

**TO:** Fort Wayne Senate

**FROM:** Faculty Affairs Committee

**DATE:** March 28, 1988

**SUBJECT:** Policy on Faculty Workload, Evaluation, and Reward

**DISPOSITION:** To the Presiding Officer for Implementation

**Resolved,** That the Faculty approve the following policy on Faculty workload, evaluation, and reward.

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Senate Document SD 87-32  
(Approved, 4/11/1988 )

### ***Faculty Workload. Evaluation and Reward***

#### **Workload**

The duties and responsibilities of university faculty comprise teaching, research, scholarship, creative endeavor, and service to the university, professional societies, and the community. IPFW subscribes to this comprehensive view of university mission from which this view of faculty roles derives and is committed to defining and assigning workloads in such manner that faculty shall sustain achievement in some combination of the three broad areas of responsibility in order to maintain the professional competence of the faculty, advance original inquiry and creativity, promote learning, develop and present instruction, sustain the academic profession and IPFW, and apply the specialized talents of the faculty to community needs.

The balance of achievements of individual faculty shall vary according to the talents, interests, and subject-matter expertise of the faculty member; it shall also vary according to university needs and resources, and the complexity and difficulty of tasks. The character, variety, and changing roles of faculty make it unrealistic to specify workload in terms of clock hours. If the expectation of activities such as research, scholarship, administration, or other significant professional activities is met, the maximum teaching load should be the equivalent of nine credit hours of lecture-type undergraduate instruction per semester.

Quantifying each faculty member's service and research expectations is more difficult. Ideally, service shall reflect the individual faculty member's interests and expertise. In scholarship and creative endeavors, the faculty member shall remain current in disciplinary knowledge and shall

seek to expand that knowledge through original contributions shared with a wide range of professional colleagues.

The appropriate level at which to determine the mix of responsibilities for each faculty member is the department.

### **Evaluation and Reward**

A system of evaluation and reward of faculty members must reflect the mission of the university. Within the university, each school or division makes a unique contribution to the realization of that mission, as does each department within the school or division. The way in which the individual faculty member helps to accomplish that collective mission will reflect the abilities, interests, and expertise of that person. This implies that each department, in coordination with the school or division, must identify its role in the process and establish appropriate criteria to evaluate its faculty's contribution to fulfilling that role.

Throughout the university, faculty members will teach, conduct scholarship, engage in creative endeavors, and perform service. However, the specific activities which appropriately can be labeled with those terms will vary among academic disciplines. As the particular behaviors vary, so must the criteria for their evaluation. Units shall develop standards for judgment which can be applied consistently and meaningfully to the specific activities being assessed.

In general, four types of reward serve as incentives to faculty members: grants of tenure, promotions in rank, merit salary increments, and miscellaneous rewards such as teaching-schedule preference, extra travel or research support, special office or laboratory assignment, and secretarial assistance above the unit standard. Some of these are based on short-term performance or involve short-term commitments by the unit; others are longer-term in origin or in effect. Justly applied, a broad range of available rewards can foster the flexibility and diversity appropriate to a university. Therefore, each unit shall determine in a collegial manner the job-related activities to be rewarded, the kinds of rewards to be offered, and the relationship between activities and rewards.

The variety expected in faculty behaviors and the complex standards for their assessment across the academic community necessitate open and honest communication from all individuals. Unit policies shall be written, with copies available to each faculty member in the unit. Expectations for faculty members held by administrators at all levels (department, school or division, university) shall be clearly articulated so that (1) individual faculty members know what is expected of them and how their behaviors will be evaluated and rewarded, and (2) others involved in the evaluation procedure at different levels understand the overall process and their roles in that process so that they are able to perform them effectively and judiciously.

Each faculty member will receive an annual written review. This statement will include a description and evaluative assessment of the faculty member's recent performance in light of the articulated expectations.