

Expectations & Categorizations

Workload Expectations:

The purpose of this document is to define faculty workload expectations for teaching and service equity. These expectations focus on teaching assignments and on service at the department, college, and university levels only. In defining these expectations, we are setting provisional guidelines, with the expectation that these will be adjusted with practice and to account for changing circumstances. In addition, formal role redefinition and time reallocation introduce exceptions to these principles.

Teaching:

- Every faculty member is responsible for 5 courses across the academic year—these may be accounted for by course releases for other work.
- There are seven categories of required courses
- Within every 5 courses taught, faculty must teach at least 2 distinct courses that each count toward at least 1 distinct required category. At least 1 of the 5 courses must be a Common Curriculum course.
- Teaching days, times, and modes will be equitably distributed across the faculty. Faculty will be expected to shift scheduling to meet departmental needs.
- Every fall, all faculty will attend a department meeting to collaborate on the development of the teaching schedule for the following academic year.
- Every faculty member is responsible for an equitable share of major advising, with the exception of the Director of Undergraduate Studies, who engages in minor advising.

Service:

- We will use a rough low/medium/high category system to account for workload intensity (defined below). We acknowledge that the level for a particular assignment may vary and will ask faculty to specify in our faculty meeting conversation when their assignment varied from the category assigned to that role.
- We will have an annual conversation about our service work that allows for greater understanding of the meaningful contributions faculty members make at multiple levels. We also need to consider how this information will be used for mentoring purposes.
- We will add the item “workload updates” to faculty meeting agendas in order to allow space to discuss workload reallocations as needed (e.g., someone is unexpectedly asked to take on a significant service responsibility and needs to withdraw from other planned departmental service).
- Our focus for service equity is service to the department and the college/university. That is, we are focusing on how we equitably divide service. At the same time, we acknowledge the importance of professional and community service. Service at the

department/college/university level should not consume a faculty member's entire service load. Time should be reserved within the service load to allow for professional and community service.

- Service addressed in this workload equity plan is uncompensated service or service in excess of compensation.
- A rough draft of expectations by rank is in the table on the following page.
- Assistant professors are expected to begin serving at the department level and are not yet expected to do college/university service. If they do college/university service, this is counted as exceeding expectations.
- In the departmental life cycle, there may be times that demand for departmental service is particularly high for all faculty or for faculty at particular ranks. At those times, departmental service will take precedence over service at higher levels. After the high demand has passed, service may be lightened accordingly to compensate for that high level of service.
- In the following chart, the “emerging” category indicates that, at that rank, faculty will be expected to gradually increase from minimal service at that level up to regular service at that level by the point where they join the next rank.

	Department	College/University	Level
Assistant	Emerging	Not Expected	Mostly Low to Moderate. High service may substitute for multiple low/moderate level assignments
Associate	Expected	Emerging	Combination of levels with increasing moderate/high assignments
Full	Expected	Expected	Combination of levels with regular acceptance of moderate/high assignments

Workload Intensity Categories:

	Time			
		<10 hours /qtr.	10-50 hours/qtr.	>50 hours/qtr.
Intensity	<i>Low</i>	Low	Low	Medium
	<i>Medium</i>	Low	Medium	High
	<i>High</i>	Medium	High	High

Low: Those service assignments that are both low intensity and have a low time commitment. Low intensity means it involves relatively routine, low conflict work with clear expectations and limited emotional, physical, or intellectual strain. Low time commitment is, on average, less than 10 hours per quarter.

- Departmental
 - colloquium committee member
 - colloquium committee chair
 - faculty senate rep.
 - library liaison
 - recorder
- College
 - standing committee member
 - faculty mentoring (per mentee)
- University
 - standing committee member
- Professional
 - ad hoc journal review (per review)
 - conference reviewer (<5 reviews)
 - organizational committee member
 - organizational division committee member
 - external T&P letter (per review)

Medium: Those service assignments that are either moderate in intensity AND time commitment OR high in one category and low in the other. Low intensity means it involves relatively routine, low conflict work with clear expectations and limited emotional, physical, or intellectual strain. Low time commitment is, on average, less than 10 hours per quarter. High intensity service involves at least one of the following—unpredictable or emergent responsibilities, high conflict, and/or extensive emotional, physical, or intellectual strain. High time commitment is, on average, 50 hours or more per quarter. The moderate categories fall between these.

- Departmental
 - assessment committee member
 - assessment committee chair
 - DEAP team member
 - DEAP team chair
 - tenure-line search member (<20 applications)
 - non-tenure search chair
 - non-tenure search member
 - T&P committee member
 - mid-tenure committee chair
 - mid-tenure committee member
 - Director of Graduate Studies

- Lambda Pi Eta supervisor
- College
 - standing committee chair
- University
 - standing committee chair
 - faculty senate representative
 - faculty fellows
 - interdisciplinary program director
- Professional
 - editorial board
 - conference reviewer (>5 reviews)
 - book manuscript review (per review)
 - division officer
 - organizational committee chair
 - professional association division committee chair
 - pre-conference organizer

High Those service assignments that are both high intensity AND have a high time commitment OR high in one category and medium in the other. High intensity service involves at least one of the following—unpredictable or emergent responsibilities, high conflict, and/or extensive emotional, physical, or intellectual strain. High time commitment is, on average, 50 hours or more per quarter.

- Departmental
 - tenure-line search chair
 - tenure-line search member (>20 applications)
 - T&P committee chair
- College
 - T&P committee chair
 - T&P committee member
- University
 - search committee chair
 - search committee member
 - senior admin search chair
 - senior admin search member
 - faculty senate committee chair
 - faculty senate officer (e.g., President)
 - administrative positions
- Professional
 - organizational officer
 - conference/symposium organizer

Compensated Service

These positions may vary in their low/medium/high classification depending on the excess of labor beyond compensation for a given time period. Labor beyond compensation might be determined by the guideline of equivalent work per course release or, for a stipend or other monetary compensation, an appropriate hourly rate.

- Chair (of the department) (2 course releases, 12.5% stipend)
- Director of Undergraduate Studies (1 course release)
- Internship Director (1 course release)
- Director of Debate (2 course releases)