

School of Computing and Engineering Workload Policy and Evaluation Process

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1 General

The School of Computing and Engineering (SCE) workload policy and evaluation process are used in conjunction to define each SCE faculty member's workload for the coming academic year. Annual evaluations are used to assess the annual contribution of each SCE faculty members in teaching, scholarship, and service. Following their annual evaluation, SCE faculty members should clearly understand how their performance is perceived by their Chair. Performance evaluations will be used in the assessment of a faculty member's strengths, weaknesses, and contributions to the SCE Mission for development of their workload distribution for the coming academic year (AY).

The SCE workload policy, coupled with the assessment process, provides performance expectations for SCE faculty, provides assessment framework for administrators, and provides the mechanism for assignment of workload. Through annual performance evaluations, combined contributions of SCE faculty can be assessed and distributed in a manner to enhance and improve SCE globally, while supporting individual growth.

1.1 Workload Basis

1.1.1 Tenured and Tenure Track Faculty (TT)

The minimum (base) workload for SCE faculty members with a regular appointment as given in the UM Collected Rules and Regulations (UM CRR) is an eighteen credit hour teaching (six three-unit courses) responsibility per academic year. The baseline workload for faculty is 60% teaching, 20% service, and 20% scholarship (research). Therefore, a course is considered a 10% commitment of a faculty member's effort in a given academic year. Through the evaluative process between the Department Chair and a faculty member, these percentages will be discussed and, if needed, adjusted to align with a faculty member's efforts in each category.

A faculty member's time can be, and should be, distributed differently as appropriate for the particular individual based on a multitude of activities performed throughout an academic year. For example, a faculty with active sponsored research supporting PhD students, national-level committee activity, and UMKC/SCE responsibilities might teach four courses (40%) with 40% research

and 20% services. A second example for a faculty member serving in an administrative role might include a one-course reduction and teach five classes (50%), with 20% research, and 30% service. Another example could be a heavily sponsored researcher with a time intensive schedule who might teach two courses (20%), with 60% research, and 20% service. These percentages are based on time and effort as documented through the review process as described below.

1.1.2 Non-tenure Track Faculty (NTT)

The baseline workload for NTT faculty with a periodically-renewable contract are 80% teaching and 20% service. Their teaching responsibility is typically stated in their contract, but will normally be twenty-four credit hours of regular coursework per academic year or eight three credit hour courses per academic year. Laboratory section percentage of effort is handled on a case-by-case basis, depending on time for preparation, assigned student assistance, and content presentation. NTT faculty members can still do research when appropriate, or provide service to a variety of constituents, students, industry, community, SCE and UMKC, that will be considered for reductions in course loads. For example, a NTT faculty member in charge of assessing for, or writing portions of ABET Accreditation documents, may have a 1-2 course deduction in a given AY. These percentages are based on time and effort as documented through the review process as described below.

1.1.3 Annual Faculty Workload Plan (AFWP)

SCE faculty members may contribute to the SCE workload in many ways. Therefore, their performance evaluations and their annual workload distribution should reflect their total contribution to the SCE. The SCE workload can be broadly defined through three areas – teaching, scholarship and service. All are critical to the success of the SCE.

Since faculty members contribute in different ways, a specific workload for each faculty member will be developed jointly by the faculty member and his/her Chair. Each individual plan will be called the Annual Faculty Workload Plan (AFWP). The AFWP will specify the faculty member's teaching load for the next academic year and will detail expected contributions in the other areas of scholarship and service. The AFWP will be developed from an appropriate faculty reporting mechanism, such as FARS, myVitae, or an SCE Form, prepared annually and submitted by May 15th to their Chair by each faculty member. The SCE Assistant Dean for Academic Affairs will review the AFWP and activity reports with the SCE department chairs to ensure that the plans are consistent across the school.

The workload policy, coupled with effective performance evaluation, will ensure that the abilities of each faculty member are most effectively utilized. Further, these policies allow individual contributions in each area to shift over a faculty member's career without negative consequences as long as the member's collective contribution across the three broad workload categories remains high.

2 Performance Evaluation

The SCE performance evaluation structure emphasizes support and encourages behaviors important to achieving SCE objectives. Every SCE faculty member will be reviewed annually, usually in late spring or early summer, upon receipt of their faculty reporting mechanism (FAR, MyVitae, SCE form).

2.1.1 SCE Objectives

SCE strives to provide exceptional teaching, research, and service through its faculty, staff and students. Quality teaching, sponsored research, and academic service provide the breadth of diverse experiences required for successful faculty in a vibrant and expanding School. Teaching activities should utilize best practices to achieve high student competence and satisfaction undergo routine and continuous improvement. Although publications are extremely important for faculty reputation, overhead bearing sponsored research is necessary to support graduate student stipends, tuition, equipment, start-up funds, etc. Sponsored research also comes with well-defined outcomes and deadlines, which require a certain level of sustained effort, and will be heavily considered when assessing the amount of time devoted to teaching by these researchers. High quality and time intensive service activities are important for national reputation and for SCE operations within UMKC and also a possibility for a reduced teaching load.

2.1.2 Measurement of Performance

Specific performance metrics only serve to encourage faculty to perform at a minimum level to “jump over a bar”. Likewise, performance evaluations for SCE faculty members are not amenable to cardinal measurement. Measuring cardinal variables on fixed scales, limits flexibility for creativity and the development of novel and exciting opportunities.

The SCE performance evaluation process is based on an ordinal system that relies on quality leadership with continuous and open assessment and discussion of performance. SCE administrators are responsible for performance evaluation and evaluations will be subjective due to the large number of factors. It is essential that faculty members know when they are not meeting leadership expectations so they can modify their work to better reflect the needs of the Department and School.

2.2 Performance Categories

There are three performance categories used in the SCE – both from the workload perspective and from the performance perspective of teaching, scholarly activities, and service. All SCE faculty members are expected to contribute in all categories. However, it is expected that individual faculty members will make their own unique contribution to each category. These categories are defined below. Guidance as to how these categories are incorporated into the

AFWP and annual faculty evaluations is discussed in this document under *2.2.4 performance evaluation*.

2.2.1 Teaching

Quality instructional delivery and content is essential for a successful school and is expected of all SCE faculty members. Excellent teaching is characterized by innovative use of technology, interesting and well-organized, content-laden presentations, timely and appropriate course assignments, and consistent application of well-understood evaluation instruments.

The minimum academic workload requirement for faculty members under UMKC and UM System policies is 18 credits (six courses) per academic year for tenure-track faculty and 24 credits for teaching faculty – fall and winter semesters. Laboratory sections are handled on a case-by-case basis between the faculty member and chair. The effort assigned is dependent on time required for preparation, assigned student assistance, and content presentation. Reduced teaching loads will be based on performance and involvement in the spectrum of faculty performance categories as specified in the AFWP and their Department Chair's assessment. (Independent study instruction or "direct readings" do not qualify as an "organized" lecture course and do not count toward the annual teaching load unless there are unusual circumstances as recognized by the Department Chair.)

ABET assessment of course outcomes is an integral part of SCE teaching responsibilities. Timely submission of complete and high-quality course assessments will be an important part of each teaching evaluation.

2.2.2 Scholarly Activity

Scholarly activities will be required of all SCE faculty members; however, the level of involvement and the composition of such activities are expected to vary across the faculty. Such activities include but are not limited to applied and theoretical research, refereed publication, sponsored research funding, conference presentations, and patents (technology transfer).

The most important scholarly activity a SCE tenure-track faculty member can engage in is sponsored research. Extramural funding with institutional overhead – from any source – is very important. Without significant research funding, the SCE is not able to attract the quality of students required to enhance our research output and increase the quality of our graduate and undergraduate programs.

While publication and research without funding is still important, this work provides limited support to the SCE in terms of support of graduate student recruitment, faculty (summer and academic year) salary support, equipment purchases, travel expenses, or administrative support. Thus, an exceptional contribution in scholarly activities will not be awarded without significant sponsored research.

Scholarly activities for non-tenure track faculty can come be accomplished in many ways. Participation in professional development conferences, presentations or publications regarding teaching, and innovative modes of delivery are a sample of the activities. These efforts, if to be considered for reduction in teaching load, should be discussed with the chair during the performance evaluations.

2.2.3 Service

Service is the responsibility of shared governance and professional development. All SCE faculty members are expected to share, in some manner, in the service to the department, school, university, community, industry, and/or profession. Service provides a much-needed contribution for shaping policy, guidance, and process for the different educational constituents. The involvement in the civic, industrial, and professional components shows a commitment to the profession and a commitment to leadership that reflects positively on SCE and UMKC.

Student engagement is a critical service component to insure student success and retention within SCE and UMKC. All SCE faculty members are expected to successfully engage with students, albeit in different ways based on each faculty member's abilities. Student engagement includes support and mentoring of student organizations, student teams, individual student competitions, etc. Student engagement also includes advising. Not just advising students about course schedules for a few hours at the beginning of each semester, but "advising" students throughout their academic career. This "engaged" advising includes career advising and requires the faculty member to show genuine concern about the overall development of the student and empathy with the problems the student faces as he/she works through his/her degree program.

2.2.4 Performance Evaluation

The SCE performance evaluation mechanism will be subjective based on the Department Chair's evaluation, the previous year's AFWP and other pertinent document. Each faculty member will be rated in one of four categories: *Non-contributor*, *Contributor*, *Substantial contributor*, and *Exceptional contributor*.

- *Non-contributor* – the faculty member has made essentially little or no contribution in the specific evaluation category. "Non-contributor" is unsatisfactory and an SCE faculty member so rated will be counseled by his/her Chair about activities that must be undertaken to improve his/her performance beyond "non-contributor". These activities will be noted in the AFWP and improvements in these areas will be given emphasis during the next performance evaluation.
- *Contributor* – the faculty member makes a contribution to the category being rated. This rating represents the baseline condition and is minimally acceptable. A rating of "contributor" indicates that the faculty member is contributing at a minimal level which may or may not be acceptable based on the performance in other categories.

- *Substantial contributor* – the faculty member makes an important contribution to the SCE in this category. The faculty member does more than is expected and makes an impact through his/her contribution. This rating is typically needed in one or more categories for consideration for merit salary increase.
- *Exceptional contributor* – this category is for truly exceptional work and should be the goal of every SCE faculty member. An “exceptional contributor” makes a substantial and significantly discernible contribution to the school, university community and/or profession. A faculty member rated as an “exceptional contributor” can expect to see better than average merit salary increases.

The Chair will evaluate faculty performance in all three categories. Additionally, each faculty member will receive a general rating about his/her overall contribution. As part of the annual evaluation, the Chair will provide frank guidance about performance deficiencies, means for improvements, and reinforcement of excellence leading to a useful and meaningful evaluation. The faculty member will have an opportunity to provide comments and clarity to the evaluation from their perspective.

Faculty evaluations will be reviewed by the SCE Dean.

2.3 Contribution Balance and General Expectations

Every SCE faculty member has different abilities and can make a unique contribution to the school, while giving the school and university 100% of their time and effort. Not all are expected to be exceptional in all three performance categories; however, all SCE faculty members should make a substantial contribution in as many of the three evaluation categories as possible. Those faculty that rate as substantial or exceptional contributors will be recognized in ways that support their efforts and that of SCE (e.g. release time, sabbaticals, merit raises, promotions).

In addition to ratings in the three categories, each SCE faculty member will be given an overall rating of *non-contributor*, *contributor*, *substantial contributor*, or *exceptional contributor*. Clearly, those faculty members with an overall rating of substantial or exceptional contributor are considered to be performing above the baseline expectations and will be recognized in ways that support them and the areas in which they make their contributions.

3 Workload, Promotion and a Continuing Appointment

3.1 Continuing Appointment

A continuing appointment or tenure is one of if not the most important decision within SCE and UMKC. It is a multi-million dollar, 30-40 year commitment by UMKC to an individual. For SCE probationary faculty members, this

decision will be made at the end of the sixth year (or sooner) of their probationary period and will be based on the performance evaluations completed by the chair from the prior year(s). Tenure, however, is not awarded for past performance; rather tenure is awarded for future potential performance which is logically projected from past performance. It is very important that all tenure candidates understand that there is no "right" to tenure. A final tenure decision takes into consideration all factors about the candidate, the future vision for the department, SCE and UMKC.

Successful candidates for tenure will consistently be rated as or show continued growth towards being a *substantial or exceptional contributor* in scholarship and as a *substantial contributor* in student engagement and teaching. Typically, successful candidates will have no ratings of "*non-contributor*" in any category.

Clearly, student engagement and teaching effectiveness play an important role in the tenure decision but the successful tenure candidate must demonstrate the ability to generate financial support for his/her research.

From annual performance reviews and from frank discussions with his/her department chair, the probationary faculty member should clearly understand his/her position at the beginning of the tenure decision process.

3.2 Promotion to Associate Professor

The successful tenure candidate will have demonstrated sufficient promise to be fully qualified for promotion to Associate Professor. There will be no case of award of tenure without the promotion to Associate Professor. The decision for promotion to Associate Professor with tenure will occur at the end of the sixth year (or sooner).

The case of tenure for an SCE faculty member hired as an Associate Professor will be covered in detail by the employment contract; however, there must be sufficient time to evaluate the candidate on the three categories.

3.3 Nomination for Promotion to Full Professor

An Associate Professor must be supported (best if nominated) by his/her Chair and the yearly evaluations to be considered for promotion to Full Professor. A nomination indicates that the chair is confident that the candidate is qualified for promotion.

There is no minimum time that an Associate Professor must serve before being nominated, however, a nomination will not be made before there is sufficient evidence that the candidate will meet the highest expectations of the SCE. It is expected that Associate Professors should be prepared for promotion to Full Professor on a similar timeline as promotion to Associate Professor. However, as with Assistant Professors, promotion is not a reward for past activities, rather promotion is based on future leadership potential. The successful candidate for Full Professor will have a combination of attributes that lead to distinction: a distinguished national reputation for scholarship and

demonstrated ability to attract extramural support for his/her research, a reputation as an innovative and exceptional teacher, a sought-after advisor and mentor to students, and a significant contributor to the school, university or profession. A Full Professor is expected to have continually reached levels of substantial or exceptional contributor in a majority of these categories.