

HARVARD UNIVERSITY

Faculty of Arts and Sciences

Diana Sorensen
Dean of Arts and Humanities
James F. Rothenberg Professor of Romance Languages &
Literatures, and of Comparative Literature

University Hall, Second Floor North
Cambridge, MA 02138
(617) 496-8667 / fax (617) 495-7881
SORENSEN@FAS.HARVARD.EDU

Memorandum

To: Department and Committee Chairs in the Division of Arts and Humanities

From: Diana Sorensen

Re: '3+1' Implementation and Guidelines

Date: November 11, 2015

I am writing to follow up on our discussion of the '3+1' teaching expectation at last month's meeting of chairs in the Division of Arts and Humanities. During this discussion you asked for written guidance about the '3+1' system and its implementation, and in response I am pleased to provide this memorandum.

Guiding principles

Moving to a '3+1' system is intended to allow time for innovation in teaching, greater student-faculty interaction, enhanced outreach efforts to students, digital innovation, and other activities that lead to excellence in undergraduate teaching. Pedagogy and engagement with undergraduates are at the core of our '3+1' system. At the same time, for those departments that have been able to move to this system, this change is also an opportunity to think about each department's curriculum, to help promote equity in workloads, and to incentivize certain departmental tasks and roles. The reduction in teaching is also intended to give faculty more time for research and to bring our division into closer alignment with the other divisions in terms of teaching duties.

Implementation guidance

Defining and approving '+1' contributions

- The '+1' must be a contribution to teaching and/or student outreach and engagement.

- Departments should have a clear departmental vision for what the '3+1' system aims to accomplish. For example, some departments have focused '+1' contributions on specific departmental priorities, such as faculty-led junior tutorials.
- Most departments should clearly define what counts as a '+1.' Smaller departments might need to be more *ad hoc* in deciding whether a '3+1' course load is possible and what counts as a '+1.' Some examples are detailed in the next section.
- The department's curriculum committee and chair should determine what counts as a '+1.'
- '+1' contributions should be discussed and determined in advance of a given academic year. Each faculty member who hopes to have a '3+1' teaching load in a given year should propose to the curriculum committee and the chair what will constitute his or her '+1.'
- During the fall, each department should submit a list of what '+1' teaching contributions are proposed for the following year to the divisional dean for review. The divisional dean may have feedback about activities that should or should not count as a '+1' teaching contribution.
- In many cases faculty will teach a traditional schedule of four courses per year, either because of a faculty member's own preferences or because certain courses and areas of teaching are needed in a given year. The curriculum committee and the chair can determine if a fourth course is needed instead of a '+1' activity.

What counts

- Departments have some flexibility to determine what contributions will count as a '+1,' depending on the needs and demands of particular fields, but within the bounds of divisional consistency and equity.
- Based on current '3+1' guidelines, some departments are counting the following as '+1' contributions: directing a large number of senior theses, sometimes defined as three to four senior theses; advising a large number of graduate students, sometimes defined as directing three PhD theses in the final year, or supervising six or more doctoral students; serving as the faculty adviser to a specialized senior thesis seminar; or serving as the department's graduate student placement officer. Other '+1' contributions are more department-specific, such as serving as the instructor of a teaching colloquium; offering a junior tutorial as part of a faculty-led junior tutorial program; co-chairing a large dissertation workshop; and serving as the primary organizer of multiple graduate student colloquia.
- Examples of activities that would not count as a '+1' contribution include serving on search committees; service on departmental and other committees; hosting visiting fellows, visiting scholars, etc.; running a seminar at the Mahindra Humanities Center; and so on.

Timing of the '+1'

- In some cases, it might make sense for a '+1' contribution to be applied to a faculty member's schedule for the following academic year. For example, if a faculty member is scheduled to teach four courses, but at the last minute is needed

to fill a role that normally would have counted as a '+1,' the chair may approve a teaching load of 3 courses for that faculty member the following year. This should be applied judiciously and infrequently. In such cases, a '+1' contribution should be applied to the following year, rather than banked for use at a later time.

'3+1' and faculty ranks

- Special care should be taken to provide tenure-track faculty with guidance about their proposed '+1' activities to ensure they support the building of a strong teaching and service record.
- The '3+1' teaching expectation is available to ladder faculty; full-time non-ladder and visiting faculty normally should continue to teach four courses per year.

Next steps

As your curriculum for next year takes shape, please send me updated information about the '+1' contributions proposed in your department for academic year 2016-17. It will be important that we work together to ensure '+1' contributions are as consistent and equitable as possible from department to department. I am very grateful for your care and stewardship in implementing this significant change, and I look forward to seeing the teaching innovations and other positive impacts we all hope this system will yield.