

Drexel University College of Engineering Tenured and Tenure-Track Faculty Workload Policy

Drexel University's College of Engineering (CoE) embodies the core values of excellence, student centeredness, diversity, innovation, collaboration, and leadership. Our faculty conduct world-class research, uphold the highest standards of undergraduate and graduate instruction, and are leaders in service to the University and their fields. The work of our faculty contributes to the CoE [strategic plan](#)'s shared goals and the University's [strategic imperatives](#).

The uniqueness of CoE is embodied in the vastness of our fields and the specificities of our technical skills. Consequently, the research conducted within the college investigates the latest in technologies and fundamental and applied science, the concepts of which are imbued into our cutting-edge curriculum. This diversity of knowledge means that our courses and instructors are not interchangeable, and our courses are constantly updated and adapted to changes within the fields. All undergraduate programs offered within CoE are accredited by external independent nonprofit organizations, such as ABET and ACCE.

The primary objective of the CoE Tenured and Tenure-Track Faculty Workload Policy is to ensure equity of faculty workload across the college. This document serves as CoE's faculty workload policy and is a supplement to the [existing University policy](#). In the event of a conflict between the policies, the University policy takes precedence.

This document is intended to serve as a framework, a point of departure for individual departments to develop their own annual workload plans and teaching assignments for tenured and tenure-track faculty.

Work of CoE Tenured and Tenure-track Faculty - Research, Teaching, Service

The work of tenured and tenure-track faculty in CoE consists of: a) research and scholarship (research); b) teaching and educational activities (teaching), and c) service and leadership (service). Research entails applied and theoretical work and is predominantly supported by grants and/or contracts. Teaching includes, but is not limited to in-person, virtual, and hybrid classroom experiences, and mentoring of graduate and undergraduate (e.g., senior design) students. Service is defined as leadership or other supportive roles assisting the University, college, department, professional society, or government and quasi-governmental advisory bodies, or other relevant entity in support of furthering the University's mission and reputation.

Workload Percentage Breakdown

Each faculty member is responsible for a full workload that includes research, teaching, and service.

For research-active tenured faculty, a *typical*/baseline of workload is 40% for teaching, 45% for research, and 15% for service. It should be noted that faculty appointed with titles (e.g.;

chaired and distinguished faculty) may have different load allocations as specified in their appointments.

For tenure-track faculty, a typical baseline of workload is 30% for teaching (at a level of effort approximately equivalent to three three-credit-hour classes per year), 60% for research, and 10% for service.

For what is considered to be research, teaching, and service activities, please refer to the [University Tenure and Promotion Policy](#). Departmental performance evaluations should determine the quality level of the research outcome. If faculty research productivity is significantly below the norm for more than two years (based on departmental evaluations), adjustments to increase teaching or service workloads should be made at the discretion of the department head and the Dean. Tenured faculty members who are not active in research are expected to make increased contributions in teaching and service.

Workload Balance, Research Buyout, and Faculty Leave

As research, teaching, or service efforts differ and change among faculty, the loads may be adjusted through discussions with the department head and documented with the college via a memo from the Department Head to the Dean and Associate Dean of Faculty Advancement detailing any changes.

Requests for reduced teaching should be discussed with the department head, with a proposed plan for covering the resulting teaching needs submitted to the department head for consideration. At the discretion of the department head, tenure-track or tenured faculty who are research active may request teaching release, also known as academic year (AY) or research buyout, for the upcoming academic calendar year.

Departments should develop their own equivalency between research buyout and course relief in concert with the college, which should be documented via a signed agreement between the Department Head and the Dean. The following is offered as a guideline for such equivalencies:

- One month salary from research grants is equivalent to one course

If a faculty member wishes to take advantage of AY buyout, they must teach a minimum of one course per academic year.

Based on the agreed upon distribution of the AY buyout, the salary and corresponding fringe benefits are to be transferred to the departmental operating and college operating budget accounts accordingly. The course chosen for release must be mutually agreed upon between the tenure-track or tenured faculty member and the department head.

Requests for reduced teaching load for family leaves, medical leaves, parental leaves, and other covered leaves will be accommodated according to [University policy](#).

If a faculty member has concerns about their workload, the concern should be first directed to the department head. Faculty are encouraged to also consult with the Associate Dean of Faculty Advancement and the Dean directly.

If a faculty member holds a joint appointment, both for the case where the tenure home for the faculty member is in this department or in another unit of the joint appointment, the default workload will be prorated according to the percentage of appointment in this department and can be modified through coordination with other units of the joint appointment. This resulting workload should be documented with the department and college via a memo from the Department Head to the Dean and Associate Dean of Faculty Advancement.

There are a variety of faculty activities that constitute workload, as listed in the fifth paragraph of this document. The implementation of this workload policy will be addressed at the discretion of the department head and Dean.

This policy document will be reviewed every five years by the college Policy and Procedure Committee, Associate Dean of Faculty Advancement, and the Dean (or as needed) and will be posted to the college [Policies and Procedures](#) webpage.