

GUIDELINES FOR THE EQUITABLE DISTRIBUTION AND EVALUATION OF SERVICE DEPARTMENT #2 SAMPLE

I. Background

In AY 21-22, the Office of the Provost, the Vice Provost for Faculty Affairs, and the Faculty Senate inaugurated an initiative focusing on addressing [Workload Equity](#) at the University of Denver, articulated initially around a series of invited lectures and workshops facilitated by outside experts in the field, and aimed at driving institutional change to address how work is distributed among faculty. In parallel with this initiative, a call went out for proposals to participate in Department Equity Action Planning Teams (DEAPs). Our department submitted a proposal and was accepted as one of the inaugural cohorts in the program.

DEAPs are tasked with the following responsibilities (<https://duvpfa.du.edu/advancing-equity/workload-equity/>):

- participate in training on workload equity and implicit bias
- create a department dashboard to catalyze conversations about workload
- create and revise a department equity action plan
- publicly present their work to the DU community, including academic unit stakeholders

During AY 21-22, members of our department's DEAP cohort participated in training sessions. In AY 22-23, one member joined the committee, which continued to participate in various events tied to workload equity while also working toward responding to the specific call of each DEAP, enumerated in the points above.

The principal task for all DEAPs in AY 22-23 was the development of **departmental dashboards**. These are tools aimed at assisting departments in promoting the equitable distribution of service loads as a starting point, though dashboards can also serve to address teaching and scholarly work. Dashboards aim broadly to support constructive conversations around how we share labor. A core part of the conversation hinges on rendering visible the often invisible labor that we are called on to perform, acknowledging and recognizing that work, taking that work into consideration when thinking about how we share the very considerable service load in our department, and elaborating new modes of understanding how we both value and evaluate service as a department.

Established best practices in dashboard creation suggest assigning particular values for different kinds of labor in order to visualize the types of service and associated investment of time and energy for different roles. This allows for a more transparent and equity-minded approach to service distribution across departments.

II. Service Expectations by Rank and Series

The University's APT Guidelines state the following: "The candidate shall have demonstrated excellence [...] in service to the University and to the profession/public, in proportions *appropriate to the responsibilities assigned to the candidate during the period of evaluation.*"

In view of this principle, our department adopts the following categories to broadly define expectations for service workload depending on rank: Not expected, Emerging, and Required.

Not Expected: Junior faculty in both the Teaching and Tenure line series are not expected to serve at the College or University level. If they do, this is going above and beyond minimum expectations.

Emerging: Assistants in both series are expected to begin to expand their service roles at the department level. Associates in both series are expected to begin to expand their service roles at the college and university levels.

Required: Department level service is required of Associate and Full professors in both lines. College / University service is expected for Full Professors in both lines.

Rank in either series	Department service	College & University Service
Assistant	Emerging	Not expected
Associate	Required	Emerging
Full	Required	Required

III. Processes for determining the equitable distribution of service responsibilities

Our department is committed to working toward the equitable distribution of service responsibilities. Service comes in many forms, and the mechanisms for determining faculty participation in particular roles is variable, with some positions being elected at the department, college, or university levels; some positions being appointed; and some positions being volunteer. While recognizing the need for flexibility in how service responsibilities are determined, taking into account factors such as the particular aptitude or personal interests of specific faculty, and the particular needs of the department in a given moment, our department also embraces the need to approach service responsibilities equitably and in a holistic fashion. It is important that the department strive towards achieving equity to the degree possible in the assignment of service roles at all levels, and that individual faculty members both are held to account for meeting minimum service expectations and that inequities in service distribution are minimized to the extent possible.

In order to render visible the labor that our faculty are performing at the department, college, and university levels, we assign weighted values for specific service assignments. This practice is informed by research that highlights the utility of this ‘dashboard’ approach as a mechanism for establishing and maintaining meaningful dialogues around workload equity, and as a tool for measuring and evaluating workload distribution. These weights constitute general approximations and are subject to modification in consultation with the department. The purpose of these weights is to make clear the relative amount of effort invested by individual faculty members in the area of service, and to facilitate equity-minded decisions in the distribution of specific tasks in order to ensure that faculty are contributing appropriately and in a balanced way. They are also intended to facilitate an holistic approach to our collective contributions in the area of service.

Intensity is intended to reflect the approximate number of hours dedicated to specific tasks while also recognizing that many forms of invisible labor may be associated with a number of these positions and that such labor may not be easily quantifiable.

*** The positions of the department Chair, Second-year Coordinator, and Heritage Coordinator are remunerated. While they are each highly labor-intensive positions, they also come with course releases.

3: HIGH INTENSITY	2: MODERATE INTENSITY	1: MILD INTENSITY
Curriculum committee Assessment Committee Study Abroad Credit Approvers FSEM Advising Department / College Promotion & Reappointment Committees Elected Faculty Committee Department Equity Action Planning Team (DEAPs) Department Action Team (DAT) Faculty Senate Hiring / Search Committees Student Engagement Committee Program Advising and Mentoring (remunerated beginning in AY 23-24) College Strategic Planning Committee	Major Advising Minor Advising Undergraduate Council Committee A Committee B Committee C Specialized Program A	Honors Program Advising Journeys to DU Committee on Comparative Literature Campa Scholarship Prospective Student Coordinator Graduating Senior Awards Web Page* Library Liaison Honors Advising Discipline Studies Working Group

IV. Explanation of how the Chair will evaluate these weights in annual reviews and when considering service assignments

In addition to reviewing the raw numeric service totals of each faculty member according to the weights outlined above, the Chair also takes into consideration the number of years that a faculty member has been in any given rank and series. They further take into consideration faculty experiences with service as recorded in annual review narratives, and consider the invisible labor that is assumed by faculty in particular positions, labor that with particular force affects women, faculty of color, and representatives of other historically-marginalized groups in academia. In cases where the Chair is responsible for naming or appointing faculty to particular service roles, such appointments should be made in view of a given faculty member’s responsibilities, individually and within the broader departmental context. The Chair should also plan strategically for service distribution in view of longer-term personnel needs, as a result of leaves, sabbaticals, rotations, varying service opportunities, term limits, etc.

Chair evaluations of faculty service should reflect explicitly on the degree to which faculty are approaching, meeting, or exceeding the minimum expectations laid out in section II, above.

V. Descriptions of Service Responsibilities

The following descriptions are subject to constant revisions as institutional structures, needs, and expectations evolve at the department, college, and university levels. They are open to reconsideration at any point, and any modifications to the description of specific responsibilities may also result in the need to reassign the weighted values in section III, above.

Aside from providing a detailed accounting of expectations for each role, which should be used to inform the weightings above, the purpose of these descriptions is also to serve as a reference guide to orient faculty who assume these positions, and to promote continuity and consistency of practices.

The following is a list enumerating regular department-level and college / university-level assignments. This list is provisional and does not aim to account for all possible service assignments at the University of Denver. This list is subject to regular revision.

Unless otherwise stated in the departmental bylaws, all HIGH intensity service appointments should be completed for a minimum of two years.

In addition, all outgoing members of service committees should be responsible for the orientation and training of the new committee members.

DEPARTMENT ASSIGNMENTS	COLLEGE / UNIVERSITY ASSIGNMENTS
Curriculum Committee	Undergraduate Council
Assessment Committee	Elected Faculty Committee
Program Coordination and Development	Committee A
Program Advising and Mentoring	Committee B
Scholarship	Committee C
Honors Program Advising	Faculty Senate
Major Advising	College TP Promotion / Reappointment Committee
Minor Advising	Committee on Comparative Literature
Department Promotion / Reappointment committees	Department Equity Action Planning Team
Study Abroad Advising (Region One)	Undergraduate Council
Study Abroad Advising (Region Two)	AH Promotion/tenure committee (Tenure-track)
Study Abroad Advising (Region Three)	College DEI (Appointed)
Graduating Senior Awards	Workload Equity Committee (Faculty Senate)
Pioneer Days	Teaching and Professional Task Force (Faculty Senate)
Web Page	
Prospective Student Coordinator	
Library Liaison	
Department Student Engagement Committee	
Honors Thesis / Research advising	
Second-year Coordinator	
Chair of Department	
Hiring / Search Committees	

Below are detailed descriptions of each service task

Responsibility	Description
Curriculum Committee	<p>The Curriculum Committee is created to formalize a process and provide a structure for the concerted management and development of the department’s curriculum. It will facilitate departmental dialogue around vision and strategic development of the curriculum, and it will tend to more everyday questions of course planning and approval as well. Thus, the primary function of the Curriculum Committee is to create processes and opportunities for collaboration in order to guide the quality and the development of departmental curriculum</p> <p>Committee’s Functions (Roles & Responsibilities)</p> <ol style="list-style-type: none"> 1. The Committee will receive and evaluate all department course proposals and any proposals to amend the major and/or minor programs, as well as to create or change any other programs administered by the department. Any such proposal should be submitted to the Committee for consideration before submitting it to the university's banner system. The committee will then vote to support or decline the proposal and inform the department Chair of their decision. Before reaching a final decision on a proposal, the committee may, at its discretion, offer suggestions for revisions or engage the individual or group submitting the proposal in improving it. Any proposed courses or curricular changes must be given final approval by the department chair, whose signature is required in the institutional chain of approval beyond the department. Any proposal to alter the requirements or to create or terminate a program (certificate, minor, major, graduate) must be ratified by a majority vote of the department before the Chair signs off on it. 2. The Committee should look to preserve the cohesiveness of our programs. In considering a course or a proposal for changes to the curriculum, the Committee should maintain a broad view of all course offerings. In particular, the committee will consider how the proposal may agree or be in contradiction with the collective curricular objectives of the department and the long-term impact of approval. 3. The Committee will be the department’s venue for the proactive revision of the department’s curriculum. The Committee may receive, solicit, or generate proposals, and may consult and engage the department in discussions regarding the direction and future of our programs or the creation of new programs. 4. In the event of new college or campus initiatives or programs, like the Keystone Experience or the Common Curriculum, the Committee will be the department’s venue for the discussion and planning of required curricular changes. The committee may receive, solicit, or generate proposals, and may consult and engage the department in discussions needed to plan the department’s participation in any such program. The Committee may also form working groups to aid in more extensive initiatives or projects as they see fit. 5. As needed and appropriate, the Committee will make specific recommendations and proposals to create departmental policy regarding the participation of our faculty, individually or collectively, in collaborative projects with faculty from other units as well as collaborative projects between departments, particularly when such collaboration implies the creation of curriculum or the granting of credit through the department. 6. Members of the Curriculum Committee are thereby expected to fulfill the following specific duties:

- Meet throughout the academic year, as needed, and attend all Curriculum Committee meetings.
- Keep the department apprised of important curricular initiatives.
- Demonstrate understanding of curricular procedures, policies, and deadlines.
- Provide first-line support for faculty during curricular development by answering questions and providing information about relevant policies and procedures.
- When additional support is needed, work with The Office of Teaching and Learning to facilitate conversations with experts on curricular design.

III. Curriculum Committee's Relationship & Collaboration with:

A. The Assessment Committee.

The Curriculum Committee maintains open lines of communication with the Assessment Committee. In particular, the Assessment Committee should communicate important findings that come out of the “feedback loop” each year after assessment data is collected, or, possibly work with the Curriculum Committee to address any shortcomings in the curriculum that become apparent during the assessment process. The assessment committee may also consult with the Curriculum Committee at times when developing new assessment processes or improving existing ones. At the beginning of the AY cycle, the Curriculum Committee and the Assessment Committee will meet once to establish shared goals based on the previous AY assessment data available. In particular, the two committees should prioritize the type of data available, the data that is missing, and specific procedures for data collection needed to establish for the AY under consideration.

B. Language Coordinators

The Curriculum Committee will meet with the first- and second-year Language Coordinators at least once during the academic year to facilitate a conversation around the course goals and any proposed curricular changes (including new textbook adoption, thematic units, projects and/or assessments, etc.) to the first-and second-year series. This meeting has the intention of creating a space to share ideas, goals, and progress. In preparation, first- and second-year Language Coordinators should prepare a brief summary of program goals and proposed changes that will be shared with the Committee and with the department.

C. Service Learning & Keystone Experience

The Curriculum Committee supports service-learning projects and encourages the participation of all faculty to engage in these transformative, meaningful, and valuable experiences that benefit the academic formation of DU students, our local communities, and our program as a whole. The curriculum committee can serve as a resource to faculty interested in offering and designing service-learning courses. The Curricular Committee can serve as a space to engage the department in a productive dialogue pertaining service learning.

D. OTL and College

The Curriculum Committee will maintain open lines of communication with the OTL and the college throughout the year as needed. The Curriculum Committee will facilitate workshops with the OTL based on the interests and needs of the department. Such communication is intended to ensure the cohesion and continuity between our department and the college and OTL. The Curriculum Committee welcomes feedback from all Faculty as an initial step towards generating productive discussions and constructive dialogue in the department.

IV. Eligibility & Membership

	<p>TT and TP ranking do not matter, the only requirement is that faculty have at least one year of teaching experience in the department prior to serving on the Committee. The Curriculum Committee consists of three full-time, appointed Faculty. Ideally, one TT and two TPs, to reflect the department’s current composition.</p> <p>V. Time of Service During the first year some members will serve for one year and others two years in order to help transition new members to the Curriculum Committee. After the first year, all terms will serve for two years.</p> <p>VI. Processes & Procedures</p> <p>A. Appoint working groups</p> <ul style="list-style-type: none"> • Should the Committee identify a need for a more specific investment in a particular area of curriculum development (such as service learning, project-based approaches, etc.), a working group of other full-time Faculty members (two or three individuals) can be nominated to investigate and develop an initial proposal and/or informed suggestions for implementing said topic/approach. • Working groups would have a fixed amount of time to work on this topic and share their findings with the curricular committee. • Members of the working group should participate on a voluntary basis. <p>B. Regular annual reports</p> <ul style="list-style-type: none"> • During the Spring term the Curriculum Committee will write a summary of their activities and projects for that AY, and, also, make suggestions for the priorities of the Committee for the following AY. This report should also be discussed with the whole department before the end of the AY. • When the new Committee begins its work in the Fall term, within the first four weeks of the term they should discuss the previous committee’s report and based on their evaluation of it and the current situation in the department they should identify the current AY’s curricular priorities, and possibly assess whether working groups or other curricular efforts are deemed necessary. Additionally, the Curriculum Committee will facilitate an all-Faculty conversation regarding the projects and collect faculty feedback before moving forward. This process should be completed before the end of the Fall term. <p>Effort: The curriculum committee meets approximately 4 times a term for one hour. Committee members discuss plans and initiatives, review documents and procedures and assign tasks to members to be completed between meetings. Tasks assigned to be completed outside of committee meetings usually require 1-2 hours of individual work.</p>
Assessment Committee	<p>Committee’s Functions and Processes</p> <p>THE ASSESSMENT COMMITTEE NEEDS TO MEET AND REESTABLISH THE GOALS AND PROCEDURES OF THE COMMITTEE. Criteria a-c is antiquated and no longer an established practice.</p> <p>a. The committee will be responsible for preparing and submitting the program assessment report of the department according to the expectations of the Office of Assessment. Internally,</p>

	<p>this report will be included in the regular reporting of the Assessment Committee to the Curriculum Committee and will be made available to all departmental faculty.</p> <p>b. The committee will prepare and submit an annual program assessment report to the Curriculum Committee, which will include the report made for the Office of Academic Assessment as well as any supplementary information needed or agreed upon by the two committees. This could include instruments to pilot new assessment processes, as well as questions or proposals regarding assessment that may require input or decisions from the Curriculum Committee or being brought to the department faculty, etc.</p> <p>c. At its discretion, the committee may request time during department meetings or even their own meetings with the department in order to gather input or report back on their work. Such meetings could include matters like calibrating how student’s work is graded, issues with collecting assessment data, etc.</p> <p>d. The Assessment Committee will be responsible for preparing or selecting, updating and administering any instruments needed to collect assessment data (e.g. class assignments, quizzes or exam sections, surveys). This may or may not be in collaboration with shared goals established with the Curriculum Committee.</p> <p>2. Composition and Term of Service</p> <p>a. The committee will be composed of no less than two and no more than three faculty members. Ideally, not all members will be replaced simultaneously but their terms will be staggered.</p> <p>b. While it is not absolutely necessary, it is preferred that the committee includes faculty who regularly teach the courses used to gather program assessment data.</p> <p>c. Service on this committee will be assigned during the regular distribution of service duties at the start of the academic year. As with most such tasks, the expectation of service will be a two-year term. While an individual may elect to stay in the committee longer than one term, everyone should rotate out after two consecutive terms.</p> <p>3. Assessment committee will establish yearly goals and collect data about different aspects of assessment.</p> <p>Effort: The assessment committee meets approximately 2 times a term for one hour. Committee members discuss plans and initiatives, review documents and procedures and assign tasks to members to be completed between meetings. Tasks assigned to be completed outside of committee meetings usually require 1-2 hours of individual work.</p>
Scholarship	<p>Scholarship Coordinator:</p> <ol style="list-style-type: none"> 1. Maintains communication with the Assistant Director of Scholarships and the Office of Financial Aid. This includes maintaining compliance with federal regulations, following DU schedule for scholarship management, sharing of information about students and reporting on recipient selection via the RZASCHL System. 2. Announces and promotes the annual scholarship competition. The announcement goes out toward the end of winter term (subject to change).

	<ol style="list-style-type: none"> 3. Establishes and chairs a selection committee to screen applications and select a scholarship recipient. 4. As needed, maintain communication with the student who receives the scholarship concerning his or her research project while abroad. Evaluates and grades the student's work upon their return (the student is expected to turn in a paper and deliver a public presentation.) 5. Coordinates and hosts the event where the scholarship recipient gives a presentation of his or her research project and findings, as well as the overall experience of going abroad. <p>Effort:</p>
<p>Honors Program Advising</p>	<p>A member of the department will advise Honors students who are completing the department program major. The Honors advisor is exempted from other advising responsibilities.</p> <ol style="list-style-type: none"> 1. Aside from assuming regular advising for Honors students majoring in the program, the Honors Program Advisor should advise students on procedures and norms for obtaining distinction / honors in the department program and should orient students with respect to the available and various specializations of different colleagues in the department who may direct their Honors thesis. 2. The Honors Advisor should maintain records of students in the process of completing Honors theses and who their mentors or thesis directed are. The Honors Advisor is also responsible for archiving copies of completed theses. 3. The Honors Advisor serves as liaison between the department and the Honors Program. 4. The Honors Advisor promotes our honors program among Honor students, encouraging them to opt for program distinction. 5. They should keep the program up-to-date by bringing proposals to modify the program to the department when necessary. <p>Effort: This responsibility implies roughly 3-5 hours of work per academic term.</p>
<p>Major Advising</p>	<p>Responsibilities:</p> <ol style="list-style-type: none"> 1. All full-time faculty are responsible for advising majors, with the exception of advisors who are dedicated to Minor advising, Heritage Advising, or Honors advising. At the discretion of the Chair, faculty on mini-sabbatical may also be exempted from advising. 2. Majors are assigned by the department Program Coordinator, who assigns them with the goal of achieving a balanced distribution of Majors across all advisors to avoid inequitable advising loads. 3. Advisors should communicate with each assigned student with the aim of discussing course selection for the next term, reviewing the student's progress towards completing the major, and discussing study abroad in relation to the major if the student is interested. Advisors should also attend to Common Curriculum requirements. 4. Advisors should remind students planning to study abroad that they should submit pre-approval requests for study abroad transfer credit prior to enrolling in courses abroad.

	<p>5. After advising, advisors should delete advisee PINs and should document their interaction with students through the “Notes” function in Inspire.</p> <p>Effort: Major advisors are available throughout the academic year to meet with students within the majors and answer questions in person or through email about major requirements, course plans and other questions pertaining to the major. Major advising (though in-person meetings and email) can require around 3-5 hours per term.</p>
Minor Advising	<p>Responsibilities:</p> <ol style="list-style-type: none"> 1. All full-time faculty may be informally consulted by students regarding minor advising. Faculty may be comfortable responding to Minor advising requests, but at least one member of the faculty will also be designated as Minor advisor, and requests to address minor advising received from the Assistant to the Chair and the Program Coordinator may also be directed to the Minor advisor(s). 2. The Minor advisor(s) should reach out during advising period to all SPAN minors via the departmental Minor listserv in order to express their availability to respond to questions related to SPAN coursework and Minor requirements. 3. Advisors should remind students planning to study abroad that they must submit pre-approval requests for study abroad transfer credit prior to enrolling in study abroad coursework. <p>Effort: Minor advisors are available throughout the academic year to meet with program minors and answer questions in person or through email about minor requirements, course placement and other questions pertaining to the minor. Minor advising (though in-person meetings and email) can require around 1-2 hours per term.</p>
Department Promotion / Reappointment committees	<p>Responsibilities:</p> <ol style="list-style-type: none"> 1. All faculty members in the department may be called upon to serve as members of promotion and reappointment committees. The processes that govern selection of committee members are detailed in articles V and VI of the department by-laws. Timelines and expectations for department-level committees are outlined in various documents included in the “Tenure & Promotion” tab of the college Portfolio. 2. Promotion and reappointment committees for all ranks and series evaluate a substantive body of evidence assembled by candidates to document achievements in the areas of teaching and service. This includes four hours of classroom observations in which the committee participates. 3. Colleagues who are being considered for promotion within the tenure-line series also must present evidence relating to research, and they are evaluated by a number of external reviewers conversant with the candidate’s areas of specialization. 4. Committees vote on each case, and present their findings in the form of a detailed narrative assessing the merits of each case. <p>Effort: Members of Promotion and Reappointment committees invest considerable time and effort to the process of meeting with candidates, the Chair, Assistant to the Chair, and representatives of</p>

	<p>Institutional Research in order to establish expectations and processes; reviewing candidate materials; participating in classroom observations; discussing the merits of each case; reaching consensus; drafting findings; and entering conclusions within the system administered by Institutional Research. Given the focus on research materials for promotions within the tenure series, such committees should expect to dedicate significantly more time to the evaluation of each case. Each committee may expect to invest 10-25 hours.</p>
<p>Department Study Abroad Coursework Reviewers</p>	<p>Primary advising takes place during the academic year with possible sporadic communication during the summer, at the discretion of the adviser.</p> <ol style="list-style-type: none"> 1. An adviser is assigned to different geographic areas relating to the discipline community with exchange programs. Unlike other service responsibilities that have a duration of two years, the service term for each advisor is three years and is renewable for three more years if desired. 2. Study abroad advisors should assess and approve major and minor courses ideally before students depart for their studies abroad. Otherwise, courses can be approved during a students' study abroad stay or upon their return, once the university has received official transcripts from the foreign institution. Advisors should review course content and descriptions to decide what course may count for the minor or major. 3. Study abroad advisors should maintain contact with students who are abroad in case of emerging questions or changes needed to students' coursework. 4. Maintain contact with the Office of International Education (OIE) and remain knowledgeable regarding new requirements and procedures 5. Maintain contact with the Office of the Registrar to remain knowledgeable regarding new procedures and to solve any questions throughout the approval process. 6. The outgoing study abroad advisor finalizing their service period should personally guide incoming advisors in terms of procedures, contacts, programs and other pertinent tasks. Meetings should take place throughout the academic year with communication throughout the summer, if appropriate. <p>Effort: Depending on the time of year, this position may require approximately thirty minutes of work per week consisting of reviewing petitions submitted through the Registrar's system and, at times, responding to messages from students or representatives of other offices at DU (Academic Advising, OIE, Registrar). In addition, the department's Study Abroad Coursework Reviewers are expected to meet annually to review departmental policies in relation to Study Abroad and to keep the OIE/Registrar informed of relevant policy and personnel changes at department level. In addition, the department's Study Abroad Coursework Reviewers may participate annually in reviewing particular programs to determine whether DU should partner with certain programs abroad. Ultimately, it is the responsibility of the Study Abroad Coursework Reviewers to inform the department of relevant changes to university policies pertaining to Study Abroad and to consult with the department in the event of proposing changes to departmental policies, and to update from the freshdesk / Knowledge Base to reflect any changes. These latter aspects of the job can take an additional 10 to 20 hours of work per year.</p>
<p>Graduating Senior Awards</p>	<ol style="list-style-type: none"> 1. The department recognizes the top graduating students each year with an award. In the spring term, the department submits a list of nominated students. 2. The students nominated represent the agreement of all full-time faculty and. Each full-time faculty member may nominate outstanding students, based on criteria and experience with the student.

	<ol style="list-style-type: none"> 3. The appointed person to organize the award should ask for nominations from the faculty and moderate the discussion on the choice of finalists. 4. The appointed person will deliver the final list of nominees, once an agreement has been reached. <p>Effort: This responsibility involves roughly 1-3 hours of work during one academic term.</p>
<p>Journeys to DU Days</p>	<p>Participants in Journey to DU days are expected to:</p> <ol style="list-style-type: none"> 1. Represent the department program section during Journey to DU days. 2. Give advice on the program to new students, transfer students, and those who have already been accepted at DU. This advice consists of explaining the requirements of the program, the type of classes offered, extracurricular activities that may interest them, scholarships that are awarded, etc. 3. Respond to any questions students or their parents have regarding the program. 4. Update the program brochure for distribution. 5. Put the updated brochure on the program page so that the interested student can download it. 6. Orient the next person in charge and make documents available. <p>Effort: This responsibility involves roughly 1-3 hours during the winter and spring terms.</p>
<p>Web Page*</p>	<p>The person or persons in charge of the web page are:</p> <ol style="list-style-type: none"> 1. Responsible for making changes to the website and keeping it updated. 2. Inform all faculty of changes and corrections. Review the page at least once a term. 3. Make sure that three sources of information that exist about the program are well coordinated and that there is no conflicting information. These sources are: <ol style="list-style-type: none"> a. The website of the program section b. The department's freshdesk / Knowledge Base page. c. The program section brochure (this is a public document that must be available as a download on the program section website). 4. Keep the following information up to date, both on the website and in the download brochure: <ol style="list-style-type: none"> a. List of full-time professors, area of specialization, and email. b. List and brief description of the Program courses. c. List of requirements for the major and for the minor. d. Guide for students traveling abroad. e. The rest of the information on the website: Scholarships, Organizations, Internships, etc. <p>Effort:</p>
<p>Prospective Student Coordinator</p>	<p>Get in touch with prospective students via email when the chair sends lists of prospective students approx. 2-3 times during the academic year. Reply to any email inquiries that students send and possibly set up brief zoom interviews with students who have questions about our program. On a few occasions each year, meet with some prospective students in person when they are on campus.</p> <p>Effort:</p>

	Prospective student coordinator contacts students via email 2-3 times during the academic year. It requires responding to emails and setting up meetings. These meetings typically last 20-30 minutes.
Library Liaison	<p>The Library Liaison Advisory Group (LLAG) comprised of library faculty and faculty members from each department listed below, meets to discuss library issues related to research, collections, services, and curriculum, and is an important avenue of communication between the Libraries and the DU community.</p> <p>Primary duties:</p> <ol style="list-style-type: none"> 1. Act as the primary library contact for the academic unit 2. Work with the academic unit's Library contact to resolve library concerns or issues identified by the academic unit 3. Work with the academic unit's Library contact in the development of the library's print and electronic collection as it relates to the unit's curriculum & research needs 4. Communicate library policies, procedures, collection development issues, services, & other pertinent library news to the academic unit 5. Serve with other liaisons on the Library Liaison Advisory Group <p>Effort: Library liaison requires about 5 hours during the term.</p>
Student Engagement Committee	<p>This committee is responsible for the design and implementation of student recruitment and retention strategies in the department. Its general objective is to increase the number of students enrolled in our classrooms at all levels and increase the number of majors and minors in the department in particular.</p> <p>It is expected that the committee:</p> <ol style="list-style-type: none"> 1. Meet one to three times per term, as needed, to plan student recruitment and retention events and initiatives. The committee also has an important leadership role in carrying out the proposed activities, although there is no expectation that only committee members will participate in planned events and initiatives. 2. Part of the committee's objective should be to foster a departmental culture in which the collective effort of colleagues serves as the engine for recruitment and retention. As part of the committee, members may attend events with students throughout the year, although this should not necessarily be seen as a requirement of the position. <p>Effort: It is estimated that committee members will spend approximately 5 hours per term working on planning and/or participating in events.</p>
Honors Thesis / Research advising	<p>It is expected that the thesis director:</p> <ol style="list-style-type: none"> 1. Supervise student projects in their area of expertise, by working one-on-one with each student. 2. Have formal meetings with each student on a regular basis. 3. Be responsible for the final evaluation and grading of the thesis. 4. Ensure that the student adheres to the standards set forth in the guide to completing the program with distinction. 5. You must coordinate with the student and supervise the stages of his work so that they adhere to the schedule prescribed in the guide and the project is completed on time.

	<p>6. Assess the student's progress from the beginning and through the stages of the work to confirm that it meets quality expectations. If the work does not meet expectations, then it must be suspended, as described in the guide</p>
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Department remunerated service

<p>Program Coordination, Advising and Development</p>	<p>PROGRAM COORDINATION AND DEVELOPMENT</p> <ol style="list-style-type: none"> 1. Develop and implement program curriculum and design syllabi according to latest theoretical frameworks and resources stipulated by an evolving field 2. Design, manage and evaluate all student placements for the program on an individual basis, collaborating with the college for placement processes 3. Conduct recruitment, hiring, training, and supervision of at least three former heritage student employees who serve as peer tutors for the program, including weekly individual meetings and professional development 4. Remain engaged with relevant campus offices to advance holistic JEDI- and 4D-minded supports for historically marginalized students in the program, collaborating across campus to continue developing student support services for this population 5. Work to expand the program by leading student recruitment efforts at the level of currently enrolled students as well as prospective students 6. Continue collaborating with Admissions programming to host high school graduating youth interested in DU who may enroll in the program as well <p>PROGRAM ADVISING AND MENTORING</p> <ol style="list-style-type: none"> 1. Serve as advisor and mentor for all students and employees in the program 2. Assist not only with coursework advising, but also program advising and other relevant issues that come up for the heritage student population, such as connecting students to support services across campus 3. Collaborate with the Director of First-Generation Students to envision more holistic support systems for students, who are, for the greater part, first-generations students as well. <p>Effort: Coordination of the program requires around 20-25 hours of work each term to complete and coordinate any of the above duties.</p>
<p>Second-year Coordinator</p>	<p>The following describes in detail what is expected of the second-year program coordinator:</p> <p>A. Cultivates the integrity and excellence of the program</p> <ol style="list-style-type: none"> 1. Clearly articulates learning outcomes and course objectives to all constituents 2. Oversees continuity of the course content and its delivery 3. Creates and distributes course shells in Canvas 4. Develops syllabus in collaboration with instructors of the course 5. Manages the development, drafting & storage of all assessment materials for the course (Test/quiz/oral evaluation/etc. These materials should be stored on a DU server and remain available to instructors even after a particular course has ended.)

6. Creates and distributes supplemental materials for use in class
7. Oversees course website development/maintenance, building common course components such as:
 - o Calendar
 - o Course projects, homework and other assessments
 - o Gradebook, rubrics and other metrics for assessment
8. Oversees enrollments and registrations, responsible for overrides in any coordinated class
9. Maintains big picture view and encourages shared policies among sections
10. Assesses, evaluates and works toward continual improvement of program
11. Manages section-wide discussions, revision and selection of textbook and conducts periodic reviews of its effectiveness
12. Stays current with recent trends in program coordination and in relevant pedagogies
13. Conducts peer observations each term, ensures every 2nd year instructor is observed at a minimum of once per academic year.
14. Participates in workshops (where available and funded) relevant to program coordination, program development, assessment and pedagogy

B. Ensures a positive, equitable and inclusive learning environment

1. Creates a collaborative work environment where faculty teaching coordinated courses are given the opportunity to express their opinions regarding course content and policies and to have their ideas duly considered
2. Advises student placement and pre-requisite adherence
3. Develops attendance policy and oversees its implementation
4. Develops final exam policy
5. Develops grade policy and rubrics to encourage common evaluative standards across sections
6. Develops classroom policy related to course content
7. Assists students with issues with instructors
8. Facilitates common application of grading standards and course policies in accordance with course syllabus

C. Ease of communication among constituents

1. Department Administration
 - o Replies to administrative requests
 - o Provides relevant communication when needed
 - o Liaises among department administration and other constituents
 - o Is supervised and evaluated by department chair

Section

- Informs and requests feedback from section regarding significant curricular and policy changes in coordinated courses
- Provides section with a report each spring term regarding the functioning of coordinated courses, including successes, challenges and overall student performance
- Instructors who teach coordinated courses will evaluate both the courses and the work of the coordinator on a quarterly basis (L & L administration will handle this process)
- Ensures that materials developed by faculty of coordinated courses remains on DU servers, even after a particular course has ended
- Works toward smooth transition to next course level (i.e.1003 to 2001)

	<ul style="list-style-type: none"> • Leads discussions in section about policies and procedures in coordinated courses • Ensures a full-time faculty is identified as back-up coordinator for AY <p>2. College</p> <ul style="list-style-type: none"> o Liaises with college o Ensures exam review scheduling and availability of tutoring hours or assists with hiring of tutors as appropriate <p>3. Program</p> <ul style="list-style-type: none"> o Orders textbooks o Ensures faculty have materials needed o Conducts year-end FOLA assessment <ul style="list-style-type: none"> o Schedules and runs course-level meetings to review the course syllabus, check in on course progress and discuss and revise assessment materials <p>4. Publisher</p> <ul style="list-style-type: none"> o Facilitates selection of and ordering of course materials together with a minimum of two other full-time, appointed faculty o Alerts publisher to errors in materials o Alerts publisher to online platform issues <ul style="list-style-type: none"> o Coordinates publisher support for students and faculty – training in technologies associated with the course <p>Effort: Second-year coordination requires around 25-30 hours of work each term to complete and coordinate any of the above duties.</p>
Chair of the department	<p>Responsibilities and expectations for chairs are detailed in the department by-laws in Article II and in the “Chairs responsibilities & tips” document housed within the “Chairs & Directors” tab of the college Portfolio.</p> <p>Effort: On average, chairs should expect to dedicate approximately 20-40 hours weekly to tasks related to chairing during Fall, Winter, and Spring term, and 10-30 hours weekly during Summer and Interterm periods. This equates to approximately 600-1,200 hours of labor during the regular academic year, plus another 200-600 hours during the other months of the year. This position is compensated with a stipend and a course release.</p>

College & University service

Undergraduate Council	<p>The Undergraduate Council is charged with reviewing policy concerning undergraduate education and overseeing its implementation. It formulates policies that are likely to affect existing patterns and standards—including curricular matters, facilities and services pertaining to undergraduate education—and presents its recommendations to the provost. The Council formulates recommendations on policies governing the structure and quality of the undergraduate curricula, the initiation and termination of undergraduate degree programs and systems and terms for the standards for Undergraduate Special Programs which lead to an academic degree but lie outside a particular department or school.</p> <p>Effort: The Council meets monthly (Friday afternoons) for an hour and a half. Council members review proposals for curricular changes (new degrees, certificates, majors/minors, as well as</p>
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	program closures), which usually requires about 15-45 minutes of reading prior to the meeting.
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<p>Elected Faculty Committee</p>	<p>This committee will be advisory to the dean and will do some or all of the following: help choose mini-sabbatical faculty, review tenure/promotion policy, review grant proposals and make recommendations to the dean, review salary increment policy, coordinate an invited lecture, discuss college strategic plans and initiatives, review proposals for new degree programs, recommend new college committees or task forces, help guide faculty deliberation about current issues, be a set of eyes and ears for the dean, and create its own agenda items.</p> <p>The Faculty Committee shall also have the responsibility for calling a joint meeting of the faculties of the college t least once a term (excluding summer). The agenda for these meetings will be prepared by the committee in consultation with the dean and reflect the discussion of issues of concern to members of the committee, the faculty they represent, and the dean.</p> <p>Effort: The EFC meets multiple times per term and regularly reviews significant volumes of material in order to make recommendations related to various grants and awards. Members spend approximately 6 hours per term in meetings, and an additional 20 hours per term in reviewing materials outside of meetings.</p>
<p>Committee A</p>	<p>Partners in Scholarship provides an undergraduate research infrastructure to support student/faculty collaborative research by distributing merit awards and research mini-grants through a competitive application process. This committee meets once each term to read, evaluate and award the submitted applications.</p> <p>Effort: The committee meets three times a year (about once every term, following the award cycle calendar). Committee members review all assigned proposals and provide their feedback/reviews prior to their meeting date. For Fall and Winter, each group reviews between 8 and 10 proposals; in the summer, there are usually about 20 proposals to review.</p>
<p>Committee B</p>	<p>The committee evaluates proposals to bring Visiting Scholars to campus. Each division has a separate committee, and each department has one representative on its divisional committee.</p> <p>Effort: This committee meets every spring to finalize the RFP for the following year, which is sent out in May with a July deadline. Committee members normally spend 30 to 45 minutes at this meeting and then several hours in July reviewing applications and sending their responses to the committee chair. If funds remain after the spring RFP, the committee also meets in fall, and possibly winter as well, for 30-45 minutes to put out another RFP and then repeat the summer process. Total time required is 1-3 hours per year in meetings and 3-10 hours per year in application review.</p>

Committee C	<p>It is expected that participants in the committee:</p> <ol style="list-style-type: none"> 1. Establish criteria for courses and policies related to the committee's requirement. 2. Review and approve course proposals and requests for teaching support funding. 3. Discuss and approve the committee's assessment report, drafted by the chair. 4. Communicate with faculty and other members of the DU community. 5. Provide an annual report to the Central Committee. <p>Effort: The committee meets three times a year for an hour and a half. Members review and approve course proposals, usually 10 to 20 proposals each year, and determine course policies. Proposal review prior to the meeting usually requires 10-15 minutes for each proposal. Committee members also engage in occasional email discussions if specific issues arise.</p>
Faculty Senate	<p>The Faculty Senate is the primary body through which faculty participate in the shared governance of the University of Denver. It is composed of approximately 90 members elected to represent the academic units of the University.</p> <p>All members meet regularly twice a month, and the main role for senators is to work as a bridge between the senate and the department. Senators serve by reporting to the department on relevant issues of concern discussed in the Senate and are also expected to convey to the Senate any initiatives, motions, and concerns raise by the department.</p> <p>Much of the Senate's work is accomplished through its five Standing Committees, and senators are encouraged to participate in the committee of the Senator's preference. The work inside these committees varies depending on the Senate calendar and the relevance of issues involved. If, for example, the Senate has been charged with the review of the common curriculum, the expectation for the APC is to have tasks and meetings every week. On the other hand, if there is not an ongoing process of curriculum review or relevant discussion about specific motions involving academic topics, then the APC will be working on a regular calendar, with tasks and meetings possible once a month. These are the committees:</p> <p>Academic Planning Committee (APC) Financial Planning Committee (FPC) Nominations, Credentials & Rules (NCR) Personnel Committee Student Relations Committee (SRC)</p> <p>The procedure to elect departmental Senators is describe in the Faculty senate page. It is important for the Senator to be familiar with the procedures for participation on this legislative entity, in order to have an effective representation.</p> <p>Effort: All Senators are expected to attend regular meetings, held on Fridays twice per month two hours. Senators maintain open channels of communication with the department and share regular reports to the department on Senate activities. Senators are also expected to act as departmental representatives by conveying departmental</p>

	<p>concerns or initiatives to the Senate. These functions may imply preparing written reports, organizing departmental responses to Senate initiatives, and presenting department meetings on Senate activities. Senators are encouraged to participate on one of the Senate's five Standing Committees, and this task implies variable volumes of meeting and email communication throughout the year depending on demands of Senate business. Depending on service in Standing Committees and topics on the Senate agenda, Senators may expect to dedicate approximately 5-15 hours per month on Senate-related activities, both in and outside of meetings, throughout the academic year.</p>
<p>College TP Promotion / Reappointment Committee</p>	<p>Department representative to the College Teaching/Clinical/of the Practice (TCP) Promotion Review Committee</p> <p>New for AY22-23: is promoting that people serve for two consecutive years on this committee. Also, the committee has moved to using the Deliberative Decision Making protocol. Note: The department nominates a representative, submitting their name, series, and rank (teaching or tenure-line and assistant/associate/full prof) for consideration. Then, the dean looks at the makeup of the nominee pool and makes any adjustments necessary based on representation requirements, as listed on the college portfolio site's T&P page.</p> <p>Preparation:</p> <ol style="list-style-type: none"> 1. Representatives must familiarize themselves with DU's "Policies and Procedures Relating to Faculty Appointment, Promotion, & Tenure" as well as the "Tenure, Promotion, and Reappointment Policies for the College of Arts, Humanities & Social Sciences." 2. Representatives must complete training on Deliberative Decision Making protocol. 3. Representatives must carefully examine all materials submitted for evaluation by each candidate, be prepared to offer appropriate commentary on each candidate during meetings and participate in all committee deliberations and decisions. <p>Confidentiality:</p> <ol style="list-style-type: none"> 1. Representatives should maintain confidentiality regarding all candidate materials as well as committee deliberations, notes, etc. <p>Sharing of committee responsibilities:</p> <ol style="list-style-type: none"> 1. For each candidate under review, a member of the committee is assigned to draft the committee's letter. Each member then has to revise it and participate in editing it. Once the letter is finalized, the committee members sign it. Also, the Deliberative Decision Making protocol requires that different individuals take turns in different functions like leading a meeting or keeping track of the length of time available for each speaker.

	<p>Meetings:</p> <ol style="list-style-type: none"> 1. All members are required to attend every meeting. Representatives are expected to be available for meeting at times outside of teaching times, including departmental meeting times, if necessary. The initial, one-hour introductory committee meeting is scheduled for early September. Up to two hours of meeting time are scheduled per candidate, depending on case complexity. <p>Effort: Although the bulk of the committee’s work happens in the second half of Fall term, representatives need to be available for service fall through Winter term. This service is time-intensive and requires dedication, thoughtfulness, responsiveness, and generosity in opening up time for the required meetings.</p>
<p>AH T&P Review Committee</p>	<p>Department representative to the Arts and Humanities Tenure & Promotion Review Committee</p> <ol style="list-style-type: none"> 1. Departments are encouraged/asked to nominate colleagues with the rank of full professor whenever possible. 2. New for AY22-23: is promoting that people serve for two consecutive years on this committee. Also, the committee has moved to using the Deliberative Decision Making protocol. <p>Preparation:</p> <ol style="list-style-type: none"> 1. Representatives must familiarize themselves with DU’s “Policies and Procedures Relating to Faculty Appointment, Promotion, & Tenure” as well as the “Tenure, Promotion, and Reappointment Policies for the College of Arts, Humanities & Social Sciences.” 2. Representatives must complete training on Deliberative Decision Making protocol. 3. Representatives must carefully examine all materials submitted for evaluation by each candidate, be prepared to offer appropriate commentary on each candidate during meetings and participate in all committee deliberations and decisions. <p>Confidentiality:</p> <ol style="list-style-type: none"> 1. Representatives should maintain confidentiality regarding all candidate materials as well as committee deliberations, notes, etc. <p>Sharing of committee responsibilities:</p> <ol style="list-style-type: none"> 1. For each candidate under review, a member of the committee is assigned to draft the committee’s letter. Each member then has to revise it and participate in editing it. Once the letter is finalized, the committee members sign it. Also, the Deliberative Decision Making protocol requires that different individuals take turns in different functions like leading a meeting or keeping track of the length of time available for each speaker. <p>Meetings:</p> <ol style="list-style-type: none"> 1. All members are required to attend every meeting. Representatives are expected to be available for meeting at times outside of teaching times, including departmental meeting times, if necessary. The initial, one-hour introductory committee meeting is

	<p>scheduled for early September. Up to two hours of meeting time are scheduled per candidate, depending on case complexity.</p> <p>Effort: The committee works intensely from the start of the winter term and is expected to complete all reviews in about a month's time (the usual deadline to submit recommendations is around February 20th). This service is time-intensive and requires dedication, thoughtfulness, responsiveness, and generosity in opening up time for the required meetings.</p>
<p>Committee on Comparative Literature</p>	<p>The Committee on Comparative Literature represents a joint venture aimed at stimulating interdisciplinary dialogue and intellectual exchange between the departments. The committee organizes roundtables, invited lectures, workshops, and other events geared to fomenting interdepartmental exchange related to our shared interests in the fields of literary and cultural studies.</p> <ol style="list-style-type: none"> 1. Each department maintains a two-person representation on the committee. 2. Department representatives will be appointed by the Chair with the goal of equitable and balanced representation in terms of individual faculty service, while also taking into consideration faculty interests in participating. 3. CCL members serve a term of two years. 4. CCL members work closely with the Assistant to the Chair in order to manage and process budget-related matters <p>Effort: The committee meets several times each term and also organizes quarterly events, including arranging accommodations for invited guests and publicizing. CCL members spend 6-12 hours each term on various committee-related functions.</p>
<p>Department Equity Action Planning Team</p>	<p>DEAP committee members are expected to:</p> <ol style="list-style-type: none"> 1. Administer a workload survey to their department or program and reflect on results as a team. 2. Create or improve a “dashboard” or other mechanism to transparently display workload activity by department/program members, allowing everyone to see balances of teaching, advising, service and research. 3. Complete a two-three page Department Equity Action Plan with concrete steps for reform of current workload policies and/or creation of new practices and policies and bring these proposals back to their department, program, and/or unit for approval. 4. Complete these steps using an equity-minded lens, informed by best practices for considering the role of intersectional identity, rank and series, and other hierarchies in understanding and improving workload equity, including considering invisible and emotional labor. <p>Effort: The committee meets 3-7 times a term for 1-2 hours. Members collaborate to accurately describe and quantify department service, creating measurable metrics to be used for current and future service requirements. In addition to meetings, committee members also complete assigned tasks between meetings, such as writing service descriptions, that could take around 1-2 hours.</p>

DEI Committee (appointed committee)	<p>The purpose of the college Diversity, Equity, and Inclusion Committee is to advance the efforts of inclusivity, equity, and diversity. The committee will work to facilitate a long-term culture shift that values inclusive excellence and equity as integral to strategic outcomes and institutional excellence within the college</p> <p>Effort: The college DEI Committee meets one to two times a term, with an eye toward advancing DEI principles in the College, in addition to establishing priorities and implementing action items in the college DEI Strategic Plan. Committee members work together toward these goals, in addition to taking on individual tasks and reporting back to the Committee on initiatives and progress made. Committee members are also responsible for raising DEI issues to the dean as needed and serving as deliberative body for DEI issues raised by the dean. Much of this latter engagement takes place over email. Faculty members on the DEI Committee also serve on the Critical Race & Ethnic Studies subcommittee, consulting with the CRES faculty director on matters of policy and curriculum development, in addition to larger programmatic issues and ideas toward expansion of the CRES program. This CRES subcommittee meets one to two times a year.</p>
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