

Workload Policy for 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 workloads¹, 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,

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).

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.

Research or creative expression entails engaging in an ongoing program of peerreviewed 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 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 MA and PhD committees. Before their sabbatical, tenured faculty are expected to plan with their PhD advisees as necessary to ensure students' continued progress in the program during the sabbatical. These faculty may continue advising students while on sabbatical, but this advising is not part of their formal workload during that period.

- 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 fewer courses, either by contract, because of an administrative release, or through a

grant buy-out. Their workload is adjusted accordingly; see notes in the chart for examples.

- While the assigned teaching load for teaching-track faculty is six courses per year, some faculty teach fewer courses because of administrative releases. Their workload is adjusted accordingly; see notes in the chart for examples.

Service within the university includes service to the department, college, and university. This includes work such as serving on and chairing committees, advising student organizations, and work in roles that contribute to the department, college, and university including teaching and training workshops, serving as graduation marshals, reviewing for prizes, organizing events, and so on. 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.

All faculty are expected to perform service in support of the English Department (including the English Programs and the Writing Program) and 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 research and/or teaching.

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, such as Director of Graduate Studies, Director of Undergraduate Studies, Director of the Writing Minor, Director of the Writing Program, Director of First-Year Writing, Director of Advanced Writing in the Disciplines, Director of the Writing Center. They also include administrative leadership positions in the college or university (for example, Director of the Humanities Center, whether designated temporarily as a result of exigent initiatives, appointed, or made permanent through new curricular commitments).

In addition to specific service responsibilities on committees and the like, all full-time faculty are expected to attend three annual Department faculty meetings and their respective Program 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 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. Teaching Professors in the Writing

Program are expected to attend and participate in the three annual program-wide meetings, participate in the peer class observation process, and serve on committees as appropriate. In addition, T/TT faculty and Teaching Professors are expected to participate (for 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 sustaining the department and represent the basic expectation for service for T/TT faculty and Teaching Professors.

Annual workload for each full-time faculty member will be allocated in percentages of professional time devoted to specific activities and performance expectations in the following categories (see Workload Chart below). For Tenured/Tenure-Track Faculty, teaching (including teaching and education); research (including research and creative expression); and service. For Teaching Professors, teaching (including teaching and education) and professional development and service (including research, creative expression, professional development as specified above, and service).

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 workload of jointly appointed faculty members is proportional to the percentage of the appointment. The workload of jointly appointed faculty reflects the expectations of the type of appointment (e.g., tenure-track, tenured, etc.). Unit heads should coordinate the details of joint-appointment responsibilities with one another and in consultation with the jointly appointed faculty member.

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; and 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 calendar 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 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, leadership, and service activities. The Director of the Writing Program meets with Teaching Professors to discuss teaching, research and professional development, and leadership and service activities. 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. Tenure-track faculty members also meet with their mentor(s) to discuss their program of research, teaching, and service. 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.

Our Department is committed to a workplace culture of pluralistic inclusivity that fosters belonging, respect, for difference, and the human dignity of all members.

Workload Chart

The Workload Chart indicates standard annual workloads, as well as examples of changes due to course releases. For tenure-track faculty, one course is 10% of the standard workload; for teaching professors, one course is 13.3% of the standard workload; adjustments to workload from course releases may be calculated accordingly along the lines of the examples here. In this document, percentages rounded slightly as we use these a thumbnail measure.

Assistant 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.

Standard Annual Workload

Teaching	90%
Service and professional development	10%

Associate and Full 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.

Standard Annual Workload

Teaching	80%
Service and Professional Development	20%

Sample Annual Workload of TP with a course release
(teaching five classes per year)

Teaching	70%
Service and Professional Development	30%

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 to perform service.

Standard Annual Workload

Teaching	40%
Research	50%
Service	10%

Associate and Full 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 clear program of research and an ongoing commitment to publication and dissemination of work and to perform service.

Standard Annual Workload

Teaching	40%
Research	40%
Service	20%

Sample Annual Workload of TT faculty with a course release for service
(Teaching three classes for the year, release for service role)

Teaching	30%
Research	40%
Service	30%

Sample Annual Workload of TT faculty with a course release for research (Teaching three classes for the year, release for grant)

Teaching	30%
Research	50%
Service	20%

Sample Annual Workload of TT faculty on sabbatical for one semester
(Workload of all research for the sabbatical semester, and a standard workload of two courses, research and service for the other semester)

Teaching	20%
Research	70%
Service	10%