

Northeastern University
Bouvé College of Health Sciences
School of Nursing

Workload Policy

All faculty members make substantial and meaningful contributions to the school, college, and university in various ways. Faculty workloads, which are at best an approximation, reflect that nursing faculty are clinically competent educators, practitioners, and researchers. Those faculty who show significant effort in excess of their negotiated workload should be recognized for that effort during merit review.

I. Types of full-time faculty appointments with distribution of duties

A. Tenured Faculty

- 40% Teaching¹
- 40% Research
- 20% Service

B. Tenure-Track Faculty

- 40% Teaching²
- 50% Research
- 10% Service

C. Non Tenure-Track Faculty

- 60-70% Teaching
- 10-20% Scholarly activity
- 20% Service

D. Joint appointments

Some faculty are hired jointly by two different units or colleges at Northeastern University. The procedure for ensuring agreement about workload balance between the two units/college and the faculty member is as follows:

1. The academic unit heads (e.g., school dean, department chair, etc.) will compose a memo of agreement (MOA) using the workload policy parameters of Bouvé College. The faculty member will review the MOA and negotiate changes accommodating the two unit parties.
2. The respective unit heads will assign 100% percent effort of faculty (in teaching, research/scholarship, and service) by working the 'best fit' for the faculty and the unit.

¹ Tenured faculty without an active program of research (see 2.B.1) will have a 60% teaching load with a scholarship expectation of 10-20% and a service expectation of 20-30%.

² Tenure Track faculty will have teaching workload reduction during tenure probationary period as stated in the offer letter.

3. Salary compensation by the unit/college will depend on this distribution of teaching, research/scholarship, and service.
4. Each unit will compose specific goals and measurable metrics with the faculty member and include it in the MOA. The MOA will be reviewed every year at the time of merit review by each unit head and the faculty member, resulting in a joint merit document for the faculty.

II. Types of work

A. Teaching

1. Percent/Load equivalent³:

About one course = 10% load. Examples of typical loads:

- a. 39-week contract with a 40% load = 2 courses per semester or total 4 courses per academic year (2-2)
- b. 39-week contract with a 60% load = 3 courses per semester or total 6 courses per academic year (3-3)
- c. 52-week contract with a 60% load = 3 courses per semester or total 9 courses per calendar year (3-3-3)
- d. 52-week contract with 70% load = same as A.1.c with an additional course added in one semester (e.g., 4-3-3)

2. Considerations for workload negotiation*:

- a. Class size and type
- b. Mode of instruction
- c. Preparation of new course or innovative method
- d. Mentoring of part-time clinical faculty
- e. Chair of PhD Dissertations, DNP scholarly projects or other student research projects
- f. Faculty with external research funding may buy out of teaching in a manner described in the *College Externally-funded Research Support Policy*.

*All faculty must teach a minimum of one course per academic year.

B. Research/Scholarly activity

1. *Research activity for* Tenure-track and Tenured faculty is defined as a program of research that demonstrates evidence of progressive development and contribution of new knowledge to a chosen field or translation of knowledge to new populations. Scholarly productivity should be at a level that is consistent with expectations of peers and aspirational schools at Research-1 universities. Examples of research activity include (but are not limited to):

- Development and submission of research proposals and grants,
- Carrying out the aims of funded research,
- Data collection and analysis,
- Dissemination of results in publication and presentations,
- Manuscript, abstract and grant submissions,
- Mentoring junior faculty to promote a culture of success,
- Leadership demonstrated by participating in editorial boards and organizations.

2. *Scholarly activity* for Non tenure-track faculty is distinguished from that of tenured/tenure-track faculty. There is no expectation for a major focused program of original research (i.e., the scholarship of discovery) but scholarship activity is understood to be intellectual work that is visible, disseminated to professional audiences, and validated by peers. Emphasis is placed on work that brings professional peer recognition as practitioner-educators. Examples of scholarly activity include (but are not limited to):
 - Published evaluations of novel approaches to teaching or teaching methodology, innovative approaches to teaching in clinical settings, patient-care services, program development and innovation, outcomes of innovative programs and/or services;
 - Planning, conducting, and disseminating clinical Quality Improvement Project;
 - Evidence of external transfer of innovative teaching and/or clinical service models;
 - Authorship of professional practice guidelines and publications of textbooks, book chapters, monographs, videotapes, extended learning materials, or other educational materials;
 - Invited presentations, poster and podium presentations, and published abstracts;
 - Consultation to government agencies, industry, or professional groups;
 - Competitive grants or contracts for teaching, practice, or service programs;
 - Authorship in peer reviewed publications.
3. *Professional Development* activities may include participation in and/or attendance at:
 - Conferences, trainings, seminars and colloquia related to the professional practice and/or research area.
 - Conferences, trainings, seminars and colloquia to enhance current skills as they relate to the professional practice or research area, or to the education process.

C. Service

1. *To the Institution* (school, college, university) is expected of all faculty members and includes activities such as:
 - Attendance and engagement at faculty meetings,
 - Membership on committees (school, college, and/or university level),
 - Membership on student dissertation and scholarly project committees,
 - Advising and/or precepting at the undergraduate and/or graduate level,
 - Supervision and oversight of part-time faculty,
 - Faculty and student recruitment,
 - Student group mentorship.
2. *To the Discipline/Profession* may include activities such as:
 - Clinical practice in a health care setting,
 - National board certifications or awards,
 - Expert panel or committee membership,

- Participation in local, state, regional, national or international professional organizations and publications (e.g., journal reviewer, service on editorial boards).
3. *To the Community/Public* may include activities such as:
- Health-related community service projects,
 - Invited presentations to the public,
 - Consultation with community healthcare agencies.

While service to the discipline/profession and community/public are valued by the School and College, they may not take the place of service that is needed to the School, College and University.

4. All full-time faculty are expected to serve on committees or workgroups (e.g., task force, subcommittee, etc.) at the school or college level. Additional service workload percentage may be assigned by the school dean for activities including, but not limited to:
- Chair of an internal (within university) committee or workgroup,
 - Additional internal and/or external committee or workgroup service,
 - Professional leadership position outside the university.
5. Additional workload percentage may be negotiated between the school dean and faculty who serve as a Program Director with administrative duties including, but not limited to:
- Marketing and recruiting activities;
 - Engagement with potential and actual applicants (phone, face-to-face, at conferences, etc.);
 - Clinical site affiliations (e.g., securing student placements, site visits);
 - Student advisement and professional development activities;
 - Maintenance of student files and database records for the SON/Bouvé, various credentialing agencies, and for program evaluation;
 - Preparation of student statistical reports for the SON/Bouvé and credentialing agencies;
 - Curriculum responsibility and overall program oversight.

III. Policies

- A. Review of policy: The SON Steering Committee will appoint an ad hoc committee of the school to review and update the Workload Policy at least every 3 years⁴, or as needed with university policy changes. Revised policies must be voted on and approved by the full-time SON faculty, college dean and the provost.
- B. Location of policy: The workload policy and the list of faculty members' annual workload percentage distributions will be posted on the SON SharePoint site by May 30 each year.

⁴Policy review to be done annually for the first 3 years after initial approval (years 2020, 2021, 2022).

Policy approved by: SON FT faculty on 12/18/17; Bouvé College dean on 12/21/17; sent to Provost on 12/22/17; SON voted provost changes 09/17/18; Provost approved 09/21/18.

Revised & approved SON FT faculty on 04/13/20; approved by Bouvé Dean 07/21/2020; Provost approval on 01/11/2021

- C. Modifications: Workload distributions may be modified for specific criteria including but not limited to maternity/adoption leaves, medical leaves, military service, newly hired tenure-track considerations, and when faculty are grant-funded for a percent of release time; and follow the guidelines of the appropriate departments (e.g., Human Resource Management, Provost Office).
- D. Timeline: Workload distribution for all three areas (teaching, research/scholarship, and service) will be assigned by the school dean during the annual spring goals meeting. The total workload percentages will be communicated to each faculty member with both printed and electronic copies distributed by the last day of the spring semester.
- E. Process for faculty to address workload concerns: Faculty who wish to express concerns regarding their workload assignment must do so in writing to the School Dean within 5 working days of receiving their workload letter. If the individual faculty member disagrees with the School Dean's formal workload adjustment decision, then that faculty member may forward their concerns in writing to the College Dean. The decision of the College Dean is final.

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 fulltime faculty workload policy document satisfies each of these requirements.

- 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 fulltime 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.

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

- 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.
- 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.