**Proposal for adding evaluation of administrative duties to PRT**

Changes in academia over the past decade or so have resulted in faculty performing more and more administrative tasks. These duties are no longer the sole domain of the few faculty members who move into administrative roles such as chairs, deans, and provosts. There are numerous examples of faculty who carry out administrative duties as part of their total workload. For example, faculty who participate in funded research or creative activities are required to perform such duties as budgeting, hiring, employee evaluation, writing and submitting reports, and meeting with external constituencies. Those faculty members who direct a center or coordinate a section of classes or labs have many of these same duties, as well as coordinating the activities of other faculty. Faculty given the task of leading program assessment efforts in their departments are tasked with gathering data, coordinating assessment instruments, and writing internal reports

The duties of those faculty who have moved into administrative slots have also changed over the years, with a greater percentage of their workload now allocated to administrative tasks. Chairs have 50% of their time every semester committed to administrative tasks, while deans have 92% of their workload committed to these. Faculty in associate chair, associate dean, and a variety of coordinator and director positions have varying amounts of their workload also committed to administrative tasks. In all cases, these duties take the place of workload that is devoted to the other three areas.

These demands for faculty to assume more administrative duties are likely to increase in the future, as federal and state authorities continue to require more documentation of performance measures. For example, Title IV funding now is linked to salary and job placement information, both of which will determine how Pell Grants are allotted and how much money students can borrow to attend an institution. Similarly, the HLC, along with the six other regional accreditors, just endorsed a national call to increased assessment documentation. Two of five criteria for accreditation now are linked to outcomes assessment. These demands from outside agencies to increase our documentation of activities and achievements will result in greater administrative roles for faculty in years to come.

Without PRT guidelines that address the administrative portions of faculty workloads, these faculty members who are taking on these duties, whether officially or unofficially, are being put at a disadvantage when it comes to issues of evaluation, promotion, tenure, and retention. Their PRT documents will only address a portion of their total workload. In cases where a majority of the workload is devoted to administrative tasks, this means that the evaluations come nowhere close to accurately reflecting the value of work performed by the faculty member. In light of this, faculty members are reticent to assume these roles, as it will not help their promotion and tenure prospects. In order to be fair to these faculty members, the PRT document needs to formally address administrative duties.

Ideally, this would be done by carving out a fourth area of evaluation in the PRT process like is being done at other institutions. However, it is unlikely that such an idea would be able to pass through the SGOC process for the entire campus. Rather than attempting to do that, this proposal seeks to incorporate administrative duties directly into the existing three areas of evaluation as listed below. At the same time, it seeks to more fully define what types of documentation can be found under the existing areas, as the current document fails to give any guidance in this area.

**Current wording, Section IV.c, charge to PRT Committee (Page 75):**

“The University PRT Committee will prepare a guide for the recommendations to be submitted by the department and college committees. It will ask the department and college committees to provide evidence on areas including, but not limited to:

• teaching

• research, scholarship, and other creative professional activities

• department, college, university, professional, and community service

Department and college PRT Committees may choose to weight the criteria for post-tenure promotion (teaching, scholarship, and service) as appropriate to the discipline and mission. No area can be weighted at zero; there must be some contribution in all three areas. Faculty need not be outstanding in all three areas. In making judgments, the university, college and department PRT Committees and administrators will be aware of the diversity of disciplines.”

**Proposed Changes:**

“The University PRT Committee will prepare a guide for the recommendations to be submitted by the department and college committees. It will ask the department and college committees to provide evidence on areas including, but not limited to:

• Teaching

This category of faculty performance refers to a wide variety of instructional activities in which faculty members facilitate student learning. Faculty members are expected to demonstrate mastery of the current knowledge and methodology of their discipline(s) and to use this mastery to guide the learning of students. Teaching effectiveness should be assessed and evaluated through a variety of methods, and not just employ student perceptions of their own learning. In addition to displaying effectiveness as teachers, faculty members are expected to take part in the assessment of their programs and are encouraged to disseminate their best teaching practices to appropriate audiences. Contributions in this area shall not be limited to classroom activities but will also focus on the quality and significance of a faculty member’s contributions through activities such as curricular development, program assessment, student mentoring and supervision, public lectures and workshops, teaching abroad and international exchange, and academic advising. Contributions can also include management of curricular projects, such as writing assessment reports, coordinating multiple sections of a course, oversight of TA’s and adjuncts, and oversight of department teaching equipment, to name just a few examples.

• Research, Scholarship, and Other Professional Creative Activities

This category refers to a wide array of activities that contribute to the advancement of knowledge, understanding, application, problem solving, aesthetics, and pedagogy in the disciplines served by the University. These activities become recognized as accomplishments when the work is disseminated and shared with others and is subject to critical review. Accomplishments shall be judged in the context of their use of current knowledge and their impact on peers and others. While collaborations are greatly valued in this area, documentation of accomplishments needs to address the faculty member’s individual contributions to the project. Contributions in this area also can recognize the work required to maintain projects, such as the writing of progress or annual reports, overseeing personnel hired on projects, fiscal management of projects, and fundraising activities for the projects.

• Department, College, University, Professional, and Community Service

Service involves the application of a faculty member’s academic and professional skills and knowledge to tasks that benefit the University, the community, and/or the profession. It is a vital part of both faculty and shared governance, as well as to the functioning of the University. Because of this, all tenured/tenure-track faculty members are expected to provide service. Documentation of service should focus on the quality and significance of the contributions of the faculty and should not just contain a list of committees served or meetings attended. The evidence presented should be sufficient to outline a faculty member’s agreed-upon responsibilities and to support an evaluation of effectiveness. Contributions to the management of the Department, College, or University not directly related to teaching or research/creative activities and captured by the other two areas should be included here.

Department and college PRT Committees may choose to weight the criteria for post-tenure promotion (teaching, scholarship, and service) as appropriate to the discipline and mission of the department and individual faculty members. Faculty need not be outstanding in all areas. In making judgments, the university, college and department PRT Committees and administrators will be aware of the diversity of disciplines.”

