

APPENDIX C: AUTUMN FACULTY SENATE PROVOST RECEPTION SMALL GROUP DISCUSSION SUMMARIES APPENDIX

Autumn Faculty Senate Provost Reception Small Group Discussion Summaries | [October 25th-Workload Equity Breakout Room Notes.docx](#)

Guiding Questions

1. What areas of your workload go unaccounted for or are unrecognized and unrewarded?
1. What sort of rewards or recognition matter to you in relation to workload?
1. 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?
1. What does workload equity mean to you? What would it look like in your department, program, or unit to move closer to workload equity?
1. 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?
1. 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?
1. What is important work you do that you don't know how to count or how it is counted?
1. 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- 2U courses are counted variably, which impacts workload and compensation.
- 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 not 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)
- eframe inequity from the student side: they are impacted by faculty to offer good advising
 - 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:
 - **Letters of recommendation how can we equalize this?**
 - **Advising student organization**
 - **Career advising**
 - **Thesis/dissertation advising**

- **Curricular management: certain tracks/courses in more demand than others**
- **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?
 - 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
 - Merit reviews - unquantifiable
 - 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