

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:

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.

“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 *notgoing 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](#).

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](#)).

	Strongly absent	Somewhat absent	Neither present nor absent	Somewhat present	Strongly present
<p>Transparency: Departments/programs have widely visible information about faculty work activities available for department members to see.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>Clarity: Departments/programs have clearly identified and well-understood benchmarks for faculty work activities.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>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.)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>Norms: Departments/programs have a commitment to ensuring faculty workload is fair and have put systems in place that reinforce these norms.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>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.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>Accountability: Departments/programs have mechanisms in place to ensure that faculty members fulfill their work obligations and receive credit for their labor</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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?

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?