

APPENDIX F: 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 Korbels 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 Korbels'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 (Korbels 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 Korbels School in a given year.

In a Korbels 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 Korbels) 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.