# Equity-Minded Faculty Workloads
## Worksheet Booklet

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## Acknowledgments

# Faculty Work Activity Dashboard Examples – Handout #1

Handout #1 includes examples of different faculty work activity dashboards meant to track the teaching, research, and service commitments of faculty within a department. A faculty work activity dashboard is an easy-to-read and simple data visual aimed at increasing transparency in how faculty workload is distributed across members of a department (O'Meara et al. 2020). Departments can create dashboards using pre-existing data sources (e.g., faculty annual reports, instructional reports, annual merit review data). In this handout, we provide an examples of teaching credit dashboards and service credit dashboards. Although departments can create dashboards that also track research-related work activities, we focus on teaching and service, as they are the activities that are often not measured in traditional faculty workload systems. We describe in greater detail how departments and institutions can develop faculty work activity dashboards in this article.

In Example 1, we present two teaching credit dashboards. In each teaching dashboard, a total course load is calculated for each department member, taking into account the kind of course (100-level versus graduate seminar; large enrollment versus writing intensive), new course preps, and/or course releases. The actual course load is then compared to the standard course load expected for faculty at different ranks (e.g., assistant, associate, full) and in different kinds of faculty positions (tenure and tenure-track versus instructional lecturers). These dashboards help individual faculty members and departments assess if certain faculty members have teaching loads that are larger or smaller than what is expected based on the standard load. The dashboards also give credit to faculty members teaching courses that require extra effort.

## Example 1. Teaching Credit Dashboard

| Rank | Faculty ID | 100-Level | 200-Level | 300-Level | 400-Level | Grad Seminar | New Course Preps | Course Release | Total Course Load | Standard Load |
|---|---|---|---|---|---|---|---|---|---|---|
| Assoc | F-1 | 1 | | 1 | | 1 | | 1 | 3 | 4 |
| Asst | F-2 | | 1 | 1 | | | | | 2 | 2 |
| Assoc | F-3 | 1 | | 1 | 1 | | | 1 | 3 | 4 |
| Asst | F-4 | 2 | | | | 1 | 1 | 2 | 2 | 4 |
| Senior Lecturer | F-5 | 2 | 2 | | | | | | 4 | 6 |
| Full | F-12 | | | | | 3 | | 2 | 1 | 4 |
| Full | F-13 | | | 1 | | 1 | | 2 | 0 | 4 |
| Assoc | F-14 | | | 1 | | 2 | 1 | 1 | 3 | 4 |
| Lecturer | F-15 | 3 | 2 | 4 | | | | | 9 | 4 |

| Rank | Faculty ID | 100-Level | 200-Level | Large Enrollment | Writing Intensive | Service Learning | Course Release | Total Course Load | Standard Load |
|---|---|---|---|---|---|---|---|---|---|
| Lecturer | F-1 | 1 | 3 | | | 1 | | 5 | 6 |
| Asst | F-2 | | 1 | 1 | | | | 2 | 2 |
| Assoc | F-3 | 1 | | 1 | 1 | | 1 | 2 | 4 |
| Full | F-4 | 2 | | | | 1 | | 3 | 4 |
| Asst | F-5 | 2 | | 1 | | | | 3 | 2 |
| Full | F-12 | | 1 | 1 | | | 2 | 0 | 4 |
| Assoc | F-13 | 2 | 1 | 1 | | | 2 | 2 | 4 |
| Assoc | F-14 | 1 | 2 | 1 | | | 1 | 3 | 4 |
| Senior Lecturer | F-15 | 3 | 2 | 4 | | | | 9 | 6 |

Units may wish to count in their teaching dashboards whether faculty members had teaching assistants (TA), especially for large enrollment courses. A TA might be considered a resource and be counted against a faculty member's total course load (similar to a course release). On the other hand, supervision of TAs might be considered a wash and thus not counted.

In Example 2, we present a service credit dashboard. In the committee service matrix, each departmental, college, and institutional service committee is assigned an intensity category (low, medium, or high) based on the amount of effort associated with serving on the committee. The two subsequent dashboards present different ways the committee service matrix could be used to display and analyze department members' service commitments. In the bar chart, the average number of committees on which faculty members serve is calculated by rank (assistant, associate, and full). This dashboard allows individual faculty members and departments to benchmark faculty service, assessing whether faculty are doing more or less service compared to other faculty members at a similar rank. In the table, a points system is developed (low intensity committees = 1 point; medium intensity committees = 2 points; high intensity committees = 3 points + 1 point for chair). Based on this point system, each faculty member's total service load is calculated. This dashboard helps departments understand the total service contribution of each faculty member while taking into account the differences in effort required for different kinds of service work.

## Example 2. Service Credit Dashboard

**Example: Committee Service Matrix**

| Expected Time Commitment | Department | College | University |
|---|---|---|---|
| **High** | Merit/ Salary Review | Director or Assoc. Dean Search/ Review | Campus Promotion and Tenure Committee |
| | Graduate Admissions | Accreditation Review | Search Committee for Provost or Dean |
| | Faculty Search | Scholarship/Fellowship Selection | Provost/Senate Task Force or temporary ad-hoc task force |
| | Chair Search/Chair Review | College Committee Chair | Review of Executive-level Administrator |
| **Medium** | Undergraduate Recruitment | College Promotion and Tenure Committee | Chair of a Senate Committee |
| | Staff Search | Facilities Committee | Standing Campus Committee (Research Council, Sustainability Council, Living-Learning Review, etc.) |
| | Priorities/Strategic Planning | Awards Selection Committee | Faculty Board for General Education |
| **Low** | Technology Committee | College Administrative Council | Campus Senate |
| | IRB Committee | Diversity Committee | Senate Committee or Council |
| | Graduate Colloquium | College Senate | Graduate Council |

## Example: Committee Service



**Average Number of Committees Served for Academic Year 2015–16**

Legend:
- Assistant Professor
- Associate Professor
- Full Professor
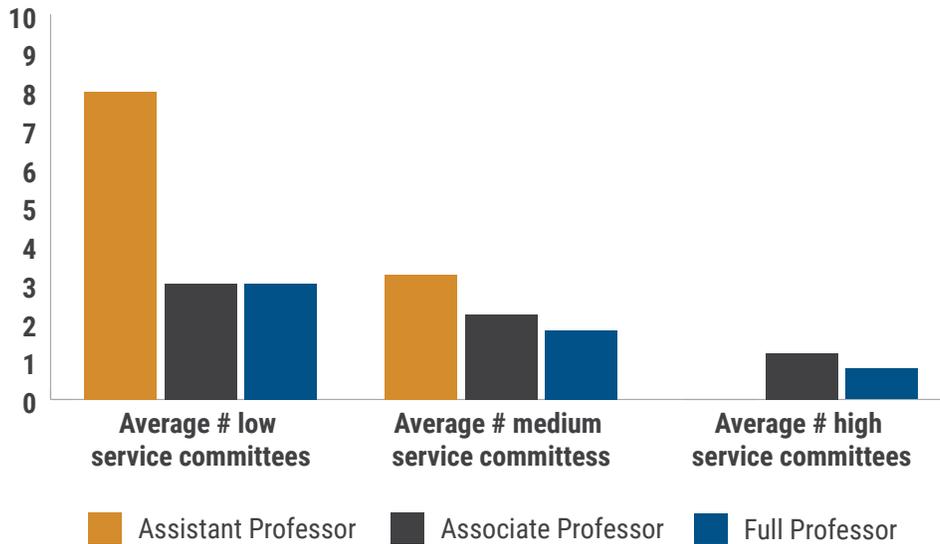
**Example: Calculating service based on hours spent per week for different service commitment**

| Faculty | LOW (1 POINT) | | | | | MEDIUM (2 POINTS) | | | | HIGH (3 POINTS + 1 for CHAIR*) | | | | | | | Total Comms | Total Service Load |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Faculty Sponsor | Seminar Series | Curriculum, Enrollment & Distance Education Committee | Events committee | Handbook revisions | Promotion Tenure Review | Budget committee | Faculty Senate | Newsletter | Assessment Committee | Faculty Workload | MA Admissions | Search | Student Club | Undergrad Supervision | Grad Supervision | | |
| Number needed | 1 | 1 | 4 | 2 | 2 | 3 | 3 | 3 | 2 | 6 | 6 | 7 | 4 | 1 | 1 | 1 | 47 | |
| F-1 | | | 1 | | | | | | | 1 | | | | | 1 | | 3 | 7 |
| F-2 | | | | | | | | | | | | | | | | | 0 | 0 |
| F-3 | | | 1 | | 1 | | | | | | | 1 | | | | | 3 | 6 |
| F-4 | | | | | | 1 | | 1 | | 1 | | | | | | | 3 | 8 |
| F-5 | | | | | | | | | | | 1 | 1 | 1 | | | | 3 | 9 |
| F-6 | | | | | | | | | | 1 | | | 1 | 1 | | | 3 | 9 |
| F-7 | | | | | | 1 | 1 | | | | 1 | | | | | | 3 | 7 |
| F-8 | 1 | | | | | | | | | | 1 | 1 | | | | | 3 | 7 |
| F-9 | | 1 | | | | | | 1 | | | | | 1 | | | | 3 | 6 |
| F-10 | | | | 1 | | | | | | | | | 1 | | | | 2 | 4 |
| F-11 | | | 1 | | | | | | | | 1 | 1 | | | | | 3 | 7 |
| F-12 | | | | | | | 1 | | 1 | | 1 | | | | | | 3 | 8 |

*chair indicated by yellow highlight.

# Faculty Service Audit – Handout #2

## THE PROBLEM

The Tuscan Department had a problem. As they conducted a departmental service audit, they found that some department service roles are more preferred than others, because they are more interesting or provide more campus-wide visibility to faculty members. Other service roles are seen as beneficial for helping faculty to establish better connections to campus leadership and gain "inside information" from connections within the university. There is not much transparency related to these desired service roles, leaving many faculty members feeling confused on how they can be nominated or sign up to serve. Additionally, senior faculty members tend to hold onto these service commitments. Many faculty members suspect the desired roles go to those who are considered favorites of the department chair.

## A SOLUTION

The Tuscan Department decided to enact a new practice of sending out a Service Audit to be completed every spring when annual reviews were submitted. The Service Audit was brief but included a list of different service responsibilities, both those that faculty fulfill at the department level, and those that the department sends representatives to at the college and university level. Faculty were reminded of service expectations at the top of the form (e.g., how many committees faculty were expected to serve on based on career stage and appointment type). They were also asked to indicate which service roles they were currently playing that would continue into the following academic year. Then they were asked to check boxes of any service roles they would prefer to play in the future. Faculty were all asked to check at least some boxes. Department chairs and advisory groups then used these forms to assign roles for the following year.

# FACULTY SERVICE AUDIT

## Faculty Service Expectations

| Assistant Professors | • Serve on 2 college/university or department committees |
|---|---|
| Tenured Associate/Full Professors | • Chair 1 department committee<br>• Serve on 2 other college/university or department committees |
| Instructional Faculty | • Chair 1 department committee<br>• Serve on 3 or more other college/university or department committees |

Please identify which service roles you are playing this year that continue into the following academic year.

_____

_____

_____

Please check boxes of any service roles you would prefer to play in the future. We encourage all faculty to check at least some boxes.

| | | |
|---|---|---|
| Merit Review | Curriculum Review | Budget & Planning |
| Admissions and Fellowships | Workload Committee | Rep to University Senate |
| Promotion and Tenure Subcommittee | Research & Grants | IRB Representative |
| Representative to College Senate | Professional Track Faculty Committee | Faculty Development Committee |

Are you interested in chairing any committees? If so, which ones?

_____

_____

# Faculty Expectations Guidelines – Handout #3

## THE PROBLEM

The Lake Wobegon Department had a problem. When they collected data on workload and faculty experiences with it, they learned that faculty felt research expectations were clear, but teaching and service expectations were not. As annual review and merit committees sat down to review faculty, there was great variability in merit ratings of the same CV. Assistant professors noted to their mentors that they did not know what was considered "enough" in the areas of teaching and service. The department chair likewise felt it was difficult to explain merit rankings to faculty without clearer guidance related to minimal expectations.

## A SOLUTION

The department workload team developed a workload policy that included a more concrete description of expectations. They sought feedback on it from department faculty before finalizing. The rubric varied for three groups of faculty: assistant professors, associate/full professors, and instructional/lecturers. It identified effort in teaching, research, and service that was considered below, meeting, above, and exceeding department expectations. The rubric was distributed to all faculty, and given to the merit committee. All mentors reviewed it with junior faculty, and the department chair used it to consistently guide performance evaluation. Note: The rubrics below are a sample for what faculty expectation guidelines might look like. The rubrics are not intended to be a specific recommendation on what the expectations for faculty in different roles/at different ranks should be.

## Associate/Full Professor Rubric

| | Teaching/Mentoring | Research | Service |
|---|---|---|---|
| Below Expectations | • teach *less* than 5.5 courses per year<br>• teaching evaluations below college average<br>• advise less than 10 undergrads; 3 MA; 4 doctoral students<br>*(if 2 of these 3 bullets are met)* | • 0-1 peer reviewed publications per year<br>• 0 conference presentations | • chair 0 department and/or other committees<br>• serve on 0-1 university/ college/ other committees |
| Meets Expectations | • teach 5.5 courses per year<br>• teaching evaluations *consistent* with or *above* college average<br>• advise 10 undergraduate; 3 MA; 4 doctoral students | • 2 peer reviewed publications per year<br>• 1 conference presentation | • chair 1 department committee<br>• serve on 2 other college/university or department committees |
| Above Expectations | • teach *more* than 5.5 courses per year<br>• teaching evaluations *above* college average<br>• advise *more* than 10 undergraduates; 3 MA; 4 doctoral students<br>*(meet 1 of these)* | • 3 or more peer reviewed publications per year<br>• 2 or more conference presentations<br>• grant/award proposals submitted and/or accepted<br>*(meet 1 of these)* | • chair 2 department and/or other committees<br>• serve on 3 or more university/ college/ other committees<br>*(meet 1 of these)* |
| Far Exceeds Expectations | • teach *more* than 6.5 courses per year<br>• teaching evaluations *significantly above* college average<br>• advise *more* than 12 undergraduates; 4 MA; 5 doctoral students<br>• teaching or mentoring awards<br>*(meet 1 of these)* | • 4 or more peer reviewed publications per year in top tier journals<br>• 3 or more conference presentations<br>• grants received<br>• research awards<br>*(meet 1 of these)* | • chair 3 department and/or other committees<br>• serve on 4 or more university/ college/ other committees<br>• recognition for service<br>• played key leadership role in major effort (accreditation, chair of university senate, etc.)<br>*(meet 1 of these)* |

**Assistant Professor Rubric**

|  | Teaching/Mentoring | Research | Service |
|---|---|---|---|
| Below Expectations | • teach *less* than 4.5 courses per year<br>• teaching evaluations *below* college average<br>• advise *less* than 5 undergraduates; 1 MA; 2 doctoral students<br><br>*(if 2 of these 3 bullets are met)* | • 0-1 peer reviewed publications per year<br>• 0 conference presentations | • serve on 0 university/ college/ other committees |
| Meets Expectations | • teach 4.5 courses per year<br>• teaching evaluations *consistent with or above* college average<br>• advise 5 undergraduates; 1 MA; 2 doctoral students | • 2 peer reviewed publications per year<br>• 1 conference presentation | • serve on 1 college/university or department committees |
| Above Expectations | • teach *more* than 4.5 courses per year<br>• teaching evaluations above college average<br>• advise more than 5 undergraduates; 2 MA; 3 doctoral students<br>*(meet 1 of these)* | • more than 2 peer reviewed publications per year<br>• 2 or more conference presentations<br>• grant/award proposals submitted and/or accepted<br>*(meet 1 of these)* | • serve on 2 or more university/ college/ other committees |
| Far Exceeds Expectations | • teach *more* than 5.5 courses per year<br>• teaching evaluations *above* college average<br>• advise *more* than 7 undergraduates; 3 MA; 4 doctoral students<br>• teaching or mentoring awards<br>*(meet 1 of these)* | • more than 2 peer reviewed publications per year in top tier journals<br>• 3 or more conference presentations<br>• grants received<br>• research awards<br>*(meet 1 of these)* | • serve on 3 or more university/ college/ other committees<br>• recognition for service<br>*(meet 1 of these)* |

## Instructional Faculty Rubric

| | Teaching/Mentoring | Research | Service |
|---|---|---|---|
| Below Expectations | • teach *less* than 7.5 courses per year<br>• teaching evaluations *below* college average<br>• advise *less* than 10 undergraduates; 0 MA or doctoral students<br><br>*(if 2 of these 3 bullets are met)* | • 0 publications per year<br>• 0 conference presentations | • chair 0-1 department and/or other committees<br>• serve on 0-2 university/ college/ other committees |
| Meets Expectations | • teach 7.5 courses per year<br>• teaching evaluations *consistent with or above* college average<br>• advise 15 undergraduates; 1-2 MA; 0 doctoral students | • 1 publications per year<br>• 1 conference presentation<br><br>*(meet 1 of these)* | • chair 1 department committee<br>• serve on 3 or more other college/university or department committees |
| Above Expectations | • teach *more* than 7.5 courses per year<br>• teaching evaluations *above* college average<br>• advise *more* than 15 undergraduates; 3 MA; 0-1 doctoral students<br>*(meet 1 of these)* | • 2 or more publications per year<br>• 2 or more conference presentations<br>*(meet 1 of these)* | • chair 2 department and/or other committees<br>• serve on 4 or more university/ college/ other committees<br>*(meet 1 of these)* |
| Far Exceeds Expectations | • teach *more* than 8.5 courses per year<br>• teaching evaluations *above* college average<br>• advise *more* than 20 undergraduates; 4 MA; 1 doctoral students<br>• teaching or mentoring awards<br>*(meet 1 of these)* | • more than 2 publications per year, majority of them peer reviewed<br>• 3 or more conference presentations<br>• grant/award proposals submitted and/or accepted<br>*(meet 1 of these)* | • chair 3 department and/or other committees<br>• serve on 5 or more university/ college/ other committees<br>• recognition for service<br>• played key leadership role in major effort (accreditation, chair of university senate, etc.)<br>*(meet 1 of these)* |

# Compensation for Key Roles – Handout #4

## THE PROBLEM

The Show Me the Money Department had a problem. As they reviewed their faculty workload data, they found that some time-intensive faculty roles (e.g., graduate program director) are more coveted by faculty members, because they come with a summer salary or a course release. Because of a lack of clear guidelines and unexplained policies, no one in the department knows how faculty are assigned to these roles, or how faculty can sign up for them. Furthermore, the senior faculty members within the department tend to hold onto the roles, and some faculty members have expressed the belief that these roles go to those who are favored by the department chair. The lack of transparency in this process also creates confusion around which roles are compensated and which are not. Some important service roles are considered critical to shared governance but there is no additional compensation for them.

## A SOLUTION

The Show Me the Money Department decided to write a policy that was incorporated into the department's organization plan. The policy was two-fold. They began by restating standard performance expectations in teaching and service for three faculty groups (associate/full professors, assistant professors, and instructional faculty). Second, the policy clarified which roles are compensated and which are not. Third, the policy specified how faculty who want to take on more time intensive roles can express their interest, which made the process more transparent.

### Table I. Standard Performance

| Associate/Full Professor | | Assistant Professor | | Instructional Faculty | |
|---|---|---|---|---|---|
| Teaching | • teach 5.5 courses/yr | Teaching | • teach 4.5 courses/yr | Teaching | • Teach 7.5 courses/yr |
| Advising | • Advise 10 Undergraduates<br>• Advise 3 MA<br>• Advise 4 doctoral students | Advising | • Advise 5 undergraduates<br>• Advise 1 MA<br>• Advise 2 doctoral students | Advising | • Advise 15 undergraduates<br>• Advise 1-2 MA<br>• Advise 0 doctoral students |
| Chair of Committee | • Chair 1 department committee | Committee Service | • Serve on 1 college/ university/ department committee | Chair of Committee | • Chair 1 department committee |
| Search Committee Service | • Serve on 1 search committee/yr | Search Committee Service | • Serve on 1 search committee/yr | Search Committee Service | • Serve on 1 search committee/yr |

Table II. Standard vs. Compensated Roles

| Standard Performance | Extra Effort Compensated Roles |
| --- | --- |
| Chair or member of Merit Review | Director of Graduate Studies |
| Chair or member of Promotion & Tenure Subcommittee | Director of Undergraduate Studies |
| Chair or member of Admissions & Fellowships | Associate Chair |
| Chair or member of Curriculum Review | Chair of Online MA Program |
| Chair or member of Workload Committee | Chair of Accreditation Team |
| Chair or member of Research & Grants | Chair of College Senate |
| Chair or member of Budget & Planning | |
| Chair or member of Rep to University Senate | |
| Chair or member of IRB Representative | |

## POLICY ON EXTRA EFFORT ASSIGNMENTS

Faculty members who are interested in taking on more time-intensive roles that require "extra effort" must submit a letter of interest, along with their CV, to their department chair by July 1 of the calendar year. Faculty who apply for more time-intensive roles will be required to attend an informational meeting, where specific policies around compensation for key roles will be reviewed in full, along with a review of how faculty members will be selected for these key roles, in order to create more transparency around the process. In some cases faculty will be asked to "shadow" the person currently in the role in the spring before they assume office. All faculty will be given an opportunity to serve in one compensated role over a five-year period.

# Credit Systems – Handout #5

## THE PROBLEM

The Getting Even Department had a problem. As they reviewed their faculty workload data, they found that some faculty members carried standard research workloads, but participated in many more teaching, advising, and service activities than what was expected for standard performance. Several faculty members in this category wanted to continue "overperforming" or producing greater effort in one or more of these areas. They just wanted to exchange that extra effort for credit in another area where they would provide less effort. In addition, there was recognition among the faculty that some service roles were especially taxing and not compensated appropriately for the time they took away from scholarship and grant work. For these few but important roles, department faculty wanted to provide service releases (either to be taken during the appointment or right after the person left the role).

## A SOLUTION

The Getting Even Department wrote a credit system policy. They began by re-stating standard performance expectations in teaching and service for three groups (associate/full professors, assistant professors, instructional faculty). Then they considered what would represent "extra effort" that could be credited against standard performance in other areas.

### Associate/Full Professor

|  | Standard Performance | Extra Effort | Policy |
|---|---|---|---|
| Teaching | • teach 5.5 courses per year | • taught 1/3 more<br>• course size twice faculty average | • Faculty who provide extra effort in teaching for 2 years can receive a course release for the third year. |
| Advising | • advise 10 undergraduates<br>• advise 3 MA<br>• advise 4 doctoral students | • advise 15 or more undergraduates<br>• advise 6 MA or more<br>• advise 8 doctoral students or more | • Faculty who provide extra effort in advising can exchange for 1 course release every other year as long as the average graduation rate of advisees was consistent or better than the department average. |
| Chair of Committee | • chair 1 department committee | • chair 3 department/college/university committees | • Faculty who chair 3 or more committees can be exempted from committee service the following year. |
| Search Committee Service | • serve on 1 search committee per year | • serve on 3 search committees per year or 6 over 2 years | • Faculty who serve on 3 search committees per year or 6 over 2 years receive a course release the third year or complete no service for 1 year. |

## Assistant Professor

| | Standard Performance | Extra Effort | Policy |
|---|---|---|---|
| Teaching | • teach 4.5 courses per year | • taught 1/3 more<br>• course size twice faculty average | • Faculty who provide extra effort in teaching for 2 years can receive a course release for the third year. |
| Advising | • advise 5 undergraduates<br>• advise 1 MA<br>• advise 2 doctoral students | • advise 10 or more undergraduates<br>• advise 3 MA or more<br>• advise 4 doctoral students or more | • Faculty who provide extra effort in advising can exchange for 1 course release every other year as long as students are graduating at or above department average. |
| Committee Service | • serve on 1 college/ university/ department committee | • chair 2 department/ college/ university committees | • Faculty who serve on 2 or more committees can be exempted from committee service the following year. |
| Search Committee Service | • serve on 1 search committee per year | • serve on 2 search committees per year or 4 over 2 years | • Faculty who serve on 2 search committees per year or 4 over 2 years receive a course release the third year or no department service for 1 year. |

## Instructional Faculty

| | Standard Performance | Extra Effort | Policy |
|---|---|---|---|
| Teaching | • teach 7.5 courses per year | • taught 1/3 more<br>• course size twice faculty average | • Faculty who provide extra effort in teaching for 2 years can receive a course release for the third year. |
| Advising | • advise 15 undergraduates<br>• advise 1-2 MA<br>• advise 0 doctoral students | • advise 20 or more undergraduates<br>• advise 4 MA or more<br>• advise 1 doctoral students or more | • Faculty who provide extra effort in advising can be exempted from committee service the following year. |
| Committee Service | • chair 1 department committee | • chair 3 department/ college/ university committees | • Faculty who chair 3 or more committees can be exempted from committee service the following year. |
| Search Committee Service | • serve on 1 search committee per year | • serve on 3 search committees per year or 6 over 2 years | • Faculty who serve on 3 search committees per year or 6 over 2 years receive a course release the third year or no department service for 1 year. |

In addition to having a policy addressing extra effort, the department workload committee felt there was a need to address the additional work for full-year, high-effort roles. The committee thus created a policy for service releases. These would be assigned sparingly, though transparently and reliably, for full-year, high-effort roles. A faculty member could choose to take their service release while they served in the appointed role, or in the year following their appointment.

The following activities were considered worthy of service release:

| Activity | Nature of Release |
| --- | --- |
| Department Chair (term of 5 years or more) | 2 course release during year serving; 1 semester  sabbatical once term completed |
| Graduate Program Director (3-year term) | 1 course release a year |
| Undergraduate Program Director (3-year term) | 1 course release a year |
| Chair of Accreditation Review | 1 course release in last year of external visit |

# Teaching Credit Swaps – Handout #6

## THE PROBLEM

The Equalizer Department had a problem. As the department chair reviewed their instructional productivity data and met with faculty for one-on-ones, they found that some faculty carried more of the instructional workload than others, which was hurting other aspects of their work, such as research. In many cases, these were high performers across the three faculty roles of research, teaching, and service. These faculty were way above the instructional workload requirement of 5.5 course units required by their state system for their institution. In most cases this was because they were carrying the normal course load of 4 courses (units), engaging in course units in dissertation advising, *and* engaged in supervising internships, independent study credits, and seminar papers that brought them closer to 7 or 8 units. Yet the department had just lost a large federal training grant and it was important that some of these high performers spend more time grant writing. The department chair and advisory group wanted to see if there was a way to have faculty (a) continue teaching the courses students needed to graduate and advance in their academic programs; (b) still meet instructional workload requirements as a department; and (c) allow some faculty to teach fewer traditional courses per year.

## A SOLUTION

The department wrote a new instructional workload policy. They began by restating instructional workload expectations of 5.5 course units per faculty member. They then wrote out all of the other teaching/ mentoring credits that counted toward that 5.5 in addition to traditional 3-credit courses.

| | |
|---|---|
| 3-credit courses | 1 course = 1 unit |
| | 4 courses = 4 units |
| Pre-dissertation credits | 3 students registered = 1 course unit |
| Dissertation writing credits | 2 students = 1 unit |
| A BA or MA internship credit | 4 students = 1 unit |
| MA seminar paper credits | 2 students = .5 units |

They then showed two pathways in which faculty might meet instructional workload. The first pathway was considered standard. The other three had to have approval from the department chair in advance of course scheduling and were understood to be approved only if they did not require hiring an adjunct to teach a course for the faculty member, and the program was still delivering required and elective courses for students to advance for graduation.

| | Standard Pathway A | Pathway B - Option 1 | Pathway B - Option 2 | Pathway B - Option 3 |
|---|---|---|---|---|
| Teaching | 4 courses per year (4 units) | 3 courses per year (3 units) | 3 courses per year (3 units) | 3 courses per year (3 units) |
| Advising & Mentoring | 1.5 unit in dissertation/ MA credits | 2 students writing dissertations (1 unit), 4 BA/MA internship students (1 unit), 2 students for MA seminar papers (.5 units) | 3 pre-dissertation students (1 unit), 2 students writing dissertations (1 unit), 2 BA/MA internship students (.5 units) | 1 student writing dissertation (.5 units), 4 BA/MA internship students (1 unit), 4 students for MA seminar papers (1 unit) |
| Total Units | 5.5 units | 5.5 units | 5.5 units | 5.5 units |

*Pathway B must be approved by the department chair.*

Assumption: First, all faculty members are expected to accumulate 5.5 units each semester, unless one of the following exceptions applies: (a) the faculty member is externally funded to engage in research at a higher time-base requirement than expected by the department; (b) the faculty member has taken on a time-intensive service responsibility such as serving as a division chair or program directors; or (c) the faculty member is granted sabbatical leave or an approved leave without pay. Second, courses have to be offered to meet students' needs. All faculty are expected to contribute to covering the required courses for the department.

# Planned Service Rotations – Handout #7

## THE PROBLEM

The Fellowship Department examined their faculty workload data over the last five years and learned that many of their most time-intensive faculty service roles tended to be rotated among only four faculty members. Three of the four faculty were associate professors who needed to spend more time on research. One of the four had been serving as Promotion and Tenure Chair for so long, no one else in the department knew what had to be done in that role or appreciated how much work was involved. Also, the person in this role had indicated they would retire in three years. In order to share the burden of work more fairly across the 12 faculty in the department, protect faculty who have held time-intensive service roles from burnout, make sure multiple faculty in the department could play each role, and increase appreciation for those roles come merit time, the department decided to gain support for and implement a rotation system for time-intensive service roles.

## A SOLUTION

The Department came together to develop a new rotation policy for six consistent service roles they needed to fill each year. In developing the schedule they made the following decisions:

- All faculty would rotate through all roles, but assistant professors would not serve as Undergraduate Program Director (UPD) or Graduate Program Director (GPD) until after receiving tenure; associates would not serve as *both* UPD and GPD before going up for full professor.
- The schedule would try to take into account sabbaticals but would need to be adjusted when faculty took parental leave and other unknown leave. The rotation schedule would be reviewed by faculty, adjusted if needed, and confirmed each April by department leadership.
- Faculty would be assumed to play the role noted in the schedule unless on sick or parental leave, or acting as department chair.
- Faculty would be assigned to serve as a member of a committee during the year prior to serving as that committee's chair.

**Six-year schedule for 12 faculty: (John, David, Jane, Casey, Bob, Rose, Jesse, Oliver, Bill, Nathan, Leslie, Thomas)**

|  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|
| Undergraduate Program Director | John | Jesse | Rose | Thomas | Bob | Leslie |
| Graduate Program Director | David | Oliver | John | Jesse | Rose | Thomas |
| Admission Chair | Jane | Bill | David | Oliver | John | Jesse |
| Promotion & Tenure Chair | Casey | Nathan | Jane | Bill | David | Oliver |
| Merit Chair | Bob | Leslie | Casey | Nathan | Jane | Bill |
| Representative to College Senate | Rose | Thomas | Sam | Leslie | Casey | Nathan |

*Modification will be made annually for faculty on parental or sick leave; they will be placed back into the rotation when they return.

# Planned Teaching Time Rotations – Handout #8

## THE PROBLEM

The Westros Department had a problem. To meet student needs, the department offered a wide variety of class times. Most faculty members viewed some of these times as undesirable (e.g., 8:00 a.m. on Monday mornings) and others as more desirable (e.g., Tuesday/Thursday 11:00 a.m. classes). In conversations with new faculty, the department chair discovered that they did not know how to request teaching slots at more desirable times. Moreover, in reviewing past course schedules, the chair realized that some senior faculty held onto more desirable teaching slots from year to year.

## A SOLUTION

The Westros Department decided to do three things. First, they decided to write a department statement of mutual expectations related to teaching assignments and the rotation of preferred class times (Table 1). In this statement, they reiterated department teaching expectations for faculty by rank. Then, they added a section to note expectations around class times (Table 2). Here, they identified the five main class times the department is required to offer: Monday and Wednesday at 8:00 a.m., Tuesday and Thursday at 11:00 a.m., Monday and Wednesday at 10:00 a.m., Tuesday and Thursday at 2:00 p.m. and Friday at 11:10 a.m.. The workload team outlined how many courses per year faculty should expect to teach at each day/time, depending on their rank. The survey also asked for special circumstances, such as child-care drop-off and pickup.

Second, the department chair and area coordinators sent out a five-minute survey, asking for faculty interest in teaching at each of these days/times. The survey was intended to gauge faculty interest in class rotations and attempt to match faculty members with their desired schedules, while also being mindful of faculty rank.

Finally, the department adopted a credit system, wherein faculty members who were more interested in teaching at "undesirable" times could get credit for teaching Monday/Wednesday 8:00 a.m. classes. Those credits could then be "cashed in" and exchanged the following year for preferred teaching times, like 11:00 a.m. Tuesday/Thursday classes. The credit system allowed faculty members to be rewarded for teaching at challenging times, encouraged rotation of preferred and challenging times, and accommodated differences in preference for times.

### Table 1. Statement of Mutual Expectations for Teaching

| | |
|---|---|
| Assistant Pre-Tenure Faculty | • teach 7 courses per year (1 at "undesirable times") |
| Tenured Associate/Full Professors | • teach 8 courses per year (2 at "undesirable times) |
| Instructional Faculty | • teach 9 courses per year (3 at "undesirable times") |

### Table 2. Course Expectations

| | Desirable Times | Undesirable Times |
|---|---|---|
| Assistant Pre-Tenure Faculty | 6 courses per year | 1 course per year |
| Tenured Associate/ Full Professors | 6 courses per year | 2 courses per year |
| Instructional Faculty | 6 courses per year | 3 courses per year |

*This table represents an approximation of course expectations, which may vary on sabbaticals, parental leaves, course times, and course enrollments.

# Differentiated Workload Policy – Handout #9

## THE PROBLEM

The I-Deal Department had a problem. In reviewing their workload data, it became clear that tenured faculty were spending very different amounts of time in teaching, research, and service activities. There were some associate professors advising twice as many doctoral students, chairing twice as many committees, and teaching larger courses than full professors. Some of the associates were in the last five to seven years of their career and did not want to reduce teaching and service to do more research. They were excelling and valuable in these areas; they just wanted the department to recognize their effort. The other problem was on the research side. The faculty had a six-courses-per-year instructional workload, with the expectation that they also spend 30 percent of their time conducting research. Some faculty in the department fulfilled the expected course load but were simultaneously research inactive.

## A SOLUTION

The department workload committee decided that they needed to lay out several legitimate pathways for tenured faculty to meet work expectations. They wanted to optimize faculty talents and interests and leverage them to different department areas of emphasis.

In the spring semester, each faculty member met with the chair to jointly determine their workload pathway for the following year. The pathway chosen would then be used as the standard for next year's merit review.

**Tenured faculty work effort pathway:**

| | Teaching | Service | Research |
|---|---|---|---|
| Pathway 1 Balanced Focus | 50% | 30% | 20% |
| | (7 courses per year) | (chair 1 department committee, serve on 2 other committees) | (moderate intensity, such as submitting a peer reviewed publication each year, and giving a conference presentation) |
| Pathway 2 Research Focus | 30% | 20% | 50% |
| | (5 courses per year) | (serve on 2 committees) | (high intensity, such as submitting 2 or more peer reviewed publications, conference presentations, and submitting external grant proposals) |
| Pathway 3 Teaching/ Service Focus | 60% | 40% | 0% |
| | (8 courses per year) | (chair 2 department committees, serve on 2 or more other committees) | (research-inactive) |

*Assistant professors were limited to Pathway 2 – Research Focus based on the need to keep research at a higher percent to achieve tenure.

# Modified Criteria for Promotion and Tenure– Handout #10

## Modified Criteria for Tenure and Promotion (Administrative)

### THE PROBLEM

Ginsburg University had a problem. They recently hired several faculty members whose appointments are composed of both administrative and faculty responsibilities. For example, the Department of English hired one tenure-track assistant professor to direct the Graduate Student Writing Center, while the Department of Mathematics hired an associate professor who will supervise all undergraduate lab assistants in the department. However, the current appointment, tenure, and promotion guidelines at Ginsburg University do not adequately address the ways in which these faculty members contribute to the university. For instance, departments expect these jointly appointed faculty members to do 50 percent less research compared to faculty with non-administrative appointments, but the current tenure and promotion guidelines heavily emphasize publication output. Faculty on the promotion and tenure committee want to evaluate faculty with joint appointments fairly but are unsure how to do so given the university's current appointment, tenure, and promotion policies.

### A SOLUTION

Ginsburg University decided that in unusual situations wherein a faculty member's position will differ significantly from others on the tenure track, departments should create individualized appointment, tenure, and promotion agreements. These agreements will outline modified criteria for tenure and promotion for faculty who are serving in joint administrative and faculty positions and provide specific examples of what work will be evaluated during the promotion and tenure process. Specifically, the agreements make clear: 1) the reason for the modified criteria (e.g., a faculty member is serving as the director of the Graduate Student Writing Center); 2) how the impact of the faculty member's work will be measured; 3) what unique contributions or activities will be included in the evaluation; 4) which duties will be considered "administrative" in nature; and 5) who should serve as appropriate letter writers and/or Appointment, Promotion, and Tenure committee members.

An example of such agreements are listed below.

#### An Example: Director of the Graduate Student Writing Center

This document marks an agreement between the Ginsburg University Department of English, and Dr. Smith, to modify certain unit criteria for tenure and promotion for her specific case. This agreement is in accordance with Ginsburg University's 2015–2016 Appointment, Tenure, and Promotion Manual. The intent of this agreement is to set forth the tenure and promotion evaluative criteria and other modifications to the tenure and promotion process applicable to the review of Dr. Smith in light of her administrative background in directing the graduate student writing center. The unit criteria and procedures to be applied in this case are set forth in the 2015 Plan of Organization of the Department of English, and as set forth in the 2015 Ginsburg University Policy on appointment, tenure, and promotion. Except as expressly set forth below, all other unit criteria and appointment, tenure, and promotion procedures remain in effect.

Publication Types and Venues: The College Plan of Organization (PORG) indicates that in terms of research, "evidence of excellence is found in: Publication of significant research in prestigious, peer- reviewed authored books, edited books, monographs, book chapters, articles, encyclopedia articles, conference proceedings, and book reviews (weighted in roughly that order)." Because Dr. Smith has a joint appointment, her agreement has been modified to include the following criteria for tenure:

- Presentation of scholarship at one national and/or international conference every other year.
- Development and direction of the graduate student writing center on an annual basis, which includes managing a staff of two full-time staff members, and three graduate assistants. This direction also includes helping to secure funding for the graduate writing center.
- Editing a peer-reviewed journal, and serving as co-editor or associate editor of a peer-reviewed journal every other year.

Dr. Smith is being hired into a joint administrative and faculty position, with explicit recognition that 50% of her appointment is on managing and directing the graduate student writing center. We have amended expectations in research to reflect both the applied nature of her research and to reflect we expect the amount to be less than someone on a 100% faculty appointment.

Because her impact on the graduate student writing center is important, the unit has agreed to evaluate the impact of Dr. Smith's work based on the success and production of the graduate student writing center, along with and the editing of a peer-reviewed journal and co-editorship every other year. Additionally, she will be assessed on her conference presentations on a bi-annual basis.

Due to the value of collaboration with other faculty, graduate students, and community partners on these projects, we agree to value participation in such teams. Dr. Smith is encouraged to provide documentation of her specific role in collaborative writing projects.

The College PORG recognizes service to the institution as well as the community. This agreement clarifies that Dr. Smith's roles in developing and overseeing collaborative writing projects in the graduate student writing center of graduate students will be valued as professional service.

Dr. Smith's contributions to revising approaches on how to teach writing and involvement in shaping the graduate writing curriculum will be valued as service to the institution.

External Evaluators: Letter writers who are qualified and able to comment on Dr. Smith's tenure and promotion case should include scholars from English and Comparative Literature as well as Education. This agreement clarified that the selection of external tenure evaluators will reflect the applied nature of Dr. Smith's work.

Appointment, Tenure, and Promotion Review Committee: This agreement clarifies that the College Appointment, Tenure, and Promotion Review Committee and any Advisory Subcommittee for Dr. Smith's tenure and promotion case should additionally include a professor involved in research on writing centers serve on the committee or as a nonvoting advisor, and to be duly invited to provide context on her portfolio during committee meetings.


Approved by:

_____

Name, Department Appointment, Tenure, and Promotion Dean or Unit Chair     Date


_____

Name, Provost                                                              Date

# Modified Criteria for Tenure and Promotion (Engaged)

## THE PROBLEM

High Impact University had recently hired several faculty, who conducted "engaged" research. The tenure and promotion guidelines at High Impact University, however, did not adequately address the unique contributions of these faculty members. Faculty conducting engaged research were concerned that their contributions would not be valued in the promotion and tenure process. Individuals serving on tenure and promotion committees were unsure how to evaluate their colleagues' work.

## A SOLUTION

High Impact University decided to encourage departments to create individualized agreements outlining modified criteria for tenure and promotion for faculty who are involved in engaged scholarship. These agreements note the reason for the modified criteria (e.g., a faculty member's unique background or expertise), how impact will be measured, what unique contributions or activities will be valued, what will be considered service, and who should serve as external letter writers and appointment, tenure, and promotion committee members. High Impact University encouraged departments to provide specific examples of what type of work would be valued in promotion and tenure guidelines.

Two examples of such agreements are listed below:

### Example #1: Engaged Scholar and Writer

This document marks an agreement between High Impact University Department of English and Dr. Conroy to modify certain unit criteria for tenure and promotion for her specific case. This agreement is in accordance with High Impact University's 2015- 2016 Appointment, Tenure, and Promotion Manual. The intent of this agreement is to set forth the tenure and promotion evaluative criteria and other modifications to the tenure and promotion process applicable to the review of Dr. Conroy in light of her scholarly background in integrating writing and community engagement. The unit criteria and procedures to be applied in this case are set forth in the 2015 Plan of Organization of the Department of English and as set forth in the 2015 High Impact University Policy on Appointment, Tenure and Promotion. Except as expressly set forth below, all other unit criteria and appointment, tenure, and promotion procedures remain in effect.

Publication Types and Venues. The College Plan of Organization (PORG) indicates that in terms of research, "evidence of excellence is found in: Publication of significant research in prestigious, peer-reviewed authored books, edited books, monographs, book chapters, articles, encyclopedia articles, conference proceedings, and book reviews (weighted in roughly that order)." Under scholarly work, the PORG also lists:

- Editing a peer-reviewed journal and serving as co-editor or associate editor of a peer-reviewed journal (ISI-ranked journals are weighted the highest)
- Presentation of scholarship at national and international conferences
- Development of an externally funded research program, including those that provide support for graduate research assistants or other support for the college

Dr. Conroy is being hired into a tenure-track position with explicit recognition that the focus of her writing scholarship is on developing the voice, agency, and capacity of community organizations and novice writers. The main goal of her work is thereby to change writing training and writer agency, not theoretical work to impact how writing scholars think about writing or books or peer-reviewed essays of her own. Because impact on community organizations is important in community-based writing, the unit has agreed to evaluate the impact of Dr. Conroy's work based on community organizations' and community members' success in grant writing, public relations, and published op-eds. Pre- to post assessment of writing work with public

audiences will be included in Dr. Conroy's tenure portfolio as evidence of impact. Due to the value of collaboration with other faculty, graduate students, and community partners on these projects, we agree to value participation in such teams. Dr. Conroy is encouraged to provide documentation of her specific role in collaborative writing projects.

Service. The College PORG recognizes service to the institution as well as the community. This agreement clarifies that Dr. Conroy's roles in developing and overseeing collaborative writing projects of faculty, graduate students, and community members will be valued as professional service. Shaping new approaches to teaching writing in a university setting are an important aspect of integrating writing and community engagement. Dr. Conroy's contributions to revising approaches on how to teach writing and involvement in shaping the undergraduate writing curriculum will be valued as service to the institution.

External Evaluators. Letter writers who are qualified and able to comment on Dr. Conroy's tenure and promotion case should include scholars from English and Comparative Literature as well as Education. This agreement clarified that the selection of external tenure evaluators will reflect the engaged nature of Dr. Conroy's work.

Appointment, Tenure and Promotion Review Committee. This agreement clarifies that the College Appointment, Tenure and Promotion Review Committee and any Advisory Subcommittee for Dr. Conroy's tenure and promotion case should additionally include a full professor involved in work with non-profits and/or community engagement to serve on the committee or as a nonvoting advisor, and to be duly invited to provide context on her portfolio during committee meetings.


Approved by:

_____

Name, Department Appointment, Tenure and Promotion Dean or Unit Chair     Date


_____

Name, Provost     Date


## Example #2: Engaged Scholar and Humanities in the World

This document marks an agreement between the High Impact University Department of English and Comparative Literature and Dr. Lloyd to modify certain unit criteria for tenure and promotion for this specific case. This agreement is in accordance with the High Impact University 2015–2016 Appointment, Tenure and Promotion Manual. The intent of this agreement is to set forth the tenure and promotion evaluative criteria and other modifications to the tenure and promotion process applicable to the review of Dr. Lloyd in light of his disciplinary background in education and deep involvement in community engagement, which is atypical for the department. The unit criteria and procedures to be applied in his case are set forth in the 2015 Plan of Organization of the Department of English and Comparative Literature and as set forth in the 2015 High Impact University Policy on Appointment, Tenure, and Promotion. Except as expressly set forth below, all other unit criteria and appointment, tenure, and promotion procedures remain in effect.

Publication Types and Venues. The College Plan of Organization (PORG) indicates that in terms of research, "evidence of excellence is found in: Publication of significant research in prestigious, peer-reviewed authored books, edited books, monographs, book chapters, articles, encyclopedia articles, conference proceedings, and book reviews (weighted in roughly that order)." Under scholarly work, the PORG also lists:

- Editing a peer-reviewed journal and serving as co-editor or associate editor of a peer-reviewed journal (ISI-ranked journals are weighted the highest)
- Presentation of scholarship at national and international conferences
- Development of an externally funded research program, including those that provide support for graduate research assistants or other support for the college.

Because Dr. Lloyd's work strives to translate theoretical academic research in British Renaissance literature into terms and

activities that make sense to teachers, students, and community members outside the university, the impact of his work cannot be measured by peer-reviewed publications on their own. This agreement clarifies that the impact of Dr. Lloyd's work will be measured based on growth of the educational partnership programs he has developed, replication of his evidence-based curriculum and workshops, outcomes from evaluations of his programs, and tracking data on success of students involved in his programs. Op-eds, newspaper articles, and other reviews of Dr. Lloyd's work in the media will be considered as well.

Service. The College PORG recognizes service to the institution as well as the community. This agreement clarifies that Dr. Lloyd's roles in collaborations with school districts and among universities will be valued as professional service.

External Evaluators. Letter writers who are qualified and able to comment on Dr. Lloyd's tenure and promotion case should come from different disciplines, which may include English and Comparative Literature as well as Education. This agreement clarifies that the selection of external tenure evaluators will reflect the interdisciplinary and engaged nature of Dr. Lloyd's work.

Appointment, Tenure, and Promotion Review Committee. This agreement clarifies that the College Appointment, Tenure, and Promotion Review Committee and any Advisory Subcommittee for Dr. Lloyd's tenure and promotion case should additionally include a full professor from Education to serve on the committee or as a nonvoting advisor, and to be duly invited to provide context on his portfolio during committee meetings.

Approved by:

_____

Name, Department Appointment, Tenure, and Promotion Dean or Unit Chair       Date


_____

Name, Provost                                                               Date

# Restructuring and Reducing Committees – Handout #11

## THE PROBLEM

The Grande Department had a problem. The department had far too many committees and too few faculty members to serve on them. Since the committee sizes were first established, the department had lost many tenure-track faculty lines and/or shifted to more non-tenure track faculty who were currently ineligible to serve on certain committees. Despite the expectation that all faculty members contribute to department, college, and university service roles, some faculty were over-engaged in service, while other faculty members rarely showed up to committee meetings and hardly ever took on committee assignments. Additionally, there were vague expectations for how much work each faculty member should contribute to each committee, resulting in some faculty carrying more of the weight, and others "free-riding." Morale was low among the faculty who typically took on committee leadership roles, because they felt the department was taking advantage of their willingness to lead. There were also some committees that were too large, met too frequently, and/or seemed to have outlived their purpose within the department.

## A SOLUTION

The Grande Department decided to conduct an audit of existing committees, while working to reorganize and reduce committee service within the department. The department determined which committees were still needed, and which could be combined. They formally established the purpose for each committee, while also proposing guidelines for how often the committee should meet, the number of faculty members that are needed for each committee, and the assigned roles of the committee. They also classified each committee as having high, medium, or low intensity, which signified the faculty time commitment required to serve. Additionally, the department created a document that listed nine department committees (Table 1), and the three positions wherein the department sends a single representative to the college, university senates, or IRB council. Finally, the Grande Department clarified how many committees each faculty member should serve on to meet service expectations (Table 2). In all, the audit reduced ambiguity regarding committee service within the department and clarified the purpose and requirements of department committees. It became much harder for individual faculty to "shirk" committee work because they had more defined roles.

**Table 1. Committees**

| | Purpose of the Committee | How many times it meets and time of year | Number of Members | Assigned Roles of the Committee | Intensity |
|---|---|---|---|---|---|
| Merit Review | Make recommendations for merit; provide guidance on merit review materials | 3 meetings in April each year | 4 faculty | Chair, 3 members | High-intensity |
| Promotion & Tenure Sub-committee | Work with candidate as they prepare materials; review promotion and tenure applications; review and make recommendations regarding the promotion and tenure process | 1 meeting in May to review timeline; review of materials online over summer, 1 meeting to review drafts, 1 meeting to confirm final case | 4 faculty | Chair, 3 members; 3 members each focus on one area: teaching, research or service | High-intensity |
| Admissions and Fellowships | Facilitate the admissions process, including recruitment, review of applications, and selection of students; review fellowship applications and select recipients | 1 meeting in fall to review timeline; 1 meeting in January to review files<br><br>Submission of final decisions online | 5 faculty, 2 doctoral students | Chair, 4 members<br><br>Each faculty member presents an even number of candidates | High-intensity |
| Curriculum Review | Review, make recommendations, and oversee policies on curricular matters; review course proposals | 1 meeting to review the process; ad hoc meetings every 6 weeks if proposals are submitted | 3 faculty | Each faculty member rotates presenting the proposal and writing the letter | Medium-intensity |
| Workload Committee | Review workload of faculty; make policy and practice recommendations | 1 meeting to review timeline; ad hoc as necessary; work online | 4 faculty | Assigned roles | Medium-intensity |
| Research & Grants | Recommend ways of enhancing the research function of the department | 3 meetings a year | 3 faculty | Advisory group roles | Low-intensity |
| Budget & Planning | Make recommendations regarding the department budget and strategic planning; review budget applications | 2 meetings in April before department budget is submitted | 3 faculty | Advisory roles | Medium-intensity |

| | Purpose of the Committee | How many times it meets and time of year | Number of Members | Assigned Roles of the Committee | Intensity |
|---|---|---|---|---|---|
| Rep to University Senate | Represent the department's interests at University Senate meetings; report University Senate decisions to the department | 4 meetings each semester | 1 faculty | Advisory | Low-intensity |
| IRB Representative | Review department IRB applications; answer faculty IRB questions | 1-day training at the start of each semester; ad hoc online review | 1 faculty | Advisory | Low-intensity |

**Table 2. Faculty Commitment to Committee Work:**

| Assistant Professors | • Serve on 2 college/university or department committees |
|---|---|
| Tenured Associate/Full Professors | • Chair 1 department committee<br>• Serve on 2 other college/university or department committees |
| Instructional Faculty | • Chair 1 department committee<br>• Serve on 3 or more other college/university or department committees |

# Statement of Mutual Expectations – Handout #12

## THE PROBLEM

The Expectations Department had a problem. There had been significant changes in the faculty over the last five years, with retirements and replacement of tenure-track faculty with non-tenure track faculty. There were factions of faculty forming, largely mirroring career stages, with some early-career faculty trying to emphasize research and late-career faculty taking on more research. Yet both groups, as well as those mid-career, seemed to have different sets of expectations for appropriate workload.

In addition, there had been some heated disagreements over some curricular and faculty evaluation changes in the department, with some faculty feeling bullied or disrespected. Some faculty reported that others routinely missed committee meetings, did not respond to colleague emails on important matters, or did not do their fair share of promotion and tenure committee review work. There did not seem to be any common values or guidelines to turn to for norms of collegiality, respect, and professional interactions. The department chair feared that without some kind of formal guidelines and written policies, the situation might get even worse.

## A SOLUTION

The department formed a small advisory group. The first thing they did was establish faculty expectations guidelines (see Handout #3: Faculty Expectations Guidelines) that made it clear what the minimum expectations were for each faculty member in teaching, research, and service. They also amended their differentiated workload policy, so that there could be some flexibility in how faculty met these benchmarks.

Then they created a document for review by the faculty that emphasized mutual obligations to each other and to the community that they wanted to have within the department. They focused on two things: effort within their programs and shared expectations that everyone does their part within committee operations and common department house-keeping (within committee assignments and meetings) and ways of communicating.

### Statement of Mutual Expectations: Shared Roles

1. **Shared Governance:** We each agree to do our fair share of the common tasks assigned to committees, including but not limited to attending meetings, writing reports, reviewing files, and scheduling meetings.
2. **Meeting Attendance:** We agree to attend our monthly department meeting regularly with primary exceptions being for illness or disciplinary conferences.
3. **Respectful Dialogue:** We agree to communicate by email respectfully and not make accusations or try to argue key points by email. We will save discussions of the pros and cons of key decisions for meeting discussions.

# Department Equity Action Plan (DEAP) - Handout #13
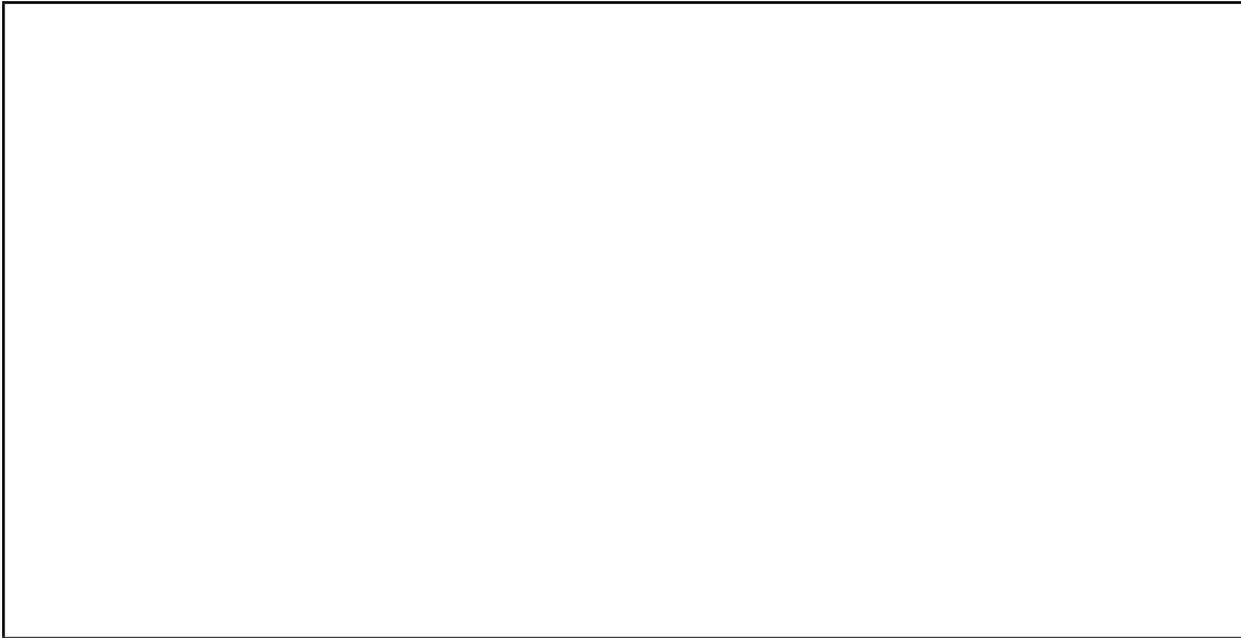
**Background Context** (relevant context for workload analysis and reform)

**Department Conditions Report and Dashboard Findings** (note most important findings as they relate to department satisfaction with workload and equity)

**Equity Issues We Want to Address Moving Forward** (distinguish between goals to address current equity issues and goals to proactively design equity moving forward)

**Proposed Actions** (changes to current organizational practices, policies, or plans)

**Intended Outcomes**

# Department Equity Action Plan (DEAP)

## EXAMPLE ONE: SERVICE

### Background Context (relevant context for workload analysis and reform)

The Service Department includes 30 faculty (seven assistant professors, seven associates and 16 full). We have seven women and three Black and two Latinx faculty members. Research productivity is critical for promotion, as are good teaching evaluations. As a STEM discipline, we engage over 80 percent of our students in undergraduate research, either in labs or small courses. We also produce 15 to 20 doctoral degrees each year, and bring in over $2 million in external research dollars annually. Our faculty teach and advise all levels—undergraduate, master's, and doctoral students. As there has been much interest in increasing the number of STEM majors at our institution and from NSF, our faculty are frequently asked to serve on campus committees, write curricular grants, and assist in new cross disciplinary efforts. Given that our institution's tenure and promotion system focuses so heavily on research, it is critically important that assistant and associate professors have a workload that allows them to succeed as researchers while also being good teachers. While service is important and needed, it is not as critical for promotion.

### Department Conditions Report and Dashboard Findings (note most important findings as they relate to department satisfaction with workload and equity)

Our initial department conditions workload report in showed that only 25 percent of the faculty members who completed the survey felt that teaching and service workload was divided fairly in the department and 18 percent felt there was a strong commitment to fairly dividing work. Only 6 percent noted that data on workload was transparent. There was reasonable satisfaction with teaching and advising related work (e.g., over 80 percent were satisfied with class sizes, kinds of classes taught, and number of classes taught). However, we found more dissatisfaction with service. Our department conditions report showed less than 50 percent of faculty members were satisfied with the amount of work they do on committees, and the process in which committees are assigned. Furthermore, our initial report revealed that less than 40 percent of faculty members reported the department had planned rotations of time intensive roles, credit systems to equalize share of work, or the ability to differentiate different levels of committee service.

When we began to collect data for our dashboard, we were therefore attuned to issues of campus service. We gained consensus within our department as to low, medium, and high committee assignments across department, college, and university levels and assigned points to each in our dashboard. As we examined the final dashboard data we found there were important differences and significant ranges of activity among our faculty. Women faculty and associate faculty were both found to be doing more overall committee service, and women faculty more time-intensive committee service at all three levels—department, college, and university.

### Equity Issues We Want to Address Moving Forward (distinguish between goals to address current equity issues and goals to proactively design equity moving forward)

We have discussed as a department the following goals for our workload policies and practices:

- We want to make sure assistants and associates are not engaged in above average service for their rank, or if they are, it is a choice. [This is an issue now.]
- We want to reduce gender differences in campus service; and/or credit campus-wide contributions above and beyond our requirements so that women and Black and Latinx faculty who are asked more often to serve can either say no, or have their service credited toward other activities (so they do less in another key work area or receive additional merit points). [This is an issue now.]

- We want to make sure workload data is transparent, and updated annually, along with our department workload policy and reward system statement. [Proactive goal]

## Proposed Actions (changes to current organizational practices, policies, or plans).

1. We created a department dashboard and have published it to all department members in order to increase transparency about faculty workload. It will be updated annually. We have also asked that faculty mentors look it over with their mentees (assistants and associates) annually when they meet and discuss where faculty fit in relationship to department averages by rank.

2. We are developing a planned rotation of seven identified time-intensive roles that eliminates the possibility assistants will play these roles altogether while in assistant rank. It also requires that associate professors not serve in any of these roles more than once (for one year) during the first five years of their appointment as associates in order to continue the momentum of their research toward promotion to full professor (list of identified roles and planned rotation attached).

3. We have re-examined our merit pay criteria and found a way to add points to faculty who provide service in advising, or campus service, that is among the highest for the department (top 10 percent).

4. We have created a set of mutual expectations for professional interactions that was discussed over two department meetings, tweaked, and then confirmed as department guidelines. The mutual expectations included the following:

   - **Email Responses:** We will respond to colleague emails during the nine-month academic year within five days, instead of a week.
   - **Recognition:** We agree to recognize each other's accomplishments and not dismiss a colleague's achievements.
   - **Collaboration:** We agree to look for and take advantage of opportunities to collaborate with colleagues in the department. If a colleague comes to us with an idea, we agree to seriously consider the project.
   - **Mentorship:** Senior colleagues agree to take an interest in junior colleagues' career advancements and to offer advice and guidance when appropriate.

   Each new faculty member was given a copy to review and sign when entering the department. It was agreed to be revisited and had to be renewed by unanimous vote every three years. Department chairs were allowed to raise issues noted in the mutual expectations document in one-on-one meetings with the faculty member if there was a consistent pattern of a faculty member not meeting an expectation.

## Intended Outcomes

These actions are intended to foster the following outcomes:

1. **Recognition:** Faculty members will feel recognized for their labor and contributions to the department.
2. **Transparency:** Faculty members will have data and benchmarks available as they consider service activities they are asked to complete.
3. **Career Advancement:** Assistant and associate faculty members will be given opportunities to achieve a workload that allows them to advance their research and junior and senior faculty will engage in mutual mentoring and support.