

Westphal College Workload Policy for Full-Time Faculty

Revisions approved 12/8/21

The Westphal College Workload Policy outlines the rationale, procedures, and the measures for faculty annual workload assignments consistent with the University's Faculty Workload Policy http://www.drexel.edu/provost/policies/faculty_workload.asp. This document advocates the adjustment of workload in accordance with the annual review process. This includes performance, expectations, and the achievement of projected goals. It also recognizes the responsibilities, the conditions, and the environment unique to the Westphal College.

In accordance with Drexel University's Faculty Workload Policy, the Westphal College Workload Policy delineates "load" to include teaching, research/scholarship/creative work (RSC), and service for all tenure-track, tenured, and teaching faculty. The Westphal Policy is aligned with the University's workload policy with respect to the following:

1. Special care should be exercised to ensure tenured/tenure--track faculty members have workloads enabling them to meet expectations in RSC and service, as well as in instruction. Successful awarding of tenure requires a strong record in RSC, as well as in teaching and service. The same is true for associate professors who wish to be promoted to the rank of full professor.
2. Specific departmental missions play an important role in determining teaching, service, and RSC loads.
3. Departments with research intensive graduate programs and significant research responsibilities will deploy resources differently than departments where undergraduate instruction is a predominant activity.
4. Special consideration should be applied to departments offering courses in which in--class contact hours vastly exceed credit hours. In addition, there are provisions specific to faculty in program administration and faculty in sustained sponsored research.

Baseline Credit Loads

All 9/12 full time faculty loads are based upon a total of 36 credits across three terms of an academic year; 12/12 teaching faculty loads are based upon a total of 48 credits over all four terms of an academic year. Typical loads are based upon the general guidelines listed below. Actual loads will vary depending on the needs of the department and abilities of individual faculty members. Department Heads, in collaboration with the Program Directors, are responsible for administering faculty loads and recommending adjustments to teaching, RSC, and service requirements in accordance with the annual review process. The Dean will consult with the Department Head, Associate Dean of Academic Affairs, and Associate Dean of Finance, Facilities, and Operations to make the final decisions on individual faculty load.

Baseline Credit Load Examples*					
Faculty Type	Total	Teaching	RSC	Administratio n	Service
Tenured/Tenure-track	36	21-24	6-9		3-6
9/12 Teaching Faculty	36	24-28	3-6		3-6
12/12 Teaching Faculty	48	24-36	3-6	3-6	6-12
Program Director (Teaching Faculty)**	36	18-21	3-6	9	3-6
Program Director (Tenured/TT faculty)**	36	15-18	6-9	9	3-6
Associate Program Director (Teaching Faculty)***	36	21-24	3-6	3-6	3-6
Associate Program Director (Tenured/TT faculty)***	36	18-21	6-9	3-6	3-6
Department Head	36	9-12	3-6	16	3-6
Associate Dean	36	9-12	3-6	16	3-6

*Baseline Credit loads are examples; actual loads vary.

** Program Directors are typically released 6 credits of teaching, and given a 12-month stipend for administrative service.

*** Associate Program Directors are typically released 3 credits of teaching, and given a 12-month stipend for administrative service. The addition of an Associate Program Director will be considered for programs with consistent total enrollment of 175 students or more over a three-year average. Exceptions to assign Associate Program Directors will be considered under special circumstances, and are to be discussed and approved in partnership with the Dean's office.

On a case-by-case basis, the course loads for Program Directors and Associate Program Directors can be above or below the stated example range, dependent on the amount of work required to run that particular program. This is to be determined by the Dean's Office in consultation with the Department Head.

Teaching

Teaching is at the core of Westphal College's mission, character and ethic. We recognize at least six different measures that affect the teaching workload:

Measure

- Credits
- Contact Time
- Class Size
- New course/delivery preparation
- Evaluation Methodology (i.e. individual and group critique)
- Course Delivery Method (i.e. Studio, Lecture, Performance, Private Lesson, Independent Study, Writing Intensive, Thesis Advising, etc.)

Independent Study

Faculty may be asked to advise an independent study (IS) with a student (a faculty/student ratio of 1:1) in addition to their normal teaching load. Generally, faculty do not receive a teaching credit reduction for independent studies, but in cases where a faculty member agrees to do four or more independent studies at a 1:1 ratio in an academic year, up to .25 credit per student, with no more than one course release may be approved with both Department Head and Dean's permission. For guidelines on how IS affects students academically, please see: <https://drexel.edu/provost/policies/independent-study-policy/>

To receive credit for proposed IS, faculty must communicate their intention to teach it and request credit from the Department Head and Program Director before committing to the Independent Study. Requests made after the IS has been taught (or during the teaching term) are to be considered only in special circumstances.

Course Buyout

See "Sponsored Research, Scholarship, and Creative Activity Course Buyout Policy."

Additional Course Release

Additional course release goes beyond contractual course release for administrative positions. They are reductions in full-time faculty teaching load and are provided for particular initiatives or to further the faculty member's development in the areas of Teaching, Service and RSC (research, scholarship, and creative work). Department Heads have the ability to request additional course release for their faculty members for Teaching, Service, or RSC purposes outside of buyout in certain cases. Any course release request must be approved through the Dean's office.

Additional course releases do not relieve the faculty member from other responsibilities to the College, including advising, serving on committees, participating in departmental business, etc. If a faculty member is applying for a research course release outside of buyout, they must first meet their existing research obligations in their assigned research credit hours, and prove that the intended research is above and beyond their existing obligations. In other words, course release does not constitute a sabbatical term. Faculty members are expected to continue to be in residence and carry out their other administrative or service duties during the term in which they have course release. In addition, tenure-track faculty may receive a course release in the year they prepare their dossiers for Mid-term or Tenure Review, and tenured faculty seeking promotion to Full Professor may receive a course release in the year they prepare their dossiers.

The following may be considered for course release:

TEACHING	SERVICE	RSC
<ul style="list-style-type: none"> • Launching a new program • Extensive Curriculum changes regardless of delivery method. • DEI/Anti-racism based curriculum • Service based curriculum 	<ul style="list-style-type: none"> • Accreditation or program review • Leadership on <i>certain</i> Senate Committees and high-load College Caucus Committees. • Specialized Assignments • Provost Service and Fellowships 	<ul style="list-style-type: none"> • Professional/Scholarly, beyond the norm • Pre-tenure & promotion • High Profile RSC projects

The following would NOT be considered for course release:

TEACHING	SERVICE	RSC
Course Development <ul style="list-style-type: none"> • continual development 	University/College Service <ul style="list-style-type: none"> • Recruitment – open house • Committees • Dept/Program business 	<ul style="list-style-type: none"> • Existing research credit hour obligations

Beyond the merit of the activity, the Department Head, in collaboration with the Program Director, will determine if requests for additional course releases can be granted in regard to:

- Departmental needs (curriculum delivery schedule, number of faculty on leave, projected course enrollments, etc.),
- Individual faculty situation (research demands, administrative or service assignments, overall performance, etc.)
- Available budget to support hiring teaching replacements
- Availability of suitable teaching replacements

Additional Guidelines:

1. Prior accomplishments in Teaching, Service, and RSC, as reflected in the faculty's annual review, shall be considered.
2. Alignment with program or department strategic initiatives will be seen as a benefit.
3. Receiving a course release does not affect a faculty member's ability to apply for and receive sabbatical.
4. The full-time faculty member's annual review over two years will include evaluation of what was achieved with a course release. Evidence of outcomes must be documented.
5. Within 30 days of the end of the quarter, in which the course release was granted, the faculty member shall submit a concise written report regarding accomplishments to the Department Head. If not provided, faculty will not be eligible for future course releases.

Deadlines For Application (*see the application template*):

Note: Course releases are an exception being made due to some exemplary situation. In addition, there are special cases which the Department Head may submit the application outside of the deadlines below.

Fall/Winter Quarters

April 30: Course Release Application due to Department Head

May 5: All paperwork due to Dean's Office

May 15: Decisions are announced by Department Head

Spring/Summer Semester

October 30: Course Release Application due to Department Head

Nov 5: All paperwork due to Dean's Office

November 15: Decisions are announced by Department Head

Faculty will begin the application process by supplying the following to the Department Head (*see the application template*)

1. Requested release credits, specifically the course and number of credits
2. Reasoning for release; please include benefit to the faculty member, the college, and university. For research, you must explain how the faculty member has already satisfied their existing research workload obligation and how the time needed by this release is above and beyond that.

The Department Head will review all requests, complete the application and will advance the application to the Dean's office for approval.

Co-Teaching, Team Teaching and Interdisciplinary Team Teaching

Collaborative teaching can provide a rich learning experience, which can include faculty sharing syllabi and rubrics, consulting with each other on resources and pedagogical practices, and inviting each other to do guest lectures in their courses. With a rise of interdisciplinary and cross-disciplinary degree programs and courses, faculty are increasingly involved in various forms of collaborative teaching. The following terminology will be used to express the various forms: *Co-teaching*, *Team-Teaching*, and *Interdisciplinary Team-Teaching*.

Co-teaching is when two or more teaching professionals from the same discipline share instructional responsibility for a single group of students.

Team-Teaching is when two or more teaching professionals share instructional responsibility between separate groups of students within a single discipline or different disciplines.

Interdisciplinary Team-Teaching is when two or more teaching professionals from different disciplines share instructional responsibility for a single group of students.

Interdisciplinary Team-Teaching IS:	Interdisciplinary Team-Teaching IS NOT:
Joint responsibility for planning, instruction	One teacher maintaining all planning and instruction.
Carefully matched professionals to ensure success for ALL students	Two professionals providing instruction to a homogenous group of students.
Both professionals teaching in class every day.	One instructor with an extra set of hands in the classroom.
Both professionals planning lessons to meet the needs of ALL learners.	Planning and Grading done by one instructor.
Both instructors being responsible for ALL students.	Instructors overseeing only students from their own disciplines.

Teaching Format Name, Description and Load

FORMAT	DESCRIPTION	TEACHING LOAD
Co-Teaching <ul style="list-style-type: none"> Classic 	Single class with more than one instructor when instructors of record are not required to attend all classes (ex. one instructor teaches the first half and a second instructor teaches the other half of the course).	Credits will be split according to the percentage of work shared by the faculty (in ½ credit increments)
Co-Teaching <ul style="list-style-type: none"> Lead Faculty with Guest lecturers 	Class with Lead Faculty where the course design includes Guests to facilitate/lecture on a specific topic or topics.	<p>The instructor of record = full teaching credit for the course.</p> <p>Faculty who offer guest lectures should document their contributions as part of their teaching and service beyond regularly scheduled courses in their Faculty Annual Review.</p>
Team Teaching <ul style="list-style-type: none"> Across sections with or without Guest Lectures 	Two or more faculty teaching multiple sections of a course team taught (combining all sections) for some course aspects, such as lectures, and coordinated syllabi to ensure course content and delivery is consistent across sections.	<p>The instructor of record for each section = full teaching credit for the course.</p> <p>Faculty who offer guest lectures should document their contributions as part of their teaching and service beyond regularly scheduled courses in their Faculty Annual Review.</p>
Team Teaching <ul style="list-style-type: none"> Dispersed 	One or more disciplines teach a course which is cross-listed which meets as its own section and together to explore the interlinking of the disciplines on the theme and/or connects via a project.	The instructor of record = full teaching credit for the course, assuming that each section meets the minimum class size.
Interdisciplinary Team-Teaching <ul style="list-style-type: none"> Co-designed only 	Two disciplines collaborate on course description, design and agree on a single instructor.	The instructor of record = full teaching credit for the course.
Interdisciplinary Team-Teaching <ul style="list-style-type: none"> Tag-Team Teaching 	Only one instructor is present at a time. Each of two (or several) instructors in turn teaches a half (or corresponding fraction) of the course.	Credits will be split according to the percentage of work shared by the faculty (in ½ credit increments)
Interdisciplinary Team-Teaching <ul style="list-style-type: none"> Fully Integrated Team Teaching 	Two (or more) instructors, coming together to their shared topic from different disciplines, are fully joint instructors of the same course, collaborating with each other and integrating their work throughout the entire course. The course is collaboratively designed, taught, and graded, and both instructors attend and participate in - all class meetings.	Each Faculty on record receives full teaching credit for the course provided the conditions below are met. See Note Below*

*For an Interdisciplinary course which is team-taught by two or more faculty members, each of them receives full teaching credit for the course, provided the following conditions are met:

1. Each faculty member who is asking for full teaching credit will jointly design the course, attend and participate in each session of the course, and grading of each assignment/project, and
2. The enrollment for the course is equivalent to the minimum enrollment or above (for courses at that level) times the number of proposed faculty who will be teaching.

Guidelines:

Departments, programs, and faculty shall use an annual academic planning exercise to assure that proposed team teaching will not reduce a department's ability to cover required curriculum and will not result in new instructional costs (replacement teaching or overload). However, because there are circumstances under which the various forms of collaborative teaching advances the College's ability to fulfill its educational goals, especially by supporting interdisciplinary courses and curricula, the Dean's Office, departments, and their faculty shall make every effort to find ways to allow colleagues to participate in these courses. Credit load adjustments must be approved by the Department Head(s) in partnership with Dean's office. When possible (or when college funds are available), the college will incentivize interdisciplinary course offerings through a grant or release opportunity. In these instances, the college will utilize an application and selection process.

Service

Service is exhibited through participation in Faculty Senate; committees at the program, department, and university levels; discipline---based professional activities; public service; recruitment; advisement; and other activities for the good of the university or a faculty member's discipline. Service is fundamental to the role of faculty and reinforces responsibility and commitment to the University and the College. It also creates links to communities outside the University.

Service can be, but is not limited to:

- Leadership and participation on committees related to faculty governance
- Service on committees at program, department, college, and university levels
- Particular and on---going service for the program outside of committees
- Leadership and/or demonstrable contributions in community, regional, national, or international professional organizations
- Service to individual students or student organizations
- Promotion of the University through extramural activities, such as those involving alumni affairs or institutional advancement
- Accreditation and assessment
- Other forms of service to the profession, the discipline, external associations, etc.

In addition, the Westphal College interprets service to include administrative appointments of all kinds, as well as assistance provided to colleagues; organization of student activities and competitions; any special assignments or undertakings that contribute to the mission of the University; service to the profession; and community service.

Program Administration

The nature of individualized instruction, curriculum structure, and mission of Westphal College programs places a heavy administrative load upon full time faculty and Program Directors in particular. The College is organized into Departments, which typically contain several academic programs. The Department Head is responsible for departmental vision and strategic initiatives, as well as budget oversight, general operations, and the coordination of daily office management. The Program Directors are responsible for programmatic curriculum, scheduling, adjunct staffing, mentoring of students, and where appropriate, facilities management.

Research/Scholarship/Creative Work

The Westphal College encourages all members of the faculty to keep current with their disciplines and to produce research, scholarship, and creative work (RSC). The College recognizes that our faculty comes from both the academy and industry. The expectations for RSC vary accordingly, so that faculty may be scholars or researchers or may be engaged in creative work or managing creative enterprises.

Our faculty may meet expectations of scholarship and research through various forms, e.g., published books, chapters, essays, articles, reviews, catalogues, participation in conferences, guest lectures, curatorial activities, successful grant writing, as well as through other activities not specified here.

Creative work may be recognized in the form of solo, group, or juried exhibitions; commissioned work and public performances; invited or juried festival screenings; distribution of media projects or optioned plays and screenplays; managing creative enterprises; and presentations at professional organizations and academic conferences, as well as through other activities not specified here.

For the full-time faculty engaged in RSC noteworthy of exceptional recognition, a consideration may be made for a reduction of teaching load as described above. In this situation, the Department Head shall recommend adjustments to the load in accordance with the annual review process.

Adjunct Faculty

With the implementation of the federal Affordable Care Act, employers are limited to number of hours per month part-time employee(s), e.g. adjuncts, can work without declaring them benefits eligible. Since the law is based on monthly hours, not academic or calendar years, the Westphal limit for adjunct faculty is 9 credits per term and no more than 130 hours per month. Each term starts anew with this 9-credit limit.