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| **Name** |  | | **CLID** |  | **Rank** |  | **Tenured** | |  | **College** |  | | **Department** |  | **Workload Track** | |  | **Calendar Year** |  |
| Refer to the Faculty Handbook Document XXI, The University of Louisiana at Lafayette Faculty Workload Policy for additional information regarding each workload track. A faculty member’s track will be determined in consultation with his/her department head and dean. Below are general descriptions. Reference the [Instructions for Completing Faculty Workload Form](http://academicaffairs.test.ucs.louisiana.edu/sites/academicaffairs/files/Faculty-Workload-Instructions.pdf) for specific information on completing the form. | | | | | | | | | | | | | | | | | | | |
| **Track 1**  Teaching 70-90%– mostly undergraduate  Research 0-20%– appropriate to rank  Service 10-20%– advising, other duties | | **Track 2**  Teaching 55-70%– mostly undergraduate & some graduate  Research 20-35%– moderate productivity  Service 10-20%– advising, other duties | | | | | | **Track 3**  Teaching 35-55%– undergrad & graduate  Research 30-55%– significant productivity  Service 10-20%– advising, other duties | | | | **Track 4**  Teaching 20-35%– graduate  Research 50-70%– heavy productivity  Service 10-20%– advising, other duties | | | | **Track 5**  Teaching 10-70%– undergrad & graduate  Research 0-35%– appropriate to role  Service 10-20%– advising, other duties  Administration 20-70%– with approval | | | |

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| **Planning and Self Evaluation** | | | | | | | | | |
| **Required Planning:** Check and complete the appropriate planning section on this page. | | | | | | | | | |
|  | **My work-load activities will not change for the upcoming plan year.** | | | | | | | | |
|  | **My workload activities and plan will change for the upcoming year. If so please explain in the space below.** | | | | | | | | |
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|  | | Faculty Signature |  | Date: |  | Depart. Head Signature: |  | Date: |  |
| **Optional Self-evaluation:** Self Evaluation can assist you to: improve the educational experiences you provide for your students, identify the professional education you need to further develop your capacity to teach and research well and, prepare for your performance review with your department head. Self-evaluation can range from personal reflection to formal assessment. Based on a constructive self-evaluation of your abilities to teach, conduct research and scholarly activities, and participate in service activities. | | | | | | | | | |
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| **WORK LOAD CATEGORIES Actual Activity** | | | | | | | | | | | |
| **Section I: Teaching** | **Actual Activity:** | | | | | | | | | | |
| 1. **Teaching/Courses**   List prefix and course number section numbers, assigned credit hours, contact hours, enrollment, and delivery type.  Enter the appropriate term. | **Course Prefix & Number** | **Sec #** | **Cr**  **Hrs.** | **Contact**  **Hrs./Wk** | **Enroll #**  **UG GR**  Number of students issued a final grade | | **Type** | **Comments**  Describe innovations that enhance rigor and quality of student learning, and/or explain unique class formats e.g. a single course that has a lecture, lab, clinical component, and/or multiple faculty members. | **Optional Rubric Notation**  Include or summarize the appropriate part of the department’s evaluation rubric. | | |
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| **B. Individual Studies, Internships, and practicums.** | Name, Semester, Course No. | | | | | | | | | **Rubric Notation** | |
| Include undergraduate research, McNair Scholars, Honors Thesis, Honors Contracts, etc. |  | | | | | | | | |  | |
| **C. Graduate Thesis/ Doctoral Synthesis/Dissertation Chair** | Name, Total Cumulative Sem(s) Enrolled, Ongoing or Completed | | | | | | | | |  | |
|  |  | | | | | | | | |  | |
| **D. Graduate Thesis/ Dissertation/Synthesis Member** | Name, Title, Which Semester(s) | | | | | | | | |  | |
| Include Comprehensive Exam Chair, and Comprehensive Exam Committee member, etc. |  | | | | | | | | |  | |
| **E. Other Instructional**  **Activities and Innovations** |  | | | | | | | | |  | |
| Course technology or distance learning development, mentoring activities, retention activities, student research, or course travel, etc. |  | | | | | | | | |  | |
| **F. Faculty/Educational Development-Instructional** |  | | | | | | | | |  | |
| Include seminars, workshops, discussion groups, etc. |  | | | | | | | | |  | |
| **Section I Teaching**  **Evaluation Weight (percentage of workload attributable to teaching: normally one 3-hour course = 20%)** | **Comments:** | | | | | | | | | **Subtotal**  **% Spring** |  |
| **Subtotal**  **% Fall** |  |

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| **Section II: Research/Scholarship** | **Actual Activity:** | | |
| **A. Research & Scholarship** | List all patents, inventions and/or copyrights issued. Separate publications according to the following recommended headings and distinguish between peer review and non-peer review: books, book chapters, journal articles, web-based journal articles, published multi-media, abstracts and/or proceedings, performances, and exhibitions. Citation format appropriate to the discipline, e.g., APA, AMA, MLA. | **Rubric Notation** | |
| Patents, publications, presentations, performances, exhibitions, honors, scholarship, major invited speeches, on-going research, preparation, and number of grant proposal/application(s), etc. |  |  | |
| **B. University Supported Grants and Awards** | Separate grants according to active, pending, and completed. For each grant or contract list effective dates, role (PI or Co-PI) and % effort, project title, type of grant/contract, funding unit, funding amount, and annual research funding managed. Citation format appropriate to the discipline. |  | |
| STEP Grants, Educational Grants, summer research awards, sabbaticals, etc. |  |  | |
| **C. Externally Supported Grants & Contracts\*** | Separate grants according to active, pending, and completed. For each grant or contract list effective dates, role (PI or Co-PI) and % effort, project title, type of grant/contract, funding agency, funding amount, and annual research funding managed. Citation format appropriate to the discipline. |  | |
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| **D. Faculty/Educational Development-Research** |  |  | |
| Grant writing workshops, online trainings, etc. |  |  | |
| **Section II Research/Scholarship-Evaluation Weight (percentage of workload attributable to research/scholarship)** | **Comments:** | **Subtotal**  **% Spring** |  |
| **Subtotal**  **% Fall** |  |

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| **Section III: Service** | **Actual Activity:** | | |
| **A. Advising** | For example: semester, number of students, innovations, and awards. | **Rubric Notation** | |
| Enhance educational engagement of student through advising, mentoring, student organization advisor, etc. |  |  | |
| **B. Professional** | For example: Chair, Membership Committee, American Board of Chairs, and summarize accomplishments. |  | |
| National, regional, and or local professional organization service includes reviewer, session chair, officer and or program coordinator, journal editor or editorial board member, panel participant, or featured speaker at a professional meeting, etc. |  |  | |
| **C. University/College/Dept.** | For institutional service, list all committees serviced or chaired, charge, and action. |  | |
| Participation in university governance through committees, task forces, Faculty Senate, special projects such as accreditation, recruitment, etc. |  |  | |
| **D. Community** | For example: name of organization, service performed, and effort. |  | |
| Typically, pro bono work for a non-profit organization using expertise from one’s discipline include presenting continuing education, programs for public organizations, service on public boards, etc. |  |  | |
| **E. Faculty Development-Advising & Service** |  |  | |
| Advisor training workshops, etc. |  |  | |
| **Section III: Service**  **Evaluation Weight (percentage of workload attributable to service)** | **Comments:** | **Subtotal**  **% Spring** |  |
| **Subtotal**  **% Fall** |  |

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| **Section IV: Administration (approved by Dean and Provost/Academic Vice-President)** | **Actual Activity:** | | |
| List significant administrative roles, responsibilities, and actions taken. The relative importance of the components varies depending on the role and mission of the unit. These roles may serve multiple constituencies, including students, faculty, higher-level administrators, and alumni and other groups external to the University. Department Heads and academic directors refer to Document XXXVI Goals, Duties, Roles, and Responsibilities of Academic Department Heads. | | |
| **A. Leadership** |  | **Rubric Notation** | |
| Positions include department heads, directors of schools/centers, associate deans, assistant department heads, graduate coordinators, program coordinators, etc. |  |  | |
| **B. Strategic Initiatives** |  |  | |
| Develops a vision and builds consensus support for the units mission and future goals, etc. |  |  | |
| **C. Communication** |  |  | |
| Serves as an advocate for the unit, promotes morale, works collegially; conveys decisions, policies and procedures, etc. |  |  | |
| **D. Management** |  |  | |
| Efficiently and effectively collaborates with others to ensure operation of unit, etc. |  |  | |
| **E. Role Specific Duties** |  |  | |
| May include the following: development, recruitment, accreditation, etc. This area may also be used for leadership development activites. |  |  | |
| **Section IV: Administration Evaluation Weight (percentage of workload attributable to approved administrative duties)** | **Comments:** | **Subtotal**  **% Spring** |  |
| **Subtotal**  **% Fall** |  |

***Notes: (may include explanation of accomplishments in teaching, research, and service)***

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| **Faculty** | **Sign:** |  | **Comments:** |
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| **Department Head/Unit Director** | **Sign:** |  | **Comments:** |
| **Print:** | **Date** |
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