

**Department of Public Health and Health Sciences Full-Time
Faculty Workload Policy**

<u>Approvals</u>	<u>Date</u>
Faculty	4/10/2026
Department Chair	4/10/2026
Dean	4/13/2026
Provost	5/7/2026
Revisions for clarity based on Provost's Office review	7/31/2026
Next Review	AY 28-29

1) Introduction

The Department of Public Health and Health Sciences Full-Time Faculty Workload Policy is intended to reflect the mission and goals of the department. This policy is designed to assure that workload is equitably distributed across all types of faculty members and that the allocation and reporting of teaching, research and service responsibilities are done in a transparent and consistent manner. This policy has been created in accordance with the 2017 workload policy criteria jointly approved by the University's Provost and the Faculty Senate. This policy has been reviewed in the 2025-26 academic year and will be reviewed every three years thereafter.

The current version will be distributed annually to the full-time department faculty at the beginning of each academic year at the first faculty and staff meeting of the year. Full-time faculty can submit a written request, at any time, to the Chair of the Department of Public Health and Health Sciences for a current list of faculty workload assignments. The workload policy will be available on the department's Canvas, SharePoint, or similar university-sponsored electronic site. An up-to-date copy of the Department of Public Health and Health Sciences Full-Time Faculty Workload Policy will be provided to the Dean of Bouvé College of Health Sciences if any changes are made in the document and is posted at provost.northeastern.edu

Collective efforts by faculty and leadership to adhere to this policy will help enhance the overall quality of the department's programs and fulfill the mission of the department. The mission of the Department of Public Health and Health Science is to provide state-of-the art, experiential education to students seeking to excel in careers related to public health and healthcare. We conduct research and scholarship across biological and structural levels to expand knowledge and devise solutions for complex health issues to improve the health of our local and global communities.

In line with this mission, our students develop strong foundations in critical thinking, quantitative reasoning, and effective communication. These skills empower them to serve as

leaders in public health and health sciences to address pressing social challenges locally, nationally, and globally. Our research and teaching are at the cutting edge of the technologies that are transforming public health and healthcare.

Per the *Faculty Handbook*, the annual workload of all full-time faculty members will be distributed among teaching, research/scholarship/creative activities/professional development, and service. The percentages of these activities will vary by faculty title and type of faculty appointment; they may also vary over the course of a faculty member's career.

The department Chair will review and determine each faculty member's workload annually in the spring semester preceding each academic year following the merit review process. Modifications to the distribution of effort in the workload assignment can be discussed with and approved by the Chair.

2) Workload Distribution by Type of Faculty Appointment in the Department of Public Health and Health Sciences

2.1 Types of Faculty Appointment:

- Tenured Faculty – Associate or Full Professors
 - 100% PHHS appointment
 - Jointly appointed - PHHS tenure home
 - Jointly appointed - non-PHHS tenure home
- Tenure-Track Faculty – Assistant or Associate Professors
 - 100% PHHS appointment
 - Jointly appointed - PHHS tenure home
 - Jointly appointed - non-PHHS tenure home
- Non-Tenure-Track Faculty (e.g., Clinical Faculty, Teaching Faculty, Research Faculty, and Professors of the Practice)
 - 100% PHHS appointment
 - Jointly appointed - PHHS primary home
 - Jointly appointed - non-PHHS primary home

2.2 Workload Distributions:

Tenured or tenure-track workloads are based on 8-month annual faculty appointments, while non-tenure-track appointments may be based on either 8-month or 12-month appointments. Individual faculty will be appraised of their workload distribution in the preceding academic year by the Chair. Faculty may request clarification of their distribution from the Chair at any time.

- Tenured Faculty
 - 10-40% Teaching, 40-70% Research, 20-30% Service
- Tenure-Track Faculty

- 10-40% Teaching, 50-80% Research, 10% Service
- Non-Tenure-Track Faculty
 - 60-80% Teaching, 10-20% Research/Scholarship/Creative Activities/Professional Development, 10-30% Service
 - The percentages for teaching, research and service for non-tenure-track faculty differ based upon the type of appointment in accordance with individual appointment letters and guidelines in the *Faculty Handbook*. Non-tenure-track faculty are expected to contribute primarily to the teaching and service needs of the department.
 - The range of percentages for teaching, research and service are based on several factors including years since hire given that new tenure-track faculty are typically released from some teaching requirements in favor of research workload their initial years. Grant-funded course buyouts also increase research workload with accompanying decrease in teaching and/or service workload. Departmental leadership positions are associated with increased service workload, with accompanying decrease in teaching and/or research workload.
- Research faculty
 - Research faculty appointments are typically 100% research.
- Jointly Appointed Faculty
 - The percentages for teaching, research, and service for jointly appointed faculty (in any category) are based upon percent appointment in the Department of Public Health and Health Sciences and will be determined by the Chair in conversation with the head of the other academic unit(s). These determinations will be made and communicated annually to the jointly appointed faculty member in the spring semester of the preceding academic year.
 - The work effort of jointly appointed faculty members is proportional to the percentage of the appointment. Jointly appointed tenured or tenure-track faculty members carry a primary obligation to the tenure home and a secondary obligation to the non-tenure unit (i.e., within each category of teaching and service, responsibility for determining workload rests mainly with the primary unit). When units have different standards for jointly appointed faculty, it is the expectation that standards of the tenure home unit will apply, in conversation with the faculty member and secondary unit head and with reference to the faculty's appointment letter. Teaching and service activities of jointly appointed faculty members should contribute to the overall goals of each unit.

3) Workload Definitions

3.1 Teaching:

All full-time faculty with teaching workload are expected to participate in the department's educational programs through teaching. Teaching is defined as activities involving interactions with and advancing learning outcomes of students that are consistent with the University's educational mission and goals. Classroom, online, or hybrid instruction of a 3- or 4-credit course is equivalent to 10% teaching workload.

The standard teaching workload for tenured and tenure-track faculty is 4 courses per academic year. However, new tenure-track assistant professors will have a 50% teaching load reduction in their first two years of employment in Bouvé, and a 25% teaching load reduction in their third year. This will result in the following modifications to workload assignments for years 1-3 for tenure-track faculty.

- Years 1 and 2: 20% Teaching, 70% Research, 10% Service
- Year 3: 30% Teaching, 60% Research, 10% Service

The teaching workload for non-tenure track faculty is 6 academic courses per year (if on a two-semester contract) or 8 courses (if on a 12-month contract).

Tenure-track or non-tenure track faculty who secure external funding may receive a reduction in their teaching. To obtain such a course reduction, external funding is paid from the principal investigator to Bouvé College to support the teaching the faculty member would ordinarily have done. The amount of payment must be consistent with the Bouvé Externally-funded Research Support Policy. Research "buy-out" is limited to three courses per academic year, except with approval from the Chair. All tenure-track and non-tenure-track faculty must teach a minimum of one course per academic year.

In accordance with tenure and promotion guidelines, supervising and mentoring graduate and undergraduate student research, providing experiential learning opportunities, and scholarly/professional activities that enhance teaching effectiveness are contributions to the teaching workload. In extraordinary circumstances, the Chair, at their discretion or at the petition of the faculty member, will consider a combination of the following educational activities in reducing annual teaching assignments. These educational activities include, but are not limited to:

- Developing a new course (on-campus, hybrid or online)
- Instructing an existing course for the first time
- Teaching courses across more than one campus in Northeastern's global network in an academic year
- Teaching multiple different courses across the academic year (3 or more course preparations)
- Serving as course coordinator
- Teaching courses with large enrollment (49 or more students)
- Preparing and teaching new Dialogue of Civilizations course, when such course is part of regular workload
- Instructing a Service Learning designated course
- Instructing a 1-credit course (Intro to College) or modularized courses

- Teaching variable credit Directed Studies (undergraduate or graduate)
- Supervising undergraduate Honors Projects/Capstones
- Supervising MPH Capstones and Theses
- Membership on PhD dissertation committees

3.2 Research/Scholarship/Creative Activities/Professional Development:

All tenure-track and tenured faculty are expected to engage in research and scholarly activity as is appropriate for their disciplines and rank to earn distinction in their respective fields. Research active faculty are expected to show evidence of peer recognition through some combination of these types of activities: an ongoing program of scholarship; demonstrated track record of grant proposal submission; obtaining funding; dissemination of scholarly contributions such as those in peer-reviewed or other respected academic journals or scholarly books, and presenting at scholarly conferences or other public venues at a level that is consistent with expectations for peer institutions and aspirational schools at Research 1 universities; and a plan for scholarly productivity in the coming year. In the context of this workload policy, all research activity should be in alignment with tenure and promotion guidelines as set forth in the *Faculty Handbook*.

It is expected that research/scholarship/creative activities/professional development will account for at least 10% of the workload for all non-tenure-track, tenured, and tenure-track faculty.

If the merit committee and the Chair assign to a tenure-track faculty member an annual research score of 1 (i.e., indicating “needs improvement” status) in accordance with the department’s Merit Review Process (effective 2026), the reason for the low score will be documented and the Chair will notify the faculty member. The faculty member may request guidance on a plan to raise the research performance score.

If a tenure-track faculty member receives this score of 1 from the merit committee and the Chair for 3 consecutive years, the Chair will notify the faculty member that they are assigned to research inactive status beginning the following semester. At any point, a faculty member may request the creation of a plan, in agreement with the Chair, to regain research active status based on improved research activity. The faculty member will return to research active status the semester after either the merit committee and Chair assign research scores of 2 (i.e., indicating “meets expectations”) or 3 (i.e., indicating “exceeds expectations”).

Tenure-track faculty who are not research active will have a 50-60% teaching workload (5 or

6 courses per year). The remainder of their workload will be allocated to service and professional development/scholarship, at the discretion of the Chair.

3.3 Service:

In the context of this workload policy, all service activity should be in alignment with guidelines as set forth in the *Faculty Handbook*. Service is defined as activities that support the university, profession, and the broader community. In cases of extenuating service commitments based on number or magnitude of effort, the Chair, at their discretion or at the petition of the faculty member, may consider either a rebalancing of service commitments within the current academic year or a reduction in future years.

Department, College and University Service: For the department to achieve its mission, it is the responsibility of each full-time faculty member to be engaged in service to the department, regardless of rank. Faculty service activities at the college and university level may also further the mission of the department. Department service includes, but is not limited to:

- Leading and serving on committees, subcommittees and working groups
- Advising student organizations
- Leading or coordinating self-study or other accreditation processes
- Participating in student recruitment events, student orientation and culminating experiences
- Mentoring faculty
- Peer teaching evaluations
- Directing educational programs
- Global campus-related service (e.g., expanding educational offerings, initiating programs, administrative coordination, etc.)

Certain administrative appointments, such as directing academic programs, serving as associate chair or College/University leadership, may increase a faculty member's distribution of FTE to service by 10-30% with a corresponding decrease in teaching, at the discretion of the Chair.

Additional activities that would be weighted by the Chair in consideration of annual service workload include, but are not limited to, serving as:

- Department Associate Chair
- Graduate Program Director
- Undergraduate Program Director
- Undergraduate Associate Program Director

- Director of Center or Institute
- Other director or leadership roles within the department

Faculty citizenship, as reflected through engagement and collegiality, is an expectation for all faculty members in the department. All faculty are expected, in proportion to their department appointment, to attend all faculty meetings, support faculty searches, and attend department seminars/colloquia.

Service to Field, Profession, and Community: Service to the profession and field may include, but is not limited to, leadership and other roles in professional organizations and societies, advisory boards, journal editorial review boards, as well as serving on grant review boards, and ad hoc peer reviews of articles, conference abstracts, books, and grant proposals. Community service includes contributions made in a professional capacity to the wider community, including community boards and organizations. Faculty are encouraged to engage in external service, but such service does not exempt them from assigned service responsibilities at the department, college, or university levels.

4) Additional Circumstances and Activities

Modifications to the distribution of effort in the workload assignment may involve special situations including, but not limited to: parental leave, family leave, adoption leave, and medical leave. Such situations will be processed in accordance with university policy.

5) Process for Faculty to Address Workload Concerns:

Faculty who wish to discuss concerns regarding their workload assignments should first bring their concerns to the attention of the department Chair. If unable to resolve at this level, faculty may bring their concerns to the College dean. The decision of the Dean of Bouvé College of Health Sciences is final.