



Northeastern University

College of Social Sciences and Humanities

Full-time Faculty Workload Policy for the World Languages Center College of Social Sciences and Humanities

Document Approved by Unit on October 3, 2018

Document Approved by Dean on October 4, 2018

Document Sent to Provost Office to Be Included in Master Lists for All Units October 4, 2018

Document Approved by Provost October 5, 2018

- 1. Overview:** The World Languages Center, hereafter referred to as WLC, is approving this policy in compliance with the Faculty Handbook statement on faculty workloads approved by the Faculty Senate on April 4, 2017 and approved by the Board of Trustees on June 7, 2017 and with the workload guidelines subsequently issued by the Office of the Provost. The mission of CSSH in the Experiential Liberal Arts is to produce cutting-edge knowledge about and solutions to the political and social problems of our contemporary world; and to foster ethical reasoning and critical thought, with attention to the enduring significance of history, literature, and culture. Our goal for faculty in the College of Social Sciences and Humanities is to cultivate engaged researchers, excellent teachers, and equity in distribution of service obligations. We recognize that within our experiential liberal arts model research, teaching, service and professional development complement one another and often overlap.

The mission of WLC is to provide students with the linguistic proficiency and intercultural insights that they will need to function effectively in non-English-speaking contexts. Full-time faculty members are involved in three types of activities: research and/or professional development, teaching, and service. Being research-active means engaging in an ongoing program of scholarship, disseminating scholarly work in peer-reviewed journals or scholarly books and presenting at scholarly conferences, disseminating knowledge and engaging with academic and non-academic audiences and communities, actively seeking internal and external funding, and meaningfully engaging students in scholarship (subject to disciplinary variation). Teaching includes the leading of courses, independent studies, and directed studies, the advising of graduate students where applicable, as well as the advising and mentoring of students. Service activities within the university include committee work, advising student organizations, and involvement in roles that contribute to the Unit, College, and University. Service to the profession includes serving as a reviewer, editorial work, and serving as an elected

officer within professional organizations. Faculty will work with the unit head to effectively balance service within the university and profession. Faculty are expected to contribute to the professional development of disciplines by promoting the discovery and dissemination of knowledge in their fields through activities such as participation in professional organizations, seminars, and colloquia relevant to the individuals' academic interests and teaching mission.

2. **Appointments:** According to the Faculty Handbook, the full-time Teaching Faculty of the University is composed of tenured and tenure-track faculty members as well as non-tenure-track faculty members. Specifically, tenured and tenure-track faculty members carry special responsibilities with respect to the creation and maintenance of high-quality research programs, and tenured faculty members with respect to the promotion of tenured and tenure-track faculty members. Non-tenure-track faculty members are responsible for advancing the teaching, engagement, and service missions of the academic unit and engaging in professional development to those ends. They also contribute to the governance of their units, the college and the university. Each type of appointment carries a distinct workload effort that reflects the responsibilities and performance expectations of each faculty member. Percentages and ranges of assignments are approximate standardizations appropriate to ranks.

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.). Work effort between the two academic units should total 100%. For joint appointments that are not evenly split, the relative responsibilities in teaching should rotate on a regular basis. Unit heads should coordinate the details of these arrangements with one another and in consultation with the jointly appointed faculty member.

Full-time Faculty with 50% or more administrative load (e.g., Department Unit Head or Associate Dean) are not covered in these guidelines.

The workload policy in WLC specifies the distribution of effort, by type of appointment, as follows:

2.1 Full-time Non-Tenure-Track Teaching Professors and Academic Specialists (Assistant/Associate/Full Teaching Professor and Academic Specialist) Full-time non-tenure-track teaching professors and academic specialists hold contractual, term appointments as members of the Teaching Faculty.

- Full-time non-tenure-track teaching faculty members engage in teaching, including leading 6 courses and independent studies

as well as advising and mentoring students, in fulfillment of 80% of their work effort.

- Full-time non-tenure-track faculty members are expected to engage in service and professional development activities focused on research, scholarship, or external engagement in fulfillment of 20% of their work effort. Rubrics for assessing service and professional development are provided in the WLC Merit Guidelines document.

2.2 Full-time Professors of the Practice and Distinguished Professors of the Practice appointed in faculty positions carry a teaching load based on the four course standard and engage in external and service activities.

- Full-time Professors of the Practice appointed in faculty positions engage in teaching, including leading 4 courses and independent studies, advising graduate students where applicable, as well as advising and mentoring students, in fulfillment of 40% of their work effort.
- Full-time Professors of the Practice appointed in faculty position engage in research, scholarship, creative or external engagement activities in fulfillment of 40% of their work effort.
- Full-time Professors of the Practice appointed in faculty positions engage in service and professional development activities focused on research, scholarship, or external engagement in fulfillment of 20% of their work effort.

3. Accessibility of information: This workload policy 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 unit's SharePoint site. The workload policy only is also available on the University's general site. The unit will review and ratify the workload policy and its documentation every five years, and update posted materials as necessary. Any changes to the policy proposed on review must be approved by the unit faculty, the Dean, and the Provost.

4. Procedures: The two-semester workload assignment for an academic year for each individual full-time faculty member will be confirmed by the unit head in April. Overload activities should occur only after 100% workload assignment is met. Variance in workloads will be addressed on a case-by-case basis in consultation with the unit head and with the Dean or designate. 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.

Typical modifications in workload include those granted by parental teaching relief, contractual course reductions for tenure-track faculty, family- and medical-related leaves, grant-funded buyouts, and modifications to load related to administrative duties such as leading or designing new college/university initiatives (for example online course development or major curricular platforms). Additional considerations for teaching assignments may include class size and type; mode of instruction; supervision of capstone projects; and PhD and MA theses and dissertations advised to completion. The approval of the Dean will be required for any modifications to a faculty member's workload by the unit head.

Faculty with requests for modifications of, or concerns about, workload should first address them with the unit head. If a faculty member is concerned about a workload assignment and cannot resolve the concern with the unit head, he or she may appeal the assignment to the Office of the Dean. If a faculty member continues to have unresolved concerns after the Dean has made a determination on the appeal, he or she should consult the Grievance Process as specified in the Faculty Handbook.

World Languages Center Stacey Katz Bourns, Director

Approved by the Faculty Senate on 4-5-17 (29 0.0) to be located on the Senate website upon BOT approval of the module entitled *Faculty Workloads*

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.

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

Document is linked to the Centers Ment Guidelines.

- If the unit has one or more faculty with joint appointments in other units: N/A
- N/A 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.
- N/A 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.