

**Faculty Workload and Merit Evaluation Policy
BUPP 706**

I. Purpose of Merit Evaluations. Faculty merit evaluations will be conducted annually. This process is for the purpose of determining compensation and is distinct from tenure and promotion deliberations. These evaluations will assess the quality of work according to principles established in university and departmental guidelines (e.g., departmental tenure guidelines).

II. Faculty Workload and Evaluation. Each faculty member's evaluation will focus on his or her activities in proportion to the distribution of responsibilities in his or her workload. The chair establishes this workload in consultation with the faculty member and subject to approval by the dean. (In academic units that are not divided into departments, deans will fill the role of chairs described in this policy.) In so doing, the chair will take into account the abilities and interests of the faculty member as well as the needs of the university for adequate teaching personnel to serve curricular needs, adequate resources for vigorous research/creative activity, and the like. The workload will be confirmed or adjusted at each annual review, but the process of establishing it will also include other communications as necessary (e.g., discussions at the point of hire, specific contractual provisions, occasional discussions about departmental needs, etc.). The workload is detailed in the faculty workload report that is submitted each semester to the office of institutional research and testing as well as to the dean.

A twelve-hour teaching assignment is generally considered to constitute a 100% workload each semester. Teaching load reductions from this level are determined on an individual basis by the faculty member and the chair. Faculty with a strong program of research/creative activity are ordinarily given a sustained teaching load reduction. Additionally, reductions in teaching loads are apportioned for those heavily involved in administrative duties and service as these are approved by chair, dean, and provost. All these responsibilities normally constitute 100% of the load that is captured on the faculty workload report. It is important, however, also to recognize service activity that does not appear on the workload report; this would include both service that is inherent in the faculty position (such as participation in university and departmental committees as well as generally productive communication with faculty, staff, and students) and service that is individually selected (such as participation in activities of interest on campus, in the community, and in the profession at large).

Ten percent of the evaluation will focus on this non-administrative service, and the remaining ninety percent will follow the proportions shown on the workload report. For example, if a faculty member's workload report reflects 50% teaching and 50% research/creative activity, 10% of the evaluation will focus on non-administrative service, 45% ($90\% \times 50\%$) on teaching, and 45% ($90\% \times 50\%$) on research/creative activity. If a faculty member's workload report reflects 67% teaching and 33% administrative service, 10% of the evaluation will focus on non-administrative service, 60% ($90\% \times 67\%$) on teaching, and 30% ($90\% \times 33\%$) on administrative service. The workload proportions for the year will be based on all time during which the faculty member is compensated. Most typically this will include (a) only the fall and spring semesters; (b) fall, spring, and summer sessions; or (c) fall and spring semesters and some portion of the summer session.

It is of the utmost importance that this process be executed with frankness and transparency. In this vein, the specific information contained in the faculty workload reports should help to clarify expectations and evaluation criteria. Where a disagreement between the chair and the faculty member arises in respect to workload allocation, it will be appealed to the appropriate dean, or, in a school without departments, resolution will involve consultation with the Provost.

III. Workload Report and Institutional Research and Testing. To assist the deans and department chairs in maintaining accountability for faculty loads, each enrollment term the Office

of Institutional Research and Testing generates a comprehensive Faculty Workload Report. This comprehensive report includes an individual teaching load report for each faculty member listing all the classes he or she teaches, the number of students enrolled in those classes, and the percent of the faculty member's total workload that each class represents.¹ The report also requires that the department chair account for and explain those other specific responsibilities for which a faculty member has been allowed reassigned time, such as an administrative assignment, a research project, or other specific assignments.² These individual reports for each faculty member are checked and verified by each department chair and dean and are returned to the Office of the Provost and Vice President for Academic Affairs. These reports become a part of the official record of the University and provide statistical data concerning instructional costs and tuition revenue generated by student credit hours. But this official Faculty Workload Report can not give a complete accounting of any individual faculty member's actual workload and should not be used exclusively to support conclusions about the level of work being performed by individual faculty members.

¹ *A three-hour course normally represents 25% of a faculty member's total workload and a four-hour course normally represents 33% of a faculty member's total workload. If a full-time faculty member teaches two three-hour classes, he or she has a 50% teaching load and the chair must specifically account for the six hours of reassigned time that makes up the faculty member's full workload. The percentage of a faculty member's workload which is allotted to a particular course will vary from this standard for courses such as studio courses which require contact hours that significantly exceed the student credit hours awarded for the course.*

² *When reassigned time has been allowed for a research project or other activity, it is the responsibility of the faculty member to provide the chair with tangible evidence of the results of the activity or project when the work has been completed.*

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