APPENDIX I: 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. <u>The governing board and president</u> [and, by extension, other administrators] <u>should,</u> on questions of faculty status, as in other matters where the faculty has primary responsibility [e.g., workload determination], <u>concur with the faculty judgment except in rare instances and for compelling reasons which should be stated in detail</u>* [emphasis added].

Existing Workload Policies at Peer Institutions

The following workload policies at <u>DU peer institutions</u> 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 from R1 to R2</u> "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 total 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.