

CHARLES R. DREW UNIVERSITY FACULTY WORKLOAD POLICY

Effective June 4, 2019

Table of Contents

1. [PURPOSE](#)
2. [POLICY](#)
 - [Overload](#)
 - [Faculty Availability](#)
 - [Faculty/Professional Development](#)
 - [Sabbatical Leave](#)
 - [Consulting](#)
 - [Service](#)
 - [General Workload Expectations](#)
 - [Direct Instructional Activities](#)
3. [BACKGROUND](#)
4. [APPLICABILITY](#)
5. [ROLES AND RESPONSIBILITIES](#)
 - [Process for Workload Assignments](#)
 - [The Role of the Faculty Member](#)
 - [Role of Chair/Director](#)
 - [Role of the Dean](#)
 - [Role of the Provost](#)
 - [Formalization of Workload Assignment](#)
6. [COMPLIANCE](#)
7. [APPROVING AUTHORITY](#)
8. [DEFINITIONS](#)
9. [PROCEDURES](#)
 - [Feedback and Review](#)
 - [Implementation and Process Timeline](#)
 - [Process](#)
 - [Timeline](#)
 - [Workload Measures](#)
 - [Faculty Credit Hour Activities](#)
 - [Research Activities](#)
 - [Administrative Duties](#)
 - [Clinical and Community Service Duties](#)
10. [RELATED POLICIES/RESOURCES](#)
11. [APPENDIX 1 – CDU Workload Credits](#)



Charles R. Drew University of Medicine and Science

"A Private University with a Public Mission"

Faculty Workload

452

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Responsible Office: Division of Faculty Affairs

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Supersedes (If necessary): Faculty Workload Policy (June 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 continuing development and refinement of a policy for 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.

[Back to Top](#)

POLICY

Charles R. Drew University of Medicine and Science 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 a minimum set of 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. Faculty members will be guaranteed protected time outside of their primary area of focus (teaching, research or administrative service) to ensure that they have opportunities to engage in faculty development and in other scholarly or service activities.

For faculty members whose primary focus is teaching, 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, a chair/program director with the approval of the Dean, may grant "release time" from teaching to faculty members 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. At the termination of the release time, faculty must be given back the released teaching activities or a commensurate activity. In the assignment of workload, consideration should be given to the following possible types of workload such as but not limited to: team teaching; graduate instruction; workshops; laboratory courses; clinical supervision; directed study; and distance learning. Consideration for adjustments in workload should be given to at least the following: preparation and execution for substantive changes in instructional methods, including the incorporation of new instructional technology; teaching unusually large class sizes, especially in the absence of teaching or research assistants or an inadequate number of assistants; demand for research productivity; supervision of

student teacher assistants; excessive thesis/dissertation supervision load; supervision of fieldwork; clinical student supervision; administrative activities; research, or extraordinary service on a university-wide committee.

Overload - Full time and full-time equivalent faculty have an expectation of a reasonable workload. Faculty may be asked, based on program needs, to teach overload units in order to reach program objectives. Acceptance of overload units is entirely voluntary and compensation is based on University overload rates. An overload agreement must be signed by faculty, program director, and Dean that specifies the start and end date, total pay, and payment due date before commencement of overload. There may be other instances when faculty that are at a 100% workload are asked to increase effort in order to facilitate University objectives. These may include but are not limited to service and administrative needs. Acceptance of increased workload is voluntary. Additions of increased workload must be offset by buyout of either teaching or other activities or by institution of an overload agreement with commensurate monetary compensation. At no point shall workload exceed 100% unless an overload agreement is in place.

Faculty Availability - All faculty members who teach are required to have scheduled office hours that permit reasonable access by both full- and part-time students. In addition, this policy requires that office hours are made known to students at the beginning of classes on course syllabi as well as communicated to the department chair/program director.

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 faculty/professional development typically is part of a faculty member's workload distribution. 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.

Sabbatical leave - The purpose of sabbatical leave is to increase the scholarship and professional development of members of the faculty and thereby enhance their capacity for service to the University. When financially feasible, sabbatical leave is available to all full time and full time equivalent faculty with 6 years of service to Charles R. Drew University of Medicine and Science. Leave may be applied for every six years in the first quarter of the sixth year of service, for sabbatical commencing no sooner than the beginning of the seventh year (See Faculty Handbook). Salary and benefits during sabbatical have to be negotiated and approved by the dean and Provost.

Consulting - This policy acknowledges a faculty member's right to outside [Back to Top](#)

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 any associated compensation. These activities must not compete with or be 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. Approved non-paid consulting that enhances the goals of the university, college/school, or department/program may also be credited in assessing faculty workload with approval.

Service - A core aspect of university life is faculty participation in shared governance, which necessitates faculty attendance at departmental or college/school-level meetings as well as service on university committees. These activities contribute to the smooth running of academic affairs at the university and are essential for the university's success. In addition, faculty members are expected to engage in professional activities inside and outside the university that enrich academe and contribute to the faculty members' professional growth and development. Such activities include editorial board memberships, grant review committee/study section participation, journal article review, membership in and service to professional societies in a faculty member's discipline, conferences, etc.

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.

To accommodate for the variety of activities enunciated above, workload units may include both teaching credit units as well as units applied to administrative and other needs of programs.

Teaching: The maximum credit hours per academic year for undergraduate instruction is 30 credit hours (equivalent to 30 workload units).

For graduate instruction, the maximum credit hours per academic year is 24 credit hours (equivalent to 24 workload units).

The various types of instruction include: lecture, laboratory, practicum, seminar, independent study, alternative learning activities, and supervision of thesis and dissertations. ([See Appendix 1](#))

In cases where faculty have a mixed instructional load of both undergraduate and graduate instruction, the graduate maximum load will be applied per AAUP standards.

Direct instructional activities

For each credit hour 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 may consist of both advising for specific classes as well as overall academic, career, and mentor based advising.

The regulation of general workload requirements is the responsibility of the appropriate program director/department chair and the college/school Dean. New faculty members 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.

BACKGROUND

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, including collaboration with community organizations which can be relatively more time-intensive. 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 various disciplines.

[Back to Top](#)

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.

APPLICABILITY

This workload policy applies, to all faculty members of Charles R. Drew University. Part-time and adjunct faculty may be employed for limited duties, such as teaching specific courses, engaging in limited research projects, 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. Non-compensated faculty must meet the reappointment and review standards as defined by the university and college/school.

ROLES AND RESPONSIBILITIES

Appointment to the faculty of Charles R. Drew University of Medicine and Science 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 R. 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. All outside professional activity must be reported in the CDU conflict of interest form annually. In carrying out their academic and professional responsibilities, full-time 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.

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.

This 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 annual performance review of a faculty member;
- 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;

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. Further appeal may be made to the Provost in the event of an unsatisfactory Dean's decision. However, the process outlined here does not supersede the grievance process. 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, adjunct 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.

[Back to Top](#)

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.

COMPLIANCE

Failure of responsible employees to comply with the regulatory obligations under this policy may result in disciplinary action, up to and including termination.

APPROVING AUTHORITY

University President and Board of Trustees.

DEFINITIONS

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 R. Drew University of Medicine and Science 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 extent of engagement in any particular area will vary by the academic series of the faculty member and whether they are full-time, full-time equivalent, part-time, adjunct, or non-compensated

PROCEDURES

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.

[Back to Top](#)

- 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, by May 15th, 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 for the coming academic year, projected teaching and research assignments and individual service workload, as well as other planned activities that may be part of the individual workload profile.
- c. A full year academic workload should be shared with each faculty member by June 1st.

WORKLOAD MEASURES

Workload units for faculty include both CDU Faculty Credit Hours as well as units related to non-class related activities such as research, service, and administrative activities. CDU Faculty Credit Hours are based on federal regulations that define the credit hour and is detailed on the CDU website at <http://docs.cdrewu.edu/assets/admissions/files/Credit%20Hour%20Policy.pdf>.

In regards to non-class related activities, the departments/programs and colleges/schools may develop and recommend additional indicators for these three activities that are appropriate or unique to their disciplines. In addition, because faculty/professional development is embedded in each of these activities, 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 measures.

FACULTY CREDIT HOUR ACTIVITIES

1. Lecture and seminar classes: calculated as 1 credit hour per semester for every lecture hour per week with a minimum of 2 additional hours of out-of classroom student work (for reading, writing, other preparation time, problem or group assignments or other homework...), for 3 total hours of actual student time per credit hour; or the equivalent amount of work over a different amount of time (e.g., for accelerated, executive style semesters.)

2. Laboratory work: calculated as 1 credit hour for every 3 hours of laboratory sessions per week – as with didactic lectures, 3 hours of actual student time per week is equivalent to one credit hour per semester; or the equivalent amount of work over a different amount of time (e.g., for accelerated, executive style semesters.)

3. Clinical education: required credit hours and elapsed-hour equivalencies for professional practice programs usually vary by academic program as dictated by specialized accrediting and licensing agencies. In the absence of external agency requirements, clinical courses of instruction are calculated as 1 credit hour per semester for every day of clinical rotation per week – a clinical day is approximately 6 hours of clinical site experience.

4. Service learning: community service and comparable service-learning requirements may be based in credit hours or fulfilled on a voluntary basis (noncredit bearing). In the absence of specialized accrediting or licensing agency requirements, academic programs may determine the credit-based and elapsed hour equivalency or total voluntary hours for such fieldwork.

RESEARCH ACTIVITIES: Percentage of workload spent in funded research activities will be calculated as a percentage of overall workload. For example, if research funding provides 50% of IBS, the remaining yearly workload would be 10 or 15 workload units depending on graduate or undergraduate level teaching.

ADMINISTRATIVE DUTIES: Percentage of workload spent in administrative duties will be negotiated between faculty members and their supervisors (Deans/chairs/directors) based on the scope of the administrative duties and will be calculated as a percentage maximum credit hours per 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 maximum credit hours per year (100% activity), as for research activities.

RELATED POLICIES/RESOURCES

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.

APPENDIX 1

CDU Workload Credits

TEACHING ACTIVITY CREDITS:

TYPE OF CLASS	WORKLOAD CALCULATION
Lecture	Lecture hours X WF(size) X WF (level)
Laboratory/Discussion	Lab hours X WF(lab) X WF(size) X WF (level)
Seminar	Lecture hours X WF(size) X WF (level)
Practicum/Internship (indirect)	Credit hours X enrollment X WF (practicum) ^A
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) ^A

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. ^A
WF (supervision)	By Program. ^A

^A 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..

[Back to Top](#)