

# Equity-Minded Faculty Workloads

## Worksheet Booklet



# Equity-Minded Faculty Workloads Worksheet Booklet

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# 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](#).

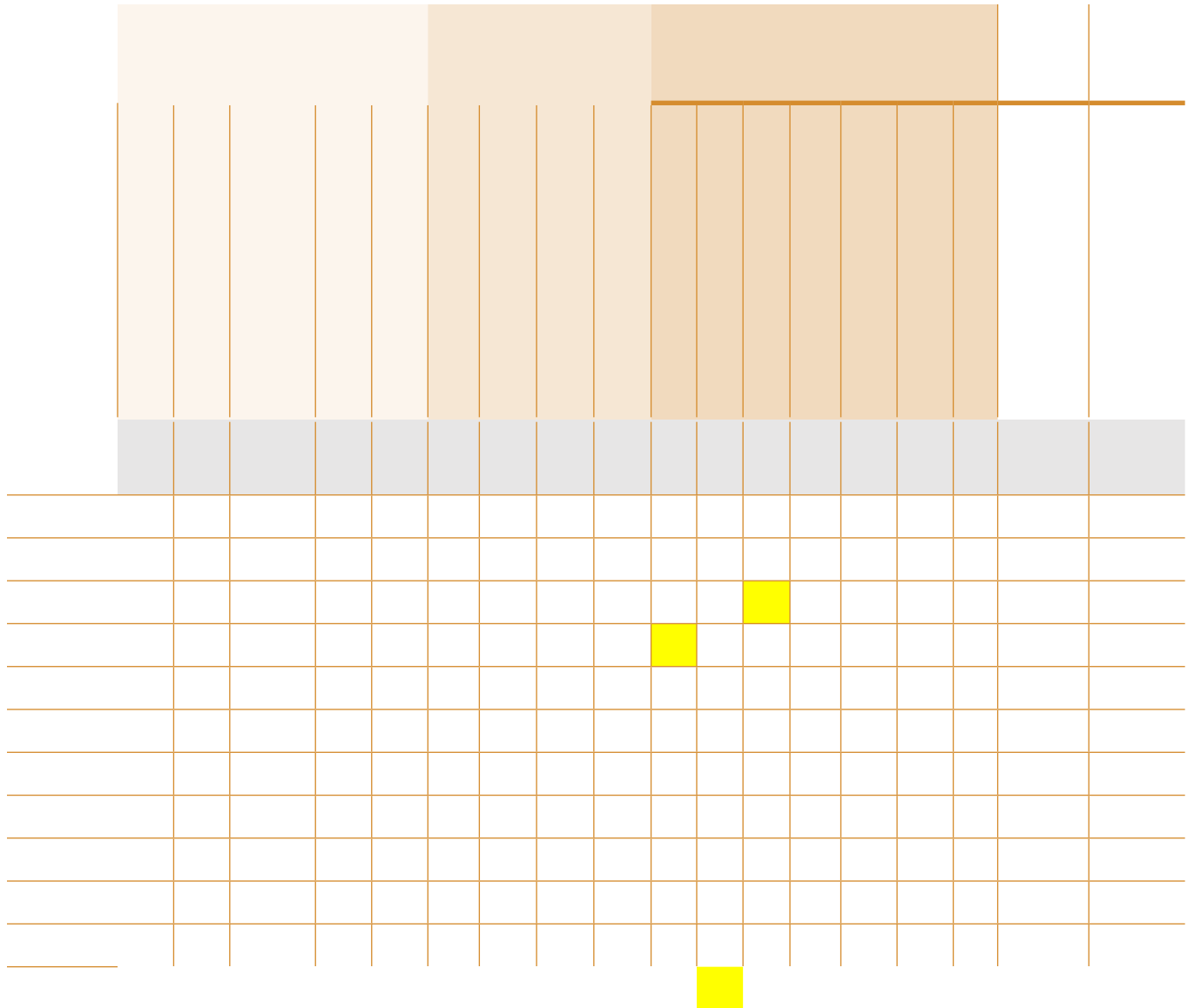
In Example 1, we present two teaching credit dashboards. In each teaching dashboard, a total course load is calculated for each department member, taking into account the kind of course (100-level versus graduate seminar; large enrollment versus writing intensive), new course preps, and/or course releases. 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. These 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	Large Enrollment					

## Example 2. Service Credit Dashboard

Example: Calculating service based on hours spent per week for different service commitment





# FACULTY SERVICE AUDIT

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## Assistant Professor Rubric

	Teaching/Mentoring	Research	Service
Below Expectations	<ul style="list-style-type: none"> <li>teach less than 4.5 courses per year</li> <li>teaching evaluations below college average</li> <li>advise less than 5 undergraduates; 1 MA; 2 doctoral students</li> </ul> <p>(if 2 of these 3 bullets are met)</p>	<ul style="list-style-type: none"> <li>0-1 peer reviewed publications per year</li> <li>0 conference presentations</li> </ul>	<ul style="list-style-type: none"> <li>serve on 0 university/college/ other committees</li> </ul>
Meets Expectations	<ul style="list-style-type: none"> <li>teach 4.5 courses per year</li> <li>teaching evaluations consistent with or above college average</li> <li>advise 5 undergraduates; 1 MA; 2 doctoral students</li> </ul>	<ul style="list-style-type: none"> <li>2 peer reviewed publications per year</li> <li>1 conference presentation</li> </ul>	<ul style="list-style-type: none"> <li>serve on 1 college/university or department committees</li> </ul>
Above Expectations	<ul style="list-style-type: none"> <li>teach more than 4.5 courses per year</li> <li>teaching evaluations above college average</li> <li>advise more than 5 undergraduates; 2 MA; 3 doctoral students</li> </ul> <p>(meet 1 of these)</p>	<ul style="list-style-type: none"> <li>more than 2 peer reviewed publications per year</li> <li>2 or more conference presentations</li> <li>grant/award proposals submitted and/or accepted</li> </ul> <p>(meet 1 of these)</p>	<ul style="list-style-type: none"> <li>serve on 2 or more university/ college/ other committees</li> </ul>
Far Exceeds Expectations	<ul style="list-style-type: none"> <li>teach more than 5.5 courses per year</li> <li>teaching evaluations above college average</li> <li>advise more than 7 undergraduates; 3 MA; 4 doctoral students</li> <li>teaching or mentoring awards</li> </ul> <p>(meet 1 of these)</p>	<ul style="list-style-type: none"> <li>more than 2 peer reviewed publications per year in top tier journals</li> <li>3 or more conference presentations</li> <li>grants received</li> <li>research awards</li> </ul> <p>(meet 1 of these)</p>	<ul style="list-style-type: none"> <li>serve on 3 or more university/ college/ other committees</li> <li>recognition for service</li> </ul> <p>(meet 1 of these)</p>

## Instructional Faculty Rubric

	Teaching/Mentoring	Research	Service
Below Expectations	<ul style="list-style-type: none"> <li>teach <b>less</b> than 7.5 courses per year</li> <li>teaching evaluations <b>below</b> college average</li> <li>advise <b>less</b> than 10 undergraduates; 0 MA or doctoral students</li> </ul> <p>(if 2 of these 3 bullets are met)</p>	<ul style="list-style-type: none"> <li>0 publications per year</li> <li>0 conference presentations</li> </ul>	<ul style="list-style-type: none"> <li>chair 0-1 department and/or other committees</li> <li>serve on 0-2 university/college/ other committees</li> </ul>
Meets Expectations	<ul style="list-style-type: none"> <li>teach 7.5 courses per year</li> <li>teaching evaluations <b>consistent with or above</b> college average</li> <li>advise 15 undergraduates; 1-2 MA; 0 doctoral students</li> </ul>	<ul style="list-style-type: none"> <li>1 publications per year</li> <li>1 conference presentation</li> </ul> <p>(meet 1 of these)</p>	<ul style="list-style-type: none"> <li>chair 1 department committee</li> <li>serve on 3 or more other college/university or department committees</li> </ul>
Above Expectations	<ul style="list-style-type: none"> <li>teach <b>morethan</b> 7.5 courses per year</li> <li>teaching evaluations <b>above</b> college average</li> <li>advise <b>morethan</b> 15 undergraduates; 3 MA; 0-1 doctoral students</li> </ul> <p>(meet 1 of these)</p>	<ul style="list-style-type: none"> <li>2 or more publications per year</li> <li>2 or more conference presentations</li> </ul> <p>(meet 1 of these)</p>	<ul style="list-style-type: none"> <li>chair 2 department and/or other committees</li> <li>serve on 4 or more university/ college/ other committees</li> </ul> <p>(meet 1 of these)</p>
Far Exceeds Expectations	<ul style="list-style-type: none"> <li>teach <b>morethan</b> 8.5 courses per year</li> <li>teaching evaluations <b>above</b> college average</li> <li>advise <b>morethan</b> 20 undergraduates; 4 MA; 1 doctoral students</li> <li>teaching or mentoring awards</li> </ul> <p>(meet 1 of these)</p>	<ul style="list-style-type: none"> <li>more than 2 publications per year, majority of them peer reviewed</li> <li>3 or more conference presentations</li> <li>grant/award proposals submitted and/or accepted</li> </ul> <p>(meet 1 of these)</p>	<ul style="list-style-type: none"> <li>chair 3 department and/or other committees</li> <li>serve on 5 or more university/ college/ other committees</li> <li>recognition for service</li> <li>played key leadership role in major effort (accreditation, chair of university senate, etc.)</li> </ul> <p>(meet 1 of these)</p>

# 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**  
express their interest, which made the process more transparent.

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**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	



## Assistant Professor

	Standard Performance	Extra Effort	Policy
Teaching	<ul style="list-style-type: none"> <li>teach 4.5 courses per year</li> </ul>	<ul style="list-style-type: none"> <li>taught 1/3 more</li> <li>course size twice faculty average</li> </ul>	<ul style="list-style-type: none"> <li>Faculty who provide extra effort in teaching for 2 years can receive a course release for the third year.</li> </ul>
Advising	<ul style="list-style-type: none"> <li>advise 5 undergraduates</li> <li>advise 1 MA</li> <li>advise 2 doctoral students</li> </ul>	<ul style="list-style-type: none"> <li>advise 10 or more undergraduates</li> <li>advise 3 MA or more</li> <li>advise 4 doctoral students or more</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>
Committee Service	<ul style="list-style-type: none"> <li>serve on 1 college/ university/ department committee</li> </ul>	<ul style="list-style-type: none"> <li>chair 2 department/ college/ university committees</li> </ul>	<ul style="list-style-type: none"> <li>Faculty who serve on 2 or more committees can be exempted from committee service the following year.</li> </ul>
Search Committee Service	<ul style="list-style-type: none"> <li>serve on 1 search committee per year</li> </ul>	<ul style="list-style-type: none"> <li>serve on 2 search committees per year or 4 over 2 years</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>

## Instructional Faculty

	Standard Performance	Extra Effort	Policy
Teaching	<ul style="list-style-type: none"> <li>teach 7.5 courses per year</li> </ul>	<ul style="list-style-type: none"> <li>taught 1/3 more</li> <li>course size twice faculty average</li> </ul>	<ul style="list-style-type: none"> <li>Faculty who provide extra effort in teaching for 2 years can receive a course release for the third year.</li> </ul>
Advising	<ul style="list-style-type: none"> <li>advise 15 undergraduates</li> <li>advise 1-2 MA</li> <li>advise 0 doctoral students</li> </ul>	<ul style="list-style-type: none"> <li>advise 20 or more undergraduates</li> <li>advise 4 MA or more</li> <li>advise 1 doctoral students or more</li> </ul>	<ul style="list-style-type: none"> <li>Faculty who provide extra effort in advising can be exempted from committee service the following year.</li> </ul>
Committee Service	<ul style="list-style-type: none"> <li>chair 1 department committee</li> </ul>	<ul style="list-style-type: none"> <li>chair 3 department/ college/ university committees</li> </ul>	<ul style="list-style-type: none"> <li>Faculty who chair 3 or more committees can be exempted from committee service the following year.</li> </ul>
Search Committee Service	<ul style="list-style-type: none"> <li>serve on 1 search committee per year</li> </ul>	<ul style="list-style-type: none"> <li>serve on 3 search committees per year or 6 over 2 years</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>

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

# 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

ey 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 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. These credits could then be “cashed in”

# 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.

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## 2 TIN \* JI ( W N Y J W N F K T W 9 J S Z W J (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.





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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

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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:

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

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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

**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 Subcommittee	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 Y T H T S * W R * S F Q H F X J	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				
	Y				

	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	<ul style="list-style-type: none"> <li>• Serve on 2 college/university or department committees</li> </ul>
Tenured Associate/Full Professors	<ul style="list-style-type: none"> <li>• Chair 1 department committee</li> <li>• Serve on 2 other college/university or department committees</li> </ul>
Instructional Faculty	<ul style="list-style-type: none"> <li>• Chair 1 department committee</li> <li>• Serve on 3 or more other college/university or department committees</li> </ul>

# 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.

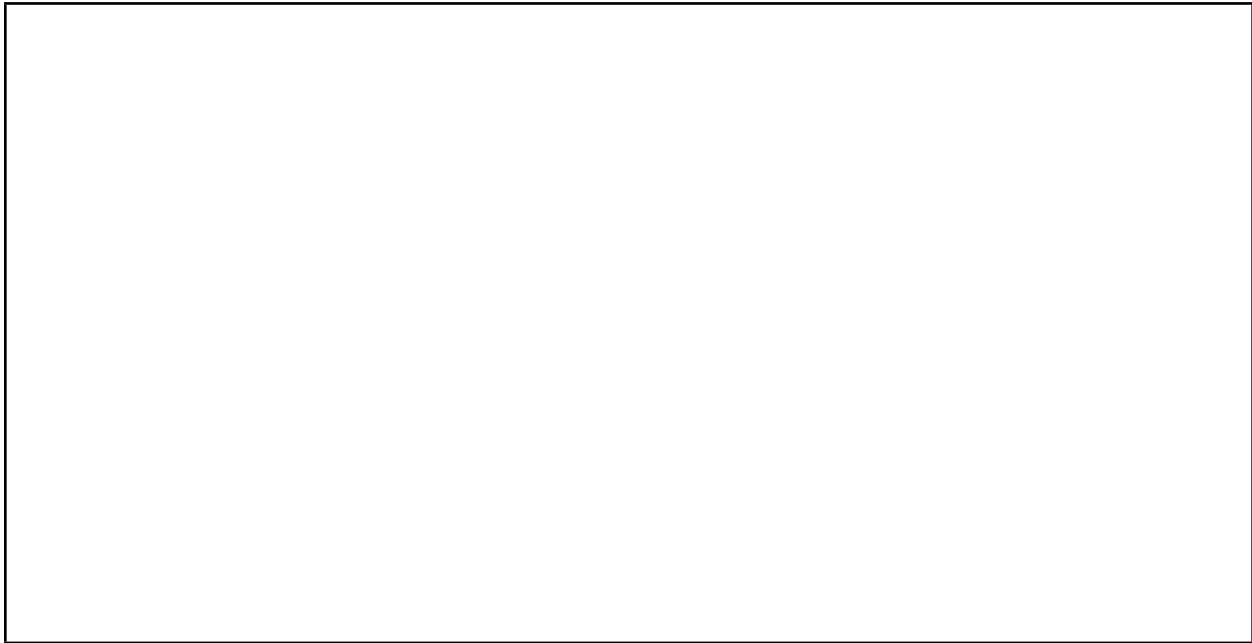
Then they created a document for review by the faculty that emphasized mutual obligations to each other and to the community that they wanted to have within the department. They focused on two things: effort within their programs and shared expectations that everyone does their part within committee 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)

A large, empty rectangular box with a thin black border, intended for providing background context for workload analysis and reform.

**Department Conditions Report and Dashboard Findings** STYJ RTXY NRUTWYFSY \*SINSLX FX YMJ  
satisfaction with workload and equity)

A large, empty rectangular box with a thin black border, intended for providing department conditions report and dashboard findings related to 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

- 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.

