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 **not** 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.**
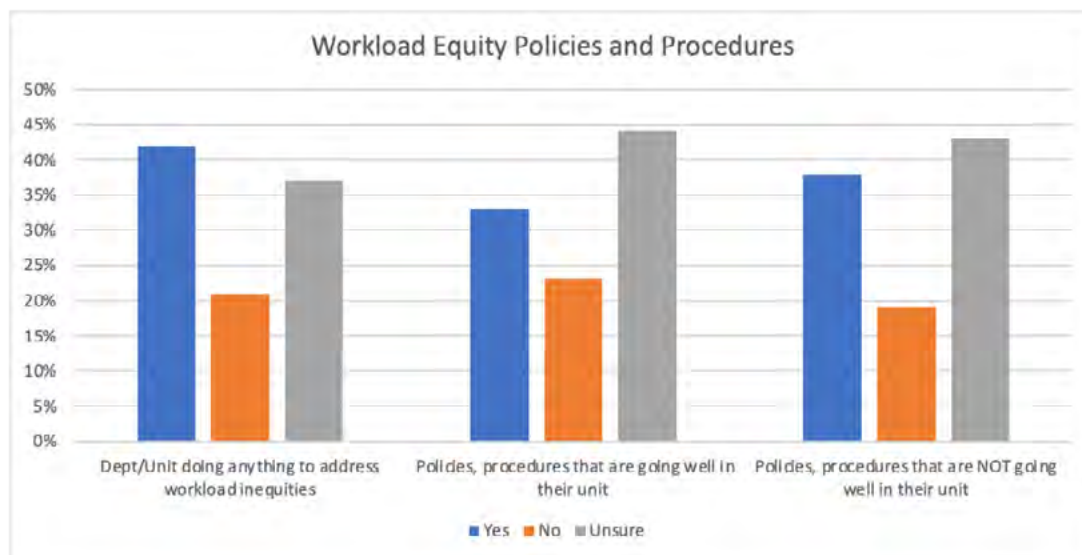

Figure 1

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
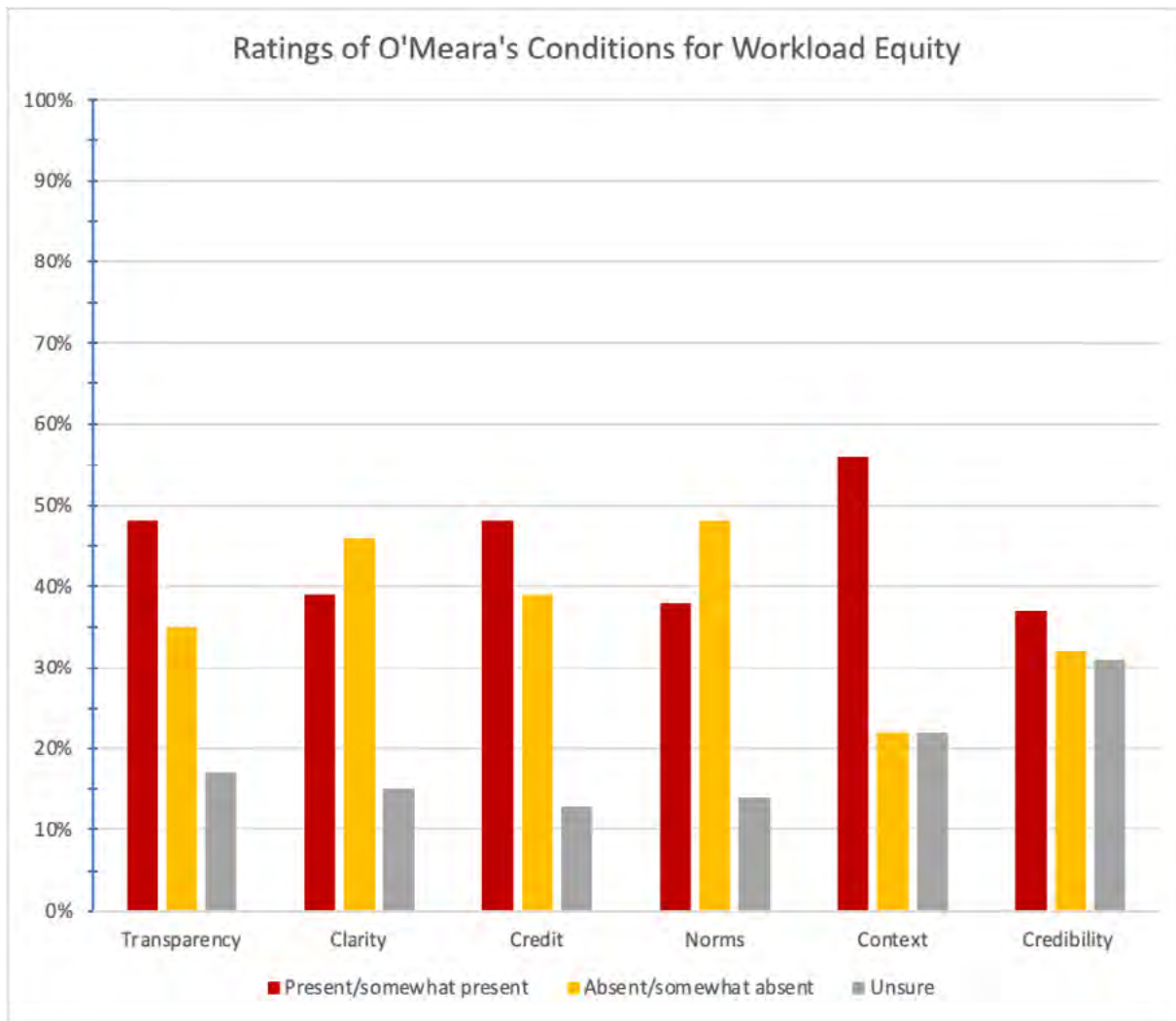
Figure 2

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

"I 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 unacknow-ledged. 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.