

February 11, 2004

## Faculty Senate meeting agenda: 02/11/2004

Faculty Senate, Northeastern University

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**DATE: WEDNESDAY, 11 February 2004**  
**TIME: 11:45 a.m. to 1:25 p.m.**  
**PLACE: Raytheon Amphitheater (240 Egan)**

**Agenda:**

- A. 2005 Budget and Academic Investment Plan (President Freeland, Provost Abdelal, Senior Vice President Mucciolo)
- B. Approval of Minutes
- C. SAC Report (Professor Lowndes)
- D. Provost Report (Provost Abdelal)
- E. Workload Policy Resolution (Professor Morrison)

WHEREAS it is vital that Northeastern University establish competitive workloads and teaching loads in its quest for top-100 research university status,

AND WHEREAS the goal of such workloads and teaching loads must be to ensure equity while recognizing and supporting faculty members' diverse strengths, talents and contributions to the University,

BE IT RESOLVED THAT the following Workload Policy be implemented University-wide in the 2005-06 academic year:

**1. Matchmate Workloads**

A normal workload for faculty at research universities includes instruction, research/scholarship/creative activities, and service. An equitable workload policy must emphasize equity of total workloads, rather than equity in one or two components of the workload.

Academic units vary in their contributions to the University mission ranging from units that focus primarily on undergraduate education to those with substantial graduate and research programs, and so it is understood that the components of the workload policy will vary from one unit to another.

Each department, school or similar unit, in consultation with the dean of the college and the Provost, will establish the metrics of its own workload policy based on comparisons with appropriate matchmate units for the academic unit. At very least, the matchmate data must identify the teaching load range and average for each matchmate unit.

**2. Teaching Loads**

Each academic unit may define its teaching loads based upon the number of courses, the number of credit hours taught, or classroom contact time, as appropriate. Either way, academic units should allow for reductions in teaching load for large classes over 75 students, writing intensive courses, supervision of doctoral theses, and the like.

**3. Tenure-Track Faculty Workloads**

Tenure-track faculty must meet the expectations of teaching, research, and service as articulated in the policy on promotion and tenure in the Faculty Handbook. Therefore, newly hired tenure-track faculty will be assigned a teaching load reduced by at least one four-credit course (or its equivalent in the unit) in each of their first two years at the University to provide the opportunity for developing their teaching and scholarly efforts. Furthermore, service expectations will be more limited than for tenured faculty.

**4. Course Buyout**

The course buyout rate for faculty seeking to reduce their teaching load using funds from external sources (i.e. grants, contracts, etc.), will be 1/6 of the faculty member's academic year base salary (including benefits) for each four credit-hour course bought out. The funds used by a faculty member for course buyout will remain in the faculty

member's department or equivalent unit. All course buyouts are subject to the approval of the Dean of the School or College.

#### 5. Merit and Equity Raises

The specific weighting of the components of a faculty member's workload must be followed in the determination of a merit or equity salary increase for the faculty member.

#### 6. Workload Evaluation Committee

Every department or similar unit will establish in its bylaws a performance evaluation committee consisting of at least two members of the tenured faculty plus the department chair or unit head. The committee members will be chosen by a method agreed to by the unit. On a periodic basis of either three, four or five years, as determined by the bylaws of the department or equivalent unit, the Workload Evaluation Committee will review the contributions and effectiveness of each faculty member in teaching, research/scholarship/creative activities and service based on the matchmate data for workloads or teaching loads from comparable units and on information for each faculty member such as annual reviews, curriculum vitae, teaching evaluations, publication records, service activities and the like. After completing these reviews, the Workload Evaluation Committee will establish workloads for the faculty within the unit with respect to research/scholarship/creative activities, teaching and service. Each unit will also establish an appeals mechanism for faculty members who disagree with the workload profile established by the committee. Although the particular workloads may vary from person to person or from time to time, each faculty member is expected to contribute to some extent to each of the three areas.

#### F. Academic Policy Committee Report on Classroom Usage Patterns (Professor Sherman)

BE IT RESOLVED, as an operations premise, that the administration accepts that reasonable excess capacity in the general use classroom inventory must exist so that the University can properly align classroom configuration with pedagogical objectives.

BE IT FURTHER RESOLVED that the Faculty Senate recognizes that the ongoing shortage of appropriate classrooms, particularly in the 20-30 seat and 50-60 seat ranges, acts to inhibit curricular reform, teaching innovation, and student satisfaction. The Senate therefore encourages the University administration to identify space not currently used for instruction, and, working in close consultation with faculty, design and quickly build as many state-of-the-art general use classrooms of these sizes as is practicable.

BE IT FURTHER RESOLVED that the Faculty Senate encourage the University to plan for further construction to ameliorate the overcrowding of the specialized classrooms and laboratories that now exist in various fields where increasing student demand cannot be met effectively due to classroom capacity limitations;

BE IT FURTHER RESOLVED that the Faculty Senate encourages the Administration to develop coherent multi-year replacement programs and budgets to maintain the currency and operational readiness of classrooms and related instructional facilities and that it insure that appropriate numbers of fully cross trained technical staff be available to support classrooms when ever they are being used.