

**CHARLES R DREW UNIVERSITY FACULTY WORKLOAD POLICY**  
**APPROVED BY ACADEMIC SENATE ON MAY 31, 2011**

**Purpose**

Within the context of the various academic units, there is need for a general policy that establishes the principles of consistency, equity, and flexibility together with a process for determining workload responsibilities that is uniform across the various schools and colleges. The activities, duties, and responsibilities of the faculty must be determined in relation to (1) the mission, objectives and strategic plans of the University and (2) the specific mission, goals, and objectives of the respective departments/programs across the various schools and colleges. The workload obligation of an individual faculty member should reflect the proportion of faculty effort within each of the three areas of responsibility (research, teaching, and service) that best represents the interests and strengths of the faculty member, while simultaneously furthering the excellence of both the department/program and the University's academic, research/scholarly, and institutional, professional, clinical and community service activities. This policy establishes a university-wide framework for each of the three workload categories, across which any individual faculty member's proportion of effort may vary. Additionally, this Faculty Workload Policy will provide a principled basis for the development of a policy that regulates performance evaluation of faculty contributions. Furthermore, the principles of this document are consistent with the policies contained in the Faculty Handbook and the Memorandum of Agreement between faculty and administration on faculty rights and responsibilities.

**Faculty Responsibilities**

Appointment to the faculty of Charles Drew University carries with it the responsibilities for excellence in teaching, the intellectual growth of students, high scholarship, and the improvement of society. In addition, faculty members have a responsibility to participate in the life and operation of the university and particularly the department/program and school or college of their appointment. Although the final authority for the conduct of university affairs is vested in the Board of Trustees, the academic judgments, recommendations, and policies of the faculty are central to the university's general educational policy and in determining the shape and character of the university as an educational institution.

The primary responsibility of full-time faculty is dedication to the educational, research and service (institutional and public) goals of Charles Drew University. Faculty devote substantially all of their professional work time and effort to carrying out the duties and the responsibilities of their faculty appointments, with the exception of limited consulting and other outside activities of a professional nature. Outside professional activities should not be allowed to interfere with a faculty member's teaching, research, advising and service obligations. In carrying out their academic and professional responsibilities, full-time faculty are expected to engage in the following: sustained excellence in teaching, the intellectual growth of students, high scholarship, and the improvement of society. Faculty members have a responsibility to participate in the life and operation of the university and particularly the department/program and school or college of their appointment. Faculty are expected to give their best efforts to a) engage in effective

teaching, b) make scholarly contributions in research or creative works, c) render service to the university, the profession, and the community, and d) exhibit evidence of professional development in any of the other three areas.

In this policy, faculty workload is broadly conceived to refer to all faculty activities that are related to professional duties and responsibilities, and where faculty effort is distributed across four domains: instructional activities; research, scholarly and creative activities; clinical activities; and service activities. It is essential that Charles Drew University maintains, sustains and expands academic programs of excellence. This can only be accomplished by the active engagement of all faculty members in each of the areas of instruction, scholarly and creative activities, clinical activities, and service. Expectations for the extend of engagement in any particular area will vary by the academic series of the faculty member and whether they are full time, part time or non compensated.

### **Applicability**

This workload policy applies, to all faculty members of Charles Drew University. Part-time and adjunct faculty may be employed for limited duties, such as teaching specific courses, engaging in research, or supervising students in clinical/practicum or community settings, and thus are obligated to perform responsibilities only in those areas that are explicitly identified in a special employment agreement and/or the approved personnel appointment document. Even non-compensated faculty must meet minimal obligation consistent with their academic series.

### **Effective Date**

This policy takes effect on July 1, 2011.

## **WORKLOAD RESPONSIBILITIES GUIDELINES**

Charles Drew University is a comprehensive academic institution, committed to excellence in the areas of teaching, research, and service. Thus, all faculty members have some level of obligation to pursue professional duties and responsibilities in one or more of the primary domains of scholarly or service activity. Stated another way, the primary responsibilities of faculty are imparting knowledge to others (teaching or instructional activities and clinical or community activities), creating new knowledge (research, scholarship and creative activities) and facilitating the execution of the first two responsibilities (service). The faculty workload assignments refer to the distribution of effort made in the execution of these responsibilities.

This policy establishes a university-wide framework for individual effort in each of the workload categories, across which any individual faculty member's proportion of effort may vary. Within this context, the policy allows each college or school to establish minimal expectations for its entire faculty across the different domains of work responsibility, including professional development, while still granting sufficient flexibility to departments to allocate individual faculty work assignments in consideration of the priority accorded to departmental/program objectives.

Out of total institutional effort, faculty members will have approximately 20% protected time to ensure opportunity to engage in other scholarly or service activities and in faculty/professional development. The distribution of protected time is based on the interests of the individual faculty member and the needs of the department/program, college or school, to cover administrative, research, teaching, and clinical or community obligations.

In those instances where the teaching load is not achieved, e.g., in the event of courses with low enrollment or courses that must be cancelled due to insufficient enrollment, faculty will be assigned other duties in the department/program or in the school or college, if available and at the discretion of the department chair/program director, consistent with departmental/program, college/school, or University needs. These assignments will be made by the department chair/program director or dean, after consultation with the individual faculty member, depending upon the amount of instructional activities in which the faculty member is engaged.

Additionally, the chair/program director or dean, and the approval of the Provost, may grant “release time” from teaching to faculty who have (1) significant externally-funded support, depending upon the award amount and the proportion of effort funded and/or (2) substantial administrative or service requirements.

In the assignment of workload, consideration should be given to the following possible types of instruction: team teaching; graduate instruction; activity classes; laboratory courses; clinical supervision; directed study; and distance learning. Consideration for adjustments in workload should be given to at least the following: preparation for substantive changes in instructional methods, including the incorporation of new instructional technology; unusually large class sizes, especially in the absence of teaching or research assistants or an inadequate number of assistants; research productivity demands; student teacher supervision; thesis/dissertation supervision load; supervision of fieldwork; clinical student supervision; or extraordinary service on a university-wide committee.

**Faculty Availability**— All faculty members are required to have scheduled office hours that permit reasonable access by both full- and part-time students, and which must be approved by the department chair/program director. In addition, this policy requires that office hours are conspicuously posted and filed with the department chair/program director and the dean.

**Faculty/Professional Development**—The University requires all faculty to continue their professional development through research, scholarly writing, advanced study, continuing education, or original creative production, as appropriate to their disciplines and professional credentials. The pursuit of /professional development typically is part of protected time. However, there may be situations in which it is appropriate to grant release time credit for faculty/professional activity. Thus, this policy provides that in the case of an individual faculty member, the decision as to which of the main areas of faculty responsibility to credit a particular professional development activity will be determined in consultation with the department chair/program director, and shall reflect the nature of the professional development activity.

**Consulting**— This policy acknowledges a faculty member’s right to outside consultancies, as long as these outside activities do not detract from the faculty member’s availability for usual

academic duties as consistent with university conflict of commitment policy. The university requires written disclosure of all outside consulting activities and these activities must not be competitive with or adverse to the best interests of the university. In general, paid outside consultancies are not used to satisfy a faculty member's university responsibilities. However, in cases where such activities are determined, a priori, in conference with the dean and department chair/program director, to promote the objectives of the university, college/school or department, such activities may be used to satisfy a component of faculty workload. Non-paid consulting that enhances the goals of the university, college/school, or department/program may also be credited in assessing faculty workload.

### **General Workload Expectations**

Given the quality and variety of work necessary to support the fundamental obligation of the faculty to the discovery, transmission, and application of knowledge, the university understands there always will be a significant differential between a faculty member's minimal requirements and his/her total actual commitment of time and energy. General workload expectations vary greatly by academic department, program and discipline. Therefore, specific common workload expectation criteria are not delineated for each college/school.

The American Association of University Professors, in its statement on faculty workload indicates that:

In the American system of higher education, faculty "workloads" are usually described in hours per week of formal class meetings. As a measurement, this leaves much to be desired. It fails to consider other time-consuming institutional duties of the faculty member, and, even in terms of teaching, it misrepresents the true situation. The teacher normally spends far less time in the classroom than in preparation, conferences, grading of papers and examinations, and supervision of remedial or advanced student work. Preparation, in particular, is of critical importance, and is probably the most unremitting of these demands; not only preparation for specific classes or conferences, but that more general preparation in the discipline, by keeping up with recent developments and strengthening one's grasp on older materials, without which the faculty member will soon dwindle into ineffectiveness as scholar and teacher. Moreover, traditional workload formulations are at odds with significant current developments in education emphasizing independent study, the use of new materials and media, extracurricular and off-campus educational experiences, and interdisciplinary approaches to problems in contemporary society.

To accommodate for the variety of activities enunciated above, CDU faculty have adopted for undergraduate instruction 12 workload units (WU) as a measure of the preferred rate of faculty effort and 15 workload units as a measure of the maximum rate of faculty effort. Graduate instruction has a weight factor of 1.33, and therefore 9 WU is the equivalent preferred rate. "Maximum" and "preferred" teaching workloads are established as tools for program planning and budgeting and for establishing the terms of individual faculty member employment and compensation.

The normal workload of full-time faculty in CDU consists of two components:

- A. Twelve (12) WU of direct undergraduate instructional activity (or the equivalent of 9 WU for graduate instruction), including classroom and laboratory instruction, instructional supervision (such as clinical internships, students projects or thesis), and the scholarly work required to be current in the discipline.
- B. Three (3) WU of indirect instructional activities (such as committee assignments, faculty/professional development, clinical or community service, peer review and assessment activities).

Component A comprises direct instructional activities, which consist of interaction with students related to instruction, preparation for such instruction, advising, and evaluation of student performance. The various types of instruction include: lecture, laboratory, practicum, seminar, independent study, alternative learning activities, and supervision of theses and dissertations.

### **Direct instructional activities**

Unless an equated formula is stipulated in the accompanying table on “CDU Workload Credits,” the semester student credit hours of the course will be used to determine the course's value in the faculty member's teaching workload.

For each credit hour or equated WU taught per week by a faculty member, he/she is expected to spend approximately three hours in class preparation, evaluation of students, tutorials, advising, or other course-related activities. Faculty members are expected to maintain office hours that provides for reasonable on-campus accessibility during the workweek. Minimum standards for office hours will be established annually by each program/department. Academic advising is recognized as part of a faculty member's instructional load, and generally will not exceed an assignment of 30 students.

Faculty having external sponsorship may use grant or contract funds to reduce their normal instructional responsibilities through a "buy-out" at an agreed upon percentage of annual salary and fringe benefits, consistent with mandatory effort reporting to sponsors.

The regulation of general workload requirements is the responsibility of the appropriate program director/department chair and the college/school dean. New faculty should be informed at the time of hire of the specific and general workload requirements associated with the department or program. An individual's fulfillment of these requirements should be used when evaluating merit and in promotion and retention decisions.

## IMPLEMENTATION

### FRAMEWORK/CONTEXT FOR INDIVIDUAL WORKLOAD ASSIGNMENTS

Faculty workload must be determined in relation to the mission, objectives and strategic plans of the University, as well as the mission, goals and objectives of the department/program and the school or college. The department/program overall instructional or course assignments shall be consistent with department/program and student needs. The faculty are responsible for developing, offering and sustaining curricula that support simultaneously the mission of the university, the mission of the college/school in which the department is based, meet the goals and objectives of relevant discipline(s) and, where applicable, fulfill accreditation standards. It is assumed that departments/program will take into account the level of student demand in making decisions about the degree of responsibilities for teaching, research, and service for each faculty member.

In addition, the University encourages interdisciplinary collaboration in instruction, research/scholarship and service, where appropriate. Therefore, it is expected that as part of the implementation process for this workload policy, the departments/programs and other academic units will promote, recognize and reward both interdisciplinary and multidisciplinary collaboration and participation. Further, it is recognized that “the responsibility profile” (i.e., the total of faculty contributions in the areas of instruction, scholarship/research and service) of each collective department/program faculty will be influenced by differences in the tasks and cultures of the various disciplines.

Faculty assignments should embody the principles of consistency and flexibility. The University expects consistent high-quality performance from all faculty in the mutually supportive areas of instruction, research, scholarly and creative productivity, and service. Therefore, faculty assignments should not be designed to inhibit faculty members from contributing in all three areas over the terms of their employment. Appropriate effort should be extended to achieve flexibility in faculty assignments so that the changing needs of disciplines, departments/programs and the University are recognized and so that, by giving faculty the latitude to explore academic and professional opportunities as they arise, faculty contributions to the University can be maximized.

### PROCESS FOR WORKLOAD ASSIGNMENTS

**The Role of the Faculty Member.** The workload obligation of an individual faculty member should reflect the proportion of faculty effort within each of the core areas of responsibility that best represents the interests and strengths of the faculty member, while simultaneously furthering the excellence of academic, research and scholarly, and institutional, professional and community service programs. This framework obviously must be applicable to the individual departments/programs and modified, as appropriate, to take into account a variety of elements such as practica, clinical and laboratory sections, as well as to accommodate diverse learning technologies.

The proposed policy incorporates the principle that the workload obligation of an individual faculty member should be made clear to the faculty member and be consistent with the principles stated above. Following are the time periods when workload assignments shall be established for an individual faculty member:

- At the time of negotiation of initial faculty appointment;
- At the time of reappointment of a faculty member;
- Following the conclusion of sabbatical leave;
- At the time of promotion in rank, or change in step or series;
- At any other time when a department/program need arises.

**Role of Chair/Director.** The chair/director in consultation with each individual faculty member determines the workload assignment distribution for each faculty member, including the assignment of teaching responsibilities. If the faculty member objects to the workload assignment, the faculty member may appeal to the Dean for relief. Responsibility for identification of the specific graduate students for whom an instructor will serve as the thesis/dissertation advisor is delegated to the faculty member. For each part-time, temporary and non-compensated faculty member, the chair/director decides on the particular workload composition that is assigned.

**Role of the Dean.** In colleges/schools that are organized by departments/programs, the dean is typically not involved in individual faculty workload assignments. However, when an individual faculty member objects to the workload assignment, or there is no chair/director, the dean shall review the case and render a final decision concerning the workload assignment. The dean is also authorized to approve the recommendations of the chair/director concerning “release time” for individual faculty. In colleges/schools that are not organized by departments/programs, the dean determines the workload assignment for each faculty member. Additionally, all requests for exceptions to the general university-wide workload policy must be reviewed by the dean, who, in turn, generates a recommendation for consideration by the Provost, whose decisions regarding exceptions are final.

The dean is responsible for ensuring that workload agreements are developed for all faculty in a timely manner and at the appropriate times, and that these individual agreements are appropriately documented and filed. The Dean exercises oversight to ensure that the collective, approved workload agreements within the college/school result in a distribution of effort among faculty members that promotes the efficient and timely completion of programs of study by students and facilitates compliance with accreditation requirements. Additionally, the Dean reviews and approves the workload implementation policies and procedures of the departments.

This policy provides the dean with the appropriate authority to resolve any issues of concern to the faculty member. However, the chair/director’s proposed assignment of workload will stand during the process of review by the dean, and the dean will have the authority to make an adjustment in the schedule. The dean will provide a fair review of the matters of concern to the faculty member, will allow the faculty member the opportunity to express his/her concerns, and will act expeditiously to resolve the matters of concern.

**Role of the Provost.** The provost shall exercise the authority needed to ensure the fair and equitable implementation of workload policies throughout the colleges and schools of the university. The provost approves all exceptions to the university-wide workload policy, and is the final arbiter for all matters pertaining to and arising out of the workload policy.

**Formalization of Workload Assignment.** The workload assignment of each individual faculty member should be formalized on at least an annual basis in a memorandum from the chair/director to the individual, with copies to the dean and provost.

### **Collateral Policies**

Faculty workload, faculty compensation, faculty/professional development, faculty assessment and evaluation are clearly related, but appropriately are covered under separate policies. The faculty workload policy addresses the kind and amount of work to be undertaken by faculty during a particular period. Faculty compensation policy addresses the level of compensation commensurate with defined effort/productivity, and uses salary scales based upon explicit national and regional standards determined according to faculty degree, academic rank and discipline. Faculty development policies addresses the expectation for faculty engagement in research, scholarly writing, advanced study, continuing education, or original creative production, as appropriate to their disciplines and professional credentials. Faculty assessment and evaluation policy addresses the quality of work provided by the faculty during a given cycle.

### **FEEDBACK AND REVIEW**

The faculty workload policy provides the formal principles under which all faculty will understand and participate in the formulation of the distribution of duties they are accountable for a specific period and against which their performance will be assessed. The chair/director will review with each faculty member, on an annual academic year basis, that individual's progress and status with respect to fulfillment and performance of the assigned workload. Performance measured against the approved workload shall be considered in merit salary adjustment recommendations, promotion, and periodic performance evaluations.

### **IMPLEMENTATION AND PROCESS TIMELINE**

1. Process
  - a. Prior to establishing individual workload profiles, each academic unit must specify any unique features of its own instructional workload factors, based on this document as well as the approved student credit hours for each college/school and any relevant external criteria such as programmatic accreditation standards.
  - b. The unique workload feature of any department/program will be approved by the dean and communicated to the department/program faculty via a Memorandum of Understanding.

- c. Individual workload profiles will be prescribed on an annual basis (or less frequent depending on the length of the individual faculty contract) but may be modified as necessary to respond to programmatic needs, with appropriate contractual adjustments as necessary.
- d. Individual workload profiles will be initiated by the chair/director responsible for determining teaching assignments and established through a consensus process with each faculty responsible for providing an annual plan of goals and objectives.
- e. The chair/program director will formally evaluate individual faculty performance with respect to the assigned workload, on an annual basis.

## 2. Timeline

- a. The unique feature of any department/program workload must be provided to the dean at the beginning of the academic year. Revisions to such document may be submitted for approval as the need arises. Once approved, the workload adjustments remain active until formally revised.
- b. Annually, at the end of the academic year each faculty member will submit to the department chair/program director:
  - An individual faculty performance report, in accordance with college/school policy, and
  - An annual plan of goals and objectives, projected teaching and research assignments and individual service workload, as well as other planned activities that may be part of the individual workload profile.

## **WORKLOAD MEASURES**

The criteria and units that are identified in the following “CDU Workload Credits” table for the measurement of the instructional, research and scholarly/creative, and service workload categories are provided as examples of appropriate indicators and are not intended to be exhaustive. The departments/programs and colleges/schools may develop and recommend additional indicators for these three categories that are appropriate or unique to their disciplines. In addition, because faculty/professional development is embedded in each of these categories, and given the range and variability of faculty/professional development activities, both within and across disciplines, the departments/programs are charged to identify and define metrics and indicators appropriate to the discipline for each of the workload categories.

## CDU Workload Credits – Reference Worksheet for all Faculty

To be considered for 100% salary, faculty must complete 40 Workload Credits per year

### TEACHING ACTIVITY CREDITS:

TYPE OF CLASS	WORKLOAD CALCULATION																		
Lecture	Lecture hours X WF(size) X WF (level)																		
Laboratory	Lab hours X WF(lab) X WF(size) X WF (level)																		
Seminar	Lecture hours X WF(size) X WF (level)																		
Discussion/ Review Section	No Credit																		
Practicum/Internship (indirect)	Credit hours X enrollment X WF (practicum) <sup>A</sup>																		
Independent Study (x99 class)	Credit hours X enrollment X WF (independent study)																		
Remediation/ Tutoring	Enrollment X .667 X WF(level)																		
Thesis	Credit hours X enrollment X WF (thesis)																		
Dissertation	Credit hours X enrollment X WF (dissertation)																		
Clinical Supervision (direct)	Contact hours X enrollment X WF (supervision) <sup>A</sup>																		
WEIGHT FACTORS																			
WF (level)	1.0 Undergraduate, 1.33 Graduate																		
WF (lab)	0.667																		
WF (independent study)	0.1 Undergraduate, 0.2 Graduate																		
WF (thesis)	0.167 for chair of thesis																		
WF (dissertation)	0.333 for chair of dissertation																		
WF (practicum)	By Program. <sup>A</sup>																		
WF (supervision)	By Program. <sup>A</sup>																		
CLASS SIZE																			
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">CLASS SIZE</th> <th style="text-align: center;">≤ 35</th> <th style="text-align: center;">36-45</th> <th style="text-align: center;">46-59</th> <th style="text-align: center;">60-69</th> <th style="text-align: center;">70-79</th> <th style="text-align: center;">80-89</th> <th style="text-align: center;">90-99</th> <th style="text-align: center;">100 +</th> </tr> </thead> <tbody> <tr> <td>WF (size)</td> <td style="text-align: center;">1.0</td> <td style="text-align: center;">1.1</td> <td style="text-align: center;">1.2</td> <td style="text-align: center;">1.3</td> <td style="text-align: center;">1.4</td> <td style="text-align: center;">1.5</td> <td style="text-align: center;">1.6</td> <td style="text-align: center;">1.7</td> </tr> </tbody> </table>	CLASS SIZE	≤ 35	36-45	46-59	60-69	70-79	80-89	90-99	100 +	WF (size)	1.0	1.1	1.2	1.3	1.4	1.5	1.6	1.7
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WF (size)	1.0	1.1	1.2	1.3	1.4	1.5	1.6	1.7											

**RESEARCH ACTIVITIES:** Percentage of workload spent in funded research activities will be calculated as a percentage of 40 workload credits/ year (100% activity). For example, a faculty member funded at 10% would receive (10%) X 40 workload credits = 4 workload credits.

**ADMINISTRATIVE DUTIES:** Percentage of workload spent in administrative duties will be negotiated between faculty members and their supervisors (deans/chairs/directors) based on the true scope of the proposed administrative duties and will be calculated as a percentage of 40 workload credits/ year (100% activity), as for research activities.

**CLINICAL and COMMUNITY SERVICE DUTIES:** Percentage of workload spent in clinical or community service duties will be negotiated between faculty members and their supervisors (deans/chairs/directors) and will be calculated as a percentage of 40 workload credits/ year (100% activity), as for research activities.

<sup>A</sup> Because of the wide variety of practicum/internship supervision and clinical supervision opportunities for CDU faculty, Weight Factors for these activities are determined by the individual programs and approved by the Academic Senate and the Provost.