

Northeastern University
Bouvé College of Health Sciences
School of Nursing

NUSON WORKLOAD POLICY

I. INTRODUCTION

The School of Nursing at Northeastern University (NUSON) recognizes the diverse and meaningful faculty contributions to the school, college, university, and profession. Faculty workload is designed to reflect a faculty's roles and contributions. This policy applies to tenured/tenure-track faculty and non-tenure-track benefits-eligible faculty who are full-time 52-week appointment or reduced academic year 38-39 week appointment in the School of Nursing. This workload policy is not applicable to part-time faculty who are hired by semester. As defined in NUSON Bylaws, full-time faculty review, discuss, revise, and vote to approve NUSON Workload Policy revisions.

II. TYPES OF FACULTY APPOINTMENTS

A. Tenure Track Faculty (Research Active)

- 40% Teaching
- 50% Research
- 10% Service

Definition of Research Active Faculty

A faculty member is considered **research active** when they demonstrate sustained scholarly productivity and engagement in research activities that advance knowledge in their discipline. This includes:

Essential Criteria (must meet at least 3 of the following annually):

- Publishing peer-reviewed journal articles, books, or book chapters
- Securing external research funding as PI or Co-I, or actively submitting competitive grant proposals
- Presenting research at national/international conferences
- Supervising graduate student (MS/PhD) research or postdoctoral scholars
- Maintaining an active research lab or research program

Supporting Indicators:

- Patent applications or issued patents
- Editorial board service for academic journals
- Peer review activities for journals and funding agencies
- Research collaborations with industry or other institutions
- Mentoring undergraduate research projects
- Organizing symposia or conferences in the field

Minimum Expectations: Research-active faculty typically demonstrate a consistent pattern of 2-3 peer-reviewed publications per year (adjusted for disciplinary norms), active pursuit of external funding appropriate to their field, and regular dissemination of research findings through conferences or other scholarly venues.

B. Tenured Faculty (Research Inactive)

- 60% Teaching
- 10-20% Research
- 20-30% Service

C. Tenure Track Faculty (Research Active)

- 40% Teaching
- 50% Research
- 10% Service

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

D. Non Tenure Track Faculty

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

E. 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 both units. The faculty member will review the MOA and negotiate changes with both unit heads.
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.
3. Salary compensation distribution 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 them 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.

III. **WORKLOAD ASSIGNMENT**

PROCEDURE FOR ESTABLISHING WORKLOAD

The NUSON Dean in collaboration with the Assistant Prelicensure and Graduate Deans, Program Director(s), and faculty member will develop the academic year workload assignment. Workload distribution is in the areas of teaching, research/scholarship, service, and administrative, if applicable. All faculty must teach a minimum of one course per academic year. Faculty with external research funding may buy out of teaching in a manner described in the *College Externally-funded Research*

Support Policy.

The total workload percentages will be communicated to the faculty member following the merit review meeting and letter during the spring semester. 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.

MODIFICATION OF WORKLOAD ASSIGNMENT

Assigned workload modifications may be made throughout the academic year to reflect the needs of the program and NUSON, as well as individual faculty needs. Additional circumstances may include, and are not limited to, parental or medical leaves, military service, newly hired tenure-track considerations, and when faculty receive grant funding associated with release time. Modifications follow the guidelines of the appropriate departments (e.g. Human Resources, Provost Office) and Faculty Handbook.

APPEALS PROCEDURE FOR WORKLOAD CONCERNS

Faculty have the right to discuss concerns regarding the workload assignment. Concerns may be addressed by the following procedures:

1. A formal letter is to be written by the faculty member and given to the School of Nursing Dean within five business days of receiving the individual workload assignment.
2. A formal meeting between the faculty member and the SON Dean will be scheduled within five business days to discuss the appeal with the faculty member and the SON Dean.
3. The SON Dean will review the appeal letter and applicable documentation to determine the appeal within five business days of the meeting. If the faculty member does not agree with the School of Nursing Dean's decision at the time, they may appeal to the Bouvé College Dean. The decision of the Bouvé College Dean is final.

IV. TEACHING

A. WORKLOAD UNIT (WLU)

Workload Units are calculated based on course credit hours, as the School of Nursing offers 1-6 credit courses.

Credit Hours	Base WLU
1-2 credits	0.5 WLU
3-5 credits	1.0 WLU
6 credits	2 WLU

Target WLU Ranges by Teaching Percentage

Teaching %	Target WLU Range 52 weeks	Target WLU Range 39 weeks
70%	10-11 WLU	8 WLU
60%	8-9 WLU	6-7 WLU
50%	6-7 WLU	5 WLU

Teaching %	Target WLU Range 52 weeks	Target WLU Range 39 weeks
40%	5 WLU	4 WLU
30%	4 WLU	3 WLU
20%	3 WLU	2 WLU
10%	1 WLU	1 WLU

B. TEACHING CONSIDERATIONS

- 39-week appointments: Distribution of WLU across two semesters
- 52-week appointments: WLU include summer semester assignments

1. COURSE ENROLLMENT GOALS

Prelicensure (Undergraduate):

- In-person courses: Goal of 25 students/section
- Asynchronous online courses: Maximum 25 students/section

Graduate:

- In-person and online courses: Goal of 25 students/section
- Didactic course with on ground &/or online lab component: Goal of 12 students/section (e.g., NRS 6115 Health Assessment)
- Courses exceeding 25 students receive a 2x workload multiplier

2. CLINICAL SKILLS LAB COURSES

1 WLU per clinical lab course, regardless of credit hours assigned

Prelicensure:

- Maximum 10 students/faculty (Board of Registration in Nursing requirement)
- Lab participation (outside of teaching course): 0.2 WLU per 4 hours (0.05 WLU per hour)

Graduate:

- Maximum 8 students/faculty

3. SIMULATION

- Course faculty leading simulation within their own course: Included in course teaching WLU
- Simulation participation (outside of teaching course): 0.2 WLU per 4 hours (0.05 WLU per hour)
- Simulation lead (*to be defined*): hours/semester WLU *to be determined*
- Specific WLU values for simulation development and facilitation are under review

4. CLINICAL COORDINATION/ADVISING

Prelicensure:

- 10 clinical sections = 1 WLU

MSN-NP/CAGS/Certificate:

- Up to 8 students per clinical instructor

Graduate Programs:

- 1 WLU per clinical practicum course, regardless of credit hours assigned

BSN-DNP Programs:

- NP track: Up to 8 students per clinical instructor
- Nurse Anesthesia: 6-8 clinical students per cohort = 3 WLU annually

Clinical Advisor (NAP):

- 12-15 students across 8 clinical sites per faculty

Practicum Course

- Prelicensure: Goal of 6 students, maximum 10 students/section
- Graduate: Maximum 7-8 students/section

DNP Project Faculty Advisor

- WLU value per student 0.25X (once for 4 DNP Project courses)

5. TEACHING WORKLOAD MULTIPLIERS OR ADDITIONS**Course Delivery Format Multipliers**

All course delivery formats receive the same multiplier:

- In-person: 1.0x
- Synchronous online: 1.0x
- Asynchronous online: 1.0x

Course Type Multipliers

- Didactic courses: 1.0x
- Lab/Skills courses (Undergraduate): 2.0x (max 1WLU)

Class Size Modifiers

Applies to both Undergraduate and Graduate courses:

- Enrollment between 26-39 students: 1.5x multiplier
- Enrollment exceeding 40 students: 2x multiplier

Special Notes

- Online undergraduate courses have a maximum enrollment of 25 students
- Graduate courses divide into two sections when enrollment exceeds 25 students (each section counted as separate course)

6. SPECIAL CIRCUMSTANCES

- New course development (new course number or significant credit hour change): +0.5 WLU
- Major course revision (substantial content updates): +0.3 WLU
- First time teaching a course: +0.3WLU

7. Course facilitator/coordinator

- Single faculty teaching the course: no WLU for continuous course improvement
- 2-4 sections of a course coordination in a semester: +0.3 WLU for each semester the course is taught
- 5 or more sections of a course coordination in a semester: +0.5 WLU for each semester the course is taught

8. **Items NOT Included In Teaching WLU** (recognized through merit review):
- Teaching awards or nominations
 - CNE certification or recertification
 - Guest lecture within NU (teaching in another faculty's course)
 - Last-minute course assignment (assigned ≤ 14 days before semester start)
 - Prelicensure clinical teaching is not included in teaching workload

V. RESEARCH/SCHOLARSHIP

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. **Scholarship 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.

VI. 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** (is recognized but not included in workload) 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** (is recognized but not included in workload) 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.

VII. ADMINISTRATIVE

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.

VIII. POLICY MAINTENANCE

- A. Review of Policy:** The SON Faculty and Staff Council will appoint an ad hoc committee of the school to review and update the Workload Policy at least every 3 years, 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. Policy Location:** 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.

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 and approved Provost changes 9/17/18; Provost approved 9/21/18.

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

Revised and approved by: SON FT faculty on 2/10/26; Approved by Bouvé Dean on 4/9/26; Provost approval on 5/7/26.

Next review: AY 28-29

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.

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