

BOUVÉ COLLEGE
Department of Communication Sciences and Disorders (CSD)
Workload Policy

Per the document entitled “*Criteria for the Development and Display of Full time Faculty Workload*” approved by the Faculty Senate on 4/5/2017 and approved by the Board of Trustees on 6/7/2017, “a workload policy document should, at a minimum, have five key sections,” as follows.

(1) Define workload and how it reflects the goals/aspirations of the unit:

CSD defines workload according to *Bouve College* (which includes a definition of research activity¹ and a definition of types of teaching²), the April 2011 *Bouvé College Senate Workload Guidelines* (which includes a definition of service³), and direction from the Dean of Bouvé College).

These guidelines reflect the goals and aspirations of CSD, as they:

1. Advance research that is informed by the needs of those with communication differences and disorders, translates to clinical practice, and improves quality of life across the lifespan;
2. Bridge research and education across the curriculum to prepare graduates to understand the science of human communication and promote evidence-based assessment and treatment of communication impairments;
3. Strengthen engagement of the department with stakeholders through research, teaching, and service;
4. Facilitate a transparent, collegial environment that engages diverse perspectives, supports collaboration, advances common interests, and promotes communication.

(2) Describe the different types of appointments and the expected percentage of distribution of duties for each type of appointment across the areas of teaching, research/scholarship/creative activities/professional development, and service. For example, Assistant Professors may have a distribution of 40% teaching, 50% research/scholarship/creative activities/professional development, and 10%

¹ Research-active may be defined as engaging in an ongoing program of scholarship, disseminating scholarly work in peer-reviewed journals or scholarly books and at scientific conferences, engaging in creative activity via performances or exhibitions, actively seeking internal and external funding, and meaningfully engaging students in scholarship (subject to disciplinary variation) in the respective area of expertise. Research activity is understood to be aligned with the University mission and at a level that is consistent with expectations for peers and aspirational schools at Research-1 universities.

² Additional considerations for teaching assignments may include class size and type, mode of instruction, supervision of capstone projects, theses and dissertations, PhD advising, and grant buy-out.

³ Participation in professional organizations, attendance at departmental/unit, school, and college meetings, membership on department/unit, school and college committees, and participation in the college’s recruitment activities are among many of the activities that are expected of all faculty as part of normal service activities.

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service; an Associate Professor may have a distribution of 40% teaching, 40% research/scholarship/ creative activities, and 20% service; a Research Professor may have a distribution of 20% teaching, 70% research/scholarship/creative activities/professional development, and 10% service:

Consistent with the 2017 *Office of the Provost Guidelines*, proposed appointment types and expected distribution of duties are outlined below. In addition, as defined by the April 2011 *Senate Workload Guidelines*, “normally, research active tenure-track faculty will have a baseline teaching workload of the equivalent of two, four-credit courses per semester, consistent with matchmate academic units. Non-research active faculty and clinical faculty will have teaching and clinical administration workloads equivalent of three four-credit courses per semester, again consistent with matchmate institutions.” Information from the 10 matchmate institutions with a CSD program will further inform the distributions below.

1) *Tenure-Track (TT) Faculty (untenured)*

- 40% Teaching (equivalent of 4 courses per academic year⁴ at the discretion of the Dept Chair; subject to grant-funded buyouts)
- 50% Research
- 10% Service

2) *Tenured Faculty: Research-active (see College definition of Research-active above)*

- 40% Teaching (equivalent of 4 courses per academic year⁴ at the discretion of the Dept Chair; subject to grant-funded buyouts)
- 40% Research
- 20% Service

3) *Full-time Non Tenure-Track (NTT) Faculty (Teaching Faculty, Clinical Faculty, Full-time Lecturer, Academic Specialist)* (assuming academic year (8 month) contract)

- 80% Teaching/On-Site/Off-Site Clinical Supervision (equivalent of 6 courses per academic year⁴)
- 10% Professional Development (includes scholarly activity)
- 10% Service

The Department’s current *Teaching Workload Metric* follows. This may be based on the information that we receive from matchmate universities.

*⁴ Teaching loads assignments may take into account additional variables, including number of students enrolled in a course, number of instructors, and use of Teaching Assistants (TAs). *Bouvé College* guidelines specify 4 courses per academic year for Tenure-Track and Tenured Faculty, with adjustments at the discretion of the Dept Chair.

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Academic Courses:

- for 0-19 students: 180 minutes in-class + 180 minutes outside of class = 360 minutes/week x 12 weeks = 72 hours/course per semester (no TA⁵);
for 20-38 students: 180 minutes in-class + 180 minutes outside of class + 90 min x 12 weeks = 90 hours/course (no TA⁵);
for 39-57 students: 180 minutes in-class + 180 minutes outside of class + 180 x 12 weeks = 108 hours/course (no TA⁵)
- Thesis Student = two 3-credit courses (UG/G): 6 hours per month per 3-credit course per semester = 24 hours/course

Clinical Courses:

- Advanced Clinical Practicum I- Clinical Supervision in the Speech-Language, and Hearing Center 1: For one client and one student dyad seen 1 x week for 45 minutes = 2.25 hours/week
 - Advanced Clinical Practica 2-4- Off-Campus Placements: Supervision (off-campus placements):
6-8 hours per student per semester x72 students = 504 hours/semester = 42 hours/week
- 4) *Full-time Faculty with 50% or more administrative load* (e.g., Program Director, Clinic Director, Department Chair and Associate Dean) are not covered in these guidelines. April 2011 *Senate Workload Guidelines* state: "Faculty with significant university, college and school administrative service may receive stipended compensation. Chairs and Directors of degree programs and other significant and school activities may receive a reduction in overall workload as approved by the School and College Dean."
→ The College will develop equitable guidelines for educational program directors early in 2018.
- 5) *Full-time Faculty with Joint Appointments*:
Chairs of both units will share their approved unit workload policies with each other and, based on the jointly appointed faculty member's % time per unit, will adjust unit workload expectations proportionally, regardless of tenure home. This determination will be made prior to an official job offer being made and included in a faculty candidate's negotiations and job offer letter.

TT and NTT workloads are assigned by the department chairperson or the Dean.

- 1) All TT and NTT faculty must teach a minimum of one course per academic year.

*⁵+TA = .25% faculty workload reduction per course

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- 2) Research-active TT or NTT faculty who secure external funding may negotiate a reduction in their teaching. To obtain a course reduction, faculty must use external funding to buy out of teaching in a manner described in the College Externally-funded Research Support Policy. Research "buy out" is limited to no more than three courses per academic year
- 3) Tenured faculty who are not research active (per College definition above) will have a 60% teaching workload (approximately 6-7 courses per year). Tenured faculty who are not research active have a professional development/scholarship expectation of at least 10% of their time and 30% service.
- 4) Professional and community service may not take the place of service that is needed for the department, College, and University.

(3) Identify criteria by which workloads might be modified including pre-tenured minimum course reductions, family leaves, maternity/adoption leaves and medical leaves:

New tenure-seeking 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. If they have external grant funding, tenure-seeking assistant professors may "buy out" of additional courses as described in the College Externally-funded Research Support Policy, but must teach a minimum of one course per year.

All other CSD criteria for workload modifications are to be consistent with the Human Resources Management (HRM) Policy on Leaves of Absences (e.g., maternity leave, family leave) (https://www.northeastern.edu/policies/pdfs/Policy_on_Leaves_of_Absence.pdf).

(4) Specify frequency of workload policy review:

Not having had a previous formally approved workload department document, CSD is in the process of obtaining data (e.g., from our Bouvé Matchmate Universities) to develop an updated, evidence-supported, departmentally reflective document that will be put forward to replace this version in Spring 2018. Subsequent review of this policy is recommended to take place during the annual CSD faculty retreat and/or the first faculty meeting of each academic year.

(5) Process for Faculty to address workload concerns:

Individual faculty that have any concerns related to their workload assignment/expectation should first discuss their concerns with the department chair. If unable to resolve at this level, faculty bring their concerns to the College dean. The decision of the College dean is final.

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(5) Describe how and where the workload document is made accessible:

In addition to where the University and College store this document, the approved workload document will be stored in the SLPA Q: drive “CSD Workload” folder for all CSD full-time faculty to access. In addition, the Department Chair will prepare a document summarizing workload assignments for each full-time faculty member, update annually as part of the merit review process, and store in the same SLPA Q drive folder.

Date of Initial CSD Approval: November 15, 2017

Date of CSD 1st Re-Approval: December 13, 2017

Date of CSD 2nd Re-Approval: January 17, 2018

Date of Bouvé Dean Approval: February 16, 2018

Date of Final CSD Approval: September 12, 2018

Date of Bouvé Dean Approval: November 16, 2018

Date sent to Provost Office: November

Date of Provost Office Approval: November 19, 2018

Checklist for CSD 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.

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

- bg 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.
- bg 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.