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Workload Equity Committee Report

Executive Summary

Workload equity is a complicated web of informal and formalized policies and practices that has significant impact on the experiences of faculty in academe. At the University of Denver, we have made progress in understanding the problem over the last 18 months due to the work of a Faculty Senate seated committee.

The Workload Equity Committee includes:

Committee Co-Chairs
Renee Botta, College of Arts, Humanities, and Social Sciences
Kate Willink, Vice Provost for Faculty Affairs

Past Chairs
2020-2021
Sarah Pessin, College of Arts, Humanities, and Social Sciences
Kate Willink, Vice Provost for Faculty Affairs

Committee Members
Brian Gearity, Graduate School of Professional Psychology
Dean Saitta, College of Arts, Humanities, and Social Sciences
Hava Gordon, College of Arts, Humanities, and Social Sciences
Erin Elzi, University Libraries
Michele Tyson, Morgridge College of Education
Deb Ortega, Graduate School of Social Work
Brian Majestic, College of Natural Sciences and Mathematics
Oliver Kaplan, Josef Korbel School of International Studies
Alison Staudinger, Office of the Provost
Matt Gordon, Ritchie School of Engineering and Computer Science

This Committee Report describes issues of workload equity facing our academic community, summarizes equity scholarship and the national policy landscape, and examines historical and current dynamics at the University of Denver. The purpose of the report is to update the institution on the committee's work; share significant findings; and offer short, medium, and long-term recommendations for creating a more equitable place to work.

The WEC was charged with bringing greater clarity and transparency to three interrelated areas:
> (1) faculty responsibilities and expectations,
> (2) the decision-making processes by which department and unit heads assign faculty
> responsibilities and set faculty expectations, and
> (3) the standards by which faculty responsibilities and expectations are measured,
> assessed, and rewarded.

To that end, the committee completed internal and national comparative research on policies, practices, and procedures. Relevant data and findings that inform this report are included here as appendices. It is expected that future workload equity committees will make progress on additional data collection and sharing.

Our **Summary of Literature** highlights the inequitable impact of service burdens on historically excluded faculty and/or women, identifying the categories of invisible labor and relational care work. We point to research that identifies the particular challenges that associate professors and those off the tenure track, such as Teaching and Professional (TPF) faculty face, as well as the impetus for addressing workload equity as we emerge from the pandemic.

Nature of the Problem at DU draws on survey, historical, stakeholder engagement, and committee interview data to illustrate how the broader challenges of workload equity show up at DU. Although a lack of clear data makes it difficult to illustrate the interplay between faculty and staff retention and workload, it seems likely, given survey data, that they relate. Other issues include lack of clarity around expectations across units and faculty lines and whether activities like faculty advising and mentoring are best counted as teaching or service. DU also faces issues around the appropriate counting and crediting of administrative work (e.g., various faculty director positions), especially for associate professors, and how "service" work in general is or is not recognized and celebrated.

In the **Best Practices** section, we share the recommendations from the American Council on Education for workload equity, including concrete tools that can be implemented. This section details approaches to workload equity at other institutions and approaches and practices that might be applicable in DU. **Work Under Way at DU** illustrates that progress is occurring on our campus, including the creation of dashboards and draft policies in relation to workload equity, as well as room for growth, coordination, and leadership.

Our **recommendations** are differentiated by the appropriate actor, and offer suggestions for short-, medium-, and long-term changes that would improve workload equity, with attention to transparency, clarity, credit, norms, and accountability, as well as principles of faculty sovereignty and shared governance.

We encourage you to read this table in full, but some of the most important recommendations include:

- The creation of "guardrail" policies around service at the campus level, which protect faculty against the worst inequities while leaving room for individual units and departments to define workload as fits their context.
- That faculty with discretionary authority, such as chairs, directors, and deans, use this power to support equity for faculty in accordance with principles of shared governance and professional responsibility embedded in the university's Appointment, Promotion and Tenure (APT) document.
- That departments, units, and the university develop or improve tools for workload equity, such as dashboards, equity actions plans, articulated service expectations, etc.
- That "invisible labor" and "relational care" work be made visible and rewarded in merit, tenure, and/or promotion procedures, which may require changes in both policy and practice.

Recommendations

The work of this committee was oriented toward providing a framework for producing greater equity-mindedness about faculty workload and changing the institutional structures, policies, processes and practices that create various forms of workload inequity. Producing and sustaining change requires agreement on the basic principles for achieving equity that have been discussed throughout this report, as well as a good faith commitment by all stakeholders to put them into action.

DU's commitment to the values of shared governance has, in recent years, brought to campus numerous experts whose presentations routinely referenced American Association of University Professors (AAUP) policy principles and recommendations. We are also deeply informed by the [ACE report](). Additionally, our recommendations are inspired by workload equity practices and policies at other higher education institutions. Finally, we are encouraged by the nascent work at DU, which indicates that this work is positive and beneficial and doable. Our recommendations serve as recommended next steps to make sure this work is institutionalized consistently across campus.

- These principles inform specific short-term, medium-term, and long-term recommendations for action at different stakeholder levels as tabulated below:

TIMELINE

SUMMER 2022

DU community provides feedback on committee draft report in terms of factual edits or additions.

Academic leaders engage recommendations of this report.

AY 2022-23

September 2022
Provost guides all schools and colleges to create unit level workload equity policies through shared governance which align with guardrails on discretionary authority, including annual accountability mechanisms for departments and grievance procedures.

September 2022
Faculty Senators discuss workload equity report and next steps.

Units create and vote on workload equity policies by September 15, 2022.

Departments create and vote on service expectations at rank and series and metrics of high, medium, and low serving committee by Sept 15, 2022.

All university committees follow best practices including scope, charge, projected outcome, expected level of service, and dismissal process/evaluation process.

AY 2023-24

All departments/programs write workload equity policies, including annual accountability mechanisms for departments.

AY 2024-25

Senate, academic leaders, and the provost work together to create a university faculty workload policy (see SLU model for one example).

OUR HOLISTIC RECOMMENDATIONS

Stakeholder Group	Short term (AY 22-23)	Medium Term (AY 23-25)	Long term (AY 25-27)
Individual Level	Read the workload equity committee report, talk to your department/program colleagues about next best steps (1-2 things to address in next year), and engage your Faculty Senator.	Department and program faculty collaborate to create clear departmental or unit expectations for service articulated at different ranks and series (see AY 22-23 goal).	Develop a sense of shared governance and collective agency and responsibility for workload policies and practices through participation in annual workload audits and discussions in departments/units.
Unit/ Department/ College Level	Identify/quantify extent of the problem in departments, programs, schools, and colleges in light of the nuanced, comparative, and evidence-based	Unit level workload equity policy/ guidelines/processes/ and annual accountability expectations.

Develop possible paths to remedy such inequities for units to implement, | Equity Action Plan by the college that responds to changes like RI and considers factors that produce faculty dissatisfaction, disengagement, and departures. |

observations about the nature and scope of faculty work presented in this report.	such as credit systems, service rotations, workload equivalencies, and other mechanisms reported in the literature.	Recommend strategies on how to provide workload equity in the context of peers who refuse to do work for the whole (social loafing, free-riding, and beyond).
Collective recognition of workload inequities that exist within and across depts based on data and regular discussions in department/program meetings, using ACE report worksheets to help structure a collective approach.	Recommend set of DU strategies at the department level to make workload transparent. Concrete action and measured change from Chairs and Deans for addressing workload inequities that have been recognized within and across departments monitored annually.	Departments and Colleges catalog service positions/committee work as low-intensity, medium-intensity, or high-intensity and make this available to faculty. This will help to better differentiate service commitments, create more transparency around time-allocation, guide faculty in making more informed workload decisions, and more easily track workload disparities and imbalances within units.
Provide guidelines on how to have equity conversations with our colleagues and peers based on principles of professional behavior and responsibility articulated in our APT document.	Departments/programs have workload equity conversations to understand work people do with the concrete goal of dashboards and Equity Action Plans for 50 % departments/programs.	
Inform chairs, program directors, and deans of strategies currently available to them for addressing inequities through	Schools and colleges create guidelines through shared governance processes on how (or if) to provide relief/ credit to faculty who take the brunt of service.	

	AY 22-23 workload equity committee. From "Nature of The Problem" 3b (pg. 6) - Expectations vary greatly not only by rank and classification, but also within and among different units at DU. These expectations should be clearly defined, delineated, and communicated by each unit, each school and/or college, as well as through the Office of the Provost to eliminate ambiguity and enhance transparency.		
Provost Level	Provost reads this report and meets with the workload equity committee to discuss next steps. Require all schools and colleges to create workload guidelines through shared governance process and all faculty vote.	Provost meets with workload equity committee to identify 1-3 committee recommendations that she believes have the highest priority and an idea about how she would support those priorities in her work/evaluation and support of the deans.	Establish a standing committee to address workload equity so that it is always on the radar and becomes a "normal" part of the conversation. Provost catalogs university-level positions/committee work as low-intensity, medium-intensity, or high-intensity and make this available to faculty. This will help to

	Create guidance structure for decanal annual accountability on workload equity in college/school. Host all faculty discussions with the Faculty Senate, Teaching Excellence Task Force, and Workload Equity Committee on how advising, mentoring, academic program directorships, and other activities are categorized and evaluated—as part of teaching, administration, or service so that everyone is using the same definition of the work for evaluative purposes.	Concrete action for addressing workload inequities that have been recognized to come from Provost. Develop decanal annual reporting and assessment of school/college workload equity progress as part of decanal annual review process Host discussions about workload equivalencies and service sabbaticals in shared governance forums.	better differentiate service commitments, create more transparency around time-allocation, guide faculty in making more informed workload decisions, and more easily track workload disparities and imbalances at the university level.
Collecting & publishing of Data	Collect data for clarity and transparency (see Nature of Problem #1).	Create scorecards and dashboards to establish benchmarks on areas such as: - Demographic information on faculty (and staff); (who is	Publish data on an annual basis that is accessible by the university community.

		here as well as who is leaving).	
Faculty Senate	Reconvene committee as multi-year committee. Have the Personnel Committee review the university's grievance policy and process and reaffirm the Faculty Review Committee's constitutional responsibility to handle workplace/workload/workload equity grievances.	Put forward recommendations from our final report as motions where appropriate. Work with Provost's office on policy, action, and accountability. Work with Deans on policy, action and accountability. Institute and manage mandatory training of FRC members about their charge as well as basic shared governance principles.	Make revisions to APT documents where appropriate.
Institutional Policy Level	Policy clean-up based on equity literature mandated by Provost and enacted by chairs or their equivalent.	Formal recognition of invisible/undervalued work faculty are doing (e.g., YouRock and beyond) and standardization of dashboard information. Creation of dashboards/support to departments to create their own dashboards for data tracking.	Change the way we recognize such work (annual reports, T&P) to make such changes sustainable. Policy creation and/or change at the university level for addressing and enacting workload equity.

	Gather existing data and policies	Tracking not only the construction of policies but the associated practices to avoid policy subversion.	
	All committees have effort level; transparent workload; roles and behavior-based accountability (short/mid). Awareness raising/ socialization of issues (incl. for new faculty to DU) -- accompanying explainer video or PowerPoints (also long-term.	Policy audit and development, whether a unit-level action plan or university wide policy or both. Contain principles and practices as found in the Landscape Scan.	

ACTION STAKEHOLDERS/ CHANGE AGENTS CAN DO:

Deans, Associate Deans, Chairs and Directors have a particular role to play in supporting faculty workload equity initiatives by establishing meeting agendas that include equity topics, leading informed discussions, expeditiously responding to concerns that arise in their units, and otherwise supporting collective activities and shared governance.

As such, below find action steps these leaders can take to advance workload equity initiatives and make steps towards greater workload equity among faculties.

Deans & Associate Deans

Short Term:
- Set agenda times or committee structures to create expectations that are clearly defined, delineated, and communicated by each unit, each school and/or college, as well as through the Office of the Provost to eliminate ambiguity and enhance transparency.

Medium Term:

- Set agenda times or committee structures for Unit level workload equity policy/ guidelines/processes/ and annual accountability expectations.

- In collaboration with chairs and directors, specify concrete action and measured change from Chairs and Deans for addressing workload inequities that have been recognized within and across departments monitored annually.

- Hold all faculty meetings and/or charge a committee to create guidelines through shared governance processes on how (or if) to provide relief/ credit to faculty who take the brunt of service.

Long Term:

- AY 25-27 Set agenda times or committee structures Equity Action Plan by college.

Department Chairs

Short Term:

- Build collective recognition of workload inequities that exist within and across departments and programs based on data and regular discussions in faculty meetings, using ACE report worksheets to help structure a collective approach.
- Work on department/program bylaws related to workload equity and decisions that impact workloads, including faculty discretionary leaves.

Medium Term:

- Set agenda times or committee structures for Department and program faculty to collaborate to create clear departmental or unit expectations for service articulated at different ranks and series (see AY 22-23 goal).
- Departments/programs have workload equity conversations to understand work people do with the concrete goal of creating dashboards and Equity Action Plans for 50 % departments/programs.
- Concrete action and measured change from Chairs and Deans for addressing workload inequities that have been recognized within and across departments monitored annually.

Next Year's Committee work:

Work with the Faculty Governance Committee to create an integrated data approach for workload equity.

Committee creates several department/program workload equity model bylaws.

See full Faculty Senate approved charge

Summary of Literature

Nature of the Problem Based on Literature

Defining Workload Equity

Workload equity is an intentional benefit created by academic leaders, departments, and faculty members who take action to create better, fairer, equity-minded workloads. Policies and practices can be put in place to guide faculty and their institutions toward more equitable outcomes, especially for women faculty members and faculty members from historically minoritized identity groups, and those at the intersections, who may perform disproportionately more "service"—a work category that requires, as we detail below, more careful unpacking—for the university. Faculty often engage in at-times unseen diversity work, mentoring, teaching, and other service activities that are vital to the functioning of the university.

Workload equity is different from faculty workload itself—the total amount of work across diverse tasks that university faculty as a whole must complete. Workload equity is also different from pay equity. Workload, workload equity, and pay equity are all important and interrelated, and these impact all faculty at all ranks and career stages, though to varying degrees. By increasing the visibility of how collective workload is distributed in our departments and programs we can also better understand and value the amount of work being done (to address workload) and institute commensurate rewards in annual faculty merit reviews (to address pay equity). Consideration of transparency, clarity, credit, norms, context, and accountability is a vital starting point for producing departmental and program climates where faculty will want to stay, feel valued for their contributions, and thrive.

Workload equity requires academic leaders and faculties to have a shared understanding of workload and to be accountable for implementing fair divisions of labor in departments and programs. Progress toward achieving workload equity requires a holistic perspective, continual iterative adjustments that take stock of all the work performed by faculty, and particular attention to hidden forms of labor. It requires-- in the words of our Appointment, Promotion, and Tenure (APT) document (section on Professional Behavior and Responsibility, pages 5-6) -- "collegial relationships built on trust and confidence." Workload equity elevates our collective enterprises and aims to increase faculty productivity, satisfaction, and retention.

Why now? Why care?

According to the 2018 COACHE Faculty Satisfaction Survey and the 2020 "R1 Report" administered by the Vice Provost of Faculty Affairs (VPFA) and Faculty Senate, in addition to

concerns about how teaching will be valued (and evaluated), faculty worry about their service workloads and those of their colleagues, especially in terms of teaching, mentoring, and student support. DU's 2022 reclassification to R1 has the potential to exacerbate concerns articulated in the COACHE data, such as that the greatest areas of dissatisfaction among faculty are "teaching load" and "service load." These results connect to our other COACHE identified areas for improvement: leadership, service, promotion, and departmental collegiality.

Faculty in the academic units and programs work hard to recruit, welcome, and retain new colleagues. The way we distribute the collective work in departments and programs—from graduate student advising, to teaching capstone classes for undergraduates, to a host of departmental, unit, and university service activities—impacts whether each faculty member feels valued and rewarded and experiences an overall sense of equitable distribution of work across the collective. Research shows that faculty leave institutions not primarily because of salary but because of their departmental climate and whether they feel they belong. Inequitable workloads and even just the perception of inequity can create unwelcoming, resentful, and even toxic departmental climates that can compound other inequities related to salary and compensation. Finally, mismatches between the amount of time faculty plan to spend on certain activities and the time that they actually spend can generate resentments, especially if such mismatches hinder career advancement and/or benefit those making fewer contributions or choose to duck altogether activities that serve the collective. O'Meara et al. (2019) refer to the latter practice as "social loafing."

At DU, these issues are accentuated by the distinctiveness of our Teaching and Professional Faculty (TPF) lines comprising faculty who are not on the tenure track yet are an essential part of the DU faculty.[3] In particular, teaching faculty and adjunct faculty—who often have no research expectations—may face or fear facing increasing workload both in terms of teaching load and service, a lack of respect, and increased precarity. Support and programming aimed at valuing teaching, workload equity, attention to rank and series, and support for TPF and adjunct faculty is key to holding on to our distinctiveness, to the promise of the teacher-scholar model, and to achieving R1 "our way." Many faculty come to DU because they see themselves as teacher-scholars. Maintaining and expanding the conditions for teacher-scholar-practitioners to grow in this institutional identity is vital to faculty satisfaction and talent retention. It will help sustain a diverse, productive faculty committed to educating and mentoring the next generation of thinkers, scholars, and practitioners.

Sources of Workload Inequity: Workload Equity Issues That Affect Particular Groups of Faculty

   Faculty of Color and Women Faculty Women faculty, faculty of color, and especially women of color disproportionately perform more service for the university. These faculty members might say yes to service because they are pressured to say yes, because there are hidden consequences to saying no, and because saying yes can bring important personal and

institutional benefits. The service these faculty members do is often referred to as "invisible labor." Invisible labor includes student and faculty mentoring, department work not formally recognized or adequately compensated, work on curricular innovation and interdisciplinary projects, and work toward diversity, equity, and inclusion. These are all vital to the relevance and advancement of the university yet are often not considered merit or promotion worthy.

Women of color in particular face the additional challenge of navigating the devaluation of their efforts, as they receive little recognition from the university. Research productivity has increasingly become the most valued enterprise at many higher education institutions. While this brings economic, social, and cultural capital to those who focus primarily on scholarship, the primacy of research productivity eclipses other kinds of academic labor, such as the relational care work (including teaching), that so many women and faculty of color do. Minoritized faculty who shoulder a larger share of relational care work may later be penalized in consequential reviews, perceived as academically unproductive. Yet relational care work is central to the university as it supports students, making them feel like they belong, which directly impacts student recruitment, retention, persistence and the overall university mission and sustainability. Clear guidelines for what constitute visible and invisible labor elude most faculty members. Service work consistently carries less weight in tenure and promotion processes. However, faculty often feel compelled to say yes to service requests, even though doing so may detract from other career advancement goals.

Despite campus policies supporting diversity and inclusion, higher education grossly undervalues the type of invisible labor known as care work. This type of invisible labor derives from an unspoken pressure to serve others in ways that universities do not adequately measure. It is the relational "secret service" that is more feminized and less likely to be visible, valued, and quantifiable than the task-oriented labor such as serving as a faculty senator or chairing a university committee. These expectations develop in line with stereotypical social and cultural roles assigned to people—especially women more generally and women of color more specifically. The "hallway ask" also perpetuates invisible labor; these are the informal, unscripted requests that usually fall on the shoulders of women, occurring in the hallways, so to speak, where performances of bias occur unchecked and with little reflexivity. These solicitations of invisible labor often occur in passing, making it even harder to record and track.

Associate Professors While invisible labor presents challenges for all faculty, and especially for non-tenure track women of color, associate professors tend to experience it acutely for several reasons evidenced by the 50.8% of associate professors who contemplate leaving their institution (compared to 45% of full professors and 48.6% of assistant professors). Assistant professors are generally more protected by colleagues and institutional norms, and less solicited for significant labor. In contrast, associate professors have less clarity around promotion expectations, a less-fixed timeline for promotion, and significantly less protection from service responsibilities—all while receiving less mentorship than assistant professors. Full professors, who are already promoted, experience fewer career advancement consequences (although equity

issues also ensnare these faculty, who do service, relational care, and governance work that can be similarly "disappeared" in annual reviews). Associate professor dissatisfaction reflects important institutional inequities that cannot be remedied by just saying no; yet the pressure to just say no--and the assumption that all tenured faculty share equal discretion in saying no--is pervasive at this rank.

Academic pressures are particularly gendered at this stage of an academic career. Seventy five percent of women associates report serving in major service capacities, as compared to 50% of men associates. Women tend to serve in labor-intensive positions such as undergraduate advisor sooner than men, potentially further stalling their progress to full professor. Women associates spend two hours less per week on research and writing than do men and spend more time on grading and course preparation each week. They are less likely to be promoted, and their promotions take one to three and a half years longer than men's, with the longer timeline at more research-intensive institutions. According to the American Association of University Professors, women comprise just 32.5% of full professors; most of these women (26% of total full professors) are white.

Women and minoritized faculty are often directed to ask senior colleagues for advice on how to manage their service loads. But senior colleagues, more likely to be white and male, often have little direct experience with the kinds of institutional pressures for women to perform more service. For women of color associates, the lack of mentorship from white senior colleagues is often compounded by microaggressions from superiors, colleagues, and students.

What is the alternative to just saying no? We must design new systems that serve as institutional guardrails on unequal workloads across faculty ranks and make chairs, directors, deans, and other academic leaders aware of and accountable for equity-minded workloads annually. Guardrails in the form of policies, guidelines, bylaws, and processes, generated through shared governance, can promote consistent action and implementation regardless of the personality or discretionary authority of the decision maker. These guardrails can help to foster more robust and equitable faculty participation and engagement and greater consistency and transparency across leaders. We believe that rendering invisible labor visible and valuable, and better valuing the more visible forms of faculty labor that add value to the academic enterprise, are critical to addressing issues of workload inequity.

Pandemic Work and the Changing Nature of Faculty Workload Neoliberal forces have intensified faculty workloads and increased demands for invisible labor. Market competition and shrinking public spending on education have challenged faculty to bring in more grant money, teach more courses, and increase service loads in order to sustain and advance higher educational institutions, thus augmenting institutional prestige in an increasingly competitive landscape. Service work remains central to the market presence of the university as it ensures that students have relationships with faculty and that the university can adapt. However, there is often little agreement about what the category of "service" should contain.

Service has become a bottomless bucket into which all manner of faculty work is dumped, from garden variety committee work to work that's more properly seen as administrative in nature to student advising and mentoring work that can reasonably be seen as teaching. Despite their centrality to university functioning, however, university reward systems undervalue service and care-oriented labor and overvalue research productivity in line with competitive individualism, or the effort to define and redefine oneself as a value to the university and in contrast to one's colleagues (e.g., market competition).

As we all well know by now, the pandemic has increased faculty workloads, raised stress levels, and compounded inequities already magnified by neoliberalism. It has caused faculty to withdraw into their own bubbles or leave the university altogether, phenomena described as The Great Disengagement and The Big Quit. Universities across the nation are working to address faculty burnout, pandemic-related challenges, and disparate impacts. The pandemic is expected to amplify preexisting inequities in faculty promotion and tenure processes (Malish et al. 2020). Existing inequities include gender and racial bias across key areas of faculty experience, including grant funding (Ginther et al. 2011), peer review (Tamblyn et al. 2018), student evaluations of teaching (Chavez and Mitchell 2020), teaching and service load (Tierney and Bensimon 1996), and the tenure evaluation processes (Weisshaar 2017). Additionally, certain types of work done by faculty have intensified, especially due to the twin pandemics of COVID and racial injustice. For example, student care activities rose significantly both for coursework and for advising (academic and other), and this work intensified for faculty of color in the wake of the police killing of George Floyd. Faculty also find themselves with additional teaching responsibilities: serving as a replacement instructor for a colleague; increasing their workload to compensate for colleagues who can't teach on campus; and supporting colleagues in their transition to online teaching. Nine-month contract faculty can be put into situations that require them to perform summertime work if university initiatives that they care about are to be advanced. While faculty service and leadership demands have mushroomed, we have yet to fully capture and find ways to recognize and reward this often invisible labor. These burdens fall on all faculty, but they can fall disproportionately on women and faculty of color. As we move forward, we need to consider both how to make adjustments for the current pandemic context, and also how to be more proactive and less reactive, for example, by designing for the "post-virus" professor and professoriate.

The argument for creating tools for workload equity, such as dashboards, is that the pandemic offers a unique opportunity to reconfigure the future of academic work in the academy. However, we must be intentional. Otherwise, we only exacerbate or ignore existing inequalities. In the area of workload, this means harming women, especially women of color, and other minoritized faculty. (For one of many examples, see Misra et al., 2021). Addressing workload equity systemically may require more upfront work but decreases workload on the backend by lowering conflict and resentment, as well as faculty departures and grievances.

As part of the work and report that has come out of the Workload Equity Committee, the Committee has created a [Research Guide for Faculty Workload Equity Resources](). Managed by the DU Library, this guide serves as a quick reference for those wanting to get started on addressing workload equity or looking to learn more. The Guide includes resources on workload equity, literature, DU events with national experts, best practices, and contacts at DU for workload equity, and will evolve as the next iteration of the Workload Equity Committee continues and expands their work.

Nature of the Problem at DU

The University of Denver is not immune to the higher education landscape addressed above. Many of the problems that have been identified in the literature have been identified by the DU community (see Appendix B for results of a faculty senate survey). As one of our deans pointed out in a meeting with the WEC, there is an inherent tension in academic life between an independent contractor/individual entrepreneur model of faculty work and a collegial model that's oriented to the welfare of the collective. There are also nuances that are specific to DU organizational structures. These issues have been further complicated in both good and challenging ways as the professoriate has evolved at DU (Teaching and Professional series). Clearly, faculty retention, faculty morale, dysfunctional work environments, and workplace conditions that hinder productivity are problems. Many have attributed factors related to work equity as a cause. Addressing them and moving toward solutions are critical.

This section will provide a snapshot of concerns identified within the DU context to frame the nature of the problem of work equity at our own institution. The topics listed are not in order of importance and likely do not represent an exhaustive list; however, these items emerged consistently throughout informal conversation, formally through structured information-gathering events, and most recently, through survey data collected by the Faculty Senate (Appendix B). It must be noted that key pieces of university data are missing from this report (retention on faculty by demographic, exit survey, etc.) and need to be incorporated as they become available to the future iteration of the committee.

Lack of accessible data

Collecting
It is unclear what data is gathered institutionally regarding faculty retention patterns, teaching loads across the institution, staffing levels that impact faculty workload, and other variables (e.g., information on series/rank of department chairs) that would allow full investigation of workload equity issues as DU. Collection and dissemination of this data will be important moving forward, if we are to achieve full transparency around workload equity.

Publishing

Information that is collected does not appear to be available for public consumption. It is not clear if that data does not exist (see above) or if it is simply not made public. Regardless of the reason, the result is a lack of transparency on much of the information that the task force deemed necessary to fully understand the extent of the problem at DU, which in itself is a problem. We hope the AY 22-23 workload equity committee will partner with IR and the Faculty Data Governance Committee to dive deeper into the existing data and consider new forms of data that will help us understand the nature of the problem at DU.

Lack of clarity and norms for workload equity

Teaching and Professional Faculty

For Teaching and Professional Faculty (TPF), there is concern about the lack of consistency that exists between and among these non-tenure-track positions. Some TPF faculty do not have an obligation to do research, while others do. For these individuals, the balance between teaching, advising, mentoring, and providing service to the university can be a challenge, as they are often seen as the individuals to pick up classes when there is a need or asked to represent the department or unit on a committee more often due to the perception that they do not have a research expectation and should be filling the roles of teaching and service. We've also heard about inconsistencies across units in the procedures used to conduct annual and consequential reviews of Teaching and Professional Faculty which creates challenges for advancing equity in faculty workloads and rewards. The effects of these assumptions at DU are explored in greater detail in this 2021 white paper (link to https://duvpfa.du.edu/wp-content/uploads/2021/01/White-Paper-Teaching-and-Professional-Faculty.pdf).

Varying Teaching Loads

Different teaching loads exist within and across units. This is clearly an issue for many faculty, in part due to the lack of clarity and consistency within and across units. For example, some units on campus require one TPF member (Clinical) to teach 24-27 credits, while another in the same college is required to teach 48. Teaching loads for tenure track faculty across campus range from 2-6 courses (12-24 credits) on 9-month contracts. Consistency and transparency per credit or per course would help to clarify what workload inequities exist and why they exist.

Inconsistent Metrics of Measurement for Workload

Different metrics for measuring workload in other areas exist as well. For example, there is no universal system for defining, tracking, and rewarding service commitments. While these responsibilities will inevitably vary based on department and unit-level needs, the institution's mechanism for accounting for this workload (Activity Insight/Watermark) is not sufficient in capturing the amount of time put into a service activity, the level of significance of the work to others, and the outcome or product of the work.

Overall, faculty recognize and report a lack of consistency and a need for institutional and division-level policies to establish expectations and norms for the ways workload responsibilities are discussed and tracked (see Appendix B).

Lack of accountability for inequities

Inequities in faculty retention

It has become increasingly more important to understand which faculty are leaving the University of Denver and why. Current data mechanisms at DU do not allow for such information to be widely communicated. Without this information, the committee must depend on qualitative data gathered over the last year which suggests concerns about significant pay disparities (exacerbated by the increasing cost of living, particularly housing, in the Denver area-which was named the 5th most expensive city in the country); increasing teaching expectations including skyrocketing student socio-emotional issues; challenges with excessive service load, and general faculty burnout. Finally, research, teaching, and service workloads are often unclear between faculty lines. Consistent with the literature detailed above, DU faculty noted the gravity of these particularly as they relate to women and faculty of color. It seems clear that we are currently asking too much of some and not enough of others and this needs to be resolved. The COACHE faculty retention and exit survey results which will be shared in Fall 2022 may be informative for why people leave, whereas keeping a dashboard of faculty retention would clarify who is leaving. Clear, accessible data on faculty retention could help to clarify workload equity issues that hurt faculty retention.

Lack of recognition for inequities

Associate level faculty as department chairs

As a smaller university, DU often finds itself in the position needing to employ associate professors in positions of leadership – most commonly as department chair but sometimes also as deans and associate deans. This occurrence puts the faculty member in a tough position trying to both successfully lead a unit and continue to make progress towards promotion to full professor. In many cases, success at both tasks is unattainable, although some units have worked to address this issue. Data clarifying the number of faculty who have stalled out at associate level for longer than 10 years, especially those who have served as department chair or in another significant administrative position, is needed to better understand the extent of this issue at DU, as well as any demographic inequities. The VPFA is working on a project to create such a dashboard, but uneven data has slowed the process. If it is determined to be a problem, one possible solution is to modify expectations of what is required to be promoted to Full Professor. Another is to maintain current expectations but adopt a more liberal approach to assigning workload

equivalencies that would give Associate Professors the time and opportunity they need to meet expectations and attain promotion.

Considering Late Career-Stage Faculty

Many workload equity policies recommended in the literature and implemented at other institutions identify career stage as a relevant variable in determining workload and adjusting workload via various equivalencies. DU rightfully provides multiple career support and development opportunities for assistant and associate professors in both the tenure-line and TPF series. While the sacrifice might be all too rare, some senior, late-career stage faculty at the associate and full professor levels take seriously an obligation to engage in heavy-lift service work as a consequence of their longevity and experience. This includes departmental housekeeping duties that benefit from having an informed, experienced hand at the wheel (e.g., chairing tenure, promotion, and mid-tenure review committees, taking the first cut at drafting department policy documents, writing new position proposals and job descriptions, etc.), as well as more high-profile work (curriculum reform, strategic planning activities, special studies) commissioned by the Faculty Senate and other university agencies. The desire to do these things well plus the recognition that "institutional memory" is critical for guiding departmental and university decision-making produces good results but can also lead to resentments and burnout if workload adjustments are not made in other areas.

Inequities in faculty promotion

For tenure-track faculty, productivity in research, scholarship, and creative work will continue to be an essential metric. Raising the importance of other areas must start at the top: provost, dean, chair. In many departments, new tenure-track faculty are shielded from non-research/teaching activities to allow them to perform better in research. Should this change? The question requires robust discussion. There is already an issue around how teaching is valued, as many believe if research is good enough it should compensate for mediocre teaching. This mindset must change for there to be any real improvement in workload equity. Annual reports and merit reviews need to weigh teaching and service areas more. APT policies might also need some revision to reflect the importance/value of relational care, service, and governance work, and to clarify the status of mentoring.

Challenging work environments

Faculty have been greatly affected by challenging work environments which are often created by workload inequities and invisible labor already cited above. Some have even defined and described these environments as dysfunctional or toxic. Among the conditions that produce toxicity are suspicion of differential or unequal treatment; perceptions of favoritism; failures to adhere to established by-laws and policies, and resentments stemming from the fact that necessary work is done by some because others refuse to do it. It is also important to note the effects that these and similar conditions have on university staff, which inevitably contributes to challenges (and extra work) for faculty as well.

Inequitable advising and mentorship

    a. As mentioned above, there is confusion about how the essential responsibility of advising and mentoring students should be counted and credited as an aspect of faculty work. While some units consider this work to be service, others define it as part of teaching. If one unit is considering advising and mentoring students as service while another is considering it teaching, then disparities can be produced in terms of individual service and teaching loads. Faculty who have the reputation of being a good advisor or mentor are often approached by students (and maybe even other faculty) for additional support beyond what they are receiving from an assigned advisor. This seemingly small request to answer a question, sign a form, or acquire career advice may result in the overburdening of individual faculty members. These small tasks are too often not recognized by formal systems of quantifying faculty work.

    b. Faculty of color and women faculty tend to be especially overburdened in this regard. So too are faculty who teach First Year/Intro classes, as they are often better known to the students.

    c. Finally, academic program directors who typically receive no workload equivalencies or course credit for their administrative work (e.g., directors of interdisciplinary minors) conduct advising and mentoring for both their program and for students in their home department, thereby creating additional inequities in this area of faculty work.

Increased inequity in workloads due to reduction in staff support

    a. Staff reductions have resulted in increased workloads for faculty and anecdotal evidence indicates that the increased workloads have been unequal. These differences can be across faculty line, across gender, and across race. An example of this includes event planning for the unit.

    b. Faculty and staff also continue to ask for clarity around what tasks staff should handle versus faculty. The fact that these workload issues are different in different units adds to the lack of clarity. Moreover, it remains unclear whether staff reductions are permanent or temporary.

In summary, the concerns faculty raised about inequities at DU reflect the absence of O'Meara's conditions for workload equity (discussed below in Best Practices) indicating confusion about and dissatisfaction with workload equity that comes from a lack of clarity, consistency, norms, accountability, transparency, and reward.

Clearly, not every issue can be addressed as a part of a workload equity policy. For example, it is clear that "work equity" and "working too much" are not the same conversation, although they

are often conflated. And any attempts to address workload equity may not remedy working too much. As we work to ensure safeguards that create more equitable work environments, we are not able to make individual work more manageable. However, the manageability of faculty workloads will hopefully become more attainable as policies and procedures are evaluated and refined.

Best Practices

Conditions and Tools for Equitable Workloads (Evidence-based)

Here we suggest several conceptual and concrete tools to begin to address the issues detailed above. For more detail and related worksheets to make progress in these areas, see appendices in "Equity Minded Faculty Workloads" from O'Meara, K., Culpepper, D., Misra, J. & Jaeger, A. (2021), and then worksheets here:
https://www.acenet.edu/Documents/Equity-Minded-Faculty-Workloads-Worksheet-Booklet.pdf

Transparency
Visible information about faculty work activities.

> Faculty Work Activity Dashboard: Identifies the kinds of work that must be done to maintain an academic unit and what work faculty are doing beyond it. Dispels myths and misconceptions among faculty about the workloads of colleagues. It informs historically marginalized faculty of the norms, so they know when to refrain from volunteering. Finally, it reveals unintended inequities in assigned service and teaching that compound over the trajectory of a faculty member's tenure in a department.

> Requirements: Faculty service audit; Faculty work activity dashboard

Clarity
Identified, defined, and understood benchmarks of faculty work activities.

> Explicit Policies: Faculty expectations guidelines identifying the exact amount of teaching, research, and service expected for faculty at different ranks and different employment categories (tenure eligible, instructional, and clinical). Clarity about the conditions in which compensation is associated with taking on a role, compensation range, type of compensation, and how faculty can indicate an interest in a role.

> Requirements: Faculty collaboratively created guidelines that balance university, departmental, and faculty needs given employment categories

Credit
Departments recognize and reward faculty expending more efforts in specific areas.

Extra Effort Workload Bank: faculty members can bank their extra effort work in one area in order to do less in another area.

Teaching Credit Swap Systems: Units define teaching workload for all faculty and provide opportunities for faculty to meet their teaching obligations through different pathways.

Norms

Departmental culture includes the expectation and commitment that workloads are equitable.

Opt–Out System: addresses disparity for less desirable/career enhancing work. Faculty make the argument for why they alone should not have to do the work versus approaching it with "why would I agree to do that work."

Planned Rotations: service and teaching assignments are rotated among all department members. This avoids social loafing.

Contexts

A reward system and load assignment that recognizes different strengths and interests to achieve shared departmental goals.

Personalized Employment Arrangements: policies that include negotiated deviations from traditional work expectations. These arrangements are used to evaluate faculty members at the end of the year.

Individualized/Modified Appointments: agreements for faculty members who were hired to do different kind of faculty work or scholarship that is interdisciplinary thus more difficult to traditionally evaluate.

Accountability

Mechanisms are in place that track the fulfillment of work obligations and award credit for fulfilled responsibilities and to avoid or address social loafing.

Restructure and Reduce Committees: review all committees to determine the number of members, the role each member has, the purpose, and how often the committee meets to determine redundancy and degree of effort.

Statements of Mutual Expectations: outlines the obligation that faculty members have to the community, ideally with reference to the professional responsibilities stipulated in the university's APT document, pages 5-6. This might also include agreed-upon behaviors that foster completion of departmental work (attending committee meetings). Statements may be used in annual reviews.

Developing an Equity Plan

Use data about faculty workload to assess and address equity issues. This will inform actions needed (policy or practice) to rebalance workload. This should be tied to concrete outcomes and be evaluated regularly. The Department Equity Action Planning teams which are part of the R1 Our Way will pilot this process in 2022-2023.

American Association of University Professors (AAUP) Guidelines

AAUP policy recommendations cover the entire spectrum of faculty activities and have served as the gold standard for the academic profession for over a century. AAUP has generated multiple policy statements regarding faculty workload and workload equity going back over 50 years, with regular updating that tracks the changing nature of faculty work. These policy statements are archived on [DU Portfolio](#). They establish basic principles for achieving workload equity. Moreover, they align with the workload equity scholarship discussed in this report and with principles embedded in the specific workload policies of the institutions discussed in Appendix C. AAUP recommends, and we support, the following basic principles for promoting and achieving faculty workload equity:

- Implementation of policy should be at the level of the academic unit most familiar with the research, teaching, advising, mentoring, administrative, service, and invisible labor demands placed on faculty

- Faculty should participate fully in the determination of workload and workload equity policy.

- Department chairs, program directors, and other responsible parties should have a significant measure of latitude in making workload adjustments consistent with basic principles of shared governance.

- In determining and distributing workload, care should be taken to consider the *totality* of an individual's contributions to the academic unit, college/school, and institution.

- Workload distribution should be mindful of factors that have historically produced inequity, including variations in course load, number of different course preparations, course scope and difficulty, class size, instructional modality, out-of-class student supervision (e.g., independent studies), extra-curricular educational activities, and other variables. To these factors, our committee adds the "Hallway Ask" and other conditions of the academic workplace that can differentially burden faculty, especially women and faculty of color.

- Adjustments to workload are manifestly in order when the institution draws heavily and/or regularly on an individual for university committee work, academic program development and administration, community or government service, and any other activity that risks impairing a faculty member's effectiveness as a teacher and scholar. We highlight existing [DU Policies and Procedures for Faculty Development](#) and

specifically job responsibility discussions, which are available to all DU appointed faculty.

- Transparency is critical, as is the faculty's reappraisal of workloads at regular intervals.

Examples of Work Underway at other Institutions

The equity work being done at U.S. universities varies. A WEC subcommittee examined workload policies found in the faculty handbooks or administrative/governing documents of 28 universities. This sample includes 12 peers (according to DU's list of peers prior to R1 designation in 2021), and 16 non-peers. Of these, 10 institutions (36%) have R1 status. Recent Workload Equity Task Force reports from three institutions were also examined: one from a peer (Villanova University), one from a non-peer R1 (University of California-San Diego) and one from an "aspirational" R1 institution (Columbia University). A full description of policy highlights from each institution covered by our research appears in Appendix C of this report. Some common themes emerge from our comparative analysis:

Flexibility

Workloads and workload policies must be flexible. This is evident in the widespread acknowledgement (and in some cases requirement) that workloads and their policies must be established by academic units and their faculties. These unit and department level policies acknowledge that workloads can fluctuate for a variety of reasons: career phase, personal circumstances, unique teaching and research opportunities, student research supervision, special projects, instructional modality, major university service, etc. Workloads change every year, and over the span of career phases. Equity Policies must acknowledge and allow for these fluctuations.

Granularity

The traditional three workload buckets of (a) teaching/librarianship/practice, (b) research/scholarship, and (c) service are being parsed out more granularly. Some universities count advising and mentoring as two additional buckets that earn teaching equivalencies instead of counting both under service. Even more common is the distinction between administrative duties/appointments/responsibilities (e.g., academic program director or coordinator), and what is traditionally thought of as "service" (e.g., committee and other governance work). Essentially, some universities have 6 buckets of activities that count towards workload: (a) teaching/librarianship/practice, (b) research/scholarship/creative endeavor, (c) administrative duties, (d) committee-type service, (e) advising, and (f) mentoring. For institutions with a 6-bucket approach, some acknowledge that certain colleges or programs may be required to utilize the traditional 3 buckets for accreditation or other reasons. In such cases, it is still made clear that service includes a variety of roles, not just committee work, and that different service roles have varying levels of responsibilities and time commitment.

Faculty Sovereignty
Departments chairs and other unit-level leaders having most familiarity with the activities of their faculty have clear discretionary authority to determine appropriate workloads and make appropriate adjustments. This is typically done in consultation with deans, but it appears implicit that deans must have a compelling reason to veto the workload decisions agreed upon by department chairs and faculty. Most university-level policies call for faculty involvement in the workload determination process, ranging from the department faculty working as a collective, to individual faculty working one-on-one with department chairs. In some cases, university-level policy provides specific processes for reporting and adjusting inequitable or unreasonable workloads but leaves the rest of the workload management up to departments, chairs, and faculty.

Equivalencies
Equivalencies are used to determine workloads and adjustments. Some institutions leave the definition of equivalencies very broad; others provide lengthy and detailed lists of what qualifies as an equivalency, as well as numeric ways of tallying workload units and their equivalencies. For teaching faculty, course buy-outs and releases are a common application of equivalencies.

Accountability
Several policies stipulate the responsibility of deans or other higher-level administrators to make sure that basic shared governance principles around establishing workload equity are observed in the units, and that policies are reviewed and re-appraised at regular intervals (e.g., every three years is a common interval).

Standout Institutions
Of the 28 universities looked at, there are two that stand out: Saint Louis University and Northeastern University. Both are considered DU peer institutions; Northeastern is an R1. Both institutions require each academic unit to have a comprehensive workload policy, and these policies are approved by the Provost, University Administration and/or Faculty Senate. The policies for each unit are readily available on their websites.

https://faculty.northeastern.edu/handbook/personnel-policies/faculty-workloads/
https://provost.northeastern.edu/resources/faculty/faculty-workload-policies/
https://www.slu.edu/provost/faculty-affairs/faculty-workload-policies/index.php

Saint Louis is the only institution examined that has explicitly attempted to address equity in their workload policies. Saint Louis revisited their workload policies from 2016, this time with a deliberate focus on improving workload equity for faculty of color, junior faculty, and faculty of additional underrepresented identities. The resulting 2021 university-wide faculty workload policy is robust, while still allowing for flexibility and department sovereignty to develop their own workloads and policies.

https://www.slu.edu/provost/faculty-affairs/faculty-workload-policies/university/university-faculty-workload-policy_text_5-26-21.pdf

Some strengths of the university-level policy at Saint Louis include:

- Explicit definitions of workload, workload units, and the areas that make up any given faculty member's workload. Examples are provided for (but not limited to) what qualifies as teaching, service, research/scholarship/creative endeavor, administration, and clinical work.
- Service is split into various types: University, Professional Service, Public Service.
- Workload balances in the areas listed above vary per year. A note is provided on their shift away from the traditional 3-pronged approach for all faculty in every year (teaching, research, service) to one that allows for any distribution of effort in a given year, as long as the faculty member's workload includes at least one of the areas (knowing that many faculty in most years will still work within the 3-legged approach, and that tenure track may require the 3-legs).
- Uncontrollable and unforeseen circumstances may affect an individual's or unit's workload in any given year. Needed workload modifications can be made in conjunction with chairs and deans.
- A cap and minimum on workload units per faculty member per academic term. An "overload" beyond this cap requires either additional compensation or a reduction/release in a near-future academic term. A required minimum of units per year are listed for 9, 10, 11, and 12-month faculty.
- Guidelines for ensuring faculty from underrepresented identities, or junior faculty, are not burdened with inequitable service appointments. Identity must not be used to guide service appointments. Instead, these appointments should be driven by diversity of thought, professional goals, and levels of expertise.
- Required components for unit-level workload policies.
- Processes and schedules for determining the workload for each faculty member, and for reviewing and approving unit-level and university-level workload policies.

Examples of Work Underway at DU

DU faculty and administrators have already taken steps to move forward workload equity, including those detailed here in this report. Notable accomplishments at the campus level include:

- Workload Equity Committee (WEC) creation and convening (Fall 2020)
- WEC presentations at Dean's Council (January 2020, March 2022)
- Community Conversations: "Think and Drinks" on Workload Equity (Spring 2021)
- Kerry Ann O'Meara keynote at the Provost Conference: "Equity-Minded Faculty Workloads by Design" (May 2021)

- Faculty Affairs Associate Deans (FAAD) huddle on Workload Equity (March 2021, April 2021)
- CAHSS May 2021 Report "Increasing Teaching Equity for Faculty Thriving and Student Success", produced by the CAHSS Enrollment and Teaching Capacity Review Committee (see Appendix G). This extensive, data-driven report articulated principles and contextual considerations for establishing teaching equity in CAHSS. It recommended that CAHSS implement the following:

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  o Further develop and launch quantitative dashboard(s), qualitative contextual template, and guiding reference document for use by the Dean and department chairs and directors.
  o Use the data and context as a starting point for conversations around allocation of faculty positions.
  o Ideas specified [in the report] to support equity in the requesting and granting of permanent, department-based course releases.
  o Use the data and context to evaluate distribution of common curriculum targets.
  o Ideas specified [in the report] to address courses with low enrollments equitably.

  The CAHSS report did not explicitly consider areas of faculty work beyond classroom teaching that would warrant consideration for workload equity adjustments/equivalencies. These include student advising, mentoring, relational care work, and community and university service. Nor did it consider the non-CAHSS/non-department based academic activities of its rostered faculty; e.g., administrative work on behalf of interdisciplinary programming as well as other faculty director work that has drawn attention in Faculty Senate. The report does imply, however, that such a holistic evaluation of faculty work is required in order to achieve true workload equity.
- Dean's and Provost Office Retreat on Workload Equity (August 2021)
- Provost & Faculty Senate Reception: "Advancing Equity in Faculty Workloads and Rewards" (October 2021) https://mediaspace.du.edu/media/Next%20Steps%20in%20Advancing%20Equity%20in%20Faculty%20Workload%20and%20Rewards/1_4l6bkg0a
- WEC presentation at Faculty Senate & Follow-up Survey (January 2022)
- Chairs & Directors Solution Seeking Clinic on Workload Equity (March 2022)
- Funding & Launch of inaugural Department Equity Action Planning (DEAP) teams (February 2022)
- Spring 2022 Provost Conference Series keynotes on workload equity:
  o "Making the Invisible Visible and Valued: "Understanding the Intersections of Faculty Workload Equity and DEI," Kim Case, Virginia Commonwealth University (April 2022); https://mediaspace.du.edu/media/Making%20the%20Invisible%20Visible%20and

%20Valued%3A%20Understanding%20the%20Interactions%20of%20Faculty%2
0Workload%20Equity%20and%20DEI/1_b8h8yr7g

- o "Understanding and Acting to Advance Workload Equity," KerryAnn O'Meara, University of Maryland-College Park, (May 2022); video link here: https://mediaspace.du.edu/media/Understanding%20and%20Acting%20to%20Ad vance%20Workload%20Equity/1_at8bdw3v
- o "Tools for Advancing Workload Equity: Creating Faculty Work Activity Dashboards," Joya Misra, University of Massachusetts-Amherst (Summer 2022)

Department Equity Action Planning through VPFA

In Spring 2022, Faculty Affairs launched the Department Equity Action Planning (DEAP) 18-month pilot project that aims to (a) increase the number of routine work practices that department faculty could enact to ensure equity, (b) enhance conditions within the department known to positively enhance equity, and (c) improve the action readiness of department faculty to ensure equity in division of labor. This project supports the work of the Workload Equity Committee and guides departments through a research-based change process where they interrogate their own practices and policies around how workload is distributed, taken-up, make visible, and rewarded. The DEAPs are funded through R1 Our Way.

The four inaugural DEAPs are Higher Education in Morgridge College of Education, Graduate School of Professional Psychology, and Languages, Literatures, and Cultures and Spanish Languages, Literatures, and Cultures in the College of Arts, Humanities, and Social Sciences. After attending workshops with KerryAnn O'Meara and Joya Misra, they will create dashboards to increase transparency, and then work on a plan to improve conditions for faculty in their department or unit.

Dashboards to Date at DU

There are several nascent efforts at DU to quantitatively track the distribution of service workloads within units and departments. Along with transparency, dashboards can help share data around which faculty can discuss what service looks like in their context and how to measure it. Dashboards can also provide information for chairs and deans to better monitor and balance service workloads. However, none of the current efforts at DU fit the criteria of being public and easily visible online dashboards. Instead, they are non-dynamic and non-centralized tools which are not easily shareable, such as effort-tracking via Excel spreadsheets. Other units at DU do not have any current structured approaches to tracking service efforts.

The different units and departments that are currently tracking efforts have slightly different approaches in terms of approach and specificity of data. For example, the Morgridge College of Education's Higher Education Department (HED) has prepared an MS Word document with a (static) table that lists committees and service assignments along with associated faculty

members. It also displays the timeframe for the service commitments by quarters and years with associated notes. The table is shared at a department meeting each spring to determine department service loads for the following academic year and is revisited a few times throughout the academic year.

Since 2021, University Libraries has used a (static) Excel table that is completed by the Associate Deans to list which faculty are involved with which Library and University committees and service tasks. Their different possible roles are also listed and awarded point scores to aggregate a point total that reflects an estimate of overall service contributions. (e.g., Chair (3 pts), Member (2 pts), Convener of meeting (1 pt), Part of job (1 pt), or additional work being done by committee). The names and contributions are visible for all faculty members to see. So far, the dashboard is being used by the Associate Deans to identify new members for committees and to rotate out long-serving or over-committed faculty members. Other examples include the Languages, Literatures, and Cultures department, the Lamont School of Music, and University college. Please see Appendix D for sample dashboards.

The examples suggest there are several options in terms of the amount and granularity of data that is visible. A centralized structure for online Dashboards at DU could provide customizable options that could be easily accessible by all faculty and department leadership The new version of PioneerWeb/ DU's centralized online platform could be an option for hosting such a tool and enabling access for administrators/Deans and faculty members. It could possibly be linked to (draw information from) Activity Insight or other sources of service reporting.

Case Study: Library Use of Dashboards

Dashboard are a *tool* for service equity, which should be paired with deliberative processes to help units engage in sometimes difficult conversations about the scope and distribution of collective workload. They do not, in other words, substitute for faculty-led engagement with the data, but they do provide a common set of indicators around which this engagement can occur.

For example, Library faculty have taken up the issue of workload equity through a series of conversations. These led to the creation of a dashboard, which at the time of this report includes division-level and institutional-level service. A group of 6 faculty members, including the Library's two Associate Deans, used the ACE report to inform their construction of the dashboard, and have had numerous conversations with the Library faculty as a whole on what to include in this service dashboard, as well as what is to be done with data the dashboard contains. These discussions, which have on many occasions forced the Library to work through questions, assumptions, or differences in opinion, have helped to clarify and better define what does and does not qualify as "service" for the Library Faculty. It has been agreed by the Library faculty as a whole that the dashboard is not to be used for performance evaluation, but rather to establish transparency and inform decision making that affects the workload of any Library faculty member.

Going forward, the Libraries will pilot using the dashboard to help establish committee rotation schedules, and to inform committee assignments. The dashboard is seen as one piece of information used in these decisions, with the understanding that division and institutional-level service are just some of the multiple factors that should be considered in the process of establishing and evaluating faculty workload. The Library faculty also will continue to discuss how and if the dashboard should be expanded to include other types or level of service.

Workload Policies at DU

According to results from the 2022 Faculty Senate survey on workload equity, there is a dearth of policy related to workload equity at DU. However, some units have generated instructive documents and proposals. The Josef Korbel School of International Studies circulated a draft in April of 2021 of a "Proposed measures to improve Workload Equity" document. This document was prompted by the visits of KerryAnn O'Meara and the ongoing efforts of this committee, as well as attempts to articulate service expectations at Korbel relative to rank, series, and inclination. The document proposes a suite of possible solutions including dashboards, a service audit, etc. Please see Appendix I.

Other units have had discussions about workloads, including those prompted by the survey or ongoing programming. Some changes are a combination of policy and practice, such as a Spring 2022 request by the CAHSS Dean for department chairs to make transparent the mechanisms by which they are assigning merit ratings. Similarly, some schools have discussed the possibility of "service sabbaticals," even for a quarter of relief, though actual implementation is unclear.

Pairing Policies and Practices at DU

Complementing the campus, unit, and department level policy changes are necessary conversations about workload equity. Many departments or units engaged with these questions explicitly for the first time as part of the process of completing the faculty senate survey. See Appendix B for quantitative data from this process. Brian Majestic, of the WEC, followed up with those departments who indicated that they were actively working on equity in their unit, which included departments, programs or faculty from RSECS, NSM, the Writing Program, and the Library. Issues raised and progress made differed by context, especially as these programs range from research-intensive to teaching-focused and, in the library's case, a unique type of workload. However, they included:

- Reducing teaching loads for those in certain administrative positions (e.g., program directors, new program development, assessment, co-chair, curricular positions), engaging in new course development or (via buy-out) certain types of research including some "intensive grant proposals that benefit an entire department."
- Additional compensation for people with additional service responsibilities
- Creation of a workload equity group and use of a service dashboard

- Administering surveys and holding listening sessions related to service and workload equity, to the level of "soul-searching" in some areas.

Generally, there is an appetite for solving the very difficult problem of workload equity, but there is also a hunger for more guidance or broad understanding of the expectations from the campus-level.

Appendix

Appendix A: Senate Workload Equity Survey

This brief survey will help inform the work and recommendations of the Workload Equity Committee. Please discuss workload inequities with your constituents as you gather information to help you complete this survey. Please do so by no later than February 25.

Your Name:

- Open Response

Please indicate the Faculty Department, Unit, or Group you are representing/speaking about as a Senator your completion of this survey. For those in a college with departments but without specific department representation, please meet as a group and decide who will get the pulse of which departments. Senators at large from colleges with department representation may choose to speak for their own area, please be sure to indicate below.

- Open Response

"Workload" indicates expectations for faculty job responsibilities, in categories such as research, teaching and service. "Workload Equity" is making transparent and equitable how this workload is distributed and rewarded, ensuring that all faculty are contributing to the shared work of campus life in a way that fits their rank, series, and abilities. It includes assignments of department/unity and university service work responsibilities, as well as labor such as mentoring or DEI work that is often invisible or falls more heavily on some faculty than others.

Is your department or other group that you represent as a Senator working to improve workload equity for faculty?
- Yes (The committee may follow up)
- No
- Not Sure

Are there policies, procedures, or other practices centered around workload equity that are going well in your unit?
- Yes (The committee may follow up)
- No
- Not Sure

Are there policies, procedures, or other practices centered around workload equity that are ***not*** going well in your unit?
- Yes (The committee may follow up)
- No
- Not Sure

KerryAnn O'Meara's research on workload identified six conditions that contribute to equity. Please indicate how **present each condition is** in your **department/program/area** that you represent in the Faculty Senate, based on your conversations with constituents. To learn more about these conditions, review the ACE Report on Equity Minded Faculty Workloads.

	Strongly absent	Somewhat absent	Neither present nor absent	Somewhat present	Strongly present
Transparency: Departments/programs have widely visible information about faculty work activities available for department members to see.	○	○	○	○	○
Clarity: Departments/programs have clearly identified and well-understood benchmarks for faculty work activities.	○	○	○	○	○
Credit: Departments/programs recognize and reward faculty members who are expending more effort in certain areas (e.g., course releases for significant service/committee work, administrative duties such as program coordination/directorship, etc.)	○	○	○	○	○
Norms: Departments/programs have a commitment to ensuring faculty workload is fair and have put systems in place that reinforce these norms.	○	○	○	○	○
Context: Departments/programs acknowledge that different faculty members have different strengths, interests, and demands that shape their workloads and offer workload flexibility to recognize this context.	○	○	○	○	○
Accountability: Departments/programs have mechanisms in place to ensure that faculty members fulfill their work obligations and receive credit for their labor	○	○	○	○	○

We know there are broader issues that contribute to Workload Equity. Research shows that the department/program level is the most effective one for intervention (See O'Meara, Jaeger, Misra, Lennartz, and Kuvaeva. 2018). In the longer term, if the committee seeks to understand and make recommendations to address inequities beyond the department or program, what are important priorities to consider at the unit or university level?

- Open Response

If you would like to discuss specific policies or practices that have been a challenge to workload equity, please select at least one committee member you'd feel comfortable speaking with about the situation:
- Vice Provost for Faculty Affairs, Associate Professor of Communications Studies, Kate Willink
- Director of the LatinX Center & Social Work Professor, Deb Ortega
- Director of Faculty Development & Career Advancement, Alison Staudinger
- Incoming Faculty Senate President, Associate Professor of Health Communication in Media, Film & Journalism Studies, Renée Botta

Optional: Is there anything else you'd like to share that might inform the committee's understanding?

- Open Response

Appendix B: Summary of Senator's Workload Equity Survey Responses

Prepared by Renée Botta and Michele Tyson, Workload Equity Committee

Summary of methods:
A survey link was sent via email to all current Senators. They were given 2 weeks to complete the survey. We received 53 completed responses. The response rate = 57%
Colleges/Units represented in the survey are College of Arts, Humanities, and Social Sciences, Daniels College of Business, University College, Graduate School of Social Work, Josef Korbel School of International Studies, Writing Program, Morgridge College of Education, University Libraries, Ritchie School of Engineering and Computer Science, Natural Sciences and Math, Pioneer Leadership Program, and Living Learning Center

Summary of quantitative data:
When asked whether their department or unit was doing anything currently to address workload inequities, 42% of the senators who completed the survey said yes, whereas 21% said no, and the rest were unsure.

When asked whether there were policies, procedures, or other practices centered around workload equity that are going well in their unit, 33% said yes, whereas 23% said no, and the rest were unsure.

When asked whether there were policies, procedures, or other practices centered around workload equity that are **<u>not</u>** going well in their unit, 38% said yes, whereas 19% said no, and the rest were unsure.

Overall, as illustrated in Figure 1, we can see that the **senators report their constituents are simply unsure what is happening in their departments/units when it comes to policies and procedures around workload equity.**
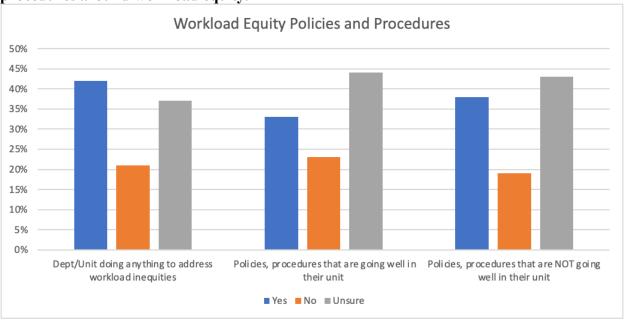

Figure 1

When asked to indicate how present each of O'Meara's conditions that contribute to equity is in their department/program/area, *transparency, credit,* and *context* seem to be more present than absent, whereas *clarity* and *norms* seem to be more absent than present, although only context is more clearly present, whereas the others are mixed. (See Figure 2)
- *Transparency: Present*/somewhat present 48%, Absent/somewhat absent 35%, rest unsure
- *Clarity:* Present/somewhat present 39%, Absent/somewhat absent 46%, rest unsure
- *Credit*: Present/somewhat present 48%, Absent/somewhat absent 39%, rest unsure
- *Norms*: Present/somewhat present 38%, Absent/somewhat absent 48%, rest unsure
- *Context:* Present/somewhat present 56%, Absent/somewhat absent 22%, rest unsure
- *Credibility:* Present/somewhat present 37%, Absent/somewhat absent 32%, rest unsure
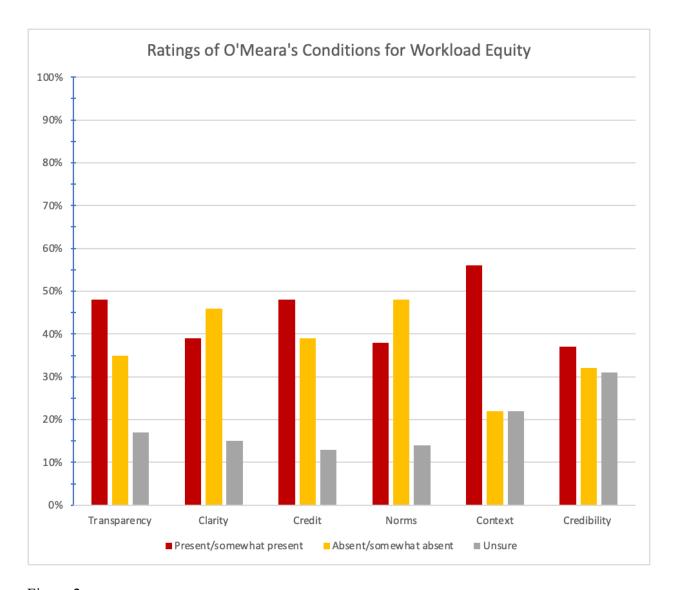
Ratings of O'Meara's Conditions for Workload Equity

Legend: ■ Present/somewhat present ■ Absent/somewhat absent ■ Unsure

Figure 2

THEMES from qualitative data compiled from answers to two questions:

- We know there are broader issues that contribute to Workload Equity. Research shows that the department/program level is the most effective one for intervention. In the longer term, if the committee seeks to understand and make recommendations to address inequities beyond the department or program, what are important priorities to consider at the unit or university level?
- Is there anything else you would like to share that might inform the Committee's understanding?

1) **Lack of Clarity**
    a) In expectations for different faculty lines (e.g., teaching/professional track versus tenure/research track)

    "Sponsoring independent studies, internships, mentoring, advising student clubs, etc., are all put upon the non-tenure track professors, to allow TT to research"

"On top of this is the general belief that teaching and service are very much second and third to research when it comes to merit raises"

"Like many issues at DU, the workload of Research Faculty who have 12-month appointments and are responsible for funding themselves and often their teams of other faculty and staff on soft money are not considered. There is often tension in my Institute about service expectations of research faculty to the department and to their center and institutes in addition to funded project work. Expectations are often unclear and not well-considered. If DU is going to expand Centers and Institutes as part of a growth strategy and hire more Research Faculty, there needs to be more consideration of the role, compensation, and workload of these positions."

"There are inequities – often large and very material – across faculty lines."

   b) More generally in expectations, norms, and evaluation criteria

"l feel like I am being evaluated in a vacuum. How do I know how I am doing relative to anyone else?"

   c) In guidelines for counting (e.g., some exaggerate service while others leave things off)

"How is service documented across campus? There is concern that people lie about the commitment (how much time it takes, what the final product or outcome was, the individuals' contribution to the final outcome)"

   d) In knowing what you can ask for and when you can say no

"Empowering people, especially new faculty, to say no is needed."

"It would be helpful if there was transparency to see what types of things faculty should consider asking for when asked to take on extra – many faculty who are new to academia don't know they could ask for course release, stipends, etc."

2) **Lack of Consistency**
   a) In how things are discussed, communicated, and tracked. Clear, consistent, transparent guidelines and support for course (and other) releases

"The first priority should be to establish a set of guiding principles about workload equity that hold across academic units, no matter how different their structures and visions."

"A scientific approach that would capture the amount of time faculty spend doing different tasks needn't be onerous and would give the university quantitative data with which to understand workload across both identity (e.g. gender) and positions held (e.g. undergraduate advisors)."

   b) In Advising (where it counts and whose responsibility it should be)

"Can we get campus-wide consistency is how we talk about advising? Is it teaching or is it service?"

"Advising comes up as a major burden. There are inequities in advising and DU's model for advising (3 times a year) places a lot of strain on faculty."

   c) In workload policies across units versus within (department v department and college v college)

"There needs to be more explicit acknowledgement at the university level of the amount of instructional and service work required for units that teach a lot of students. For every student in a seat the workload increases."

"There is little consistency in terms of teaching loads, research time, service expectations, etc. I am not sure there is a way to fix that, but it does cause a lot of people to become upset."

"The university must step up and give the College resources to slay inequities dept vs dept."

3) **Lack of Consistency and Transparency in Credit/Rewards**
   a) In teaching load and how it is counted (all the ways in which it varies - credit, classes, #0f students, and needs of students)

"Too often instruction is merely measured in terms of courses taught, but this is only part of the equation. Given the ever-increasing needs to support student learning through DSP, and the greater grading demands that accompany higher enrollment, this makes teaching a course quite different depending on the volume of students. Simply managing the classroom has mushroomed into an increasingly challenging task."

"Mentoring non-neurotypical students should be valued more"

   b) For inequities beyond workload (e.g., pay, technology, sabbatical opportunity)

"Salary inequity based on rank and series (and race and gender); salaries should be made public"

"Research faculty do not have summer breaks or sabbatical opportunities to recharge."

"There seems to be a disconnect on equity between teaching faculty and tenure-track faculty. Teaching faculty have no option of full sabbatical like their tenure-track colleagues. It appears to be allowed in the ATP at the discretion of the Dean, but there is no current path that allows teaching faculty to pursue this."

   c) Invisible labor (outside of DEI)

"There is also little acknowledgement of the workload involved in managing theses, internships, undergraduate research assistantships, and independent studies. While DU

is calling for more of these types of student experiences, they go uncompensated and unacknowledged. They often fall unevenly across departments and faculty who receive little credit for supervising them."

"Teaching faculty are now expected to provide uncompensated service off-contract (during the summer months which are outside of our 9-month contracts) by grading placement exams."

"When all faculty are on 9-month contracts and there is work to be done over the summer, someone has to do it uncompensated."

"Impact of tenure on taking on additional responsibilities"

    d) Over taxing DEI folks (Race, Disability, LGBTQ, Neurodiverse)

"Consider race & gender and the inequities in workload for underrepresented groups especially for service. Recognition of the emotional toll that BIPOC experience navigating a PWI"

"Understanding that not everyone performs the same work at the same pace, especially when thinking about non-neurotypical faculty members."

4) **Need for Recognition and Resolution**
    a) For how non-work factors affect time and cognitive load (childcare, COVID, etc.)

"Flexibility and awareness that parental responsibilities affect worklife, and acknowledgement that these responsibilities are often distributed unevenly."

"COVID has made some inequities worse, especially for those that teach lab courses and large lectures, but we feel this will get better on its own."

    b) Empty service/unnecessary service

"Several people in the department feel that many service activities, especially university wide ones, are a waste of time. We often discuss things and change rarely happens."

    c) Not enough staff increases the workload for faculty and staff and in inequitable ways

"Way too much has been placed on the backs of faculty. Our departmental staff have too much to do and are spread too thin to help."

    d) R-1 concerns and impacts

"I have heard a number of concerns related to R1. Some units believe they will become the "service units" or "teaching units" so that other units are freed up to do more research. On top of this is the general belief that teaching, and service are very much second and third to research when it comes to merit raises."

5) **Lack of and Need for Transparency**
   a) Demographic info on faculty; retention rates

      "Would like to see more transparency with University-level data gathering on race/gender inequities in promotion, renewal, retention (and making the data available and digestible)."

   b) *Merit and reward*

      "Currently there are "behind closed doors" meetings where rewards and merit are discussed without transparency or a way to make sure that injustices are not being made/acted upon"

   c) Desire for university guidelines/action (in addition to college/unit guidelines & action)

      "There is also little transparency regarding credit for service inside the department vs. Outside the department."

Overall summary

This survey was conducted as one method of collecting data on workload equity. It compliments other data-gathered specific to this topic, including the Provost Town Hall in November. Additionally, survey data from the COACHE survey will also help to frame the results of this survey when released at a later date.

This survey demonstrated mixed results among the Faculty Senators. Many Senators noticed issues and were able to describe those in detail, while others did not recognize or name issues occurring in their unit. The mixture of responses may indicate that work inequity is potentially isolated to certain pockets of the university, but it may also be indicative of the need for common language and working definitions of the work before we can determine how pervasive the inequities are. For example, until there is a collective understanding of how advising is accounted for in faculty workloads (i.e., teaching or service), it is difficult to assess if it is conducted equitably.

A consistent concern that emerged through this survey was the need for greater transparency, clarity, and consistency. There is a call for more transparency both among and within departments/units, between different faculty lines, and in data reporting at large.
The results of this survey will be used to inform the Workload Equity Committee Report to the Provost Office in the Spring 2022. Specifically, it will be used to better understand the nature of the conditions within the University of Denver context. These results will also inform the next committee's work in moving forward with understanding and acting on workload equity issues and opportunities at DU.

Appendix C: Landscape Scan of Faculty Workload Equity Policies
   This document compiles workload policy information from peer and selected non-peer institutions for use in making recommendations regarding workload transparency and equity at the University of Denver. It surveys the landscape of workload policies found on university webpages and in faculty handbooks. The policies discussed below (12 peers and 16 non-peers) are broadly representative of the range of policies that currently exist.

Research 1 institutions are found in the ranks of peers and non-peers described here. Ten institutions (36%) are R1. Among these, the policies from Kent State University and University of Texas-San Antonio are notable because those schools were designated as R1 in 2021, along with DU. Other R1 institutions that DU counts as research peers are Boston College, Brandeis, Drexel, Northeastern, and Tufts. Brandeis, Drexel, and Northeastern are described below.

We also include three recent, faculty-led Workload Equity Task Force reports: one from a peer, Villanova, one from a non-peer (and R1 institution), UC-San Diego, and one from a (presumably) aspirational institution, Columbia University (also R1).

Finally, we discuss an example of a very recently approved (June 2021) policy from a peer institution, Saint Louis University (SLU). SLU also counts DU as one of its peers (see *The Chronicle of Higher Education*). This policy is one of the most thorough and thoughtful in the mix. It is explicitly geared toward addressing DEI issues around faculty workloads. Another is the policy of the University System of Maryland, which seems to incorporate findings and insights from the scholarship of O'Meara and colleagues.

Baseline Considerations: AAUP Recommended Policy

The American Association of University Professors (AAUP) has generated multiple policy statements regarding Faculty Workload. These policy statements inform most if not all of the institutional policies described below. Some principles are incorporated virtually verbatim into policy documents; e.g., the University of Dayton. Other institutions seem to significantly depart from AAUP principles, such as Brandeis University. AAUP policy statements are archived here. AAUP recommends the following principles with respect to achieving faculty workload equity:

* Faculty should participate fully in the determination of workload policy.
* Individual workloads should be determined by, or in consultation with, the department or other academic unit most familiar with the demands involved.
* Department chairs and other responsible parties should be allowed a measure of latitude in making individual assignments [i.e., "discretionary authority"], as consistent with basic principles of shared governance.
* In determining workload care should be taken that all of the individual's services to the institution are considered.
* Workload distribution should be mindful of factors that produce inequity, including the number of different course preparations, scope and difficulty of courses, size of classes, etc.
* Responsibilities other than teaching and research must be considered. "*A reduction in workload is manifestly in order when an institution draws heavily on the services of an individual in university committee work, in program development, in other administrative capacities, and in community and government service.*"
* Traditional workload formulations are often at odds with new developments in education emphasizing, for example, interdisciplinary research and teaching and extracurricular experiences. Such developments suggest the need for a more sophisticated discrimination and weighting of educational activities.
* Transparency is critical, as is the faculty's reappraisal of workloads at regular intervals.

There is another, general AAUP principle that is important to highlight in this context. Just about every faculty workload policy described below grants discretionary authority to department chairs (or some other lowest-level faculty agent who occupies a supervisory position and has

intimate knowledge of their faculty members' activities) to make determinations of workloads and adjustments to workload. At the same time, most policies stipulate that deans and/or provosts must oversee or approve lower-level decisions. However, the following principle, straight from the AAUP's foundational "Statement on Government of Colleges and Universities", is critical to supporting and sustaining robust faculty authority in their designated areas of shared governance:

> *Determinations in these matters should first be by faculty action through established procedures, reviewed by the chief academic officers with the concurrence of the board. The governing board and president* [and, by extension, other administrators] *should, on questions of faculty status, as in other matters where the faculty has primary responsibility* [e.g., workload determination]*, concur with the faculty judgment except in rare instances and for compelling reasons which should be stated in detail* [emphasis added].

Existing Workload Policies at Peer Institutions

The following workload policies at DU peer institutions are specified to greater and lesser degrees. Peer institutions not included in this summary means that there is little to nothing about workload in faculty handbooks or on institutional websites. All policies stipulate that faculty must be involved in teaching, research, and service. All seem to recognize that faculty workloads will inevitably and necessarily vary. Many appreciate the fact that faculty members have different talents and abilities and that these should be considered in establishing workloads. Most allow for the adjustment or modification of workload (e.g., through the establishment of workload "equivalencies") depending on circumstances and opportunities. They often identify relevant factors for making teaching reductions and re-assignments. Some allow for adjustments based on career stage. Few explicitly take issues of equity on board as it relates to faculty compositional diversity.

American University *(Faculty Manual):*
* Academic units establish and maintain procedures for determining an appropriate and equitable allocation of faculty responsibilities.
* Considerations that factor into an individual's workload include evidence of an active scholarly agenda and productivity; the scope and intensity of course preparation; supervision of student scholarship; credit hours taught; size of classes; and significant contributions to service at the university and beyond.
* Units are urged to develop workload policy using as a baseline the standards at "peer departments" in other institutions [such as those described here].

Boston University *(College of Arts and Sciences):*
* R1 institution.
* The academic department, through the chair, has responsibility to set workload standards and make necessary adjustments.
* There is a standard one course reduction for "fully research active" faculty and provisions for increasing teaching load for faculty who are no longer fully research active.
* Course loads are adjusted on a regular basis for administrative appointments (e.g., chairs and program directors) depending on the size and complexity of the unit.

* Workloads are also adjusted in light of course enrollments, teaching modality, team teaching, etc.

Brandeis University (Faculty Handbook):
* R1 institution. For 2021-22 Brandeis was <u>threatened with downgrading</u> from R1 to R2 "Doctoral/High Research" status.
* The workloads of individual faculty are determined by the appropriate academic dean(s) in consultation with department chair(s) or equivalent.
* Factors such as tutorial and readings courses, supervision of senior essays, and theses and graduate theses and dissertations are considered when establishing the workload and teaching assignments of individual faculty.
* Faculty are expected to be available for administrative service on university/faculty committees and in their departments, programs, or other academic administrative units. Such service may be determined by the Provost, Academic Deans, or department chair, in consultation with the faculty member and in consideration of the nature of the faculty member's appointment.
* The Provost may release members of the faculty with major administrative responsibilities from part of their teaching obligations.

Drexel University (Office of the Provost):
* R1 institution.
* Workloads in the three categories of Instruction, Research, and Service may differ among Schools and Colleges.
* The responsibility for determining specific faculty workloads rests with the department head and, where they exist, with department personnel committees.

Fordham University (Faculty Handbook):
* Course loads may be reduced for individual faculty engaged in major research projects, for faculty with graduate teaching responsibilities who spend much of their time directing graduate research, and for faculty heavily involved in laboratory instruction, direction of field work, or other activities that justify a reduction in load.
* Chairpersons and other faculty with significant administrative responsibilities are given consideration for reduced teaching loads.

Northeastern University (Office of the Provost):
* R1 institution.
* Workload will vary across units and types of faculty appointments.
* The full-time faculty in a unit set workload policy.
* Workload policy must explicitly define the categories of teaching, research, and service.
* The category of Service appears to distinguish between *governance* roles and *administrative* roles.
* Policy should emphasize equity of <u>total</u> workload, not just equity in one or two components.
* Workload modification criteria must be clearly identified; e.g., the Department of Sociology and Anthropology mentions "administrative roles" as among considerations for modifying workload. Other considerations include class size/type; instructional mode, supervision of student projects, theses, and dissertations.

* Workload policies for each unit, including specification of course loads, are electronically available to all full-time faculty members across the University. The intention is to foster transparency in policies throughout all units and to encourage incremental improvements in clarity of policies as they are updated.
* A complete set of Northeastern University policies are available here.

Saint Louis University (Office of the Provost; 2016. See 2021 revision below):
* Counts DU as one of its peer institutions.
* Faculty responsibilities necessarily vary across and within respective academic units.
* Each of the respective departments, programs, schools, colleges or other academic units define the varieties of activities deemed to constitute teaching, research, and service.
* Each program, department, or academic unit bears primary responsibility for determining the workload obligations of its respective faculty members.
* Department chairs, in consultation with faculty, are charged with determining and explicating collective expectations for teaching, research, and service.
* In any given department, annually differentiated workloads may be established by the chair or director in consultation with the respective faculty.
* Academic units determine general *equivalencies* across categories; i.e., how much and what kind of research and service is deemed equivalent to a teaching assignment and thus deserving of a workload reduction/course release.

Santa Clara University (College of Arts and Sciences):
* Department chairs have the authority to determine specific teaching assignments for the faculty of their respective departments. In this activity chairs are guided by the principles of department collegiality and equity.
* Chairs may make teaching load adjustments for faculty teaching large numbers of practicum, directed readings, independent study, and/or thesis projects.
* There is a standard one course release for faculty "actively engaged" in scholarly or creative activity.
* Faculty having program level administrative roles may be granted course releases and/or stipends during their terms of service by the provost, with the recommendation of the dean.
* Department chairs may assign course releases to other faculty for administrative service.

Southern Methodist University (University Policy Manual):
* Counts DU as one of its peer institutions.
* Faculty workload is determined by the department chair in consultation with the dean.
* Faculty are released from teaching when they have significant responsibility for advising, curriculum oversight, faculty and university governance, committee work, and other service to the university, school, and department.
* Faculty are released from teaching if they have "active and productive research programs."
* Faculty with sponsored research may receive "appropriate additional release" from teaching with school and dean approval.
* Faculty with administrative responsibilities may receive additional release time from teaching and research.

Texas Christian University *(Faculty Handbook):*
* Workload, including teaching load, for any specific faculty member is highly variable.
* Assignment of a teaching load involves consideration of several variables, which include but are not limited to number of course sections, number of course preparations, class enrollments, course level, contact hours, and similar factors.

University of Dayton *(Office of the Provost):*
* Counts DU as one of its peer institutions.
* Makes the most explicit commitment to the AAUP principles summarized above.
* No single, simple formula for an equitable faculty workload can be devised for all academic units.
* The faculty in each department participates fully in determination of workload policy, and the policy is reappraised by faculty at regular intervals.
* Individual workloads are determined in consultation between faculty member and the department chairperson who is most familiar with the demands involved.
* The department chairperson must be allowed a measure of latitude in making individual assignments.
* Care should be taken that all of the individual's service to the university is considered.
* Special adjustments to teaching loads are made on the basis of class size, scope, complexity, new course development, etc.
* A reduction in teaching and research expectations is warranted when the university or a unit wishes to draw heavily on the service of a faculty member or when a faculty member is engaged in community or government service.

Yeshiva University *(Office of the Provost):*
* Teaching workload assignments are made by chairs.
* Workload is adjusted to allow faculty to pursue activities consistent with university mission and that advance department priorities.
* Activities warranting adjustment include conducting research leading to publication or grant activity, performing administrative functions or service to the department/school/university, and similar activities.
* Policy distinguishes between administrative functions and normal "service." A separate document pertaining to administrative functions was mentioned but could not be found on the university website. It is reasonable to assume that this separate statement covers workload reductions or course releases for academic unit chairs, program directors, etc.

Existing Policies at Non-Peer Institutions
The following non-peer institutions have explicit, well-developed faculty workload policies. In many instances they are better developed than those of peer institutions. They provide the sort of detail that's useful for policy development.

Albany State University, Georgia System *(Office of Legal Affairs):*
* Individual faculty teaching loads are managed at the department and college level.
* Department chairs are expected to manage faculty teaching loads and other assignments.
* Course releases are granted in order for faculty members to have enough time to undertake important service, research or other activities for the University, College, and Department such as Department Chair or Director/Coordinator of academic services or

programs, or research supported by a grant.
* Course releases do not relieve the faculty member of other responsibilities to the Department, College, or University, including advising, serving on committees, participating in departmental activities, etc.

Baylor University *(Office of the Provost)*
* R1 institution.
* Primary responsibility for insuring equitable and reasonable faculty workloads rests with the department chair, in consultation with the appropriate dean.
* Teaching loads are affected by the number of contact hours required for a particular method of instruction, by individual student supervision (student teachers, internships, clinical experiences), or by reassigned time for research, service, grant writing, special appointments, administrative assignments, and other work explicitly included as part of an individual faculty member's job description.
* Annual faculty workload reports require that the department chair account for and explain the specific responsibilities for which a faculty member has been allowed reassigned time, such as an administrative assignment, a research project, or other specific assignments.
* During annual performance review the department chair reviews each faculty member's workload and teaching assignment and recommends any necessary adjustments.

Boise State University *(Office of Academic Affairs):*
* Workload policy developed by a department requires the following: uniform application to all faculty members of the department; joint development (by the faculty member and department chair) of an annual written professional expectation document; and definition of a mechanism for implementing workload modifications during the academic year as the need arises.
* Any workload assigned for specific advising duties, such as undergraduate advising coordinator, is placed in the category of service.
* Departmental administrative assignments (e.g., chair, director, coordinator) during the academic year are included in the category of service.
* The course load for an individual full-time faculty member may vary based on scholarly activity, service, and other needs of the department.
* Year-to-year variances in the workload of an individual faculty member are justified through a variety of activities including, but not limited to, work with graduate students and administrative assignments.
* The reduction of teaching assignments because of administrative work is determined by each department, with the dean's approval.

Bowie State University *(Office of Legal Affairs):*
* The department is responsible for establishing and making any necessary adjustments in the total faculty workload so that departmental expectations in each area of faculty work are fulfilled.
* "Departmental Administrators" are defined as all persons who, while holding faculty rank, perform their administrative duties at the level of academic department or equivalent academic unit, including chairs, assistant chairs, program directors, etc.

* For each individual faculty member, any substantial difference between the actual and the standard expectation for any basic workload element will be balanced by compensating changes in one or both of the other basic workload elements.
* Workload expectations for each faculty member are reviewed annually by the responsible department chair or other appropriate administrator and adjusted as necessary and appropriate.
* The standard instructional load may be increased or decreased upon a number of factors, including class size, development of new courses, modality of instruction (such as distance learning), level of instruction, discipline, accreditation requirements, etc.
* Workload modifications are permitted for administrative supervision or field experience supervision; for sponsored research; for supervisory academic responsibilities (e.g., graduate student advisement and thesis supervision; special projects in the areas of curriculum and faculty development); for contact hours in excess of credit hours generated by a course or courses (e.g., laboratories associated with classes and clinical experiences in hospital settings); for department-supported service to make major professional contributions, such as working in partnership with the public schools or with business or industry; and for other assigned academic duties (e.g. reassigned time to develop and implement curricular changes).
* The proper balance among instruction, scholarship/ research, and service for an individual faculty member may change over the faculty member's career.

Iona College (Office of the Provost)
* Has a "Comprehensive Faculty Workload Policy whose purpose is to ensure a quality academic environment, equitable and fair faculty workloads, and clarity and transparency." This is seen to matter to the long-term sustainability of the College
* Faculty teaching graduate courses as part of a full load that includes some undergraduate courses are eligible for either a standard published stipend or a three-credit course "remission" after teaching three such graduate courses. Faculty teaching the following are eligible for a standard applicable stipend payment, as published annually: independent study courses, directing theses, and supervising credit bearing internships which are not part of the faculty instructional load.
* Class sizes and credit hour production are monitored by department chairs to ensure reasonable equity of instructional workload within the department. The department chair, in consultation with the Dean, has the responsibility of ensuring equitable instructional workloads over the course of an academic year within the department.
* Course load remissions may be granted to faculty members whose engagement in a substantive academic enterprise, in the judgment of the Provost and with the recommendation of the department Chair and Dean, adds academic status to the College (e.g. completing a book for a respected press; chairing a national disciplinary organization; creating a nationally commissioned creative work, guiding student research that is published or presented regionally, nationally, or internationally).
* Remissions are offered for serving as department chair, assistant chair, program directors, etc. All such remissions are transparent within the College
* Department chairs monitor the number of course preparations; the time needed to introduce new courses and/or on-line courses; the transition of new faculty; and consult with the appropriate Dean on any related workload issues and adjustments.

Kent State University (Faculty Handbook):

* R1 institution.
* Since the nature of work differs among departments, load regulations cannot be applied uniformly.
* Each department chairperson, along with the departmental faculty advisory committee, specifies which kinds of loads shall be the equivalents of twenty-four credits of formal course teaching per academic year.
* Appropriate adjustments are made for graduate teaching, research involvement, direction of laboratory and studio sections, excessive number of preparations by a new faculty member, and unusually large class sections.
* Some colleges allow full-time faculty members the opportunity to be assigned responsibilities within the department that will serve as *workload equivalents*. Workload equivalents may be, but are not limited to activities such as, administrative activities, being an academic program coordinator, conducting individual research/grant activities that contribute to the mission of the unit, taking on special departmental assignments considered essential to the academic mission of the School, or performing committee work that extends beyond the normal faculty expectation.

Missouri State University (Office of the Provost):
* All academic units are required to create and maintain a workload policy that defines the appropriate teaching load equivalence of courses and teaching-related activities and defines what constitutes "research active" faculty.
* Academic departments may develop their own workload policies, but the policies must align with the college/unit level plan.
* The departmentally approved activities of each faculty member will often vary, and in many cases the standard workloads for individual faculty members will also vary.
* "Research-active" faculty members are typically granted a three-hour reassignment per semester to promote scholarly endeavors at the University.
* Research and other agreed upon activities are negotiated between the department head and the faculty member, with the approval of the College Dean/Director.
* All college/unit and/or academic department workload policies must be posted on their respective websites upon Provost approval of the college/unit level plans.
* Workload policies must be reviewed every three years at both the college/unit and Academic Department level when applicable.

Middle Tennessee State University (Office of the Provost):
* The assigned work for full-time tenured/tenure-track or specialized faculty consists of a combination of teaching, mentoring, research/creative activity, academic administration, and public/institutional service.
* Workload assignments are determined by the department chair/director. The policy permits the highest practicable degree of flexibility in making faculty workload assignments.
* Course load reduction may be given for performance of superior and distinguished research as evidenced by publication in refereed national or international journals, multiple scholarly presentations at national or international meetings, performances or exhibitions, significant contributions to leading student research teams, and successful applications for external funding.
* The precise teaching responsibility of each individual is adjusted based on class size, contact hours exceeding the credit hour value of the class, off campus courses,

individualized course offerings such as supervision of independent studies, applied instruction, etc.

* The department chair/director may approve additional credit for such teaching, weighing such variables as additional preparation required, increased numbers of papers to be read, outside of class assistance provided to students, as well as the amount of assistance available from a teaching assistant(s) or other staff.

* Reductions in teaching load are granted for various non-instructional functions such as mentoring, administration, research/creative activity, and public service/institutional service that reflect the mission, goals and needs of the institution.

* Chair/directors may assign course credit for administrative assignments that directly supplement the teaching function such as, but not limited to, coordinators or directors of academic programs, coordinators of graduate studies, coordinators of laboratories, coordinator of graduate teaching assistants, program review, accreditation studies, etc.

* The college dean may approve an additional teaching load reduction for faculty who are exceptionally productive in research/creative activity or take on a significant additional responsibility if recommended by the department chair/director.

Northern Illinois University *(University Policy Library):*

* Equitable workload policies recognize and respect the demands that activities place on a faculty members' time and are designed to best utilize each faculty members individual strengths.

* Chairs/directors have the discretion to adjust workloads or adopt *teaching equivalencies* to accommodate unique situations or to address the enrollment demands, financial realities and missions of their units.

* Units may adopt different equivalencies based upon their mission, student demands, and any unique disciplinary considerations.

* The teaching workloads of individual tenured and tenure-track faculty may be adjusted by their units on an annual basis. When establishing adjustments, the colleges and departments may consider activities such as program directorships, research activities (grant proposal preparation), graduate/undergraduate coordinator, major university service such as participation on Task Forces, professional service, etc.

Southeastern Louisiana University *(Office of the Provost):*

* The policy covers all types of faculty appointments, with an emphasis on tenured/tenure-track, instructor, and lecturer.

* Across the different types of faculty appointments, faculty workload assignments allow for a balance of assignments consistent with the University's mission.

* The policy describes standard workload expectations to assist department heads in setting faculty loads and responsibilities that allow faculty to accomplish the quality and quantity of work for which they were employed. The policy helps ensure consistency from one department to the next and from one faculty member to the next.

* Adjustments to faculty workload are proposed by the department head. They include replacing one or more teaching assignments with other workload assignments. Such assignments might include administrative duties, unusually heavy academic support or university service roles, or extraordinary research/scholarly/creative activity.

SUNY-Plattsburgh *(Office of the Provost):*

* It is the responsibility of the department chairperson to ensure an equitable distribution of workload among their faculty.
* In some cases, it is appropriate for a department chairperson or director to increase the teaching assignment of a faculty member who is not involved in scholarship.
* It is up to the discretion of the department chairpersons and directors to vary the assignments of faculty members under their jurisdiction according to the total workload of individual faculty members.
* It is within the chairperson's authority to reduce the teaching load of faculty members within their departments in those instances where there is extraordinary commitment to research or creative activity and/or extraordinary commitment to college or community service or to increase the teaching assignment when other professional activities are below expectations.

University of Houston *(Office of Academic Affairs):*
* R1 institution.
* The university does not insist that faculty members have the same teaching/instructional load. However, consistent with the institutional mission of UH as a nationally competitive, research-intensive university, annual faculty workload expectations will be aligned with those found at similar institutions.
* Determination of an individual faculty member's annual workload resides ultimately with the chair or director of the department/academic unit with oversight from the dean.
* Individual faculty workload may be differentially distributed across workload domains to take into consideration the extent of a faculty member's research and creative activities, faculty rank and/or their career stage.
* When appropriate, department chairs may temporarily reduce the percent (%) effort expended in the teaching/instructional or service domains to compensate for increased concomitant effort in the research/scholarship domain.
* Factors that may be taken into consideration by the department chair when setting an appropriate annual workload for an individual faculty member include, but are not limited to, providing protected time for a faculty member to fulfill the obligations stipulated by sponsors who provide external funding support for research/scholarship activities; differences in the normal level of effort associated with instructional responsibilities related to large or small class sizes, laboratory classes, and coordination of several sections of the same class; development of new instructional materials, new classes or major course revisions; instruction and supervision of master's or doctoral level students.

University of Nevada-Reno *(Administrative Manual):*
* R1 institution.
* The policy is designed to be flexible enough to enable faculty to do the varied tasks that are required throughout the University and to credit them appropriately for that work.
* In particular, the policy is designed to recognize and account for the many activities necessary to the work of the University that do not appear in tabulations of student credit hours, including service on graduate students' committees at the master's and doctoral levels, mentoring of graduate students, formal advising of undergraduate and graduate students, and formal assessment of instructional programs.

* The policy is also designed to recognize certain non-instructional aspects of workload, including varied expectations in scholarly research, creative activity, and/or professional development for different kinds of faculty positions.
* Department chairs (or equivalent) are responsible for determining individual faculty teaching loads and the "equivalent teaching load credit" of other activities associated with instruction to which a faculty member may be assigned.
* Teaching reassignments occur for varied reasons: mentoring of graduate students; oversight for independent studies and internships; extensive graduate-level teaching; major administrative assignments such as department chair or director of an instructional program at the graduate or undergraduate level; faculty with substantial formal responsibility for undergraduate advising, independent studies, internships, or undergraduate research; courses requiring extra contact hours, such as studio-based and lab-intensive courses; very large classes with limited teaching assistant support; multiple new preparations or formal responsibility for new curriculum development; off-campus or non-traditional teaching responsibilities.

University of Northern Colorado *(Board of Trustees Policy Manual):*
UNC is included here because it systematically investigated a "Differentiated Workload" policy for faculty in 2013 (see here). Elements of that work appear to have been incorporated into the Board's 2021 Policy Manual.
* School directors and department chairs assign workload and ensure an equitable distribution across program areas.
* Department chairs and school directors may use differential workloads and/or staffing to ensure that faculty talents support programmatic needs.
* If a faculty member disagrees with the assigned workload, the faculty member may discuss the disagreement with the college dean. However, final responsibility for workload assignments resides with the department chair or school director.
* The following are among the factors that influence faculty effort and are considered in the development of college "equating practices": class size; number of course preparations; development of a new course; off-site instruction; use of distance learning technologies; inclusion of new pedagogical or technological strategies for classroom instruction; supervision and/or coordination of practicums, internships, and field experiences; supervision of student research, both undergraduate and graduate levels; supervision of undergraduate theses, master's theses, and doctoral dissertations; responsibilities for program administration.

University System of Maryland *(Board of Regents):*
* R1 institution (College Park and Baltimore County campuses).
* The policy provides flexibility to accommodate (a) evolving understandings of human learning and (b) the role that faculty play outside the classroom to address the instructional needs of an increasingly diverse student population including advising, mentoring, and various academic innovation activities.
* The academic department is responsible for making necessary adjustments in total faculty workload so that all department expectations are fulfilled regarding teaching, research, and service.
* Variations to standard workload are made based on a number of considerations in teaching (class size, modality, new course development), department administration

(considered separate from "service" and including program directorships), externally-funded research, department-supported research, and professional service.
* The balance among teaching, research/scholarship/ creative activity, and service for an individual faculty member will likely change over the faculty member's career, and workload should be adjusted accordingly.

University of Texas-San Antonio (Handbook of Operating Procedures)
* R1 institution.
* The intent is to set forth equitable guidelines that permit each department chair, under supervision of the dean and oversight of the provost, to best deploy department faculty to foster student success.
* Department chairs develop local departmental faculty workload policies in consultation with faculty.
* Policy mentions "approved teaching workload releases" but these are not enumerated in the policy that was reviewed.
* Department chair assigns faculty members a workload that is "differential to circumstances" such as graduate instruction, research activities, work on external grants or contracts, administrative assignments, significant advising responsibilities, large class sizes, experiential or engaged learning, etc.
* Policy accounts for discipline-specific best practices and strives for equity among all faculty of differing rank, disciplinary area, gender, race, etc.
* Policy "allows variance [in workload] over the course of a faculty member's career."
* Policy is flexible in allowing differential teaching loads so that faculty can pursue opportunities that enhance the excellence and reputation of the institution, add value to the department, and allow for professional growth and innovation in the areas of teaching, research, and service.

Task Force Reports on Faculty Workload at Peer and Non-Peer Institutions
These reports by campus faculty groups are recent and appear to address several DEI concerns.

Villanova University (Peer), Faculty Congress of the College of Liberal Arts & Sciences (2015):
* Workload policy should support "fluctuating forms of faculty contributions," and ensure that faculty labor in all its forms is equitably distributed, appropriately recognized, and adequately compensated.
* Policy should be flexible, allowing faculty to succeed in wide range of roles, eliminating what many faculty experience as "invisible labor", and adequately accounting for real faculty work.
* Workload distributions must be transparent and not privately negotiated.
* Policies should be established by individual departments and include specific criteria and equitable procedures.
* A special point is made regarding faculty who fill administrative roles, which are considered to be "rather distinct from the work expectations of all faculty members." These roles include department chair, program director, program coordinator, and director of centers and clinics. This work must be fully recognized and appropriately apportioned within an individual's overall workplan.

University of California-San Diego (Non-Peer), *Faculty Senate Workgroup on Faculty Workload (2019):*
* R1 institution.
* The study is based on a comprehensive survey of all academic units at the university. Observations and recommendations from the report:
* There is no single, universal standard for teaching and service workload across the institution, nor should there be.
* There is an uneven distribution of teaching relief within departments; consequently, it's important to establish standards within each department.
* It is important to rotate teaching tasks as needed on a regular basis to ensure the equitable distribution of workload.
* Course relief for department chairs varies without relationship to department size.
* Most units have guidelines for granting course relief to other faculty, with established amounts for particular service roles; e.g., it is typical to grant a one course release for directorship of interdisciplinary "Studies" programs in the Arts, Humanities, and Social Sciences.
* Every department should maintain a transparent record of individual faculty teaching loads, approved teaching relief, and how this relates to overall department standards.
* Any changes in workload should first be discussed at the department level, and if necessary involve consultation with the dean.

Columbia University (Aspirational?), *Policy and Planning Committee of the College of Arts and Sciences (2016-2018)*
* R1 institution.
* Study was prompted by the relatively slow pace of improvement in the diversity of the faculty and persistent questions about the equitable treatment of faculty across groups. The goal was to determine whether underrepresented faculty, women, and minorities (URM) are being treated equally on a number of dimensions, such as salary, workload, and leadership, as well as whether the climate they experience is the same as their colleagues and conducive to their success.
* Significant differences were identified in workload around committee work in particular. Women and URM faculty participated in slightly more committee service at the department level, but almost twice as much at the university level. It was noted that at the university level this was likely due to a laudable desire to have diverse committees, but care should be taken not to overburden these faculty, ensuring that their efforts are focused on the committees that shape the future of the university.
* The additional department-level burden for women and URM faculty was also noted in terms of "invisible labor," such as the informal advising of students, where they are seen as role models.
* Recommendations include (1) Establish equity in assigning teaching and service, including as directors of undergraduate or graduate studies; avoid assignment of DUS/DGS to untenured faculty where possible and (2) Establish a system to reward service and recognize invisible labor, including formal and informal advising of students and low-level administrative tasks.

Policy Recently Revised and Approved: Saint Louis University (Peer)
Saint Louis University recently revised the 2016 policy described above. The newly revised policy was developed by a joint Faculty Senate-Provost Task Force and was approved in 2021 by

the Faculty Senate, Provost, and a task force comprised of representatives of the deans, department chairs, faculty, and provost's office staff. It contains a new section on "Governing Principles" that reflects a central concern with diversity, equity, and inclusion. The key principle is this:

Faculty members of color and other faculty members who contribute to the diversity of the faculty often perform a disproportionate amount of service work, for example, to ensure committees and task forces are diverse in their make-up or to mentor students or junior faculty members of shared identities, among other things. Ensuring diversity in the make-up of committees/task forces is laudable, and distinctive service of faculty members who enhance diversity, such as mentoring, is critically important. However, we must recognize that this often inequitably burdens such faculty members. Such faculty members should not be disproportionately expected to engage in service work. All such work should be recognized in individual workload assignments. Service assignments should be based on expertise, and not solely on identity.

Other key elements of the new SLU policy are these:
* In accordance with principles of shared governance, academic unit workload policies must be developed with substantive involvement of faculty and the respective faculty assemblies of colleges and schools.
* Deans are obligated to ensure that faculty engagement/involvement in policy development is substantive.
* The department chair or other unit head is responsible for formally determining the annual workload assignments of a faculty member.
* Workload assignments should avoid potential bias based on gender, race, and other marginalized identities.
* Individual faculty workload assignments must be made available to all faculty within the academic unit.
* Disciplinary faculty and their academic unit leaders have the flexibility to calibrate their discipline-specific workloads regarding teaching, scholarship and service to the university standard as appropriate.
* Units are free to define service as it befits the unit.
* Administrative service can be classified not as "service to the university" but as its own category of work; e.g., leadership of an academic program.
* Academic units are expected to develop their own written policies for ensuring equity in faculty evaluation that are consistent with this university policy and "best articulate the distinctive nature of faculty work and workload within the respective academic unit." Examples of unit-level policies can be found here: https://www.slu.edu/provost/faculty-affairs/faculty-workload-policies/index.php
* Accountability: Department chairs and deans will be reviewed annually by those persons to whom they report regarding the implementation of and compliance with all aspects of the University and their respective academic unit faculty workload policies, including equity.
* All academic unit workload policies must be reviewed every three years.

Summary of Major Takeaways
There are some general, central tendencies of the policies described above that can be summarized by way of conclusion.

* Workload equity is not the same as workload uniformity.
* Workloads are not "one size fits all"; they are expected to vary or to be *differentiated* in ways that recognize and reward different faculty talents and abilities.
* Progressive policies account for rank, career stage, and other factors that reflect an individual's length of service and experience.
* Equity is to be found in a calculus that considers faculty compositional diversity and the *totality* of a faculty member's contributions to the academic unit, college/school, and institution.
* Department faculty and department chairs have primary *discretionary authority* in determining workloads. Policies vary between what might be called a "Strong Chair" model for establishing workload (one in which local leaders who are most familiar with the demands on faculty have primary authority; e.g., University of Northern Colorado) and a "Weak Chair" model in which higher level administrators rule (e.g., Brandeis University).
* Transparency is key, certainly within units and, arguably, across units; *Work Equity Dashboards* is one mechanism for achieving transparency.
* Significant contributions to research, service, and instruction—including "invisible" or "unscripted" labor—earn *workload equivalencies*.
* Teaching adjustments, modifications, or re-assignments can depend on a great number of variables such as class size, instructional modality, out-of-class student supervision and mentoring, etc.
* Workload adjustments for research activity (of the sponsored kind, but also of other kinds) are also popular; however, making too many adjustments in this area might be problematic for institutions that foreground a "Scholar-Teacher" model (student exposure to research-active faculty) as a central part of their identity or brand.
* Faculty "service" is understood in appropriately nuanced ways; e.g., it is common to encounter an explicit or implied distinction between *governance* work (committee membership) and *administrative* work (program directorships).

Some of these policies do good work in deconstructing traditional and increasingly anachronistic categories for classifying faculty work (teaching, research, service). The vast majority have what might be called "Strong Chair" models for determining faculty workloads and for making appropriate adjustments. Of these, schools like Northeastern University (an R1 institution) have very well-developed policies that safeguard faculty involvement in determining workload and the Chair's discretionary authority to make workload adjustments. The best example of a "Weak Chair" model (i.e., one in which power over workload determination is located at the dean and provost levels) is Brandeis University which, interestingly, in 2021 was threatened with downgrading from R1 to R2 status. *Thus, there may be a relationship between higher faculty research productivity and a Strong Chair model for determining workload that's worth pondering.* A few institutions point the way toward a more progressive (i.e., context-sensitive) way of organizing, reporting, and rewarding the work that faculty do for their units and institutions. One policy—Saint Louis University's—can be reasonably viewed as "state of the art." Overall, there's much to learn from these policies in developing one that will work for us here at DU.

Appendix D: Examples of Work Underway at DU

Anthropology Dashboard

	A	B	C	D	E	F
1			2021-2022	2020-2021	2019-2020	2018-2019
2						
3		Full Professor				
4		Associate Professor				
5		Assistant Professor				
6		Sabbatical				
7		Mini-Sabbatical				
8		Leave				
9						
10		DEPARTMENT				
11		Department Chair				
12		Scholarships				
13		Undergraduate Advisor				
14		Graduate Advisor				
15		Asssessment				
16		Library Liason				
17		Director of DUMA				
18		Director of Museum Heritage Studies				
19		Curator of Archaeology				
20		Curator of Ethnology				
21		Digital Curator				
22		Graduate Curriculum Committee				
23						
24						
25						
26						
27		CAHSS				
28		Faculty Advisory Committee				
29		Marsico Committee				
30		Undergraduate Council				
31		Graduate Council				
32		Promotion and Tenure Committee				
33		DEI Task Force/Committees				
34		UNIVERSITY				
35		Faculty Senate Representative				
36		DEI Task Force/Committees				
37		Faculty Peer Mentor				
38		Internationalization Council				
39		PINS				
40		Joint PhD DU/Iliff (appointed by the provost)				
41		Native American Scholarship Committee				
42		Sand Creek Massacre Memorial Committee				
43		Indigenous Initiatives Committee (convened by Chancellor and Provost)				
44						
45		OTHER				
46		Teaching FSEM (and advising)				
47		Teaching ASEM				
48		Teaching AI or SI class				
49		Lambda Alpha Anthropology Honors Society faculty sponsor				

Lamont School of Music

Governance Assignments and Committeees, Lamont School of Music: A Starting Point toward Building Equitable Service Loads

Standing Lamont Committees & Single Appointments

Faculty Names	Weight	Artist Diploma Coord/Committee	Pi Kappa Lambda Chair	Competition: Chamber	Competition: Jazz Solo and Chamber	Competition: Solo Concerto	Convocation Committee	Curriculum Committee	Director's Advisory Committee/ Chairs	BA Cumulative Project Committee	Faculty Graduate Academic Review Committee	Diversity, Equity, and Inclusion Committee	Student Prof. Dev. Award Committee
Assistant Professor Associate Professor Professor													
FT Faculty Average													
Professional Staff													

Lamont Ad Hoc Committees & Appointments (2020-2021)

Faculty Names	Weight	Mentor	Mentor	Mentor	Mentor	P&T Comm.	P&T Comm.	Promo Comm.	Bylaws Rev. Comm.	Faculty Search Comm.	Staff Search Comm.	Online Performance Certificate Comm.	Faculty Search Comm. (delayed)
Assistant Professor Associate Professor Professor													
FT Faculty Average													
Professional Staff													

College, University Governance (2020-2021)

Faculty Names	Weight	Faculty Senate	CAHSS Elected Faculty Committee	CAHSS Promotion & Tenure Committee	CAHSS Teaching Professor Promotion review	CAMF	Library Liaison	Undergrad Research Committee	Staff Advisory Committee	CAHSS Incl. Excellence Committee	COVID Taskforces	Staff Advisory Committee	MAET Comm
Assistant Professor Associate Professor Professor													
FT Faculty Average													
Professional Staff													

WEIGHT KEY 3: Extended, time-intensive   2: Intense, but brief; less intense, but extended   1: Ad hoc, brief   0.5: committee chair, one-time

Appendix E: Charge for the next Workload Equity Committee (approved by unanimous consent in Faculty Senate on May 6, 2022)
Faculty Workload Equity Committee Motion

The Senate, in partnership with the Vice Provost of Faculty Affairs, seeks to improve the University of Denver 's (DU) processes, policies, and practices of faculty workload equity. Therefore, we recommend the following motions be considered by the Senate:

1. Extending and building on the 2020-2022 Workload Equity Committee's work, the Senate will create a multi-year workload equity committee, with membership and duration to be determined by the Faculty Senate Executive Committee (FSEC), which will include creating a nomination and application process that allows for the appointment of any appointed faculty member. The FSEC will consult with the Office of Diversity, Equity and Inclusion on this process. Committee members will serve one-year appointments. The committee will have discrete annual charges. The Faculty Senate President or Incoming Faculty Senate President shall co-chair the committee along with the Vice Provost for Faculty Affairs or their respective designees. This Committee shall include stakeholders from the faculty and administration, and, when appropriate, other offices and units, charged with evaluating and improving how we measure and implement workload institutionally, with the goal of improving teaching, learning, research, service, and equity. The committee will be faculty-driven but may also include staff with subject matter expertise and administrators (such as Associate Deans) with oversight or job responsibilities in these areas. The Workload Equity Committee will meet bimonthly during the academic year and each member is expected to take an active role in planning and facilitating events, co-creating reports, engaging in campus level research situated in the broader literature, and engaging with stakeholders. Members who do not contribute and attend meetings will be asked to resign from the committee, and their Dean will be asked to nominate a replacement to ensure unit representation.

2. The committee will be a continuation of a multi-year process. Membership of the committee will be reviewed and refreshed every academic year. Existing committee members can extend their service on the committee for up to three years based on mutual agreement with the committee co-chairs. The overarching goal of the committee is to move the institution to university, school/college, and department or program towards policies, processes, practices and institutional guardrails to ensure workload equity and equitable faculty review for faculty.

3. The Workload Equity Committee (WEC) is charged as follows:
    a. Starting September 2022, the WEC will convene (with the process for its composition as described above) to begin work, with the goal of moving forward the 2021-22 Workload Equity Committee Report findings. By Spring 2023, WEC will curate resources for the department or programs to use as they take steps toward creating norms/guidelines/policies/bylaws and/or credit systems around workload equity. This

includes concrete measurement of change in workload inequities within and across departments.

b. Review the results of the 2022 COACHE faculty exit survey and make recommendations on the next steps for improving faculty satisfaction based on the data.

c. Also, by Spring 2023, WEC will support academic leaders and schools and colleges to develop unit level policies, guidelines, practices, and accountability mechanisms, and curate these resources to share with the campus community, and identify models of success, including concrete action from Chairs and Deans for addressing workload inequities that have been recognized.

d. The WEC will develop a shared governance process with critical votes and reporting structures designed in advance and share those specifications and that structure/process with the Faculty Senate by May 2023 for approval. This WEC must create structures/processes to work with stakeholders without committee member representation and share that structure/process with the Faculty Senate by May 2023 for approval.

e. As necessary, survey or otherwise investigate workload equity questions at DU, including ongoing efforts detailed in the 2020-2022 committee's report, and the Department Equity Action Planning teams. Work to advance DU data and tracking concerning workload equity including concrete measurement of change in workload inequities within and across departments/programs and within schools and colleges.

f. Each year the WEC will document findings and create recommendations for moving forward--both the next year of committee work and recommend a multiyear approach, including Faculty Senate votes, and an iterative process to make achievable, incremental changes to practice.

g. The end goal is a robust, rigorous, and evidence-based set of tools for improving workload equity, including but not limited to department-based practices and policies (like dashboards and establishing guidelines for service expectations for all series and ranks), unit-level commitments (i.e., a robust toolbox for credit system, "service sabbaticals," etc.), and campus-level guardrails to help provide consistency without uniformity for faculty workload. Noted Stakeholders include: DU Faculty, The Provost and Chancellor, Deans and Associate Deans, the Dean's Council, The Faculty Senate Personnel Committee, Department Heads, The General Counsel, The Office of Diversity, Equity, and Inclusion, Institutional Research, Information Technology

Appendix F: Autumn Faculty Senate Provost Reception Small Group Discussion Summaries

Guiding Questions
1. What areas of your workload go unaccounted for or are unrecognized and unrewarded?
2. What sort of rewards or recognition matter to you in relation to workload?
3. What hurdles that would prohibit change do you see in moving toward greater workload equity in your unit?

Optional Additional Questions

1. How clear and specific is your position and the work (e.g., research, grants, teaching, advising, supervision, service) you've been tasked with?
2. What does workload equity mean to you? What would it look like in your department, program, or unit to move closer to workload equity?
3. Appendix B of the ACE report (on poster) identifies six possible goals that units might have in relation to workload (transparency, clarity, credit, norms, and context). Which are most present and which are most needed in your area?
4. The Provost just announced a new cohort based effort to support programs, departments, or units which are interested in moving towards greater equity, rooted in the scholarship of KerryAnn O'Meara. What sort of support would make this effort successful in your area?
5. What is important work you do that you don't know how to count or how it is counted?
6. What do you think enables social loafing in your unit?

Group #1:
- capable and willing people tend to get more asks; are there ways to compensate for this (e.g. course load offset? other?)
- departments need to create policies for equity in course releases (what counts as service for some counts as course release for others)
- departmental by-laws should be clearer
- course loads per line per department: are we addressing consistency?
- some faculty write hundreds of letters of rec for students; hundreds of hours of emotional support for students; are there ways to compensate for this? (e.g. course offset? other?)
- how to compare 9 month and 12 month contracted faculty? How to avoid getting bad data by lumping these together...
- 2U issues- e.g. some faculty make 2/3 of what other faculty make
- Workload policies around clinical faculty and summer responsibilities
- What is the rate for teaching an extra course?

Group #2
While protecting the privacy of folks on the call and assuming how they may report sex, here are my notes. I'm providing sex and unit affiliation as I think it's informative to who was there and the consistencies in responses across units I.e., we have some patterns of problems that the workload equity committee could address which would help across DU.

My other note for us related to what we heard and what I have heard—we need to keep a careful eye on percentage of faculty teaching online and what lines those faculty hold. I would bet that more of our online faculty hold temporary positions and are paid considerably less.

Group #3
- 2/3 to 1 credit for 2U program at MCE
- What is even the workload?
- Thinks Clinical at Law is compensated same as Tenure but Clinical must work in summer, which doesn't seem fair. Some folks working on 12 months but compensated for 9. Year-round programs? Transparency for teaching an extra course—what's the compensation? CHEs—course hour equivalents—folks were never compensated.
- Excited to learn more about these issues.

- Reiterates what colleague in Law said. Faculty working full-time year-round; not acknowledged, overlooked.

Group #4

- Language: teaches 8 courses; on 4 P&T committees; writes 100s of rec letters; emotional support; extended office hours; course enrollment numbers-how many students enrolled across units
- Language: creating new policies, making sense of existing policies, history of policies, new faculty and old faculty and what counts for what, why, when

Group #5

Invisible labor: could be seen but nor rewarded (e.g. teaching faculty in business school)

- **Advising** (also don't know where it goes—teaching or service?)
- Especially for teaching faculty: SOS supports: that is labor that is unacknowledged and falls especially on teaching professors who have more student exposure
- Tenure-line are the ones with official advising loads (many have administrative positions)
- Informal advising: (large classes elicit more SOS loads)
- Reframe inequity from the student side: they are impacted by faculty to offer good advising
  - o Picking classes vs. mentoring vs. student career planning (variable depending on faculty member capacity, interest, etc)
- Align T&P with advising expectations
- PWI= disproportionate labor of FOC, saying no is fraught
- Update bylaws
- What IS advising? What is the minimum standard?
- Another invisible labor:
  - o **Letters of recommendation** how can we equalize this?
  - o **Advising student organization**
  - o **Career advising**
  - o **Thesis/dissertation advising**
  - o **Curricular management: certain tracks/courses in more demand than others**
  - o **General committee work: committee work is variable: some are intensive and some are light**
- **Faculty of color: microaggressions in doing service:** because of positionality you are to carry social justice responsibility. Microaggressions put extra burden on doing it yourself for students
- Burden of language faculty: microaggressions for international faculty in language dept. students walk in discrediting these faculty: wear and tear on faculty.
- **Thinking** is not rewarded like grants are: conceptual labor that don't lead to grants (e.g. mathematics)
- **Advising phd students.**
- Teaching small classes (e.g. writing classes, FSEM), women faculty and faculty of color become default advisors (e.g. issues in other classes, with life

crises). Almost staff advisors; no reward for this. Asked to wear so many hats (e.g. inspire: we become staff advisors) without recognition.

- T&P criteria favor research for promotion for TT faculty (40-40-20), teaching faculty: 60 (teaching)-30 (service)-10 (research)
- What rewards or recognition matter to you?
  - o Course releases: especially for teaching professors

Group #6
Here's the list of concerns that were raised, most of which we've already discussed in the committee:

- Need for transparency.
- How to organize Dashboards.
- How to verify contributions to service.
- How to weight different kinds of service for annual evaluation purposes.
- Distinguishing between "appointed" service and "elected" service; also, voluntary vs. required.

Pseudoservice
- Social Loafing
- Engineered Incompetence

Group #7
What areas of your workload go unaccounted for or are unrecognized and unrewarded?

- What sort of rewards or recognition matter to you in relation to workload?
- Distinctions between teaching, service, and research - problematic - service is intertwined so deeply with other roles - having to distinguish is where difficulties come in
- Recognized vs. Rewarded - doesn't need to be financial but - not leaders but social lubricants and that is key but is not rewarded or recognized
- Being a "good citizen" of your unit - showing up to various spaces, the joiners - it's an expectation - part of job but no where to say that - but if only some are showing up and others aren't that carries a weight - informal mentoring burden - synergistic
  - o Merit reviews - unquantifiable
  - o But some are quantifiable - those that teach the first year sequence - advisors to all undergrads - plays in to merit but how heavily weighted
- As a teaching professor - we're the same as tenure track people - we'll give you a teaching reduction of one course - the asks are not the same and how they are rewarded are not the same
- All lines might have distinct reward inequities - think more critically about what the rewards are
- Conversation difficulty with lack of salary transparency - teaching price per class - we don't talk about salary and becomes a different conversation - need to talk about it if we want to think about how people are being paid per class

What sort of rewards or recognition matter to you in relation to workload?
- $ - we live off of money while we don't like talking about it - we all are here because we love it but do need to make money - capitalist society does exist

- Official recognition from peers - depends on culture but constant recognition - in a space creating a continued awareness of what certain folks are doing
- Dashboard idea does help because you can appreciate - tenure committee work is nice because it's the one time I look at what faculty are doing and contributions
- Depends on position your visibility, windows in
- Grant and publication is easy but not so much in the service
- Responsibility of Deans and Assistant Deans to identify what's going on to build meaningful recognition and reward
  - While there is a relationship there isn't a space to have those conversations
- Structures play into what you can and can't see - when thinking about departmental reward

What hurdles that would prohibit change do you see in moving toward greater workload equity in your unit?
- Grandfathered in - or deals - that were made in the past and have become - in lack of policy - that du has not been open about or made a system toward addressing

Appendix G: Increasing Teaching Equity for Faculty Thriving and Student Success: CAHSS Enrollment and Teaching Capacity Review Committee Report

Increasing Teaching Equity for Faculty Thriving and Student Success:

CAHSS Enrollment and Teaching Capacity Review Committee Report
Submitted 19 May 2021

Summary of Committee Work and Findings
In January 2021, Dean Danny McIntosh created the CAHSS Enrollment and Teaching Capacity Committee, charging it with "establishing a public and shared set of criteria for allocation of faculty and understanding of the varying needs of our diverse departments' curricula" (see Appendix a for committee charge). The committee met regularly between January and May 2021, with significant research and drafting work in between meetings. It engaged with CAHSS chairs and directors for input and feedback via a survey used to frame the committee's work, a mid-point briefing and discussion at the regular Chairs and Directors meeting, and a final conversation to review drafts of the final report and a sample data set and contextual template.

The committee has distilled our charge into a foundational focus on teaching equity: to identify, create, and maintain equitable teaching opportunities and responsibilities in ways that recognize CAHSS' complexity and diversity.

We recognize that
1. 1) CAHSS teaching equity has horizontal components: equity within departments and CAHSS;
2. 2) CAHSS teaching equity has vertical components: equity across CAHSS and across DU;
3. 3) We can identify key principles to guide horizontal and vertical efforts to understand and increase teaching equity within CAHSS;
4. 4) We can use relevant qualitative and quantitative information to identify areas of greater or lesser equity and develop approaches to adjust departmental and college practices accordingly;
5. 5) We can create useful tools that allow for increased transparency around data, while still maintaining departmental autonomy and uniqueness in the delivery of the curriculum and the missions of the departments and programs across the college.

Providing key principles and data-based, evidence-driven approaches and tools for maintaining and increasing teaching equity within departments and across CAHSS supports our commitments to diversity, equity, and inclusion; to faculty thriving; and ultimately, to providing the best possible experiences to CAHSS students. Ideally, this framework will help to provide departments/programs the ability to teach with the pedagogical approaches appropriate to the subject, and to adjust pedagogies/offerings as needed to support student and department/program needs – while taking into account the resources available, and recognizing that there may be differences between ideal state and current state.

We take as a given the following:
1. The majority of full-time faculty in CAHSS are tenure-line faculty engaging in both teaching and scholarly/creative work.
2. Considerations of teaching equity inherently pertain to the integral work of our teaching and clinical faculty, as well as our contingent faculty.
3. CAHSS plays an essential role in contributing to the university's common curriculum.
4. Implementing this committee's recommendations will be done without new resources.

Consequently, this committee recommends:
- Creating and maintaining a quantitative dashboard and accompanying contextual information that provide equity indicators within departments/programs and between similar CAHSS departments/programs.
- Developing additional documentation in several areas that contribute to shared understandings of teaching equity.
- Active use of these indicators by chairs/directors and the Dean's office to reduce inequities and build greater equity at the department and college level.
- Convening a committee of CAHSS staff and chairs/directors on a regular schedule, perhaps every three years, to update the dashboards and update the qualitative and quantitative indicators as appropriate.

We recognize that there are additional areas for potential recommendations and that recommendations will evolve over time. These recommendations aim to provide transparency, context, and to increase equity in a complex and critical element of the college. We are heeding KerryAnn O'Meara's advice shared with Dean's Council on April 15, 2021, regarding implementing a faculty workload dashboard: "Do not include the kitchen sink! Take a small wins approach!" Our recommendations are a catalyst for an ongoing and evolving process.

CAHSS Teaching Equity Principles, in Order of Priority
1. Treat similar departments/programs similarly and different units differently, in terms of teaching expectations.
2. Treat similar faculty positions in a given program similarly, in terms of teaching expectations.
3. Appropriately recognize teaching done outside of regularly scheduled courses.

Quantitative & Qualitative Public Indicators to Guide Principle Implementation

The following indicators support the ability to implement the above three principles. The committee has considered the degree to which these factors support equity in teaching across the college, the degree to which the factors have the broadest application across the largest number of departments, and the importance of an approach that considers both quantitative and qualitative information together as part of one data set. The committee recognizes that no one metric or indicator captures all aspects of teaching equity given the diversity of our college; rather, a more comprehensive approach is necessary, by

approaching both quantitative data and contextual information together as ONE data set. The university already uses these data (and others) to inform decision-making at multiple levels. We worked to develop, and recommend using, tools that can provide some consistent information and format that is comparable across programs, recognizing the inherent limitations in this approach. We reiterate that these indicators and tools provide starting points for conversations, rather than answers to all questions.

We recommend the following public indicators be made available to the Dean and to department chairs and directors. We believe that this information will further transparency, allow for data-driven decision-making that is balanced by thoughtful context, and help chairs and the Dean in sharing information and serving as a foundation for conversations about teaching equity and resources.

We recommend that (1) a quantitative dashboard (or dashboards) and (2) a contextual departmental template be made available to the Dean and to department chairs and directors.

1. **A quantitative dashboard, or set of dashboards**, that provides transparent data on the below factors.
    0. The dashboards should include three dimensions or filters, chosen for their ability to serve as areas where there are similarities and/or differences across departments. Again, these starting places require context, but are useful in achieving the principles above.
        . Arts/Humanities/Social Sciences
        i. Graduate or undergraduate only
        ii. Standard tenure-line course loads
    1. The committee reviewed many possible metrics, and chose the following five metrics for their utility as measures that can be useful in achieving the principles above. (The committee recognizes that several metrics below are most applicable to departments/programs with majors. Departments without majors, as well as interdisciplinary programs, will need further contextualization and/or other data sources, depending on the situational need. Further, the quantitative metrics may be more useful for humanities and social sciences departments than the arts given the nature of arts programs. Finally, the committee chose metrics that can be pulled from institutionally-generated data, rather than self-reported data that would need to be collected manually.)
        . Ratio of students (duplicated majors and/or minors) per permanent faculty FTE
        i. Ratio of credit hours generated per permanent faculty FTE
        ii. Duplicated major trends
        iii. Trends in credit hours generated
        iv. Percent of sections taught by temporary faculty
    2. Training and further conversations on the dashboard and contextual template will be necessary during implementation; this will be critical to making the information useful and addressing any errors.
2. **A contextual departmental template** to accompany the qualitative information on the dashboard. In addition to providing context to the quantitative indicators above, this template should include areas for discussing the factors that contribute to all three principles, but especially Principle 3. This principle reflects the "high contact" teaching activities ranging from thesis supervision to performances or special non-scheduled teaching. Given the variety and intensity of every such activity, we recommend treating this principle as not only additional, per se, but also as a (quality) "adjuster" for Principles 1 and 2. To this point, the template includes the following areas:
1. One-to-one teaching activities (e.g., thesis/dissertation supervision and committee membership; graduate comprehensive exam supervision; independent studies; honors thesis supervision; internship supervision)

2. Small-group teaching activities (e.g., performances and productions; experiential learning activities; language directed studies; group studio activities)

Recommendations
College-level Recommendations Include:

Further develop and launch quantitative dashboard(s), qualitative contextual template, and guiding reference document for use by the Dean and department chairs and directors.
Use the data and context for as a starting point for conversations around allocation of faculty positions.
Ideas specified to support equity in the requesting and granting of permanent, department-based course releases.
Use the data and context to evaluate distribution of common curriculum targets.
Ideas specified to address courses with low enrollments equitably.

College-level recommendations:

1. The Dean should use the above metrics as a starting point for **allocation of faculty positions** across the college, including needed replacements and advocating for additional permanent faculty; assignment of adjuncts/VTAPs; and reallocation of faculty lines within the college.
   a. We recommend that the Dean continue to advocate for additional permanent faculty positions in areas that demonstrate the highest quantitative and qualitative needs to achieve greater equity in teaching in the college.
   b. When a permanent faculty line becomes open, we recommend that the Dean evaluate the need for the position in a manner that prioritizes equity in teaching circumstances in similar areas across the college by using both the quantitative metrics and the contextual information provided from the department, with the Dean and chairs recognizing that this may mean reallocation of lines across departments and programs towards those that need more faculty to enhance equity. We recommend that the Dean also consider requests for new faculty lines using the same metrics.
   c. We recommend that the Dean continue to assign adjuncts and VTAPs in a manner consistent with creating the most equitable teaching conditions and meeting the greatest teaching needs across the college, also taking into account the market availability of contingent faculty, which varies across disciplines.
2. Further develop/refine, and ultimately launch, **quantitative dashboard** as described above. a. The quantitative dashboard will start with at least three years of data, and ultimately
   a. will include five years of data.
      b. In development of quantitative dashboard, make very clear that quantitative factors are
   b. only one portion of decision-making, and clearly reference how/where to find
   c. qualitative information.
      c. A sample dashboard accompanies this report.
3. In tandem with the quantitative dashboard, launch a **template for qualitative context** from departments to be used, in tandem with quantitative dashboard information, by Dean in evaluation of equity in teaching.
   a. A recommended template accompanies this report and can also be found in Appendix C.

4. The committee recommends the following to support equity in the requesting and granting of permanent, department-based **course releases** (as opposed to course buyouts or releases tied to faculty leaves, sabbaticals/mini-sabbaticals, external funding, etc.):
   a. The starting point for consideration for a course release is work that 1) extends beyond the time commitment of teaching the equivalent of a course, and 2) takes place in addition to regular service expectations. This may mean that positions in different departments with the same title may require different time commitments, and therefore may not require the same release structure.
   b. The Dean's office shares a clear process for departments to request these kinds of course releases, including the evidence they need to provide to demonstrate that the course release is needed.
   c. The Dean reviews current course releases using the same criteria to ensure that they meet these standards, which may result in reallocations of course releases.
5. The Dean's office evaluates the distribution of **common curriculum targets** across departments using the same set of qualitative and contextual information.
6. We recommend the following to equitably address **courses with low enrollments**:
   a. Chairs and Dean's office consider the following factors when evaluating the possible cancelation of a low-enrolled course and present an affirmative case why a course should run, based on these items:
      i. Required for major/minor, and other options not available/would affect graduation
      ii. Contributes to DEI within the curriculum
      iii. Offered on off-peak days/times
      iv. Accreditation
      v. Recurring scheduling issues/recurring low enrollment area
      vi. Impact on faculty/options for replacement
      vii. Equity of seat counts within departments
      viii. How low is the enrollment, and pedagogical implications of small class size
      ix. External or donor funding, if applicable
   b. Should patterns of low enrollment in a department/program remain consistent (over an agreed-upon period of 3 years), the Dean's office will initiate a conversation with the department/program, in order to determine the best course of action and draw up a plan, which may include reviewing the curriculum together and discussing options for meeting curricular needs.
7. Create a **revised and public version of the "Current Metrics and Considerations, definitions, and uses" document** (found in Appendix B) as a reference for chairs/directors and staff. Include current sources/where to find these data sets.

Departmental-level Recommendations Include

Create a guiding document for chairs and directors to support consistent application of the three teaching equity principles noted above.

Departmental-level Recommendations Include:

Department-level recommendations:

1. **Create a college-wide document for chairs and directors that provides guidance and expectations in the following areas to support consistent application of principles within departments:**

a. We encourage chairs/directors to use the metrics to address equity issues within departments/programs. This guidance may include consideration of numbers of sections taught, course sizes, course types, course preps, and/or series/rank within departments.
b. Departments will discuss how they will distribute common curriculum courses equitably. Generally, all teaching and tenure-track faculty should be prepared to teach in the common curriculum.
    i. Example: over 3 year period, an individual faculty member in Department A should expect to teach X number of ASEMs, Y number of FSEMs, and Z number of AI:S or SI:S courses.
    ii. Another example: Annually, faculty in Department B rotate the number of common curriculum courses taught, with all faculty teaching at least one per year, and the opportunity to teach ASEMs rotating annually.
c. Departments will discuss how they will address the equitable scheduling of courses.
    i. Example: each AY, an individual faculty member should expect to teach at least one course at an "off-peak" time or day.
    ii. Departments will discuss how they will distribute course preps equitably, considering supporting both regular new course preps as well as minimizing burden of continual course preps, and as appropriate for a faculty member's place in their career.
    iii. Each department will develop written guidelines regarding how their department addresses equitable teaching loads. This will include discussion of course preps, days/times, types of courses, number of students taught and/or class sizes, faculty series.
d. Departments will examine their norms and practices regarding how they manage requests for management of directed/independent studies. Departments will consider what is required for the necessary curriculum requirements, versus what may be addressed through the regular curriculum. If curricular needs cannot be met regularly through the courses offered, departments will examine their curriculum to determine what adjustments will be made.
    i. Example: some departments have written guidelines that explain the rationale for when independent studies are appropriate.
e. Departments will discuss how to distribute non-credit teaching equitably.
f. **Department chairs/directors will share information** with one another regarding decision-making in, and management of, these areas, as well as examples of effective approaches. Investigate using Portfolio as place to house and share this information.
g. Departments will write **faculty position descriptions and job advertisements** with these recommendations in mind.

Other Recommendations Include:

Develop an implementation plan for the noted recommendations, including a structure for the continuation of this work.

Request the university revisit the current scheduling policy.

Share this report with all CAHSS faculty, the university's Academic Program Review Committee, and the Faculty Workload Equity Committee of the Faculty Senate.

Other recommendations:

2. We recommend that the Dean's office develop an **implementation plan** for recommendations, including a plan for **training/documentation** related to these indicators, for chairs/directors and

staff, and including due dates for departments to have relevant conversations and/or develop documentation in the recommended areas above.

3. We recommend that the Dean's office develop a structure, timeline, and execution plan for **continuation of the work of this committee, including regular maintenance and review** by Dean's office and chairs/directors of processes and dashboards related to teaching capacity and equity.
4. We recommend that the college **consider reviewing summer teaching** in the future, with an eye toward equity and an understanding that the issues around equity in summer teaching are very different from those of the regular academic year.
5. We recommend that the Dean's office formally **request that the university revisit the scheduling policy**, including issues caused by TF/WF schedules, as the policy directly impedes optimal maximization of teaching resources and exacerbates inequities. We understand that Fridays may continue to be less popular with students, but revising the standard meeting patterns could alleviate some of the current existing scheduling conflicts.
6. We recommend that **this report be shared with all CAHSS faculty,** via departmental meetings with committee representatives to allow for robust conversation.
7. We recommend **that the findings and documents from this committee be shared with the university's Academic Program Review Committee, as well as the Faculty Workload Equity Committee of the Faculty Senate**, with suggestions that these groups examine these metrics in their work as well.

Committee members
Brenda Boyle, Dean's Office
Lisa Conant, Political Science
Kristy Firebaugh, Dean's Office
Laleh Mehran, Emergent Digital Practices Andrea Stanton, Religious Studies
Ingrid Tague, Dean's Office
Rachel Walsh, Languages, Literatures and Cultures Yavuz Yaşar, Economics

Appendices
1. Committee Charge
2. "Current Metrics and Considerations, Definitions, and Uses"
3. Template for department contextual information
Please note: Sample quantitative metrics excel spreadsheet submitted separately.

Appendix A: Committee Charge

CAHSS Enrollment and Teaching Capacity Review Committee
Situation and context:
Currently, CAHSS manages academic resources and enrollments, including such topics as the need for faculty positions, monitoring low-enrolled courses, and curricular changes, based on a set of both qualitative and quantitative factors. These are used in conversations among chairs, the dean, and the provost's office to effectively allocate resources needed to teach our curriculum and offer exceptional experiences to our students. These factors have included class size, accreditation standards, disciplinary-based differences in pedagogy, level of course, common and major curricular requirements, efforts to hire VTAPs vs. adjuncts, and budgetary constraints, for example.

As the university is entering a time of increased budget constraints and need for strategic focus on allocation of new resources and reallocation of existing resources to meet future demands, and with the college preparing for a leadership transition, we would like to establish a public and shared set of criteria

for allocation of faculty (contingent and permanent, across departments and within departments) and understanding of the varying needs of our diverse departments' curricula. The goals would be to increase departmental agency in class offerings, to provide for departmental and faculty input into conversations as the university and college evaluate academic programs, and contribute to the strategic management of resources in the college in alignment with its core mission and values.

Desired outcomes:

- A proposed set of public indicators that would support departments in managing course enrollments with more autonomy;
- Identification of quantitative and non-quantitative factors to consider across the college that allows for both some common sets of metrics across CAHSS, but also for disciplinary differences;
- A recommendation of how to use these to analyze equity within and across departments in faculty course and non-course teaching loads;
- A recommendation on how to use these to support the preservation and growth of permanent faculty lines in CAHSS;
- Note that there are other areas of faculty work that are not included here (e.g., creative and scholarly impact and productivity, community and university service; moreover, evaluation of teaching goes far beyond the metrics used here, including student success and DEI). Evaluation of faculty and departmental work, success, and contributions goes well beyond issues of course and non-course teaching loads; this committee is focused only on one element of faculty work.

Possible topics of discussion:

- Review qualitative and quantitative indicators currently being used by the university, college, and departments in managing curricular needs and faculty teaching, in light of current and future budget and capacity constraints.
- Identify any new factors that should be included in assessing teaching load.
- Review data from the university to contextualize CAHSS within larger university
- Discuss implications of current and alternative approaches on aspects of enrollment management and instructional capacity, such as:

  - Course cancelations
  - Assignment of adjuncts and VTAPs
  - Location of needed additional permanent faculty
  - Reallocation of faculty lines within the college
- If applicable, review enrollment management processes from peer colleges at other institutions.
- Discuss approaches to equity within departments in terms of allocating teaching assignments.
- Examine long-term issues related to enrollments and faculty lines and propose approaches to these issues.
- Determine what common sets of data are needed to empower chairs to meet department, college, and university curricular needs, and if needed, create proposals for the university to provide easy access to these data.
- Recommend next steps for areas needing further review. These recommendations may necessitate discussion/approval by dean and/or provost.

Process

- An appointed subcommittee of chairs and directors meet with Ingrid Tague and Kristy Firebaugh January through March to review information and form preliminary recommendations.
- No later than April, the committee will discuss their preliminary recommendation to the dean and CAHSS chairs and directors.
- CAHSS chairs and directors will review and discuss the recommendations of the committee starting in April and suggest next steps (e.g., discussion with faculty in departments, additional factors to consider or data to obtain).

- A year-end report will be presented to C&D in May. This report can provide a foundation for development of an improved system within CAHSS and in conversations with the university regarding faculty allocation in CAHSS.

Appendix B: "Current Metrics and Considerations, Definitions, and Uses"

Opening the can of data worms: Current metrics/considerations, definitions, and uses

DRAFT - Last revised 4.2.21

This document is intended to provide a general sense of some current metrics used in conversations related to various elements of teaching capacity in CAHSS. This document originated as a starting point for discussion by the Teaching Capacity Committee. Committee members expressed that this document could be a useful resource for all department chairs and directors.

Quantitative metrics:
Considered at university level

- Credit hours generated (or credit hours taught)
    - *Definition: Number of students enrolled multiplied by number of credit hours for the course*
    - Provides very general sense of enrollments, normalized for variances in credit hours. o Includes some non-"course" teaching such as independent studies, directed studies, etc.
    - Does not include 0-credit courses, non-teaching requirements, thesis supervision, etc.
    - Does not (by itself) show reliance on temporary faculty to deliver credit hours.
      o Used as a university-level metric in presentations to board of trustees.
- Permanent faculty positions
    - *Definition: Number of faculty FTEs (permanent positions) located in a department*
    - Note data issues here when overlaying other metrics: whenever a faculty member does not have a teaching record for a quarter (open positions, sabbaticals, FMLA, etc.) – that affects calculations for ratios such as major: faculty ratios
    - Differences in departments, series can affect meaning of this metric.
    - Used as a university-level metric in presentations to board of trustees.

Considered at college/department level (VERY roughly organized in terms of relative usefulness of metric at college and then department level)

- Broad field grouping: similarities/differences with other arts, humanities, or social sciences departments
    - Can be useful as a general starting point for treating similar departments similarly.
    - Does not account for more specific differences between departments.
- Ratio of credit hours generated to total permanent faculty lines
    - *Definition: credit hours generated divided by number of permanent faculty FTEs in a department (regardless of whether a line is open or not)*
    - Abstract, but shows relative student contact per permanent faculty line, and is somewhat equalized for some fluctuations in factors such as courses with different credit hours.
    - Variation in class sizes
    - Variation in faculty loads
    - Can help show pressure points in departments; may indicate relative teaching demand without the use of temporary faculty.
    - Significant variation in this ratio across departments for many reasons.

- CAHSS metric (must be calculated manually) – have been asking university to consider this metric
- Ratio of majors to faculty
  - *Definition: Number of majors divided by the number of faculty*
  - CAHSS often uses ratio of duplicated majors to permanent faculty lines.
  - Different terms produce different data: unduplicated or duplicated majors (university often uses unduplicated)? Permanent faculty FTEs? All faculty including VTAPs? What about adjunct-taught courses? Ratio for one term, or academic year, or average over several years?
  - Can help to show pressure points in departments; may give some indication of non-course workload (in terms of average numbers of majors needing advising, for example)
  - Have been asking university to consider this metric (duplicated majors : permanent faculty lines)
- Sections taught by temporary faculty (number or percentage)
  - *Definition: number of sections taught by adjuncts, VTAPs, and/or other temporary faculty members.*
  - Can give a sense of any discrepancy between faculty resources and actual need for faculty positions.
  - Blurring of reasons why adjuncts may be needed when looking at any data set. Could be:
    - Several consecutive years of faculty retirements/vacancies/admin appointments
    - Growth of majors/minors beyond current faculty capacity
    - Disciplinary differences in needs (some programs would want to keep some number of adjuncts to meet needs of their curricula [example: professionals currently working in relevant fields]; others would prefer all courses taught by permanent faculty)
    - Used as a metric in college/university conversations.
- Majors (duplicated vs. unduplicated): (number or trends)
  - Unduplicated = ONLY "counts" as ours if it's the first declared major on a student's record
    - University often uses unduplicated in metrics when needing to count a student just once (often this aligns with national reporting standards); important to ask which is being used
  - Duplicated = counts all majors on a student's record
    - About 1/3 of CAHSS majors are NOT first majors.
    - More accurate representation of the size and work of CAHSS departments.
  - Faculty course loads
    - Variation across departments and across university
  - Common curriculum as a portion of overall departmental curriculum
    - Can show common curriculum contributions by department, but does not indicate reasons for variations (for example, differences in integration of common curriculum into major/minor curriculum)
    - Could define "curriculum" in various ways here - seats offered, seats enrolled, courses offered, credit hours generated?
    - Currently not a way to pull this automatically; dean's office can calculate.
    - Mostly a CAHSS metric; have not seen use of this at university level as a specific metric, but may be part of conversations since some units other than CAHSS teach in the common curriculum.
  - Course sizes
    - Disciplinary differences, accreditation requirements, AND historical differences across departments
    - Enrollment distributions
      - *Definition:* Scale to show size of courses across a department.

- For example, can show what % of a department's courses have enrollments below 20 students? Above 60 students?
- May be useful for departmental planning
- Minors
  - Like duplicated above, minors do not show in unduplicated headcounts, but still are part of curricular offerings, service work, departmental activities, etc.
  - In some CAHSS programs, minors are a more accurate representation of student involvement in a department/program (especially for some programs that do not have majors/only have minors).
- Non-CAHSS majors taught:
  - *Definition: percentage of students in CAHSS courses who are not CAHSS majors (either within the department, and/or within the college).*
- Course enrollments and/or fill rates: number and % of seats filled
  - Can show some aspects of course demand, but varying course sizes make this a difficult comparison across departments, and does not address pedagogical reasons for different class sizes. May be most useful internal to departmental planning.
  - Example:
    - 60 seats filled/100 seats offered = 60% fill rate
    - 19 seats filled/20 seats offered = 95% fill rate

Qualitative:

- Graduate program considerations: presence, size, growth trends, non-course requirements, etc.
- Programmatic/curricular changes
- Diversity, equity, and inclusion considerations
- Long-term disciplinary changes
- Pedagogical approaches
- Non-course requirements (thesis, keystone, internship, performances . . .)
- Course preps
- Non-credit hour bearing requirements

Appendix C: Template for department contextual information

Contextual Information: Template for Departments
V.6; last updated 5.19.21

This document provides qualitative departmental information to contextualize the quantitative data in the Teaching Capacity Dashboards. Like quantitative information, the information in this document will not cover all aspects of a department's teaching or other activities. Rather, it is a tool for departments to contextualize quantitative data in a way that also facilitates accurate comparisons between CAHSS departments. It provides an accurate and meaningful foundation for departmental and college conversations about teaching equity and resources.

Instructions
- Please limit each response to no more than 200 words.
- Please use bullet-point format whenever possible.
- Please submit to XYZ by DATE.
- Please review and update this document annually for your department/program, and submit the updated document to XYZ by DATE.

Department Information

(Department Name) (Chair/Director Name) (Date Completed)

Department context and foundational/structural information
Arts/Humanities/Social Sciences:
(200 words here)

Graduate, or Undergraduate only:
(200 words here)

Standard tenure-line and teaching-line course loads:
(200 words here)

If applicable, recent or upcoming significant changes within department (e.g.; departmental restructuring, major curricular changes, etc.)
(200 words here)

Department's pedagogical approach(es) (e.g.; lecture, studio-based, combination of large lectures and smaller seminars, common curriculum)
(200 words here)

How does your department's pedagogical approach and curriculum relate to the college or university's strategic plan or strategic imperatives?
(200 words here)

Departmental teaching outside of regularly-scheduled courses, including non-credit bearing teaching
One-to-one teaching activities (e.g., thesis/dissertation supervision and committee membership; graduate comprehensive exam supervision; independent studies; honors thesis supervision; internship supervision, etc.)
(200 words here)

Small group teaching activities (e.g., performances and productions; experiential learning activities; language directed studies; group studio activities; contact hours)
(200 words here)

Additional context regarding any quantitative data in the Teaching Capacity Dashboards
(200 words here)

Appendix H: Resources on Deliberative Decision Making
These tools can support you as you engage your department/program/school or college constituencies in workload equity discussions and actions, we have prepared some guiding facilitation questions to support these conversations. Our hope is that these questions can be part of your toolbox as these conversations continue.

We know workload equity discussions can surface existing tensions around how work is currently distributed, recognized, and rewarded. Additionally, as part of Provost Mary Clark's

<u>Advancing Equity in Faculty Workload and Rewards initiative</u>, we are all still learning about <u>workload equity</u>.

Potential Guiding Questions
Here are some possible questions to guide your discussions:

1. We know that research and instruction is an incredibly important part of faculty work. There is also other expected and essential work necessary for departments, programs, units, and the university to function and thrive.

2. What work do we as faculty do outside of research and in class teaching that is essential for the operation of the commons (e.g., advising, mentoring, promotion, tenure, and reappointment decisions, curricular planning etc.)? Develop a list. Here we are not including compensated roles or roles with course releases.

3. From your perspective, how is this work distributed among us?

4. Right now, what are the ways you understand or know who is doing this work?

5. For you, what methods do you have now for making sure this work is accomplished (volunteer, direct asks by supervisor, departmental/program decision)

6. What are the mechanisms by which you know what work we all/each are doing?

7. What are the blind spots for making visible the work? What work, if any, does not currently get captured?

We know from research that there are known barriers and opportunities to doing this work. And that there may be unspoken conflicts and resentments they may surface in these conversations.

We suggest for these conversations that you consider using deliberative decision making (DDM) interactional norms—equalized speaking time and randomized speaking order.

Thanks to past Senate President Darrin Hicks' scholarship, we know there are several simple, proven strategies that you can use to create more fair processes:

Equalize Speaking Time
Google recently completed a multi-year study (Project Aristotle) that revealed that there was one difference between high and low performing teams--the distribution of speaking time among group members. In high-performing teams members spoke for roughly the same amount of time in each meeting, whereas in low-performing teams some members dominated the interaction. They found that the distribution of speaking time predicted member's feeling of psychological safety. *So, we*

would suggest a process where each person is given an equal allotment of speaking time, for instance 2-3 minutes each during each round of talk on a particular topic (you can have as many rounds of talk as needed). You should use a timer, making sure that it rings when the allocated time is over, and move directly to the next speaker. Moreover, you may find it useful, especially in contexts with clear power differences, to ask people to use their time to simply articulate their own thoughts on the issue, without refuting the points others have made or using their time to cross-examine prior speakers. The point is not to limit debate, but to facilitate all members having an opportunity to share their thoughts without fear of being attacked. Most people will adjust their thinking so as to accommodate the thoughts and feelings of others, and those who will not should not be allowed to dominate the deliberation.

Randomize Speaking Order
In any group a *de facto* order of speaking emerges over time, with some always speaking first, and others waiting to have the last word. This may even form in relation to the seating order in the room, which while not assigned typically falls into routine patterns. These patterns create and sustain the distribution of power in the group, *so, we would suggest breaking these patterns by randomizing turn-taking. This can be done by drawing names out of hat, by using birthdate order, or any other (even funny) methods. Do this in each round of speaking, so that the patterns are constantly disputed.*

We hope using DDM interactional norms and using some of the above questions help to structure these important conversations.

In addition to these two norms, here is guidance on a more comprehensive DDM process in the form of a handout (see the linked handout at the bottom of the post) and a recording (available through our institutional Academic Impressions membership). Given then power differences around rank, series, and identity, using DDM helps ensure greater inclusivity and authenticity so that all voices have the same opportunity to speak and influence the subsequent deliberations and decisions.

Appendix I: Proposed Measures to Improve Workload Equity Josef Korbel School of International Studies

This document was distributed by Rachel Epstein, Senior Associate Dean on 29 April 2021.

The principles and measures suggested here are inspired by recent visits from Dr. KerryAnn O'Meara, a DEI and workload equity specialist at the University of Maryland. In addition, I have heard from many of you over the years, voicing concern that work is not distributed evenly across faculty. Moving forward, we would like to improve transparency, equity and accountability around faculty service and teaching workloads. The points in this memo are for your consideration and our collective discussion.

Service Expectations for Appointed Faculty

Most appointed faculty are on 9-month contracts (there are some exceptions to this for faculty in service roles). The tenure-line work-load apportionment is on average 40-40-20, for teaching, research and service respectively, and roughly 70-10-20 for teaching, clinical and practice faculty. Under normal circumstances, faculty are expected to be in residence for 9 months teaching their classes, advising students, engaging in service and holding office hours. This includes any quarter in which tenure-line faculty might not be teaching but are not on formal leave. Since service is approximately 20% of an appointed professor's workload, under normal circumstances, that is the equivalent of at least 8 hours per week over the 9-month period of a contract. For faculty on less than full lines, their service is proportional to their line. It is of course the case that time devoted to service fluctuates from year to year for most faculty and some faculty engage in more service than the norm if they are directing degrees, centers, serving as AD or in other director/chair roles. The apportionment should be lower for Assistant Professors in the tenure line who are working toward tenure, whereas for Teaching and Professional (T&P) Assistant Professors, there are significant service expectations built into the criteria for promotion to Associate.

Service among Korbel faculty varies considerably—from internal Korbel committees to university-level service to service to the discipline, profession and beyond. Further complicating the picture is the degree to which some service is compensated in terms of stipends, course releases or other forms of remuneration. Different types of service, whether internal or external, deliver different rewards. We strongly encourage our faculty to undertake external service—editing journals, reviewing, engaging with policy audiences, assuming roles in professional associations and the like. These activities greatly enhance the reputation, stature and visibility of Korbel and DU, which, however circuitously, can lead to higher rankings and student recruitment. But while external service often (but not always) carries market rewards by advancing the faculty member's career, internal service rarely carries similar rewards, with the likely exceptions of search committees and running a research institute/center. And yet internal service is vital to the functioning of our organization. Therefore, we need to reward and explicitly value that internal service more than we do now to encourage internal service participation that is high quality and to the extent possible, balanced across faculty—acknowledging that different faculty have particular strengths.

Mindful of the points above, here are some goals Korbel could strive for:

- Greater equity in the distribution of work, particularly in teaching and service;
- Greater recognition of invisible service that may come in the form of advising, mentoring and time spent raising awareness of inequities;
- Attention to not over-burden Assistant Professors who are working toward tenure and/or promotion to Associate, including in the T&P line;
- Attention to not over-burdening women and BIPOC faculty who, because of their under-representation on the faculty as a whole, are more likely to be asked to engage in service in order to diversify committee membership;
- Attention to not over-burdening T&P faculty, who, by virtue of their smaller numbers on the faculty as a whole, may be over-represented in service capacities;
- Providing pathways for those interested in assuming service roles, including center and degree directorships, associate deanships and committee chair positions, to demonstrate capacity and sound judgment;
- Hold faculty accountable for providing high-quality work in their committee assignments.

To achieve these goals, we could implement the following:

- Publication (within Korbel on a Dashboard) of all internal service assignments for one previous and the coming year, including all compensated service (center, certificate and degree directorships, AD-ships, etc.) in addition to all uncompensated service (committee work at the unit and University levels). We introduced more transparency around some of these issues last summer with the publication of course releases and stipends associated with some roles. In addition, some committee assignments are currently posted on Korbel's Portfolio site, which we could make comprehensive.
- Publication of external service, including editorships, policy engagement, major review projects, professional association leadership roles, etc.;
- Publication of teaching and advising, including courses, at what level, electives vs. required courses, and enrollments;
- Publication of advising, including MA theses, PhD committees and undergraduate honors theses;
- Regular rotation of faculty into and out of compensated service roles (Korbel now has termed positions for many of these roles, which will enable rotation going forward, as will the new practice of posting such roles);
- Attention to rotating faculty into and out of uncompensated service roles, mindful of context and an individual's particular strengths;
- Implementing a peer-review, committee chair-review or self-assessment exercise in connection with committee work to encourage full participation and to provide the Dean feedback about leadership potential within the organization;
- Annual award for a faculty member who, through their service, significantly advanced the mission and interests of the Korbel School in a given year.

In a Korbel colleague's words, the School may have a "mutual invisibility" problem whereby faculty, by virtue of not knowing what other colleagues are contributing, fear that they are doing too much. Equally, without side-by-side reporting, it is difficult for the school's leadership to assign involuntary tasks equitably, being sure that those in need of mentoring and those at risk of doing too much service, including BIPOC, women, junior and T&P faculty, are protected. These measures could improve transparency, assign credit for service more forcefully and provide greater accountability.

Other measures the School could take that some institutions have implemented:

- Conduct an audit of all committees (in this case, at Korbel) in order to determine which could be eliminated and which could be reduced in size in order to limit the overall service burden;
- Change the apportionment of service to one-third of an appointed faculty member's job in order to reward service in promotion processes and merit review.