

The Heller School for Social Policy and Management

Policy #: HS 3

Issue Date: February 25, 2011

Revised: Addition of Appendix 1

Subject: Compensation for Teaching and Educational Program-Related Activities

Purpose: To establish clear, consistent and fair policies for compensating faculty for teaching and educational program-related activities

I) Policies

- A.** Compensation for teaching and related activities is to be included as part of base salary as detailed in the individual's appointment letter.
- B.** Unless stipulated otherwise in a full-time individual's appointment letter, a full faculty workload is 4 courses per fiscal year, with each course or module equal to 1 or .5 credit respectively towards the full course load. Faculty whose appointments are focused on teaching, who are outside the tenure structure, and who do not teach the requisite 4 course equivalent (or the number required per his/her appointment letter) will have her/his compensation reduced by the pro rata amount of compensation allocated to the untaught course/module. For example, if a faculty member's appointment requires 4 courses but s/he teaches 3, then his/her compensation will be reduced by 25% of their 9 month salary.
- C.** For individuals outside the tenure structure whose responsibilities include research, community engagement and teaching, each course that counts for one workload credit is to be compensated at 15% or of the individual's full-time, 9 month salary and each module that counts as .5 workload credits is to be compensated at 7.5% of the individual's fulltime, 9-month salary.
- D.** Tenured/tenure track faculty are expected to teach 4 courses per year, unless stipulated otherwise in his/her appointment letter. Tenured/tenure track faculty who do not teach the number of courses per his/her appointment letter will have his/her compensation reduced by 15% and then by 25% of his/her 9 month salary for the first and successive courses, respectively. All reductions in tenure/tenure track faculty teaching load and compensation require prior approval of the Dean.
- E.** Significant, teaching-related activities such as advising, mentoring and/or dissertation committee participation may be compensated on an annual basis at 10% of the individual's 9 month salary, regardless of classroom teaching responsibilities. (See

Appendix 1 regarding Ph.D. Program policy.)

F. Team Teaching - For team taught courses (defined below), the norm will be to allot a total of 1.5 course credits for a full semester course and 0.75 credits for a module. For proposed 2-faculty courses, each faculty member will be given 0.75 credits for a full semester course and 0.375 credits for a module. Courses to be team-taught require the pre-approval of the Program Director, Educational Steering Committee (ESC) and the Senior Administrative Officer.

- i.** The first time a new course or module is taught, each faculty member generally will be allotted 1 credit for a full semester course and 0.5 credits for a module, up to a total of 2 total credits for the course regardless of the number of participating faculty.

G. Shared Teaching - For shared courses (defined below) each instructor will be allotted half the credit of the course or module. Thus each instructor receives 50% of either 15% or 7.5% of her/his 9 month salary, depending upon whether it is a course or module being taught. Shared teaching requires the approval of the program director, ESC and senior administrative officer.

H. Exceptions to the preceding policies may be made with the Dean's approval.

II) Additional Details and Background

A. Team teaching requires extensive classroom participation of the faculty team members throughout the semester. Team teaching is not when professors meet sequentially or alternatively with the class and does not include classes where professors deliver occasional guest lectures. For example, having one instructor teach the first half, and the second teach the second, each on one's own, is also not considered team teaching. All instructors in a team-taught course are expected to be present for all sessions of the course.

Team teaching may involve instructors from different disciplines or programs, or from within the same discipline or program. Faculty may propose and justify team taught courses during the course development process for review and approval by the appropriate Program Director and Committee and, after such approval by the Educational Steering Committee (ESC). Each request should include a clear rationale that explores the intellectual and pedagogical purposes to be served by this format. The rationale must include a full discussion of why the proposed course should be team- taught. If either the Program Director or the ESC does not feel there is sufficient justification for team teaching, if the course is offered, the course will either

be considered a regular course offering with a single responsible faculty member or a shared teaching course.

For team taught courses offered for the first time by two faculty members, each faculty member generally will be allotted 1 credit for a full semester course and 0.5 credits for a module, up to a total of 2 total credits for the course regardless of the number of participating faculty. Credits allotted to each faculty member for subsequent offerings will be reviewed and renegotiated with the Program Director in consultation with the Senior Administrative Officer. For team taught courses in the second and subsequent years, the norm will be to allot a total of 1.5 course credits for a full semester course and 0.75 credits for a module. For proposed 2-faculty courses, each faculty member will be given 0.75 credits for a full semester course and 0.375 credits for a module. Higher compensation may be considered for the second and subsequent offerings for team taught classes with large enrollments, where the faculty break into sections by degree program for part of the instructional time or for particularly complex topics. Course evaluations and the Program Director's assessment will influence both the decision to offer the course in the future and allotment of faculty teaching credits for each offering.

- B. Shared teaching** allows the distribution of teaching responsibilities in such a way that both instructors are not required to be present in the classroom for every session. For example, instructors may teach during alternative class sessions with the class or one instructor may teach the first part of the class and another the second. Shared teaching may also involve instructors from different disciplines or programs, or from within the same discipline or program. Faculty may propose and justify shared teaching of a course during the course development process for review and approval by the appropriate Program Director and Committee, and, after such approval by the Educational Steering Committee (ESC). Each request should include a clear rationale that explores the intellectual and pedagogical purposes to be served by this format. The distribution of responsibilities should be clearly outlined in the course proposal and in the course syllabus, so that students will have a clear description of what the course entails and what each instructor will be teaching.

III) Appendix 1: Compensation for Serving on Ph.D. Dissertation Committees

The Heller School Dissertation Standards and Procedures describes the dissertation committee as follows:

- A.** The committee normally has four members, one of whom serves as chair. The chair must be on the Heller faculty. At least one other member must be on the Heller faculty and at least one member must be outside the Heller faculty. The outside

member may be either from other departments or schools at Brandeis or from outside the University. All members of the committee must have a Ph.D. degree or an equivalent terminal professional degree.

- B.** As outlined in the Position Rights, Obligations and Guidelines for Hiring and Promotion (<https://secureweb.brandeis.edu/heller/heller/heller-policies/policies/Rights-Obligations-etc-7-03.pdf>), it is an obligation for full, associate, and assistant professor levels to chair and serve on dissertation committees.
- C.** As outlined in the Position Rights, Obligations and Guidelines for Hiring and Promotion, it is a right for lecturers, adjunct and visiting professors, senior research associates, and scientists to serve on dissertation committees.
- D.** As outlined in the Policy on Affiliated Faculty (<https://secureweb.brandeis.edu/heller/heller/heller-policies/policies/affiliated-faculty-policy-August-2010.pdf>), affiliated faculty are authorized to participate as “inside” members of doctoral dissertation committees.
- E.** At the discretion of the Dean, eligible faculty and staff who serve on dissertation committees will receive 10% of their 9-month salary as compensation for serving on an average of at least 3 committees during a year. Totals will be calculated for each quarter with a final determination made in April of each year for the next year. (Approved by Heller Ph.D. Program Committee, 10/28/10)