**Equity-Minded Faculty Workload Tool**

**How to use this tool**

The equivalency matrix below allows TIUs to identify common activities in teaching, research/creative activities, and service categories that are relevant to their unit and field of study, and assign them intensity categories (low, medium, or high). The intensity category is based on the amount of faculty effort associated with performing these activities. This tool is adjustable to each unit and is meant to design a faculty workload “map” that could assist in considering equitable faculty assignments while providing flexibility across the diverse faculty engagement categories.

With such unit specific tool, a chair/director could then assign workload to their faculty by understanding the intensity (time and work needed to be performed) for the three major categories of assignment (teaching, scholarship/creative activities, and service). One very high intensity in one area may mean an offset with lower intensity in another area. For example, leading the curricular change for a new program may mean a reduction in teaching.

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| **Expected Time Commitment and Effort** | **Individual** | **Department/College** | **University/Organizations** |
| **High (3)** |  |  |  |
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| **Medium (2)** |  |  |  |
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|  |  |  |
| **Low (1)** |  |  |  |
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The three filled matrices below (teaching, research/creative activities, and service) are not meant to be exhaustive, and only provided as examples of what a filled table could look like. TIUs interested in using such a tool can start from the empty table above or use and adapt examples below as relevant to their field or subfields.

**Table 1. Teaching Contribution Matrix.**

In this matrix, each departmental, college, and insti­tutional service committee is assigned an intensity category (low, medium, or high) based on the amount of effort (time commitment and effort of the activity) of different levels of teaching/instruction activities. This type of matrix helps TIUs understand the total teaching contributions of each faculty member while considering the differences in effort required for different kinds of teaching/instruction work. Equivalencies can be obtained by mixing # of activities and level of intensity. The matrix below contains examples of high, medium, and low intensity activities, will vary by TIU, and is not meant to be prescriptive.

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| **Expected Time Commitment and Effort** | **Individual** | **Department/College** | **University/Organizations** |
| **High (3)** | High contact hour classes (large enrollment; multiple laboratories) | Program Accreditation/Assessment Tracking | Continuing Education Programming |
| High Effort Experience (Studio, capstone, practicum) | Graduate Advising  (PhD, MS) | Online Education Program Design |
| Graduate/Professional course | Programmatic Curriculum (re)Design | Workforce Development Programming |
| New Course Development + Teaching | Management of Professional Education Clinics | Large-scale extension program |
| **Medium (2)** | Course coordination (mentoring/teaching of other course instructors) | Undergraduate Research Mentoring | Student success initiatives (HHMI grant, STEM gateway courses) |
| Medium size classes | GE and other University level Coursework | Study Abroad |
| DITL Certification | Evaluations of medical and health professions students, residents, and fellows | Community-based workshops |
| **Low (1)** | Small size classes | Graduate Colloquium/Seminar | Digital Education  Media/Textbooks |
| Co-Teaching | Directing TAs | Contributions to DITL Workshops |
| 1-2 laboratory section | Graduate Committee Membership | u-credentialing |

**Table 2. Research/Creative Activities Matrix.**

In this matrix, each departmental, college, and insti­tutional research/creative activities is assigned an intensity category (low, medium, or high) based on the amount of effort (time commitment and effort of the activity) of different levels of research/creative activities. This type of matrix helps TIUs understand the total contributions to research/creative activities of each faculty member while considering the differences in effort required for different kinds of research/creative activities work. Equivalencies can be obtained by mixing # of activities and level of intensity.

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| **Expected Time Commitment and Effort** | **Individual** | **Department/College** | **University/Organizations** |
| **High (3)** | 1st (or in some cases senior) author Publication in high Effort venue (peer reviewed journal, highly selective refereed conference, top press) | PI on large collaborative team-based research grant | Keynote speaker at symposium/conference |
| Installation/Show in top venue | College Distinguished Professor | Prestigious/Highly Prestigious Award University Distinguished Professor |
| Patent/License of Invention Disclosure | Lead on Community-Engaged Research Project | Leadership on governmental panel |
| PI or MPI on National Grant or National Foundation | Lead on Clinical Trial | Lead scientist on national Research Center/Grant |
| **Medium (2)** | 1st author/senior author Publication in medium Effort venue (peer reviewed journal, selective refereed conference, academic press) | Center/Institute Director | Invited speaker at symposium/conference |
| Regional installation/show | Tech Commercialization | Professional organization award (Fellow) |
| Co-I on National Grant | Contributor on large collaborative team-based research | Reviewer of National Lab or research organization |
| Collaborative contribution to publication | Mentoring and placement of post-doctoral scholars | Testimony on scholarship expertise to bodies of Congress |
| **Low (1)** | Publication in medium Effort venue (peer reviewed journal, editor) | Invited departmental seminar speaker | Scholarship of Teaching and Learning (SoTL) |
| Member of grant (Federal or Foundation) | Active member of interdisciplinary clusters/research groups | White Papers showing to have influenced policy or practice |
| Local funding (college, university, local group) | Lead of departmental undergraduate research initiative | Consultation activity with industry, professional discipline research development, other universities, or government |

**Table 3. Committee Service Matrix.**

In this matrix, each departmental, college, and insti­tutional service committee is assigned an intensity category (low, medium, or high) based on the amount of effort (time commitment and effort of the activity) of different levels of service activities. This type of matrix helps TIUs understand the total service contributions of each faculty member while considering the differences in effort required for different kinds of service work. Equivalencies can be obtained by mixing # of activities and level of intensity.

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| **Expected Time Commitment and Effort** | **Department** | **College** | **University** | **Profession** |
| **High (3)** | Promotion & Tenure | Director or Assoc. Dean Search | University Promotion and Tenure Committee | Editor for high Effort journal |
| Graduate Admissions | Accreditation Review | Search Committee for Provost or Dean | Leadership position in Professional Organization |
| Faculty Search | DEIJ Committee Chair | Provost/Senate task force or temporary ad-hoc task force | Judge on art council |
| Chair Search | College Committee Chair | Review of Executive-level Administrator | Leadership on external Board(s) |
| **Medium (2)** | Undergraduate Recruitment | College Promotion and Tenure Committee | Chair of a Senate Committee | Associate Editor for high Effort journal |
| Staff Search | Facilities Committee | Standing Campus Committee (Research Council, Sustainability Council, IRB Committee, etc.) | External reviewer for P&T |
| Priorities/Strategic Planning | Awards Selection Committee | Faculty Board for General Education | Membership on external Board(s) |
| **Low (1)** | Technology Committee | College Administrative Council | Campus Senate | Reviews for grants, prizes, publications |
| IRB Committee | Committee membership | Senate Committee or Council | Membership on Professional Organization Committee |
| Judge on undergraduate research colloquium | College representative on senate | Graduate Council | Governance of regional chapter of professional organization |