Responsibilities
Full-time tenured and non-tenured faculty members are involved in three types of activities: (1) research and/or creative expression and/or professional development; (2) teaching; and (3) leadership and/or service. The proportion of these activities that make up each faculty member's workload varies according to rank and appointment.

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[1] Approved by the Faculty Senate on 4 May, 2017 and approved by the Board of Trustees on 7 June, 2017. Based on the following resolution of the Senate Committee for Full-Time Non-Tenure-Track Faculty: "BE IT RESOLVED That it is the sense of the Senate that Northeastern University move toward "one faculty" by minimizing the differences (with the obvious exception of tenure) in the rights and responsibilities between the various classifications of full-time faculty in the Faculty Handbook" (27 April 2016).

Research or creative expression entails engaging in an ongoing program of peer-reviewed or public-facing scholarship, often across media, and disseminating scholarly work. Examples may include, but are not limited to: publications (e.g., scholarly or creative books, edited or co-edited books, digital projects, textbooks, anthologies, articles, chapters in books or edited volumes, short stories, plays, essays, instructor's manuals, poems, translations); presentations (e.g., conference papers, respondent roles at conferences, keynote addresses, invited lectures, poetry/drama/fiction readings). Additional examples include research reports, awards or other recognition, and grants. For teaching professors, *professional development activities* include scholarly and creative publications, attendance and presentations at conferences and lectures, and participation in programs, fellowships, and workshops within the program, department, university, and discipline.

For all ranks, *teaching* entails the leading of courses. The assigned teaching load for tenure-track and tenured faculty is four courses per year on a nine-month contract. The assigned teaching load for teaching professors is six courses per year on a nine-month contract. In addition, tenured and tenure-track faculty engage in a number of related activities, when applicable, such as mentoring and advising undergraduates and supervising directed studies and honors theses; mentoring and advising graduate students, as well as serving on M.A. and Ph.D. committees; and, when possible, meaningfully engaging students in scholarship.

Assigned teaching loads may be modified under various conditions:

- While the assigned teaching load for tenure-track and tenured faculty is four courses per year on a nine-month contract, some faculty members teach three (or two) courses, either by contract, because of an administrative release, or through a grant buy-out.
- Typical modifications in workload across ranks include those granted for parental teaching relief, family- and medical-related leaves, and for the reasons listed above. Additional considerations for teaching assignments, as addressed by college policy and/or consultation with the chair and dean, may include class size and type; mode of instruction; course development responsibilities; co-curricular leadership; interdisciplinary training; supervision of capstone projects, honors theses, and directed studies; and Ph.D. and M.A. theses and dissertations advised to completion.

Service within the university includes committee work, advising student organizations, and involvement in roles that contribute to the department, college, and university including teaching and training workshops. Service to the profession includes, but is not limited to, serving as a reviewer or an editor; serving as an elected officer within professional organizations; and working with community partners in such areas as service learning and cooperative education. Service outside the university entails community service related to the mission of the department. Faculty are expected to promote the discovery and dissemination of knowledge in their fields through activities such as participation in professional organizations, seminars, and colloquia relevant to the individual's academic interests and teaching mission.

The Department of English recognizes administrative *leadership* as an important component of service at the department, college, and university level. *Leadership* activities generally denote directing a major program crucial to the department's mission: these administrative positions

currently include Director of Graduate Studies, Director of Undergraduate Studies, Director of the English Writing Minor, Director of the Writing Program, Director of First-Year Writing, Director of Advanced Writing in the Disciplines, and Director of the Writing Center. Other sorts of administrative leadership positions in the department, college, or university (for example, Director or Co-Director of the Humanities Center, whether designated temporarily as a result of exigent initiatives, appointed, or made permanent through new curricular commitments) are negotiated with the chair and dean on an *ad hoc* basis.

In addition to specific service responsibilities on committees and the like, full-time T/TT faculty and Professors of the Practice are expected to attend and actively participate in monthly Department faculty meetings (note: if a faculty meeting conflicts with teaching obligations, an exception can be granted following written notification to the Department Chair). Tenured faculty are expected to attend and participate in Department Tenure & Promotion Committee review meetings when called; and, tenured Full Professors are expected to attend and participate in Full Professor Committee review meetings when called. Faculty members are also expected to participate when called in various self-studies and reviews of the Department that are initiated at the Department, College, or University level. NTT Teaching Professors in the Writing Program are expected to attend and participate in the three annual program-wide meetings, attend two Teaching Networks per semester, participate in the peer class observation process, and serve on committees as appropriate. They are also strongly encouraged to attend and actively participate in monthly Department faculty meetings and, to the extent appropriate, in other Department activities. In addition, T/TT faculty members, Professors of the Practice, and NTT Teaching Professors are expected to participate (for NTT Teaching Professors, to the extent appropriate) in other Department activities, including faculty searches, colloquia, recruitment events for graduate and undergraduate students, and the like. These efforts are critical to building and sustaining the Department in all areas of activity, and represent the basic expectation for service for T/TT faculty, Professors of the Practice, and NTT Teaching Professors.

Annual workload for each full-time faculty member will be allocated into percentages of professional time devoted to specific activities and performance expectations in teaching and education (collectively referred to hereafter as "teaching"); research, scholarship, and/or creative activities; and service; and, in the case of NTT Teaching Professors, professional development and service.

Appointments

The Department of English is currently comprised of the following ranks subject to the Faculty Senate Workload Guidelines policy[2]:

Assistant Professor	*Tenure-track faculty* hold appointments as untenured, probationary members of the faculty, and their baseline teaching load is four courses a year. Tenure-track faculty members are expected to develop a clear program of research and perform service. The standard percentages are: teaching—40%; service—10%; research—50%.
Research Active Associate Professor	*Tenured faculty* hold appointments with continuous tenure as members of the faculty and their baseline teaching load is four courses a year. Tenured faculty are expected to maintain a

and Professor	clear program of research and an ongoing commitment to publication and dissemination of work and to perform service. The standard percentages are: teaching—40%; service—20%; research—40%.
Assistant Teaching Professor Associate Teaching Professor Teaching Professor	*Full-time non-tenure-track teaching professors* hold contractual, term appointments as members of the teaching faculty. Teaching Professors teach six courses a year. Teaching Professors at all ranks are expected to perform service and participate in faculty development. The standard percentages are: teaching—80%; service and professional development—20%.
Full-time Professors of the Practice and Distinguished Professors of the Practice appointed in faculty positions.	Professors of the Practice are expected to maintain a clear program of research and an ongoing commitment to publication and dissemination of work and to engage in service/professional development. The standard percentages are: teaching—40%; service—20%; research—40%.The specific determination of the responsibilities of Professors of the Practice are made in consultation with the Chair of the Department of English and the Dean of CSSH.
Joint appointments	Jointly appointed faculty members carry a primary obligation to the tenure-home unit and a secondary obligation to the non-tenure unit. The work effort of jointly appointed faculty members is proportional to the percentage of the appointment. The work effort of jointly appointed faculty reflects the expectations of the type of appointment (e.g., tenure-track, tenured, etc.). For joint appointments that are not evenly split, the relative responsibilities in teaching should rotate on a regular basis.[3]

Overloads

Beyond the annual workload percentages listed above, each full time faculty member also has the opportunity to teach overloads, if available, in fall, spring, and summer semesters. These overloads are not included in the calculation of workload percentages.

Research Inactive

A faculty member will be considered research inactive if they fail over a period of the previous 4 calendar years to engage in an ongoing program of scholarship, including some combination of these activities: disseminating scholarly work in peer-reviewed journals or scholarly books and presenting at scholarly conferences; disseminating knowledge or engaging with academic or nonacademic audiences and communities; actively seeking internal and external funding; or meaningfully engaging students in scholarship.

When the Department Chair determines that a faculty member may not have met the criteria for research activity for the previous 4 calendars years, the tenured members of the Executive Committee will review the faculty member's materials and make a decision concerning the research inactive designation. In consultation with the Chair of the Department of English and the Dean of the College, the faculty member will prepare and pursue a written plan for improved contributions which may include the identification of resources for mentoring and support of a faculty member in their research program or a reallocation of the faculty member's workload. A faculty member who has been recommended for the research inactive designation may appeal this designation to the Tenure and Promotion Committee (as composed of faculty at the same

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[3] Unit heads should coordinate the details of joint-appointment responsibilities with one another and in consultation with the jointly appointed faculty member.

rank or above). Faculty members who are designated research inactive will be reviewed by the Chair and Executive Committee each year to determine whether this designation should change based on new work.

Accessibility of information
The workload guidelines for full-time faculty members and the model (e.g. the distribution of duties, such as, for example 40/40/20 or 80/20) of each full-time faculty member can be found in the Governance Documents folder of the department's SharePoint site. The department will review and revise, if appropriate, the workload guidelines every five years, and update posted materials. Any changes to the policy proposed on review must be approved by the unit faculty, the Dean, and the Provost.

Workload Principles
Each spring, the Chair of the Department meets with full-time T/TT faculty members to discuss research, teaching, and leadership and service activities[4], and the Director of the Writing Program meets with NTT Teaching Professors to discuss teaching, research and professional development, and leadership and service activities. The aim of these meetings is to ensure that faculty members are fulfilling their responsibilities proportionally, to evaluate how responsibilities have been carried out over the previous three years, and to plan for the coming year.

In some cases it may be appropriate to develop a written plan for the future, depending on a number of factors: a need to address balance in workload across categories; a request for a change in workload; an increase in leadership and/or service activities beyond what is expected; support for completion of a research project; an acknowledgment of personal circumstance, such as illness, a death in the family, etc.; and for Teaching Professors, support for faculty development. Our workload policy and the consideration of individual cases of faculty workload are guided by the aim of creating and sustaining a diverse and inclusive workplace: our goal is a working environment which supports the work and human dignity of all members, regardless of race, color, sex, disability, religion, national origin, sexual orientation, gender identity, veteran's status, age, physical appearance, or body size.

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[4] Tenure-track faculty members also meet with their mentor(s) to discuss their program of research, teaching, and service. For faculty with joint appointments, unit heads will meet at the end of each year to coordinate workload expectations for the faculty member for the following two semesters.

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.

EMD   Document is consistent with published College and University policies.

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

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

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

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

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

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

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

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

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

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

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

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

EC   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:

EMD   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.

EMD   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.