

## MU Department of Personal Financial Planning Workload and Performance Standards

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### Tenured and Tenure-track Faculty Workload and Performance Standards

A tenured or tenure-track appointment general load in Personal Financial Planning is 40:40:20. This is considered

- .40 FTE Teaching and advising,
- .40 FTE Scholarship of Research and Creative Activities
- .20 FTE Service – University, Professional and Public

The .40 Teaching and advising workload is structured as two 3-credit classes each semester.

Workload and performance standards demonstrate *quality, quantity, and relevance* and connect to the Department's Tenure and Promotion Guidelines and Post Tenure Review General Standards. These resources may be found under the Faculty Resources tab at <http://pfp.missouri.edu/faculty.html>.

#### **Teaching and Advising**

##### Quality

1. Faculty will embrace MU core values of respect, responsibility, discovery, and excellence.
2. Faculty will embrace best practices as described by the Higher Education Best Practices in Teaching and Learning <http://www.nea.org/home/33508.htm>
3. Faculty will contribute to team efforts in guiding and promoting the overall positive health and vitality of the department's mission. It is expected that faculty will assume a collegial and cooperative role in the department (e.g., contributing to reports, student evaluations, recruiting new students, volunteering to assist colleagues on special projects, etc.).
4. Undergraduate and graduate student advisement is shared among faculty.
5. When faculty teach one section of a multiple-section course, it is expected that faculty will work with colleagues in the other sections to coordinate learning objectives for consistent quality.

##### Quantity

1. Meet the MU minimum standard of 12 section credits and 180 student credit hours per academic year (for 1.0 FTE appointment).
2. Advise department undergraduate and graduate students, as assigned.

#### **Research**

##### Quality

1. The faculty member's record should demonstrate a specific and identifiable area(s) of expertise (i.e., special competence). The development of this area of expertise implies movement toward/advancing the achievement of national stature.

2. Faculty will demonstrate the ability to conduct research or creative activities that reflects (1) original scholarship, (2) a contribution to the knowledge base, and (3) the likelihood of continued quality performance. See promotion and tenure criteria.
3. Refereed scholarly activities will be given greater weight than non-refereed activities. See promotion and tenure criteria at:  
[http://pfp.missouri.edu/documents/faculty%20resources/pt\\_guidelines.pdf](http://pfp.missouri.edu/documents/faculty%20resources/pt_guidelines.pdf).

Quantity:

1. Faculty will show evidence of an *active* research agenda demonstrating scholarship at progressive stages of achievement—early stages of development, under peer review, and concluding achievement. (E.g., in process, submitted, and published.) See promotion and tenure criteria at department for specific examples of evidence of scholarly activity:  
[http://pfp.missouri.edu/documents/faculty%20resources/pt\\_guidelines.pdf](http://pfp.missouri.edu/documents/faculty%20resources/pt_guidelines.pdf).

**Service – University, Professional, and Public**

Quality:

1. University, professional, and public service may lead to continuing improvement in program quality, which is a critical, complex, shared responsibility.
2. Program quality is reliant on faculty collaboration and generation of new resources.

Quantity:

1. Tenure and promotion guidelines describe the role of university, professional and public service in faculty responsibilities. Type and level of service should be commensurate with and supportive of both faculty and department goals and objectives.
2. Generating new resources is a shared department objective that may be achieved by developing funding streams from a variety of sources.

**Relevance of teaching, research and service**

1. A faculty member's performance in all three areas of teaching, research, and service should be relevant to personal financial planning. Relevance is assessed primarily in terms of demonstrated relatedness and/or application of activities to advancing the theory and practices of the field.
2. Faculty performance demonstrating integration and relatedness of research/creative endeavor, service, and teaching is valued and encouraged.

**Non-tenure Track Ranked Faculty Workload and Performance Standards**

The workload for non-tenure track ranked faculty will reflect primary responsibility in a single area: teaching, research, clinical/professional practice, or Extension, consistent with the CRR of the university. Workload assignments may be adjusted if non-tenure track faculty request changes that are approved by the Department Chair(s) and the Dean of HES. These assignments will be reviewed annually by the Department Chair and any changes will be communicated to the faculty member in writing.

### **Extension**

The purpose of Extension is to extend teaching, research, and service beyond the boundaries of the campus. Extension provides services to the public that involves continuing education and making research information available to individual citizens and clientele groups. Extension is part of the total team effort of faculty in research, teaching, and service. For Extension state specialist faculty, the percent allocation of campus teaching, scholarship/research, service, and Extension activities will be reviewed and determined annually by the HES Associate Dean for Extension in consultation with the PFP department chair.

Workload and performance standards demonstrate *quality, quantity, and relevance* and connect to the Department's Guidelines for Appointment and Promotion of Ranked Non-Tenure Track Faculty Positions at

<http://hes.missouri.edu/documents/admin/GuidelinesPromotionProfessionalTrack.pdf>.

### **Teaching and Advising**

Quality:

1. Faculty will embrace MU core values of respect, responsibility, discovery, and excellence.
2. Faculty will embrace best practices as described by the Higher Education Best Practices in Teaching and Learning <http://www.nea.org/home/33508.htm>
3. Faculty will contribute to team efforts in guiding and promoting the overall positive health and vitality of the department's mission. It is expected that faculty will assume a collegial and cooperative role in the department (e.g., contributing to reports, student critiques, recruiting new students, volunteering to assist colleagues on special projects, etc.).
4. Undergraduate and graduate student advisement is shared among faculty.
5. When faculty teach one section of a multiple-section course, it is expected that faculty will work with colleagues in the other sections to coordinate learning objectives for consistent quality.
6. Faculty will show evidence of an *active* agenda demonstrating growth and excellence in demonstrating progressive stages achievement in their work--early stages of development, under peer review, and concluding achievement. (E.g., in process, submitted, and published.) See promotion criteria with examples of evidence.

Quantity:

1. Meet the MU minimum standard of 18 section credits and 270 student credit hours per academic year (for 1.0 FTE appointment).
2. Advise department share of undergraduate and graduate students.
3. Instructional service is articulated in the Faculty Responsibilities Chart relating to goals of department for improvement quality (Goal I), generating new resources (Goal II), and beneficial collaboration (Goal III). This includes student advising, recruitment, improving learning and learning places, as well as committee work for department, campus, college, campus, and profession.

## **Other Considerations and Variances**

- Faculty whose course does not make due to insufficient enrollment may be given additional responsibilities to maintain their original instructional workload assignment. These responsibilities, specified in writing, may be recommended by the chair and approved by the Dean.
- The workload assignment will be reviewed with each faculty member during the annual evaluation and when appropriate, workload adjustments can be made for the next academic year. All reassignments will be documented in writing and maintained by the faculty member, Department Chair(s), and Dean.
- Variation in FTE for some faculty is explained by having a joint appointment with MU Extension or another department. Variances in appointments and FTE also result from semester to semester because of grant funding, enrollment numbers in courses, and whether a course is team taught. Teaching assignment decisions and variances are also based on reduced teaching load for new faculty. Some assignments may also be based on confidential personnel information unique to an individual's situation.
- Department workload standards allow for variability in assignments that include increasing a faculty member's teaching load. "It would be expected that across the career path of a faculty member, interests and areas of focus will vary. Activity and productivity in some areas, such as research/scholarship, may shift. In such instances, workload assignments should necessarily reflect a reallocation of effort to other areas, such as teaching or administrative activity, in which a faculty member may continue to be active and productive. Recognizing the value of the various career paths of our faculty is crucial to building an environment in which the contributions of our faculty to the broad institutional mission can be rewarded and celebrated (Provost Garnett Stokes communication of 11/2/16)."

### **Research Adjustments and Grant Buyouts**

- Faculty given a reduced instructional load based on a grant funded from institutions outside of MU/UM are required to contribute a minimum percent of salary for the buyout. The cost of the buyout to faculty should be equivalent to 10% of his or her salary (plus benefits) for each course reduction.
- Faculty members who obtain grant funding that does not fully cover the 10% of salary due to limitations by the external granting agency or because the grant funds are deployed for other purposes (e.g., post-docs and graduate students) may be eligible to receive an instructional workload reassignment. The faculty member would have to request a reduced buyout waiver, which must be approved by the Department Chair and the Dean of HES.
- Faculty receiving an instructional workload adjustment for research that is NOT grant funded must specify the conditions for the waiver and receive prior written approval from the Chair(s) and the Dean. For example, a reduced instructional load could be granted to faculty members to finish a book, lead a team applying for a multi-year

several million-dollar grant, or other special research activities that justify a greater than 40% research effort.

- Extremely productive faculty also may receive an increased research assignment. This assignment must be approved by the Department Chair(s) and the Dean. “Extremely productive” is defined as being ranked in the top quintile of faculty productivity by Academic Analytics, or the equivalent. These adjustments will be reviewed annually and may be renewed as many times as requested, if productivity criteria are met.
- Faculty should consult with the Chair well in advance before planning a leave or multiple course buy-outs. The annual review is the ideal time for this goal planning. Advance planning is necessary at the department level due to the small size of our department and its demands with advising and faculty responsibilities.
- Concurrent leaves at the same time as course buy-outs by other faculty should be avoided.
- Faculty on FMLA leave who have reduced instructional assignments following the guidance in CR&R 340.070 Faculty Leave.
- Faculty members on approved research, developmental or sabbatical leaves would have reduced workload appropriate to the length and nature of their leaves. Guidance is provided in CR&R 340.070 Faculty Leave.  
[https://www.umsystem.edu/ums/rules/collected\\_rules/personnel/ch340/340.070\\_faculty\\_leave](https://www.umsystem.edu/ums/rules/collected_rules/personnel/ch340/340.070_faculty_leave)
- Preference for approval is given when external research dollars are captured for the department’s use (see Grant and Contract Incentive Plan) and there is funding for full course replacement to avoid redirection of department resources.
- In all situations when leaves or buy-outs of one or more courses are proposed, the requesting faculty member should have a proposed plan to cover teaching and assist the Chair in covering instruction. This includes identifying and preparing replacement personnel as needed.

### **Teaching Adjustments**

- In some situations, course assignments may be considered to be more than 10% of the instructional workload. For instance, instructors of writing intensive courses that have a high student enrollment (more than 100) and require supervision of several teaching assistants may count for more than 10% of the teaching workload. Faculty who think that a course is worth more than 10% of their annual workload assignment may request a teaching adjustment from the Department Chair(s) in writing. If approved, this is sent to the Dean of HES for approval.
- Faculty may request a reduced instructional load if serving as the Director of Graduate Studies from the Department Chair (s) in writing. If approved, this is sent to the Dean of HES for approval.

- The Department Chair prepares a written request for a reduced instructional load due to an administrative assignment of up to 50% to the Dean of HES.

### **New Faculty**

- New faculty will be assigned one course for their first semester on campus.

### **Faculty Reviews**

- “Using a faculty activity reporting system common to all campuses, each faculty member will submit an annual report of any faculty activities. The Department Chair will use the report, including the distribution of effort relative to the department's workload standard, to conduct an annual review of the performance of the faculty member (see [CR&R 310.015](#)). The dean or on campuses with no schools or colleges, the Provost/Vice Chancellor for Academic Affairs will analyze departmental outcomes using data from the common faculty activity reporting system and work with the appropriate Department Chair to reconcile any disparities between a department workload standard and departmental outcomes. Teaching responsibilities at the department-wide level are made available for the current semester and also a plan is provided several semesters in advance.” (CRR 310.080 F)
  - Workload assignments are reviewed individually at annual reviews. The annual review utilizes MyVITA for self-reporting of accomplishments and goal setting.
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