

ATWG-3: Faculty Workload Practices, Policies, and Parity

Report and recommendation, December 6, 2024

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Introduction

Faculty contributions in the areas of teaching, research, and service provide critical inputs to the mission and reputation of the university. In addition, faculty perceptions of workload parity can be drivers of important outcomes that impact the future of the institution through their effect on morale, hiring and retention, and overall productivity. In an American Council on Education ([ACE](#)) [report](#) on equity-minded workload, the authors note the negative relationship between workload inequities and productivity and retention, and the positive relationship between workload inequities and burnout (O'Meara et al., 2022, p. iv)¹. They also note that "workload inequities accrue over time" (p. iv), suggesting that the periodic review of faculty workload is critical to the long-term health of CU Denver.

This working group, originally charged with addressing issues of workload parity focused on class size variability, began our work by developing a revised charge which was approved by

¹ O'Meara, Kerryanne, Dawn Culpepper, Joya Misra, and Audrey Jaeger. (2022) "Equity-minded Faculty Workloads: What We Can and Should Do Now." American Council of Education. Hyperlink provided. Last accessed 4/12/2024.

the Academic Transformation Working Group Steering Committee and the Provost and Chancellor on 2/5/2024. The new charge of this working group is “to bring clarity on current faculty workload practices, perceptions, and policies across CU Denver schools and colleges”. This working group will develop a collective understanding of how faculty workload portfolios fit together. The committee will also bring clarity on campus and system level policies on faculty workload and articulate values and principles that should guide faculty workload and identify the best practices across higher education for workload parity. Faculty have a portfolio of duties that are generally categorized into three areas:

- a) Teaching classes that vary across colleges and disciplines by the level of the course, number of sections, student enrollment, delivery modality, number of preparations per semester, etc.
- b) Conducting research and producing creative works.
- c) Providing service, student advising, curriculum development, and leadership among many other activities.

Faculty in different job titles and ranks are assigned different levels of workload in each of these areas across CU Denver Schools and Colleges. The goal of this committee, reflected in its revised charge, is to develop a framework for how schools, colleges and the library (S/C/L) can examine different components of faculty workload portfolios, identify potential instances where these portfolios misalign with guiding values and principles, and recommend strategies and actions to address them.

This report outlines an investigation into the current state of faculty workload and perceptions and policies currently in place. We provide recommendations that would reflect an institutional commitment by CU Denver to long-term improvement in workload transparency, addressing disparities and developing processes to improve faculty perceptions of parity, morale and productivity. Our recommendations are embedded in values and principles described in this report, and call upon institutional agents in many roles, faculty, staff and administrators, and at many levels of the institution including primary units, schools and colleges and the campus. Some of these recommendations are relatively low-cost, while others would require an investment of resources to signal institutional priorities. In no cases, should the recommendations in this report be implemented in such a way as to increase average overall faculty workload in any category.

It is our hope that these recommendations result in long-term organizational change and that workload recommendations will be prioritized as implementation occurs. Each primary unit, school or college, and campus group need to have conversations substantially involving faculty to identify steps and solutions. To meet expectations of transparency, work product and policy recommendations from workload parity discussions should be widely held and disseminated.

The working group gathered information in five areas: articulating guiding principles and values, measuring faculty workload, documenting campus and system workload policies,

understanding S/C/L workload practices and policies, and gauging current perceptions of faculty workload parity.

Summary of Background and Research from the Workload Parity Working Group

Section I. Guiding Principles and Values around Workload Parity

Key principles for guiding future discussion and action around workload parity at CU Denver are identified in detail in Appendix I of this report. The summary here provides a description of that work, and a rough scaffold that suggests how to prioritize, join, and/or reconcile important guiding principles.

Scope and Description of Work

The “Principles” subgroup of the Workload Parity ATWG was charged with consideration of the high-level values, ethics, and ideals that should be used to guide recommendations related to workload parity. As the term parity connotes some kind of 'fairness', we must first acknowledge that unevenness, inequality, inequity, and disparity are common features of the higher education landscape in the US. We are aware that a committee of this nature cannot redress hierarchical and imbalanced institutional structures and systemic disparities that have come to prevail in higher ed. Addressing the roots of structural and institutional disparity is well beyond the scope of our group's charge and would require a broader mobilization of campus leadership, engagement of the whole faculty, and a radical re-thinking of institutional resource allocations. While we welcome such an effort, we understand our work in this ATWG subgroup to be much shorter-term and more limited in scope.

Even practical, local decisions about faculty workload cannot be made in a vacuum. While workload might be approximately quantified through calculations of hours devoted to different aspects of one’s job responsibilities and percentages of time and effort, workload is also bound up, to varying degrees, in the quality of courses and educational programs, the likelihood of broad student success in the academic context, student enrollment and retention, the research mission of the university, the quality of faculty relationships in academic units, and faculty, staff, and student morale, among other related domains.

The Principles Subgroup conducted research that included relevant material from the 2030 CU Denver Strategic Plan, the IRC Taskforce Report, research on the scholarship of teaching and learning, an [ACE report](#) on equity-minded workload, and experiences and feedback from peer institutions that have developed similar recommendations and practices to address faculty workload equity (Northeastern University, Saint Louis University, University of Denver, and University of Maryland). Summaries of this research and their contributions to this report are also provided in Appendix I of this report. To assist with practical application, the Principles Subgroup created a rough scaffold in which the principles discussed above are summarized, organized, integrated, and prioritized summarized here in Table I.

Table I.

Values	Suggested Application	Guardrails and trade offs	Suggested Application
<p><i>People friendly best place to work</i></p> <p>(2030 Strategic Plan: Goal 5)</p>	<p>Decisions about workload parity should center on employee wellness and the ability of individuals to define and exercise their full professional potential.</p>	<p>Research and creative work; university for life</p> <p>(2030 Strategic Plan: Goals 3, 2)</p>	<p>Any guidelines or recommendations regarding workload parity put forth by this working group must account for potential unintended consequences for the university’s core educational and research missions.</p>
<p><i>Faculty are different, disciplines are different, units are different</i></p>	<p>While common values and goals can and should guide workload parity decisions, there is no one-size-fits-all solution or formula that can be applied</p>		
<p><i>Student Success</i></p>	<p>Decisions regarding workload parity must provide ample time and space for faculty to focus on the pursuit of excellence in teaching, curriculum development, pedagogy, and advising, and further recognize the strong connection between faculty wellbeing and student success.</p>	<p>Difference doesn’t necessarily mean disparity</p>	<p>A cross-campus understanding of the requirements for scholarship and creative work in different areas and disciplines is important, as not all fields, courses and projects necessitate the same time or effort.</p>
<p><i>Shared governance and shared responsibility</i></p>	<p>Governance, planning and action around workload parity should be shared on campus. All planning at all levels should incorporate workload considerations.</p>	<p>Disparity creep</p>	<p>Because workload shifts gradually, workload parity audits or checks should be performed regularly and on an ongoing basis.</p>

Transparency and clarity	Workload expectations must be visible and accessible to faculty in every academic unit.		
Credit and accountability	Recognize and reward faculty members who are expending more effort in certain areas. Have mechanisms in place to ensure that faculty members fulfill their work obligations and receive credit for their labor.		

Section II. Measurement of Faculty Workload

Addressing issues of workload parity among faculty requires an understanding of the current distribution in the primary areas of faculty workload in the areas of teaching, research and creative activities, librarianship, and service. This section documents currently available data to measurable work activities among faculty across the various faculty job classifications within and across schools, colleges and the library to understand measurable differences in workload. Data are available from existing OIRE data dashboards, refined OIRE customized data requests, and summary data from faculty annual reports (FAR). Though an exact equivalence of activities is nearly impossible, a goal is to generate data to identify areas of disparate workload for discussion, investigation, and/or modification of policy or processes by primary units, S/C/L and the campus.

Data referred to in the recommendations of this working group would be reported as averages by faculty job title in up to five groups: Tenured and Tenure-track Faculty; Clinical Teaching Track/Teaching Professor Track Faculty; Instructional Faculty (Instructor, Senior Instructor, and Principal Instructor); Lecturers; and Other Faculty (currently Research Faculty and Postdoctoral Fellows) if sample sizes are deemed sufficiently large. With oversight by the Data Governance Executive and Data Trustees, average workload by job title are recommended to be reported separately for each primary unit, S/C/L, and for the campus separately by gender and BIPOC status. Due to national data identifying disparities, this subcommittee stresses the importance of understanding workload by gender and BIPOC identity.

Measuring teaching workload

Progress to date in measuring faculty workload includes collaboration with OIRE in developing interactive Tableau dashboards from enrollment data that aid in understanding the current

workload landscape in the area of instruction. In particular, extensive dashboards are being developed and refined that capture many aspects of faculty instructional workload that include the following:

- Number of Courses (often referred to as ‘teaching load’)
- Assigned credit hours
- Average class size
- Total Student Credit Hours (SCH)
- Teaching load by course level (lower division, upper division, graduate)
- Number of large courses (> 40 students; 60 students; > 80 students; > 100 students)
- Number of courses by mode of delivery (in-person, online, hybrid)
- Average contact hours per course by faculty type for in-person courses
- Other registered teaching activities
 - Independent study and directed research courses/credit hours
 - Internship supervision
 - Thesis and dissertation hours

The collection of accurate data is critical to understand, evaluate, and develop policy around workload parity. These measures could be used to identify differences across schools and colleges, by gender and by BIPOC status. Where present, transparency and further investigation are critical. Evaluation of data from these dashboards is not incorporated into this report, as dashboard and classifications of activities have yet to be refined in potentially important ways, however, sample dashboards for the campus are included as an appendix to this report.

Measuring research and creative activities workload

Faculty workload in research and creative activities and librarianship is also specified in very broad terms (percentage of workload) in a faculty contract and exhibits variation by job title. Most schools and college faculty use the FAR system in Interfolio, though Business School faculty rely on Digital Measures for their annual reports and merit evaluation. The following faculty activities can be reported in the current FAR system: Books, chapters, articles (with distinction for peer review), presentations, conference proceedings, patents, popular press and other research outlets. Grant submission and award data are also recorded as part of the annual report process. Reports of creative work in the FAR system include an even broader set of alternative activities across a number of media that include, but are not limited to poetry, short stories, scripts, films, theater, music, installations, exhibitions, festivals, digital design, books, visual arts, animation, and professional competitions. Librarianship activities are recorded in the FAR as individual text entries.

The working group recognizes that despite this level of detail, meaningfully capturing faculty productivity in research and creative work is difficult. The wide range of possible activities, and impossibility of assigning equivalence among them highlights the difficulty in interpreting aggregate measures. We also note that the data available largely captures work

that has completed the dissemination process rather than providing a measure of the effort required to undertake these activities. We advise caution in interpreting these data in its current form as accurately capturing faculty research workload and recommend data collection for evaluation purposes. We recommend a collective faculty effort to advise revision of the data collection (both the questions/categories available in FAR and training to faculty in consistently entering data) in the areas of research, creative activities, and librarianship. During this process, we recommend some degree of uniformity where customizable options exist in both Interfolio and Digital Measures for meaningful comparisons.

Measuring faculty service and leadership workload

Similar to research and creative work, faculty workload in service and leadership is typically specified as percentage of time in a faculty contract and basic accounting of selected service and leadership roles and activities are recorded in the faculty annual reports. The ability to effectively capture service and leadership activities across faculty is substantially limited by the data available in the FAR system. Although the level of service and leadership activities (CU system, campus, S/C, primary unit, institute or center, community or professional organization) is reported, the activities themselves are input in text format making categorization difficult.

Recent discussions nationwide recognize a category of service activities that go largely unmeasured and unrewarded. It has been referred to as ‘invisible’ labor. Examples of this type of work in higher education include informal mentoring and discussions with students that may involve personal and family challenges, mental and physical health issues, and financial problems. These time-consuming and stressful conversations can weigh heavily on faculty and what little data are available suggest that these activities may fall more heavily on women, BIPOC and instructional faculty who have more contact with students. Efforts should be made to capture and recognize these activities.

An additional aspect of service to be addressed is the potential mismatch between service commitments and contracted service effort. Understanding both the time commitment of various service obligations, the distribution of service activities across faculty and the total amount of service needed is lacking in our current data.

Revision of FAR categories for service in faculty information management systems, Interfolio and Digital Measures, is recommended to improve the level of detail available. In addition, mechanisms for linking service activities to their time commitment through a service audit would provide data necessary for a meaningful assessment of service workload.

Data distribution concerns and future communication

To provide transparency to faculty, it is important that these data be distributed to schools and colleges (and primary units) for use in their efforts to address workload parity issues. Making data dashboards available to the wider campus community with credentialed access, providing statistical information by job title at the S/C/L and campus levels and by gender and BIPOC

group, is more controversial.² Distributing workload data to the campus community at this stage raises concerns, particularly about the technical explanations needed for meaningful interpretation. As reports from the FAR become available, the data will be reviewed to assess its completeness and quality. This review will be essential for making informed decisions about how the data should be shared. Sample dashboards at the campus level are included in this report. However, smaller-level dashboards will not be distributed until faculty have had the opportunity to review and revise them.

Section III. Campus, System, and Other Policies on Faculty Workload

Faculty workload is influenced by both campus and system policies, aligned with state and federal regulations. We aim to identify key policy documents, highlight gaps, and develop guidelines for primary unit and college level faculty workload policies.

Federal and State Laws Related to Faculty Workload Parity and Compensation

Federal and state laws protect faculty from discrimination in pay and employment conditions. Important federal laws include the Equal Pay Act of 1963, Title VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act of 1967, and Title I of the Americans with Disabilities Act of 1990. State laws like Colorado's Equal Pay for Equal Work Act also prohibit discrimination. CU ensures compliance with these laws through policy, training, and support from HR officials and the Office of Equity.

Unintended discrimination can arise from policies assigning different responsibilities to faculty groups, especially if these groups vary by race, gender, or other protected statuses. Standards for performance, tenure, and evaluations set by administrators and committees may differ across groups. Without expert insight into anti-discriminatory laws, such policies risk discriminatory outcomes. Legal and HR experts should ensure these policies remain fair.

Regent Laws and Policies on Faculty Workload Parity

Regent Laws and Policies provide a broad framework for establishing and adjusting faculty workloads (provided in an appendix in the final report). According to Regent Law, faculty assignments and workloads are the responsibility of deans (Regent Policy 4.A) and must be delineated in the faculty member's letter of offer or employment agreement (Regent Policy 5.C.3.b). Faculty may hold appointments beyond the primary appointment (Regent Policy 5.C.4.a) and negotiate a differential workload to accommodate professional development (Regent Policy 5.C.3.b.1) or performance of faculty governance roles requiring time exceeding ordinary service expectations (Regent Policy 5.C.4.c.1). Negotiated workloads must be

² We heard concerns that the FAR (and Digital Measures) information should be treated as confidential data. CU Denver policy indicates that such data can be used for institutional continuous improvement, in this case to address workload disparities. In keeping with currently approved data usage, we recommend disseminating aggregate data, for groups with sample sizes that meet OIRE reporting recommendations. Data should be made available only to the credentialed campus community and overseen by the Data Governance Executive team.

consistent with the university's commitment to teaching, research, and service and, where applicable, unit-specific needs (e.g., faculty needs, disciplinary conventions, goals/objective of unit and campus, etc.) (Regent Policy 5.C.4.c).

Moreover, regardless of whether primary units choose to evaluate merit over one or multiple years (Regent Policy, 11.B.1.b.1.b), all three areas—research, teaching, and service—must be considered in performance evaluations of faculty with differentiated workloads (Regent Policy, 11.A.1.e). Evaluation scores and salary increases provided by unit heads also must be weighted according to each faculty's workload allocation/assignment in the prior year (Regent Policy Article 11.B).

Campus Policies on Faculty Workload Parity

Campus policies emphasize key themes related to faculty workload, aiming to establish consistency, fairness, and inclusivity across academic departments. These policies typically use the standard tenure-track distribution of 40/40/20 (teaching/research/service) as an implicit baseline, outlining variations from this baseline through differentiated workload distributions or specific considerations for IRC (Instructional, Research, and Clinical) faculty.

The policies set campus-wide standards for faculty appointments, evaluations, and workload distribution (e.g., CAP 1019: *Instructional, Research, and Clinical Faculty Appointments*; CAP 1026: *Evaluating Qualifications of Instructional Faculty*). They also emphasize the need for flexibility to accommodate diverse faculty development needs, interests, and abilities (CAP 1012: *Differentiated Annual Workloads*). Inclusivity and non-discrimination are central objectives, with considerations given to factors such as race, gender, and other protected statuses (CAP 1012: *Differentiated Annual Workloads*). Workload expectations are explicitly tailored to different faculty tracks (e.g., tenure-track, non-tenure track) to reflect their distinct roles and responsibilities (CAP 1028: *Non-Tenure Track Faculty Performance Review*).

Administrative responsibilities for implementing workload policies are clearly defined, including the role of department chairs in overseeing and executing these policies (CAP 1020: *Roles and Responsibilities of Department Chairs*). Accountability is a central focus, with detailed guidelines for evaluating faculty productivity and performance, including promotion processes (CAP 1006: *Faculty Compensation*; CAP 1028: *Non-Tenure Track Faculty Performance Review*). Additionally, ensuring fair compensation aligned with workload standards is prioritized, with an emphasis on clearly specifying workload expectations in faculty employment contracts (CAP 1006: *Faculty Compensation*).

Section IV. School/College Faculty Workload Practices and Policies

Another goal of this working group is to catalog and compare current CU Denver school and college faculty workload practices and policies. Faculty workload is ultimately operationalized,

enacted, and monitored at the school/college/library (S/C/L) level, in conjunction with policies and practices related to merit review. Understanding primary unit policies and practices is essential, both in terms of their structure and operation and their impact on perceptions of fairness. This section gathers comprehensive information to provide a clear picture of workload-related policies and practices. This effort will enhance our understanding of faculty workload and may inform the development of a set of workload policies that units are expected to define and share to promote transparency.

Data Collection from Schools and Colleges

Workload process information was requested from Associate Deans in all schools and colleges, followed by the same request to Human Resources/ Finance offices within schools and colleges. Because of expected workload differences, data gathering from the library is not yet fully underway. After receiving the information from all seven schools/colleges, we conducted high-level comparisons based on faculty categories across schools and colleges. A summary was created for each unit, which is discussed briefly here.

Questions asked from Schools and Colleges

The following questions were presented to schools and colleges:

1. Processes for faculty annual plans and merit – how and when do units ask for or receive an accounting of what work faculty are doing, who receives and approves, etc.?
2. How are exceptions or variances proposed, approved?
3. Integration or association of merit standards for research, service?
4. Ancillary but predictable workload – how are things like advising, curriculum/course development, accreditation reporting, etc. accounted for or assigned?
 - a. When responsibilities are distributed, how acknowledged/paid?
 - b. What are faculty doing that is not “counted” or compensated?
5. What roles do deans, associate deans, chairs, and program leads play in setting or approving workloads (or holding people accountable)?
6. How – if at all – do units monitor workload fairness – data collected and examined?
7. What rules exist related to TA support and/or opportunity to split sections?
8. When, if at all, might a course count as more than 1 in the calculation of “load”?

Preliminary Outcomes of the Collected Data

Summary observations based on the analysis of the collected data relevant to the recommendations of the working group are summarized here:

1. When asked about workload, the information was primarily about teaching loads.
2. There are more similarities than differences across units. These similarities seem to be most pronounced in the policy-driven faculty categories.

- a. Teaching loads were counted by sections of classes (almost always 3 credit class sections) -- none seem to have rules associated with SCH.
 - b. Almost universally, one three-credit class is counted as 10% of work effort.³
 - c. Only a fraction of the units, when queried, included any policy or practice related to adjusting course load for class size or other variables. Whether, or in what ways, adjustments might be made because of the course being small or large; a new prep; a new course; of varied modalities; etc. is not entirely clear.
3. Research and service standards are typically associated with merit review; how this is factored into workload planning and accountability is an open question.
 - a. A possible source of perceived parity issues may be tied to the fact that almost across the university, 40% or so of T/TT faculty work is the amorphous category “research” for which faculty would be evaluated and held accountable. It is unclear from the process information collected to date how this aspect of workload is assessed.
 4. Some units include policies that offer TA support or the opportunity to split classes at a particular enrollment level.
 5. Many of these processes occur in the department, as opposed to school or college level.
 6. Some units have well- articulated rules about ancillary categories of workload (e.g., advising, internships, practicum, etc.).
 7. Most units report some process related to adjusting or varying standard workload proportions, sometimes for specified reasons and sometimes there is a process for doing this formally (often it is expressed informally, i.e., at the discretion of a chair or dean). The use of differentiated workloads is unevenly formalized.

Section V. Faculty Perceptions of Workload Parity

The faculty’s Perceptions of Workload Parity were determined by conducting a survey and analyzing the data collected from the survey. The Academic Transformation Working Groups collectively developed a comprehensive survey that was disseminated to all CU Denver rostered faculty on April 1, 2024. 133 faculty members responded to the survey. The workload parity working group contributed to this survey by asking the following four questions:

1. How much work do the faculty do in research, service, and teaching as compared to what is in their contract?

³ In this context, course is typically counted as 10% of 9-month workload. This translates into 20% workload in the semester a course is taught, suggesting a course reflects approximately 8 hours of work time each week.

2. Do faculty agree that their workloads in research, service, and teaching are fair, as compared to other faculty with the same job title, within their school or college?
3. Do faculty agree that their workload is fair as compared to faculty with other titles (both in their own school or college and outside of their school or college)?
4. Those who answered that their workload is unfair in question 3 were asked to identify why their workload seems unfair.

The highlights of the faculty responses are summarized in this section:

- Overall, faculty reported spending significantly more time on service activities than their contracts obligated them to, while spending less time on research than required by their contracts. Faculty workload in teaching seems to be more evenly distributed.
- 40% of the faculty identified the hours worked and compensation as the primary reasons that their workload seems unfair. 29% of the faculty identified that their workload seems unfair based on a sense of appreciation and 10% identified that their workload seems unfair because of lack of authority over their work.
- For the faculty who identified as female, 78% of them reported that their service load was more than their contracts, 71% of them reported that their teaching load was more than their contracts, and 43% of them reported that their research load was more than their contracts.

The full report on the survey responses is available in Appendix 3.

Consultation, Shared Governance, and Feedback

The Faculty Workload Practices, Policies, and Parity Working Group leadership has presented progress summaries to the Dean's Council, Associate Deans, the CU Denver Council of Chairs, Faculty Assembly, UCDALI, Student Government, and the campus community. Feedback was shared with the working group and has been considered as part of these recommendations.

Recommendations

Recommendations regarding Faculty Workload Practices, Policies and Parity are built on the principles articulated in Section-I of this report:

- **Recognizing trade-offs** – Additional work in one area reduces activity in the others. This necessitates total workload management. Faculty should work no more (and no less) than their workload appointment. These recommendations should not be used to increase faculty workload.
- **Improving transparency** – Workload distribution and evaluation criteria must be transparent and fair. There is a need for flexibility in workload assignment but flexibility without transparency creates the perception of disparity – difference doesn't equal disparity but needs to be examined.

- **Improving clarity** -- Policies and processes must be clear and accessible. In addition to transparency of actual workload, policies and processes around workload assignment and evaluation must be accessible to all.
- **Improving accountability** -- A commitment to reducing disparities should include accountability. Differences in workload across individuals should be identified and explained. Where unsupported, adjustments should be made through revision of policies and procedures.
- **Upholding shared governance** – Faculty governance must be involved in all phases of decision-making.
- **Safeguarding against increasing workload** -- These recommendations should not be used to pursue changes that increase faculty workload in each area.

Recommendation I: Improve data on average faculty workload and distribution in the areas of research and creative activities, teaching, librarianship, and service and leadership

* With guidance from faculty, revision of the Faculty Annual Report (FAR) and Digital Measures formats need to occur to improve data collection on research and creative work, librarianship and service. Faculty involvement, through faculty governance groups at the campus and S/C/L levels (as well as through discussion at the primary unit level) should guide additions/revision to the contents of the annual report data.

* Additional training is needed to streamline annual reporting by faculty to improve data quality.

* Workload dashboards should be created from improved data

For teaching from enrollment data

For research, librarianship, and service from FAR and Digital Measures data after revision

* Dashboards at various levels should be created and disseminated for use in understanding levels and distribution of faculty workload:

At the campus level to compare faculty workload by BIPOC status and gender

At the S/C/L level

At the department/program/primary unit level

* Individual level dashboards should be created and provided to faculty and supervisors for use at annual merit evaluation.

Recommendation II: Make faculty workload data, processes, and policies available and accessible at the primary unit, S/C/L, and campus levels to facilitate discussion, evaluation, and potential revisions to processes and policies to address prioritized workload disparities in a transparent manner.

* Policies, criteria, and practices for workload assignment (including differentiated workload agreements) and evaluation criteria should be clear and easily available to faculty at the primary unit, S/C/L, and campus levels.

* The distribution of contractual percentages of research and creative activities, teaching and service by broad job title should be made available at the primary unit, S/C/L, and campus levels.

* Once improved data are available, data dashboards with workload (activities) distribution by job category should be readily available to the campus community for review, discussion and evaluation for assessment at the primary unit, S/C/L, and campus levels.

* Individual dashboards should be made available to individual faculty and supervisors that incorporates the wide range of faculty contributions.

Recommendation III: Units (primary units, S/C/L, and the campus) should identify disparities and select prioritized workload areas for action through revision of appropriate procedures and policies.

*Primary unit faculty should review workload distribution and workload policies/processes and discuss assignment variation across faculty members (by job title) and review department level processes and policies. Faculty should prioritize actions to be taken to address identified disparities.

*Schools/colleges/library (through S/C/L faculty governance) should review workload distribution and workload policies with the campus to discuss assignment variation across units (averages and distributions by job title) and review policies/processes. Faculty (governance) at the S/C/L level should prioritize actions to be taken to address disparities at the S/C/L level.

*Campus administration should evaluate variation in workload policy and assignment across schools and colleges (averages and distribution by job title). Faculty Assembly (or designated faculty group) should prioritize actions to be taken to address disparities at the campus level.

*Where adjustments need to be made, campus administrators should prioritize and expect improvements as identified. Prioritization may require budget allocation.

*Professional development on workload balance should be made available to faculty at all levels.

* Another survey should be developed and conducted to collect detailed baseline data on faculty workload perceptions.

* Additional surveys should be conducted at 2-3 year intervals to assess progress in improving faculty perceptions of workload parity.

Recommendation IV: When addressing workload parity, the following observations should be taken into account:

Teaching:

- Recognize differences/ evaluation based on class size/ student credit hours.
- Review contact hours for special classes (i.e. studio teaching/ laboratories).
- Account for non-classroom teaching (i.e. dissertation/thesis/independent study/internship).
- Recognize invisible teaching-related work: student mental health, student retention efforts.

Research and Creative Activities:

- Recognize the important research and creative activities and librarianship that are not individually included in annual reporting data.
- IRC faculty expectations for more limited contractual workload should be detailed and evaluated. The expectations for IRC faculty's research and creative activities should be clearly defined and evaluated appropriately with their limited contractual workloads.

Service:

- Recognize the widespread perception among faculty that service commitments have increased.
- Evaluate overall service obligations and consider sunseting committees or reducing required faculty participation where appropriate. Coordination between levels of administration and governance is necessary to ensure equitable distribution.
- Improve data collection on invisible service, with particular attention to its distribution.
- Assess inequitable service burdens, particularly those affecting BIPOC faculty and women, as indicated by national data.
- Develop processes for more equitable service assignments, potentially incorporating rotation among individuals.
- Enhance service data collection to better understand overall service levels, their distribution, and the effort assigned to various service categories. Possible approaches include conducting a comprehensive committee inventory and/or performing a time-requirement audit of service commitments.

Appendix I: ATWG – Workload Processes, Policies and Parity working group.

Principles Subcommittee: Section report/draft

Prepared by Sasha Breger Bush

October 21, 2024

The primary objective of the ‘Principles’ subgroup was to articulate the guiding principles that should govern the recommendations made by the ATWG workload parity group. Further, these guiding principles were to conform to our University’s values and support our educational mission and the university’s fundamental position as a place for knowledge cultivation.

Key principles for guiding future discussion and action around workload parity at CU Denver are identified as the report proceeds, set apart in and flagged with an asterisk (*) for clarity. The final section of this report offers a rough scaffold that suggests how to prioritize, join, and/or reconcile them with one another.

Scope and Description of Work

The “Principles” subgroup of the Workload Parity ATWG was charged with consideration of the high-level values, ethics, and ideals that should be used to guide recommendations related to workload parity. As the term “parity” connotes some kind of ‘fairness’, we must first acknowledge that unevenness, inequality, inequity, and disparity are common features of the higher education landscape in the US. We are painfully aware that a committee of this nature cannot redress hierarchical and imbalanced institutional structures and systemic disparities that have come to prevail in higher ed. Addressing the roots of structural and institutional disparity is well beyond the scope of our group’s charge and would require a broader mobilization of campus leadership, engagement of the whole faculty, and a radical re-thinking of institutional resource allocations, among other major components. While we welcome such an effort, we understand our work in this ATWG subgroup to be much shorter-term and more limited in its scope.

Even practical, local decisions about faculty workload cannot be made in a vacuum. While workload might be approximately quantified through calculations of hours devoted to different aspects of one’s job responsibilities and percentages of time and effort, workload is also bound up, to varying degrees, in the quality of courses and educational programs, the likelihood of broad student success in the academic context, student enrollment and retention, the research mission of the university, the quality of faculty relationships in academic units, and faculty, staff, and student morale, among other related domains.

Any guidelines or recommendations regarding workload parity put forth by this working group must account for potential consequences in the areas noted

above. We further submit that these guiding principles should respond to trade-offs that are identified as unacceptable or inappropriate and ensure the consistency of faculty workload decisions with other important campus goals and aspirations.*

Research Findings

Preliminary conversations with our colleagues in the broader Workload Parity ATWG highlighted central ideas for consideration, ones that helped to guide our research, including: objectivity, transparency, clarity, engagement with shared governance, attention to power differentials, unintended consequences, shared responsibility, and the notion that “difference doesn’t equal disparity”. The Principles Subgroup then did research to better understand and articulate the suggested guardrails and guiding principles from a workload management perspective.

The Subgroup conducted research to inform the development and articulation of these principles, focusing explicitly on four areas:

- i. The CU Denver Strategic Plan and other campus initiatives that articulate high-level values and aspirations
- ii. Literature on pedagogy best practices
- iii. ACE report on equity-minded workloads
- iv. Peer institutions practices

Below, we relate our findings.

a. CU Denver Initiatives

The 2030 CU Denver Strategic Plan details the high-level goals and aspirations that will guide our campus into the future. While all of the five goals in some way entail faculty work and thus speak to faculty workload, it is goals 5, 3 and 2 (arguably in that order)* that relate most directly to faculty workload and considerations of parity, and so those are the goals addressed here. The findings of the IRC Taskforce

- Goal 5: Be known as a people-centered “Best Place to Work”.

This goal may have been an early catalyst for this working group and the ongoing attempt to address issues of parity in faculty workload. There are two key points articulated around this goal: 1. “We will make intentional investments that support our employees, their work, wellness, and life”; and, 2. “We will put equitable structures, policies, and pathways in place to help our people reach their full potential.”

These points bear directly on issues of faculty burnout and productivity tracked in the scholarship of teaching and learning (discussed below). They also underscore that any.

recommendations.made.about.workload.parity.must.consider.employee.wellness.and.the.ability.of.individuals.to.define.and.exercise.their.full.potential\

- Goal 3: Be internationally known for research and creative work.

This goal makes clear a requirement that recommendations.around.workload.parity.account.for.the.time.and.effort.necessary.to.engage.in.research.and.creative.processes.and.to.produce.significant.scholarly.and.creative.contributions;* This indicates the need for cross-campus understanding of the requirements for scholarship and creative work in different areas and disciplines as not all fields necessitate the same time or effort, nor do all projects (i.e., difference does not necessarily equate to disparity).

Additionally, the campus should consider the relationships between workloads of faculty with research/creative work requirements and faculty without research/creative work requirements to ensure that unacceptable levels of disparity are not introduced around the instructional workloads of teaching faculty to support the scholarly and creative work of others. To do so would undermine Goal 5 and potentially adversely affect Goal 2 (note the trade_offs\ potentially involved in decisions of this nature; as noted above, similarly important and consequential trade-offs are visible throughout this discussion and risk amplification in the face of new/additional institutional budgetary restrictions).

- Goal 2: Become known as a university for life.

This strategic goal includes (among many other pieces) the instructional mission of the university. For faculty to support student learning and provide opportunities that benefit learners at all points in their lives and careers, they must have the time, space and flexibility to master and deliver multiple modes of teaching across a range of topics related to the area of expertise in which they work. Moreover, the opportunity to foster student learning at all points in an educational journey should be available to all faculty. Therefore, recommendations.about.workload.parity.must.accommodate.faculty.professional.development?curricular.development?pedagogical.development?etc;?and.embed.frameworks.for.incentivizing.and.supporting.this.work.equally.and.equitably.across.disciplines.and.faculty.lines\

- IRC Taskforce: Several recommendations in the [IRC task force report](#) (delivered April 1, 2022) speak to workload parity and align with issues addressed in the following summary of research from the scholarship of teaching and learning. While these issues are presented in the report in relation to and on behalf of IRC faculty,

they are, in many cases, not wholly distinct to IRC faculty but rather relate to faculty workload parity issues more broadly.

- Support for teaching large classes
- Workload clarity and differentiated workload
- Redefine research for IRC faculty and align criteria appropriately

b. The Scholarship of Teaching and Learning

Relevant research from the scholarship of teaching and learning squarely connects student success to the practices, behaviors, and wellbeing of the faculty, interweaving empirical findings on drivers of student success (broadly conceived) with research about pedagogy, curriculum design, and faculty workload and working conditions. Even on the surface, the literature thus recognizes and highlights the very same points made above in regard to the 2030 strategic plan, to wit, that decisions regarding workload parity must provide ample time and space for faculty to focus on the pursuit of excellence in teaching, curriculum development, pedagogy, and advising, and further recognize the strong connection between faculty wellbeing and student success.* The University's core educational mission demands nothing less.

First, the scholarly literature on course sizes and “tipping points” indicates that student achievement is tied to course size. Ake-Little, von der Embse and Dawson (2020) found that in courses larger than 31-40 students, students “appear to experience either no increase in student achievement or an outright decline”: “A class size between 31 and 40 may well be the maximum limit before an instructor is forced to incorporate more time-saving, but less academically meaningful assignments (e.g., curtailing the number of assigned papers or eliminating time-intensive projects) to the detriment of student learning and, ultimately, student achievement” (Angrist & Lavy, 1999; Boozer & Rouse, 2001)...”. In a related vein, Millea et. al. (2018) found that, “retention and graduation rates were higher for students who were academically prepared, received grants or scholarships, and were in smaller classes”... (Millea et. al. 2018).

Among other implications, such findings suggest that the fiscal benefits of increasing class sizes are, beyond some critical class size threshold or “tipping point”, undermined by diminished student outcomes (e.g., student grades, retention, and graduation rates). Moreover, and speaking to the relationship between faculty composition, spending, and student outcomes, Hamrick, Schuh, and Shelley (2004) found that student success is positively correlated with increased investment in tenure-track and tenured faculty lines: “[I]nstructional and library spending positively impacts student graduation rates... A university's specific purchases matter as well as the categories of expenditures. For instance, spending on tenured and tenure-track faculty instead of nontenure-track instructors positively impacts graduation rates (Ehrenberg & Zhang, 2005).” This suggests that substitution of IRC for TT in hiring/faculty composition order to mitigate budget pressures and increase institutional teaching capacity and boost SCH generation may

have negative unintended consequences for student outcomes. This is yet another difficult trade off.*

Moving on to the causes and consequences of faculty burnout, Taylor and Frechette's expansive 2022 of the relevant literature, that:

Empirical evidence on burnout consistently suggests that the imbalance between demands and resources is what has the greatest influence on burnout ([Schaufeli et al., 2009](#)). In fact, overall workload is often the single largest factor contributing to faculty burnout. A heavy workload can be of a variety of forms, from simply having too much to do in too little time ([Navarro et al., 2010](#)), to the level to which time pressures and work demands predominate in the professional environment ([McClenahan et al., 2007](#)) (italics added)."

Among other causal factors, the authors identify large class sizes, "role conflict and/or role ambiguity", the psychic toll associated with increasing expenditures of emotional labor (i.e., supporting students in mental and emotional distress), the constant demand to innovate and upgrade classroom pedagogies and curricula, and the imposition of new and unfamiliar duties around marketing and enrollment. Among other consequences, burnout negatively impacts faculty retention and student success outcomes. Owing to the broad and varied causes of faculty overwork and burnout, workload parity should be integrated into planning at all levels and in all units.*

c. ACE report on equity-minded workloads

The top-level recommendations for promoting workload equity (not parity) present a potential starting point or comparative check for this working group's recommendations. The following are taken from the executive summary on page iv of the report, and are elaborated in the report text:

- **Transparency***: Have widely visible information about faculty work activities available for department members to see.
- **Clarity***: Have clearly identified and well-understood benchmarks for faculty work activities.
- **Credit***: Recognize and reward faculty members who are expending more effort in certain areas.
- **Norms***: Have a commitment to ensuring faculty workload is fair and have put systems in place that reinforce these norms.
- **Context***: Acknowledge that different faculty members have different strengths, interests, and demands that shape their workloads and offer workload flexibility to recognize this context.
- **Accountability***: Have mechanisms in place to ensure that faculty members fulfill their work obligations and receive credit for their labor.

- The authors note the negative relationship between workload inequities and productivity and retention, and the positive relationship between workload inequities and burnout (page 4; see also SOTL research above). They also note that “workload inequities accrue over time” (page 4), indicating that the recommendations of this working group must look to the long term and incorporate future checks to ensure “disparity creep” does not occur.*

d. Peer Institutions Practices

The Principles Subgroup surveyed several peer institutions to see how other institutions think about workload and workload parity and how they are addressing these issues on their campuses. The Workload Parity group also had an opportunity to speak with University of Denver’s AVCFA, who has spearheaded the process on that campus. We selected institutions that were further along in the process so that we could better understand how they structured and organized action around this issue, the processes and policies in place, and the goals they hope to achieve. Across four institutions—Northeastern University, Saint Louis University, University of Maryland, and University of Denver—we gleaned the following insights relevant for our ongoing workload parity conversations at CU Denver:

- While there may be common principles, processes, and goals at work, there was no attempt to impose a “one size fits all” workload parity arrangement*. Rather, academic units designed their own criteria, guidelines and practices to help them custom fit workload arrangements across diverse disciplinary and unit contexts.
- Workload policy development and implementation takes time and work at all levels of administration/organization in a staged process with short-, medium- and long-term objectives.*
- Basic work-related terms, such as “teaching”, “research” and “service” require definition, expectations for each category should be transparent, and campus employees should be encouraged to discuss these issues openly and without risk.

Summary and Reconciliation

To assist with practical application, the Principles Subgroup created a rough scaffold in which the principles discussed above are summarized, organized, integrated, and prioritized.

Values	Suggested Application	Guardrails and trade offs	Suggested Application
2030 Strategic Plan: Goals 5 (people friendly best place to work)	Decisions about workload parity should center on employee wellness and the ability of individuals to define and exercise their full professional potential.	2030 Strategic Plan: Goals 3, 2 (research and creative work; university for life)	Any guidelines or recommendations regarding workload parity put forth by this working group must account for potential unintended consequences for the university's core educational and research missions.
Faculty are different, disciplines are different, units are different	While common values and goals can and should guide workload parity decisions, there is no one-size-fits-all solution or formula that can be applied		
Student Success	Decisions regarding workload parity must provide ample time and space for faculty to focus on the pursuit of excellence in teaching, curriculum development, pedagogy, and advising, and further recognize the strong connection between faculty wellbeing and student success.	Difference doesn't necessarily mean disparity	A cross-campus understanding of the requirements for scholarship and creative work in different areas and disciplines is important, as not all fields, courses and projects necessitate the same time or effort.
Shared governance and shared responsibility	Governance, planning and action around workload	Disparity creep	Because workload shifts gradually, workload parity audits

	parity should be shared on campus. All planning at all levels should incorporate workload considerations.		or checks should be performed regularly and on an ongoing basis.
Transparency and clarity	Workload expectations must be visible and accessible to faculty in every academic unit.		
Credit and accountability	Recognize and reward faculty members who are expending more effort in certain areas. Have mechanisms in place to ensure that faculty members fulfill their work obligations and receive credit for their labor.		

Academic Transformation Working Group: Workload Processes,
Policies and Parity

Appendix II: Sample Data Dashboards

Table IA. Instructional dashboard - by faculty type

Faculty Workload Summaries for Academic Transformation Working Group
 Prepared by OIRE. Reference: 20240035-01, Summaries.twb

Academic Year: 2023 - 2024

School/College: All

Department: All

Faculty Titles: Clinical, Instructors, Tenured/Tenure Track

School/Coll All

Department All

Faculty Title Multiple values

Year 2023 - 2024

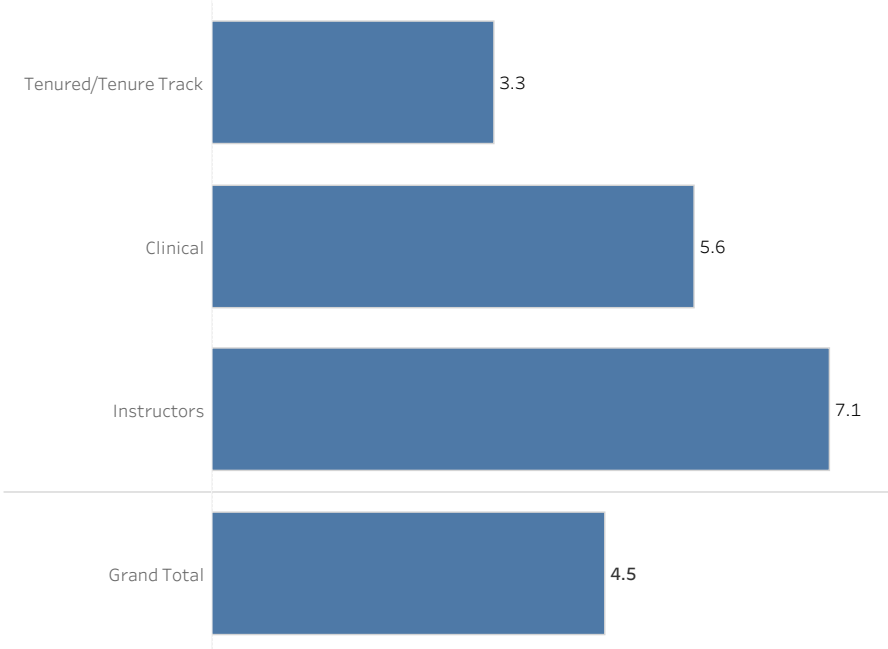
Faculty Title	Faculty FTE	Avg. Sections	Avg. Sections - Lower Div	Avg. Sections - Upper Div	Avg. Sections - Grad	Class Size (weighted avg)	Avg. Credit Hours	Avg. Student Credit Hours	Avg. Sections - Size 60+	Avg. Sections - Size 80+	Avg. Indiv Instr SCH - Total	Avg. Indiv Instr SCH - IND/RSC	Avg. Indiv Instr SCH - INT	Avg. Indiv Instr SCH - DIS/THE	Avg. Indiv Instr SCH - Other	Avg. Contact Hours
Grand Total	563.4	4.5	0.6	2.7	1.2	25.3	13.7	354.0	0.2	0.1	9.6	1.7	2.4	5.1	0.3	140
Tenured/Tenure Track	340.0	3.3	0.3	1.7	1.3	22.7	9.9	229.1	0.1	0.1	9.9	1.9	1.4	6.4	0.1	106
Clinical	95.9	5.6	0.6	3.2	1.8	25.9	17.2	445.5	0.2	0.1	14.9	2.3	5.8	6.2	0.6	159
Instructors	127.5	7.1	1.6	4.9	0.6	28.0	21.2	610.2	0.4	0.2	4.9	0.7	2.5	1.0	0.6	216

Measure
Sections

Number of Bins
36

Remove Outlier Values?
No

Average Sections



Faculty Counts By Sections

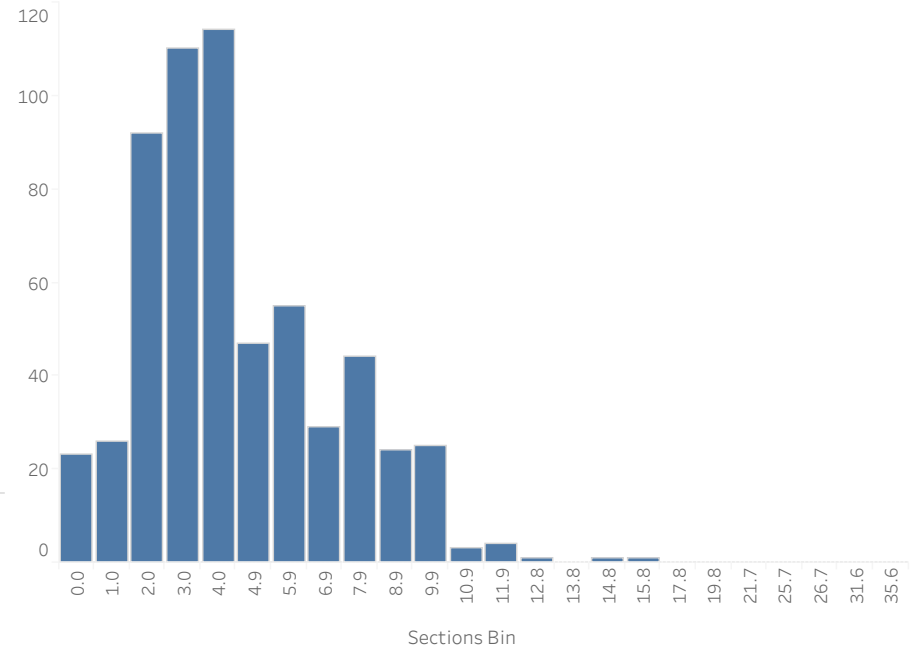


Table 1A, continued. Instructional dashboard - by faculty type

Faculty Workload Summaries for Academic Transformation Working Group

Prepared by OIRE. Reference: 20240035-01, Summaries.twb

Academic Year: 2023 - 2024

School/College: All

Department: All

Faculty Titles: Clinical, Instructors, Tenured/Tenure Track

Faculty Title	Avg. Indiv Instr SCH - IND/RSC	Avg. Indiv Instr SCH - INT	Avg. Indiv Instr SCH - DIS/THE	Avg. Indiv Instr SCH - Other	Avg. Contact Hours	Avg. Contact Hrs per Section	Avg. Sections - In Person	Avg. Sections - Online	Avg. Sections - Hybrid
Grand Total	1.7	2.4	5.1	0.3	140	49.7	2.8	1.3	0.4
Tenured/Tenure Track	1.9	1.4	6.4	0.1	106	50.0	2.1	0.8	0.4
Clinical	2.3	5.8	6.2	0.6	159	47.0	3.3	1.6	0.6
Instructors	0.7	2.5	1.0	0.6	216	50.8	4.4	2.5	0.2

Table 1A displays the Instructional Workload for faculty during the 2023-2024 Academic year (fall and spring only). The data shown in the table are averages for faculty in three broad groups:

1. All tenured and tenure-track faculty at all ranks (Assistant, Associate, and Full Professor).
2. Clinical, clinical teaching track and teaching professor track at all ranks (Assistant, Associate, and Full Professor).
3. Instructional faculty (Instructor, Senior Instructor and Principal Instructor.)

These data are generated from data on student enrollment in courses during the fall and spring semesters.

This table includes both state-funded (D1) and extended studies (D2) courses.

The averages are adjusted to a full FTE equivalent position to compare workload across faculty types. Note that FTE for tenured faculty are adjusted for sabbaticals.

The following definitions apply:

Total Faculty FTE	Number of faculty on a full-time equivalent basis
Number of sections	Total organized sections taught (not including individual instruction)
Sections – lower division	Number of organized sections at the 1000 – 2000 level
Sections – upper division	Number of organized sections at the 3000 – 4000 level
Sections – Grad	Number of organized sections numbered 5000+
Class Size	Average class size for organized sections
Credit Hours	Course credit hours for organized sections (e.g., 4 sections of 3-credit courses = 12 credit hours)
Student Credit Hours	Student credit hours (SCH) for organized sections (e.g. 4 sections of 3-credits of 10 students = 120 SCH)
Sections – Size 40+	Number of organized sections with 40 or more enrolled students
Sections – Size 80+	Number of organized sections with 80 or more enrolled students
Indiv Instr SCH – Total	Total individualized instruction SCH (independent study, internship, directed research, etc.)
Indiv Instr-SCH – IND/RSC	Independent Study and Directed Research SCH
Indiv Instr-SCH – INT	Internship SCH
Indiv Instr-SCH – DIS/THE	Dissertation and Thesis supervision SCH
Indiv Instr SCH – Other	SCH for all other individualized instruction
Contact Hours	The amount of scheduled class meeting time per semester using the traditional 50 minutes = 1 hour. Note that only in person organized instruction contribute to this measure.

Sections by

Instruction Mode Organized sections taught by in person, online and hybrid.

Some remaining decisions/adjustments.

1. Accounting for administrative or service course reductions.
2. Accounting for grant-funded course releases.
3. Accounting for differentiated workload agreements.
4. Differentiating main campus (D1) from extended studies (D2) instruction.

Table 2A. Research and Creative Activities dashboard - by faculty type.

Faculty Activities Summary from Interfolio FAR for Academic Transformation Working Group

Prepared by OIRE - 10/18/2024. Reference: 20240035-01, DB_InterfolioActivities

All faculty activities downloaded from Interfolio Faculty Activity Reporting using Fall 2023 as the "Start" term and Summer 2024 as the "End" term.

Faculty Type	Activity (Main)	Activity (Subtype)	Status	College	Department	
Multiple values	All	Multiple values	All	All	All	
Hover above column below and click on "+" or "-" to show/hide sub-categories			Grand Total	Tenured And Tenure Track Faculty	Clinical, Teaching, and Clinical Teaching	Instructors
Grand Total		Activities	2,268	1,969	241	58
		Employees	667	382	107	178
		Avg Activities Per Employee	3.4	5.2	2.3	0.3
Grants, Grant Office	Grants, Grant Office	Activities	567	501	39	27
		Employees	667	382	107	178
		Avg Activities Per Employee	0.9	1.3	0.4	0.2
Scholarly and Creative Work	Article	Activities	1,151	998	132	21
		Employees	667	382	107	178
		Avg Activities Per Employee	1.7	2.6	1.2	0.1
	Book / Monograph	Activities	146	121	23	2
		Employees	667	382	107	178
		Avg Activities Per Employee	0.2	0.3	0.2	0.0
	Chapter	Activities	178	156	19	3
		Employees	667	382	107	178
		Avg Activities Per Employee	0.3	0.4	0.2	0.0
	Creative Works	Activities	226	193	28	5
		Employees	667	382	107	178
		Avg Activities Per Employee	0.3	0.5	0.3	0.0

Table 2A displays summary data reported on annual reports for faculty during the 2023-2024 Academic year (fall and spring only) for activities reported in the research and creative activities section of the Interfolio FAR report. These sample dashboards are provided to illustrate the form (and some current activity categories) that can be calculated from current data. However, as noted in the data discussion, these data should be viewed as preliminary. Without further refinement and training, these data should not be used for workload comparisons.

The data shown in the table are the average number of activities reported by faculty in three broad groups:

1. All tenured and tenure-track faculty at all ranks (Assistant, Associate, and Full Professor).
2. Clinical, clinical teaching track and teaching professor track at all ranks (Assistant, Associate, and Full Professor).
3. Instructional faculty (Instructor, Senior Instructor and Principal Instructor.)

The reported averages are calculated from activities reported by faculty in the Interfolio/FAR system. Because we use data from Interfolio, faculty in the Business School are not included in these averages.

These data are generated for activities that occurred between July 2023 and June 2024.

In the sample dashboard for research and creative activities, the reports includes grant applications that have been submitted or funded through the university's InfoEd system during the time period. For each activity, the total number of grants reported by faculty in each job group, the number of faculty and, most importantly, the number of grants per faculty member. Similarly, this sample dashboards reports averages for articles (in various stages of preparation/publication), book chapters and books. Creative activities are summed into a single category.

Table 2B. Leadership and Service activities dashboard -- by faculty type.

Faculty Activities Summary from Interfolio FAR for Academic Transformation Working Group

Prepared by OIRE - 10/18/2024. Reference: 20240035-01, DB_InterfolioActivities

All faculty activities downloaded from Interfolio Faculty Activity Reporting using Fall 2023 as the "Start" term and Summer 2024 as the "End" term.

Faculty Type	Activity (Main)	Activity (Subtype)	Status	College	Department	
Multiple values	Leadership and Service	Multiple values	All	All	All	
Hover above column below and click on "+" or "-" to show/hide sub-categories			Grand Total	Tenured And Tenure Track Faculty	Clinical, Teaching, and Clinical Teaching	Instructors
Grand Total	Activities		3,827	2,758	714	355
	Employees		667	382	107	178
	Avg Activities Per Employee		5.7	7.2	6.7	2.0
Leadership and Service	CU: Campus Level	Activities	714	487	130	97
		Employees	667	382	107	178
		Avg Activities Per Employee	1.1	1.3	1.2	0.5
	CU: College/School	Activities	589	373	166	50
		Employees	667	382	107	178
		Avg Activities Per Employee	0.9	1.0	1.6	0.3
	CU: Department/Primary Unit	Activities	1,185	719	282	184
		Employees	667	382	107	178
		Avg Activities Per Employee	1.8	1.9	2.6	1.0
	CU: University System	Activities	143	92	38	13
		Employees	667	382	107	178
		Avg Activities Per Employee	0.2	0.2	0.4	0.1
	Scholarly/Prof. Org.: Professional Committees or Boards	Activities	531	468	57	6
		Employees	667	382	107	178
		Avg Activities Per Employee	0.8	1.2	0.5	0.0
	Scholarly/Prof. Org.: Referee of Scholarly Manuscripts/Papers	Activities	665	619	41	5
		Employees	667	382	107	178
		Avg Activities Per Employee	1.0	1.6	0.4	0.0

Table 2B displays summary data reported on annual reports for faculty during the 2023-2024 Academic year (fall and spring only) for activities reported in the service and leadership section of the Interfolio FAR report. These sample dashboards are provided to illustrate the form (and some current activity categories) that can be calculated from current data. However, as noted in the data discussion, these data should be viewed as preliminary. Without further refinement and training, these data should not be used for workload comparisons.

The data shown in the table are the average number of activities reported by faculty in three broad groups:

1. All tenured and tenure-track faculty at all ranks (Assistant, Associate, and Full Professor).
2. Clinical, clinical teaching track and teaching professor track at all ranks (Assistant, Associate, and Full Professor).
3. Instructional faculty (Instructor, Senior Instructor and Principal Instructor.)

The reported averages are calculated from activities reported by faculty in the Interfolio/FAR system. Because we use data from Interfolio, faculty in the Business School are not included in these averages.

These data are generated for activities that occurred between July 2023 and June 2024.

In the sample dashboard for leadership and service, the reports includes summary data of a selection of service activities reported by faculty during the time period. For each activity, the total number of activities reported by faculty in each job group, the number of faculty and, most importantly, the number of activities per faculty member. This sample dashboard reports averages for service activities (including leadership such as serving as department chair or associate dean and service such as committee membership and other service activities such as curriculum design, report writing, recruiting activities etc.) at the CU System level, Campus level, School/College level and department/program level. Note that the type of service is identified in an open-entry text box. Preliminary review of the text entries indicates that approximately half of the entries are for committee work. Alternative design of the FAR data entry may produce more easily usable data.

Workload Parity Survey Report

Background

The survey sought to answer four questions:

- 1) How much work do faculty do in research, service, and teaching as compared to what is in their contract?
- 2) Do faculty agree that their workloads in research, service, and reach are fair, as compared with others with the same job title within their school or college?
- 3) Do faculty agree that their workload are fair as compared with faculty with other titles (both in their own school or college and outside of their school or college)?
- 4) Those who answered that their workload is unfair in question 3 were asked to identify why their workload seems unfair.

The survey was distributed on April 1, 2024, and closed on April 18, 2024. A total of 133 faculty members responded to the survey. As of Fall 2023, there were 1032 faculty members at CU Denver. The response rate was approximately 13%.

Results can be found in Tableau:

<https://viz.cu.edu/#/site/University/views/ATWGSurveySpring2024/WorkloadParity?:iid=1>

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Summary of Responses

How much do faculty work in each of these areas compared to their contracts?

- In Teaching, only 4% of faculty reported spending much less time than their contracts required, while 19% reported spending less time than required. Thirty percent reported spending about the same amount of time as their contracts required, with 28% spending more time than required and 19% spending much more time than required.
- In Research, a higher percentage of faculty, 23%, reported spending much less time than their contracts obligated them to, with an additional 59% reporting spending less time than required. Thirty percent reported spending about the same amount of time as their contracts required, with only 4% spending more time and 4% spending much more time than required.
- In Service, 49% of faculty reported spending much more time than their contracts obligated them to, with an additional 22% spending more time than required. Only 2% reported spending about the same amount of time as their contracts required, with 23% spending less time than required and another 4% spending much less time than required.

Overall, faculty reported spending significantly more time on service activities than their contracts obligated them to, while spending less time on research than required by their contracts. Faculty workload in teaching seems to be more evenly distributed, with a significant number reporting spending more time than required and a significant number reporting spending less time than required.

Do faculty perceive their workloads in each area as fair, compared to others with their job title in their school/college?

In the research category, 13% of faculty strongly disagree, 13% disagree neither agree nor disagree, 17% agree, and 49% strongly agree that their workload is fair.

In the service category, 24% of faculty strongly disagree, 28% disagree neither agree nor disagree, 14% agree, and 29% strongly agree that their workload is fair.

In the teaching category, 14% of faculty strongly disagree, 24% disagree neither agree nor disagree, 18% agree, and 33% strongly agree that their workload is fair.

In the overall workload category, 11% of faculty strongly disagree, 20% disagree neither agree nor disagree, 22% agree, and 38% strongly agree that their workload is fair.

Overall, the faculty in this survey appear to perceive their workload to be fair, with a majority agreeing or strongly agreeing in each category. Service appears to be the category with the highest disagreement, with 52% of faculty disagreeing or neither agreeing nor disagreeing that their service workload is fair.

Do faculty perceive their workloads as fair compared to:

- Clinical Track Faculty:
 - 49% strongly agree, 34% agree, 34% neither agree nor disagree, 24% disagree, and 5% strongly disagree that their workload is fair compared to clinical track faculty in other colleges/schools.
- Faculty with same job title:

- 21% strongly disagree, 25% disagree, 33% neither agree nor disagree, 19% agree, and 3% strongly agree that their workload is fair compared to faculty with their job title in other colleges/schools.
- Instructors in the same college/school:
 - 7% strongly disagree, 16% disagree, 34% neither agree nor disagree, 31% agree, and 13% strongly agree that their workload is fair compared to instructors in their college/school.
- Lecturers in the same college/school:
 - 8% strongly disagree, 12% disagree, 34% neither agree nor disagree, 33% agree, and 13% strongly agree that their workload is fair compared to lecturers in their college/school.
- Tenured/Tenure-Track Faculty:
 - 15% strongly disagree, 29% disagree (44% strongly disagree or disagree), 18% neither agree nor disagree, 32% agree, and 6% strongly agree (38% agree or strongly agree) that their workload is fair compared to tenured/tenure-track faculty in their college/school.

Overall, a significant number of faculty members seem to have a neutral perception (neither agree nor disagree) regarding the fairness of their workload compared to their colleagues. However, there seems to be a trend of more agreement (agree and strongly agree) than disagreement (disagree and strongly disagree) across all categories. The data suggests that clinical track faculty have the highest perception of workload fairness, while faculty with the same job title at other institutions have the lowest perception of fairness.

Faculty who indicated any perception that their workload is unfair were asked why their workload seems unfair.

Faculty identified both hours (40%) worked and compensation (40%) as the primary reasons that their workload seems unfair. Twenty-nine percent of faculty identified that their workload seems unfair based on a sense of appreciation and 10% identified that their workload seems unfair because of control over their work. Additionally, 39% of respondents identified that there are other reasons their workloads seem unfair.

Compensation	59.41%
Control over my work	9.90%
Hours worked	60.40%
Sense of appreciation	28.71%
Other	38.61%

Demographics

133 Faculty Members responded to the items related to workload parity.

Respondents By College

The College of Liberal Arts and Sciences has the highest number of faculty responses with 72. The College of Arts and Media had 17 faculty responses. The School of Education and Human Development had 12 respondents and the School of Public Affairs had 11. The College of Engineering had 10, Architecture had 9, and the College of Business had 8 responses. There was 1 faculty member classified under Non-Degree.

School/College	n
Business School	8
College of Architecture and...	9
College of Arts and Media	17
College of Engineering, D...	10
College of Liberal Arts and...	72
Non-Degree	1
School of Education and H...	12
School of Public Affairs	11
Grand Total	133

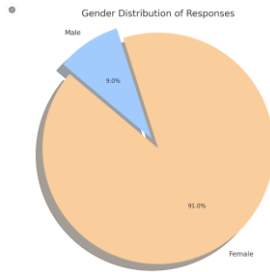
Respondents By Race/Ethnicity

White faculty members constitute 76.26% of the total response rate. Hispanic & Latinx faculty members make up 7.19%. Faculty members of Asian & Asian American descent represent 5.76%. African American, American Indian & Native Alaskan, and International faculty each account for 0.72%. Those identifying with two or more races make up 1.44%. Faculty with unknown race/ethnicity constitute 7.91%.

Race/Ethnicity	% of Total Responses
African American	0.72%
American Indian & Native...	0.72%
Asian & Asian American	5.76%
Hispanic & Latinx	7.19%
International	0.72%
Pacific Islander	0.00%
Two or More	1.44%
Unknown	7.91%
White	76.26%

Respondents By Gender

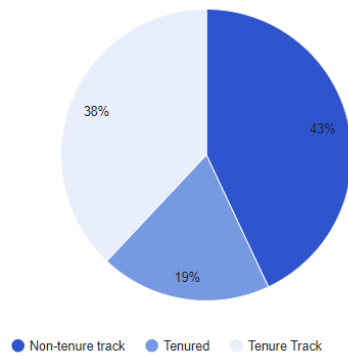
Those identifying as female made up 91% of the responses, with those identifying as male comprising the remaining 9%.



Respondents By Tenure Status

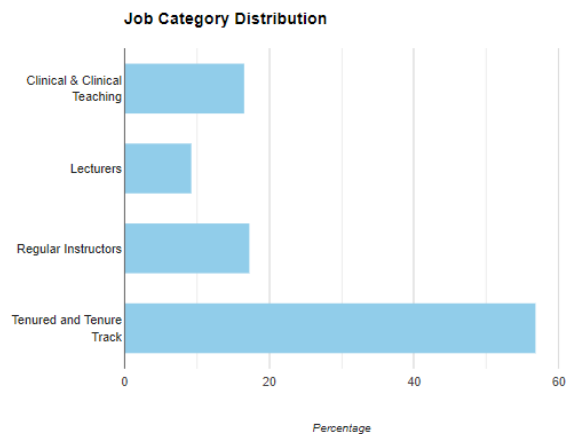
Non-tenure track faculty represented 43% of respondents; tenured faculty represented 19% of responses, and those on the tenure track (but not yet tenured) represented 38%.

Faculty Responses by Tenure Status



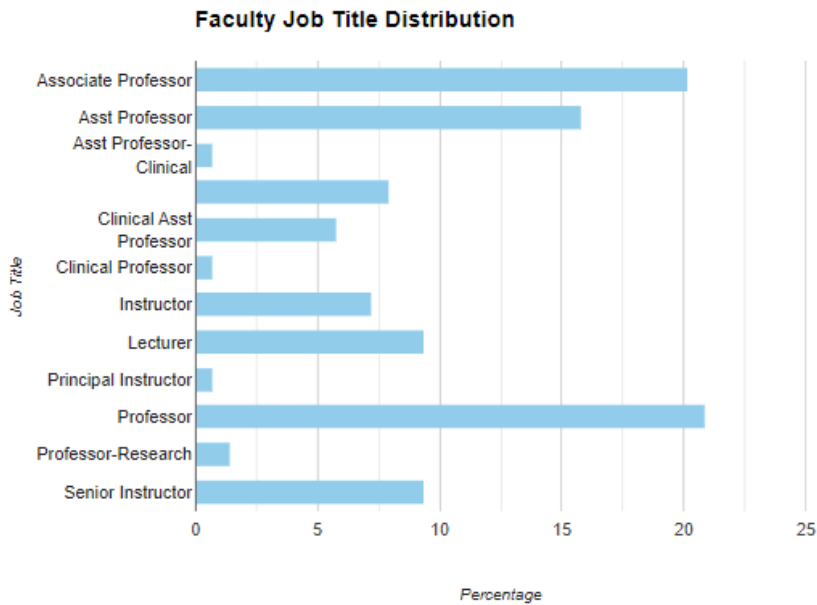
Respondents By Job Category

Tenured and tenure-track represented 57% of respondents. "Regular instructors" and clinical faculty represented 17% each. Lecturers represented the remaining 9% of respondents.



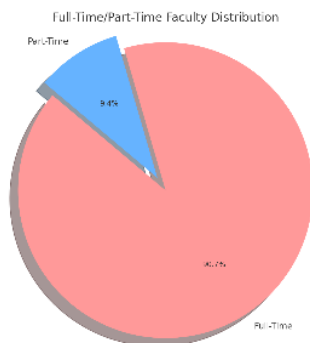
Respondents By Title

Those with the title of professor represented 21% of respondents. Those with the title associate professor represented 20% of respondents. Those with the title assistant professor represented 16% of respondents. Those with the title of lecturer or senior instructor each represented 9% of respondents. Those with the title clinical associate professor represented 8% of respondents. Those with the title instructor or clinical assistant professor each represented 7% of respondents. Those with other titles represented the remaining 1% of responses.



Respondents By employment status

Full-time faculty members made up 91% of the responses, with part-time faculty comprising the remaining 9%.



Disaggregated Responses

This is a holding space for an introduction to the responses.

Responses By College

The following section summarized responses to each survey question by college. Note that this report only provides a summary when there were large enough response rates. Only CAM (n=16) and CLAS (n=67) had enough participation to aggregate results.

CLAS (50.3% of respondents; n=67)

How much do faculty work in each of these areas compared to their contracts?

- In Teaching, only 1% of faculty reported spending much less time than their contracts required, while 6% reported spending less time than required. 28% reported spending about the same amount of time as their contracts required, with 28% spending more time than required and 38% spending much more time than required.
- In Research, a much higher percentage of CLAS faculty, 22% reported spending much less time than their contracts obligated them to, with an additional 57% reporting spending less time than required. Only 16% reported spending about the same amount of time as their contracts required, with 4% spending more time and 4% spending much more time than required.
- In Service, a very high percentage, 46% of CLAS faculty reported spending much more time than their contracts obligated them to, with an additional 27% spending more time than required. Only 2% reported spending about the same amount of time as their contracts required, with 19% spending less time than required and another 4% spending much less time than required.

Overall, faculty in CLAS reported spending significantly more time on service activities than their contracts obligated them to, while spending less time on research than required by their contracts. Faculty workload in teaching seems to be more evenly distributed, with a significant number reporting spending more time than required and a significant number reporting spending less time than required.

Do faculty perceive their workloads in each area as fair, compared to others with their job title in their school/college?

- In Research, 10% of faculty strongly disagree, 16% disagree neither agree nor disagree, 14% agree, and 52% strongly agree that their workload is fair.
- In Service, 22% of faculty strongly disagree, 32% disagree neither agree nor disagree, 8% agree, and 32% strongly agree that their workload is fair.
- In Teaching, 8% of faculty strongly disagree, 27% disagree neither agree nor disagree, 18% agree, and 35% strongly agree that their workload is fair.
- In Overall Workload, 11% of faculty strongly disagree, 20% disagree neither agree nor disagree, 22% agree, and 38% strongly agree that their workload is fair.

Overall, a majority of the CLAS faculty in this survey appear to perceive their workload to be fair, with a majority agreeing or strongly agreeing in each category. Service appears to be the category with the highest disagreement, with 52% of faculty disagreeing or neither agreeing nor disagreeing that their service workload is fair.

Do faculty perceive their workloads as fair compared to:

- Clinical Track Faculty:
 - 23% strongly agree, 33% agree, 38% neither agree nor disagree, 4% disagree, and 2% strongly disagree that their workload is fair compared to clinical track faculty in other colleges/schools.
- Faculty with same job title:
 - 19% strongly disagree, 30% disagree, 35% neither agree nor disagree, 14% agree, and 2% strongly agree that their workload is fair compared to faculty with their job title in other colleges/schools.
- Instructors in the same college/school:
 - 6% strongly disagree, 17% disagree, 31% neither agree nor disagree, 33% agree, and 13% strongly agree that their workload is fair compared to instructors in their college/school.
- Lecturers in the same college/school:
 - 79% strongly disagree, 14% disagree, 3% neither agree nor disagree, 0% agree, and 4% strongly agree that their workload is fair compared to lecturers in their college/school.
- Tenured and tenure-track faculty:
 - 10% strongly disagree, 36% disagree, 19% neither agree nor disagree, 32% agree, and 3% strongly agree that their workload is fair compared to tenured/tenure-track faculty in their college/school.

Overall, a significant number of CLAS faculty members seem to have a neutral perception (neither agree nor disagree) regarding the fairness of their workload compared to their colleagues. The data suggests that Lecturers in the same college/school have the strongest perception of workload unfairness, while Instructors in the same college/school have the strongest perception of fairness.

Why is workload unfair?

CLAS faculty members identify the reasons for the feeling of unfairness as follows: hours worked (63%), compensation (60%), sense of appreciation (32%), control over workload (8%), and “other” (38%).

Compensation	60.00%
Control over my work	8.33%
Hours worked	63.33%
Sense of appreciation	31.67%
Other	38.33%

College of Arts & Media (12% of respondents; n=16)

How much do faculty work in each of these areas compared to their contracts?

- In Teaching, only 6% CAM of faculty reported spending much less time than their contracts required, while 31% reported spending less time than required. Nineteen percent reported spending about the same amount of time as their contracts required, with 27% spending more time than required and 17% spending much more time than required.
- In Research, a much higher percentage of CAM faculty, 27%, reported spending much less time than their contracts obligated them to, with an additional 52% reporting spending less time than required. Thirty-six percent reported spending about the same amount of time as their contracts required, with only 4% spending more time and 9% spending much more time than required.
- In Service, a very high percentage, 49%, of CAM faculty reported spending much more time than their contracts obligated them to, with an additional 22% spending more time than required. Only 2% reported spending about the same amount of time as their contracts required, with 23% spending less time than required and another 4% spending much less time than required.

Overall, faculty in CAM reported spending significantly more time on service activities than their contracts obligated them to, while spending less time on research than required by their contracts. Faculty workload in teaching seems to be more evenly distributed, with a significant number reporting spending more time than required and a significant number reporting spending less time than required.

Do faculty perceive their workloads in each area as fair, compared to others with their job title in their school/college?

- In Research, 9% of faculty strongly disagree, 9% disagree neither agree nor disagree, 27% agree, and 55% strongly agree that their workload is fair.
- In Service, 23% of faculty strongly disagree, 23% disagree neither agree nor disagree, 31% agree, and 23% strongly agree that their workload is fair.
- In Teaching, 19% of faculty strongly disagree, 31% disagree neither agree nor disagree, 19% agree, and 25% strongly agree that their workload is fair.
- In Overall Workload, 11% of faculty strongly disagree, 20% disagree neither agree nor disagree, 22% agree, and 38% strongly agree that their workload is fair.

Overall, the CAM faculty in this survey appear to perceive their workload to be fair, with a majority agreeing or strongly agreeing in each category. Service appears to be the category with the highest disagreement, with 52% of faculty disagreeing or neither agreeing nor disagreeing that their service workload is fair.

Do faculty perceive their workloads as fair compared to:

- Clinical Track Faculty:
 - 49% strongly agree, 34% agree, 17% neither agree nor disagree, 5% disagree, and 5% strongly disagree that their workload is fair compared to clinical track faculty in other colleges/schools.
- Faculty with same job title:
 - 21% strongly disagree, 25% disagree, 33% neither agree nor disagree, 19% agree, and 3% strongly agree that their workload is fair compared to faculty with their job title in other colleges/schools.
- Instructors in the same college/school:
 - 7% strongly disagree, 16% disagree, 34% neither agree nor disagree, 31% agree, and 13% strongly agree that their workload is fair compared to instructors in their college/school.
- Lecturers in the same college/school:
 - 8% strongly disagree, 12% disagree, 34% neither agree nor disagree, 33% agree, and 13% strongly agree that their workload is fair compared to lecturers in their college/school.
- Tenured/Tenure-Track Faculty:
 - 15% strongly disagree, 29% disagree, 18% neither agree nor disagree, 32% agree, and 6% strongly agree that their workload is fair compared to tenured/tenure-track faculty in their college/school.

Overall, a significant number of CAM faculty members seem to have a neutral perception (neither agree nor disagree) regarding the fairness of their workload compared to their colleagues. However, there seems to be a trend of more agreement (agree and strongly agree) than disagreement (disagree and strongly disagree) across all categories. The data suggests that clinical track faculty have the highest perception of workload fairness, while faculty with the same job title at other institutions have the lowest perception of fairness.

Why is workload unfair?

CAM faculty members identify the reasons for the feeling of unfairness as follows: compensation (60%), hours worked (47%), control over workload (27%), sense of appreciation (20%), and “other” (33%).

Compensation	60.00%
Control over my work	26.67%
Hours worked	46.67%
Sense of appreciation	20.00%
Other	33.33%

By Faculty Categories

It should be noted that the overall response rate of 133 is not a representative sample of the CU Denver faculty.

Clinical and Clinical Teaching

How much do faculty work in each of these areas compared to their contracts?

For research, 24% of clinical faculty reported spending less time on research than their contracts require, 29% reported that said their workload in research was about the same as their contracts, while 48% reported working more or much more than their contracts.

For service, a large majority of clinical faculty (89%) reported working more (17%) or much more (72%) than their contracts. Clinical faculty who reported working less or about the same as their contract on service were both at 6%.

In teaching, no clinical faculty indicated they teach less than their contract and 33% reported their teaching is about the same as their contract. 67% of clinical faculty reported teaching more (28%) and 39% reported teaching much more than their contracts.

How much do faculty work in each of these areas compared to their contracts?

	Less	About the same	More	Much More
Research	24%	29%	24%	24%
Service	6%	6%	17%	72%
Teaching		33%	28%	39%

Do faculty perceive their workloads in each area as fair, compared to others with their job title in their school/college?

In research, 54% of clinical faculty reported that they agree (31%) or strongly agree (23%) that their workload is fair as compared with other clinical faculty in their school or college. 23% neither agree nor disagree. And 23% disagree (15%) or strongly disagree (8%). In service, 28% of clinical faculty reported that they agree (11%) or strongly agree (7%) that their workload is fair as compared with other clinical faculty in their school or college. 29% neither agree nor disagree. And 42% disagree (21%) or strongly disagree (21%). In teaching, 42% of clinical faculty reported that they agree (21%) or strongly agree (21%) that their workload is fair as compared with other clinical faculty in their school or college. 43% neither agree nor disagree. And 42% disagree (7%) or strongly disagree (7%).

Do faculty perceive their workloads in each area as fair, compared to others with their job title in their school/college?

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Research	8%	15%	23%	31%	23%
Service	21%	21%	29%	21%	7%
Teaching	7%	7%	43%	21%	21%

Do faculty perceive their workloads as fair compared to:

Clinical faculty generally agreed that their workloads are fair as compared to other clinical faculty in their college or school, with 43% agreeing and 14% strongly agreeing. The remaining 43% neither agree nor disagree.

As compared to clinical faculty outside of their college or school, the majority of clinical faculty (64%) neither agree nor disagree that the workload is fair. 18% strongly disagree that their workload is fair, while another 9% disagree. The remaining 9% strongly agree that their workload is fair.

When clinical faculty were asked if their workload was fair when compared to that of instructors within their own college or school, most agreed with 17% strongly agreeing and 33% agreeing. 25% of clinical faculty neither agree nor disagree that the workload is fair. 17% disagreed and 8% strongly disagreed.

When clinical faculty were asked if their workload was fair when compared to that of lecturers within their own college or school, 17% strongly agreed and 25% agreed. 42% of clinical faculty neither agree nor disagree that the workload is fair when compared with lecturers. 8% disagreed and 8% strongly disagreed.

When clinical faculty were asked if their workload was fair when compared to that of tenured and tenure-track faculty within their own college or school, 7% strongly agreed, 7% agreed, 21% neither agreed nor disagreed, 29% disagreed, and 36% strongly disagreed.

Do faculty perceive their workloads as fair compared to:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Clinical Track faculty in my college/school			43%	43%	14%
Faculty with my job title in other colleges and schools	18%	9%	64%		9%
Instructors in my college/school	8%	17%	25%	33%	17%
Lecturers in my college/school	8%	8%	42%	25%	17%
Tenured and tenure-track faculty in my college/school	36%	29%	21%	7%	7%

Why is workload unfair?

Clinical faculty identified compensation (72%) and hours worked (also 72%) as the top reasons their workload is unfair. 43% of clinical faculty members select sense of appreciation. Also at 43%, “other” was selected by clinical faculty as a reason their workload is unfair. It is notable that none of the clinical faculty identified control over their work as an option.

Faculty who indicated any perception that their workload is unfair (that is, who did not select “strongly agree” for all titles in the previous question) were asked why their workload seems unfair.

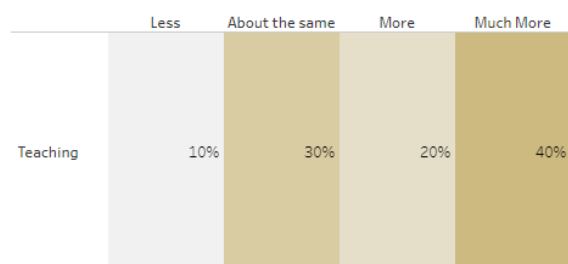
Will not sum to 100% due to multi-select field.

Compensation	71.43%
Hours worked	71.43%
Sense of appreciation	42.86%
Other	42.86%

Lecturers (only one data point - teaching)

How much do faculty work in each of these areas compared to their contracts?

As lecturers’ contracts are teaching only, they were presented only with the teaching category for this question. The majority of lectures reported teaching much more (40%) or more (20%) than their contracts. 30% of lecturers reported they teach about the same as their contract requires, while 10% reporting teaching less than their contract requires.

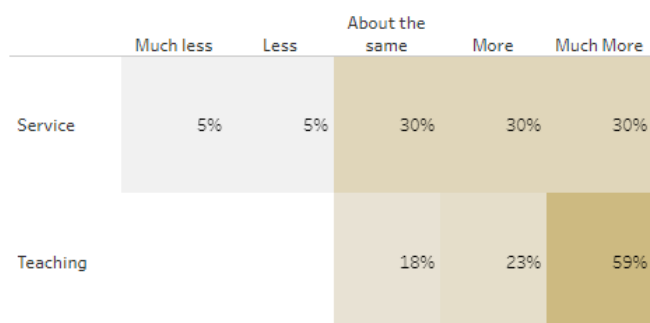


Regular Instructors

How much do faculty work in each of these areas compared to their contracts?

As regular instructors' contracts are teaching and service only, research was not included in this section.

The majority of regular instructors reported teaching much more (30%) or more (30%) than their contracts. 30% of lecturers reported they teach about the same as their contract requires, while 10% reporting teaching less (5%) or much less (5%) than their contract requires.



Do faculty perceive their workloads in each area as fair, compared to others with their job title in their school/college?

Regular instructors generally agreed that their service workloads are fair as compared to other Regular instructors in their college or school, with 35% agreeing and 24% strongly agreeing. 12% disagreed and 18% strongly disagreed, with the remaining 12% neither agreeing nor disagreeing.

When asked to compare their teaching loads to that of other regular instructors within their college of school, agreement is split. 47% reported disagreeing (41% disagree; 6% strongly disagree) and 47% reported agreeing (29% agree; 18% strongly agree). The remaining 6% neither agreed nor disagreed.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Service	12%	18%	12%	35%	24%
Teaching	6%	41%	6%	29%	18%

Do faculty perceive their workloads as fair compared to:

Regular instructors generally agreed that their workloads are fair as compared to clinical faculty in their college or school, with 43% agreeing. 29% neither agree nor disagree. 21% disagreed, while 7% strongly disagreed.

As compared to regular instructors outside of their college or school, 45% of regular instructors disagreed, with 27% strongly disagreeing and 18% disagreeing. 27% agreed that their workload was fair. The remaining 27% neither agree nor disagree that the workload is fair.

When regular instructors were asked if their workload was fair when compared to that of other regular instructors in their college or school, they generally agreed, with 37% agreeing and 16% strongly agreeing. 32% neither agreed nor disagreed. 5% strongly disagreed and 11% disagreed.

As compared to lecturers in their college or school, the majority of regular instructors agreed, with 17% strongly agreeing and 50% agreeing. 17% of regular instructors neither agree nor disagree that the workload is fair. 8% disagreed and 8% strongly disagreed.

As compared to tenured and tenure-track faculty in their college and school, regular instructors generally disagreed that their workload was fair, with 42% disagreeing and 16% strongly disagreeing. 26% agreed that the workload was fair, while 5% strongly agreed that the workload was fair. The remaining 11% neither agreed nor disagreed.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Clinical Track faculty in my college/school	7%	21%	29%	43%	
Faculty with my job title in other colleges and schools	27%	18%	27%	27%	
Instructors in my college/school	5%	11%	32%	37%	16%
Lecturers in my college/school	8%	8%	17%	50%	17%
Tenured and tenure-track faculty in my college/school	16%	42%	11%	26%	5%

Why is workload unfair?

Regular instructors identified compensation (67%) and hours worked (61%) as the top reasons their workload is unfair. 22% of regular instructors selected sense of appreciation and 6% selected control over their work. Also at 33%, “other” was selected by regular instructors as a reason their workload is unfair.

Compensation	66.67%
Control over my work	5.56%
Hours worked	61.11%
Sense of appreciation	22.22%
Other	33.33%

Tenured and Tenure-Track Faculty

How much do faculty work in each of these areas compared to their contracts?

In research, tenured and tenure-track faculty responded: much more than their contract (28%), more than their contract (17%), about the same as their contract (27%), less than their contract (24%), and much less than their contract (4%).

For service, the majority of tenured and tenure-track faculty reported their service is more or much more than their contract (71%). They responded that their service is: much more than their contract (47%), more than their contract 24%, about the same as their contract (24%), less than their contract (4%), and much less than their contract (1%).

In teaching, the majority of tenured and tenure-track faculty reported their teaching is more or much more than their contract (60%). They responded their teaching is: much more than their contract (28%), more than their contract 32%, about the same as their contract (33%), less than their contract (6%), and much less than their contract (1%).

	Much less	Less	About the same	More	Much More
Research	4%	24%	27%	17%	28%
Service	1%	4%	24%	24%	47%
Teaching	1%	6%	33%	32%	28%

Do faculty perceive their workloads in each area as fair, compared to others with their job title in their school/college?

Tenured and tenure-track faculty generally agreed that their research workloads are fair as compared to other tenure and tenure-track faculty in their college or school, with 48% agreeing and 5% strongly agreeing. 14% disagreed and 15% strongly disagreed, with the remaining 18% neither agreeing nor disagreeing.

Tenured and tenure-track faculty generally disagreed that their service workloads are fair as compared to other tenure and tenure-track faculty in their college or school, with 32% disagreeing and 28% strongly disagreeing. 28% agreed and 2% strongly disagreed, with the remaining 11% neither agreeing nor disagreeing.

When asked to compare their teaching loads to that of other tenured and tenure-track faculty within their college or school, their opinions are split, with 41% disagreeing or strongly disagreeing and 45% agreeing or strongly agreeing. 5% strongly agreed, 40% agreed, 14% neither agreed nor disagreed. 23% disagreed and 18% strongly disagreed.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Research	15%	14%	18%	48%	5%
Service	28%	32%	11%	28%	2%
Teaching	18%	23%	14%	40%	5%

Do faculty perceive their workloads as fair compared to:

Tenured and tenure-track faculty generally agreed that their workloads are fair as compared to clinical faculty in their college or school, opinions hovered around the middle. 4% strongly disagreed, 31% disagreed, 31% neither agreed nor disagreed, 31% agreed, and 4% strongly agreed.

As compared to tenured and tenure-track faculty outside of their college or school, 52% of tenure and tenure-track faculty disagreed that their workload is fair, with 21% strongly disagreeing and 31% disagreeing. 19% agreed and 2% strongly agreed. The remaining 27% neither agree nor disagree that the workload is fair when compared with other tenure and tenure-track faculty outside of their school or college.

When tenured and tenure-track faculty were asked if their workload was fair when compared to that of instructors in their college or school, 8% strongly disagreed, 20% agreed, 35% neither agreed nor disagreed, 29% agreed, and 8% strongly agreed.

As compared to lecturers in their college or school, tenured and tenure-track faculty gravitate toward the center. 9% strongly agree and 30% agree that their workload is fair as compared with lecturers in their school or college. 37% of regular instructors neither agree nor disagree that the workload is fair. 15% disagreed and 9% strongly disagreed that their workload is fair as compared with lecturers in their school or college.

As compared with other tenured and tenure-track faculty in their college and school, tenured and tenure-track faculty are again split with 38% agreeing or strongly agreeing and 45% disagreeing or strongly disagreeing. The breakdown was 27% disagreeing and 11% strongly disagreeing, 40% agreeing that the workload was fair, and 5% strongly agreed that the workload was fair. The remaining 17% neither agreed

nor disagreed.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Clinical Track faculty in my college/school	4%	31%	31%	31%	4%
Faculty with my job title in other colleges and schools	21%	31%	27%	19%	2%
Instructors in my college/school	8%	20%	35%	29%	8%
Lecturers in my college/school	9%	15%	37%	30%	9%
Tenured and tenure-track faculty in my college/school	11%	27%	17%	40%	5%

Why is workload unfair?

Tenured and tenure-track faculty identified hours worked (58%) and compensation (55%) and as the top reasons their workload is unfair. 28% of tenured and tenure-track faculty selected sense of appreciation and 12% selected control over their work. Also, at 38%, “other” was selected by tenured and tenure-track faculty as a reason their workload is unfair.

Compensation	55.00%
Control over my work	11.67%
Hours worked	58.33%
Sense of appreciation	28.33%
Other	38.33%

Responses By Gender

Male

How much do faculty work in each of these areas compared to their contracts?

Faculty who identify as male reported their research is much more (22%) or more (20%) than their contracts. 33% of faculty who identify as male reported their research is about the same as their contract requires, while 20% reported their research is less than their contract requires and 4% reported their research is much less than their contract requires.

Faculty who identify as male reported that their service much more (32%) or more (28%) than their contracts. 38% of faculty who identify as male reported their service about the same as their contract requires, while 2% reporting their service is less than their contract requires.

Faculty who identify as male reported teaching much more (27%) or more (27%) than their contracts. 37% of faculty who identify as male reported they teach about the same as their contract requires, while 8% reporting teaching less than their contract requires.

	Much less	Less	About the same	More	Much More
Research	4%	20%	33%	20%	22%
Service		2%	38%	28%	32%
Teaching		8%	37%	27%	27%

Do faculty perceive their workloads in each area as fair, compared to others with their job title in their school/college?

Faculty who identify as male generally agreed that their research workloads are fair as compared to others with the same job title in their college or school, with 53% agreeing and 5% strongly agreeing. 16% disagreed and 14% strongly disagreed, with the remaining 13% neither agreeing nor disagreeing.

When faculty who identify as male reported are were asked if their service workloads are fair as compared to others with the same job title in their college or school, 33% disagreed, 14% strongly disagreed, 38% agreed, with the remaining 14% neither agreeing nor disagreeing.

When asked to compare their teaching loads to others with the same job title in their college or school, faculty who identify as male generally agree that it is fair, with 42% agreeing and another 9% strongly agreeing. 16% neither agreed nor disagreed. 20% disagreed and 13% strongly disagreed.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Research	13%	16%	13%	53%	5%
Service	14%	33%	14%	38%	
Teaching	13%	20%	16%	42%	9%

Do faculty perceive their workloads as fair compared to:

When asked to compare their workload to clinical faculty in their college or school, 19% of faculty who identify as male disagreed that their workload was fair, 42% neither agreed nor disagreed, 35% agreed, and 3% strongly agreed.

As compared to faculty outside of their college or school with the same job title, 15% of faculty who identify as male strongly disagreed that their workload is fair, 26% disagreed, 24% neither agreed nor disagreed, 32% agreed, and 3% strongly agreed.

When faculty who identify as male were asked if their workload was fair when compared to that of instructors in their college or school, 5% strongly disagreed, 16% disagreed, 34% neither agreed nor disagreed, 37% agreed, and 8% strongly agreed.

As compared to lecturers in their college or school, faculty who identify as male mostly agree that their workload is fair. 8% strongly agree and 39% agree that their workload is fair as compared with lecturers in their school or college. 33% of faculty who identify as male neither agree nor disagree that the workload is fair. 14% disagreed and 6% strongly disagreed that their workload is fair as compared with lecturers in their school or college.

As compared with tenured and tenure-track faculty in their college and school, faculty who identify as male are somewhat split that their workload is fair, with 48% agreeing (44%) or strongly agreeing (4%), 27% disagreeing, and 9% strongly disagreeing. The remaining 17% neither agreed nor disagreed that the workload was fair.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Clinical Track faculty in my college/school		19%	42%	35%	3%
Faculty with my job title in other colleges and schools	15%	26%	24%	32%	3%
Instructors in my college/school	5%	16%	34%	37%	8%
Lecturers in my college/school	6%	14%	33%	39%	8%
Tenured and tenure-track faculty in my college/school	9%	27%	16%	44%	4%

Why is workload unfair?

Faculty who identify as male identified compensation (64%) and hours worked (62%) as the top reasons their workload is unfair. 18% faculty who identify as male selected sense of appreciation and 10% selected control over their work. Also, at 33%, “other” was selected by faculty who identify as male as a reason their workload is unfair.

Compensation	64.10%
Control over my work	10.26%
Hours worked	61.54%
Sense of appreciation	17.95%
Other	33.33%

Female

How much do faculty work in each of these areas compared to their contracts?

Faculty who identify as female reported their research is much more (30%) or more (13%) than their contracts. 28% of faculty who identify as female reported their research is about the same as their contract requires, while 24% reported their research is less than their contract requires and 6% reported their research is much less than their contract requires.

Faculty who identify as female reported that their service much more (59%) or more (19%) than their contracts. 13% of faculty who identify as female reported their service about the same as their contract requires, while 2% reported their service is less and 3% their service is much less than their contract requires.

Faculty who identify as female reported teaching much more (42%) or more (29%) than their contracts. 26% of faculty who identify as female reported they teach about the same as their contract requires, while 1% reported teaching less and 1% reported teaching much less than their contract requires.

	Much less	Less	About the same	More	Much More
Research	6%	24%	28%	13%	30%
Service	3%	6%	13%	19%	59%
Teaching	1%	1%	26%	29%	42%

Do faculty perceive their workloads in each area as fair, compared to others with their job title in their school/college?

Faculty who identify as female generally agreed that their research workloads are fair as compared to others with the same job title in their college or school, with 48% agreeing and 8% strongly agreeing. 10% disagreed and 13% strongly disagreed, with the remaining 21% neither agreeing nor disagreeing.

When faculty who identify as female reported are were asked if their service workloads are fair as compared to others with the same job title in their college or school, 22% disagreed, 31% strongly disagreed (for a combined disagreement of 53%), 22% agreed and 10% strongly agreed, with the remaining 14% neither agreeing nor disagreeing.

When asked to compare their teaching loads to others with the same job title in their college or school, faculty who identify as female are somewhat divided, with 27% agreeing and another 12% strong agreeing. 20% neither agreed nor disagreed. 27% disagreed and 14% strongly disagreed.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Research	13%	10%	21%	48%	8%
Service	31%	22%	14%	22%	10%
Teaching	14%	27%	20%	27%	12%

Do faculty perceive their workloads as fair compared to:

When asked to compare their workload to clinical faculty in their college or school, 27% of faculty who identify as female disagreed that their workload was fair, an additional 6% strongly disagreed. 29% neither agreed nor disagreed, 33% agreed, and 6% strongly agreed.

As compared to faculty outside of their college or school with the same job title, 24% of faculty who identify as female strongly disagreed that their workload is fair, 24% disagreed, 40% neither agreed nor disagreed, 9% agreed, and 2% strong agreed.

When faculty who identify as female were asked if their workload was fair when compared to that of instructors in their college or school, 8% strongly disagreed, 16% disagreed, 34% neither agreed nor disagreed, 26% agreed, and 16% strongly agreed.

As compared to lecturers in their college or school, faculty who identify as female more agree than disagree that their workload is fair; 18% strongly agree and 28% agree that their workload is fair as compared with lecturers in their school or college. 35% of faculty who identify as female neither agree nor disagree that the workload is fair. 10% disagreed and 10% strongly disagreed that their workload is fair as compared with lecturers in their school or college.

As compared with tenured and tenure-track faculty in their college and school, faculty who identify as female generally disagree (52%) that their workload is fair, with 31% disagreeing and 21% strongly agreeing. 22% agreed and 7% strongly agreed. The remaining 19% neither agreed nor disagreed that the workload was fair.

Do faculty perceive their workloads as fair compared to:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Clinical Track faculty in my college/school	6%	27%	29%	33%	6%
Faculty with my job title in other colleges and schools	24%	24%	40%	9%	2%
Instructors in my college/school	8%	16%	34%	26%	16%
Lecturers in my college/school	10%	10%	35%	28%	18%
Tenured and tenure-track faculty in my college/school	21%	31%	19%	22%	7%

Why is workload unfair?

Faculty who identify as female identified hours worked (59%) and compensation (56%) and as the top reasons their workload is unfair. 36% faculty who identify as female selected sense of appreciation and 10% selected control over their work. Also, at 41%, “other” was selected by faculty who identify as female as a reason their workload is unfair.

Faculty who indicated any perception that their workload is unfair (that is, who did not select "strongly agree" for all titles in the pervious question) were asked why their workload seems unfair.

Will not sum to 100% due to multi-select field.

Compensation	55.74%
Control over my work	9.84%
Hours worked	59.02%
Sense of appreciation	36.07%
Other	40.98%

By Race/Ethnicity

It should be noted that White faculty are over-represented in this sample. White makeup of the faculty at CU Denver is 66%, while they represent 80% of respondents in this survey. Black and African American faculty, who make up 23% of the CU Denver faculty, and Asian faculty, who make up 9% of the CU Denver faculty, are not represented at all in this survey.

White (79.7% of respondents; n=106)

How much do faculty work in each of these areas compared to their contracts?

Faculty who identify as White reported their research is much more (30%) or more (11%) than their contracts. 37% of faculty who identify as White reported their research is about the same as their contract requires, while 19% reported their research is less than their contract requires and 4% reported their research is much less than their contract requires.

Faculty who identify as White reported that their service much more (41%) or more (38%) than their contracts. 14% of faculty who identify as White reported their service about the same as their contract requires, while 3% reported their service is less and 3% their service is much less than their contract requires.

Faculty who identify as White reported teaching much more (30%) or more (27%) than their contracts. 43% of faculty who identify as White reported they teach about the same as their contract requires, while no White faculty reported teaching less or much less than their contract requires.

How much do faculty work in each of these areas compared to their contracts?

	Much less	Less	About the same	More	Much More
Research	4%	19%	37%	11%	30%
Service	3%	3%	14%	38%	41%
Teaching			43%	27%	30%

Do faculty perceive their workloads in each area as fair, compared to others with their job title in their school/college?

Half of faculty who identify as White agree that their research workloads are fair as compared to others with the same job title in their college or school, with 42% agreeing and 8% strongly agreeing. 21% of White faculty disagree and 17% strongly disagree, with the remaining 13% neither agreeing nor disagreeing.

When faculty who identify as White reported are were asked if their service workloads are fair as compared to others with the same job title in their college or school, they mostly disagree (58%), with

31% disagreeing and 27% strongly disagreeing. That said, 35% agreed and 4% strongly agreed, with the remaining 4% neither agreeing nor disagreeing.

When asked to compare their teaching loads to others with the same job title in their college or school, faculty who identify as White are somewhat divided, with 33% agreeing and another 11% strongly agreeing. 15% neither agreed nor disagreed. 30% disagreed and 11% strongly disagreed.

Do faculty perceive their workloads in each area as fair, compared to others with their job title in their school/college?

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Research	17%	21%	13%	42%	8%
Service	31%	27%	4%	35%	4%
Teaching	11%	30%	15%	33%	11%

Do faculty perceive their workloads as fair compared to:

When asked to compare their workload to clinical faculty in their college or school, 24% of faculty who identify as White disagreed that their workload was fair; an additional 14% strongly disagreed. 24% neither agreed nor disagreed, 28% agreed. No faculty who identify as White strongly agreed.

As compared to faculty outside of their college or school with the same job title, 26% of faculty who identify as White strongly disagreed that their workload is fair, 26% disagreed, 37% neither agreed nor disagreed, and 11% agreed. No faculty who identify as White strongly agreed.

When faculty who identify as White were asked if their workload was fair when compared to that of instructors in their college or school, 14% strongly disagreed, 10% disagreed, 38% neither agreed nor disagreed, 33% agreed, and 5% strongly agreed.

As compared to lecturers in their college or school, faculty who identify as White more agree than disagree that their workload is fair; 5% strongly agree and 28% agree that their workload is fair as compared with lecturers in their school or college. 44% of faculty who identify as White neither agree nor disagree that the workload is fair and 17% strongly disagreed that their workload is fair as compared with lecturers in their school or college. No faculty who identify as White selected “disagree.”

As compared with tenured and tenure-track faculty in their college and school, faculty who identify as White are divided on whether that their workload is fair, with 23% disagreeing and 15% strongly agreeing (48%) and 38% agreeing and 4% strongly agreeing (42%). The remaining 19% neither agreed nor disagreed that the workload was fair.

Do faculty perceive their workloads as fair compared to:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Clinical Track faculty in my college/school	14%	24%	24%	38%	
Faculty with my job title in other colleges and schools	26%	26%	37%	11%	
Instructors in my college/school	14%	10%	38%	33%	5%
Lecturers in my college/school	17%		44%	28%	11%
Tenured and tenure-track faculty in my college/school	15%	23%	19%	38%	4%

Why is workload unfair?

Faculty who identify as White identified compensation (83%), hours worked (66%), and sense of appreciation (58%) as the top reasons their workload is unfair. 17% selected control over their work. Also, at 29%, “other” was selected by faculty who identify as White as a reason their workload is unfair.

Faculty who indicated any perception that their workload is unfair (that is, who did not select “strongly agree” for all titles in the pervious question) were asked why their workload seems unfair.

Will not sum to 100% due to multi-select field.

Compensation	83.33%
Control over my work	16.67%
Hours worked	66.67%
Sense of appreciation	58.33%
Other	29.17%

Unknown Race/Ethnicity (8.27% of total respondents; n=11)

How much do faculty work in each of these areas compared to their contracts?

Those with unknown race/ethnicity reported their research is much more (25%) or more (18%) than their contracts. 30% of faculty of unknown race/ethnicity reported their research is about the same as their contract requires, while 22% reported their research is less than their contract requires and 5% reported their research is much less than their contract requires.

Faculty with unknown race/ethnicity reported that their service is much more (49%) or more (20%) than their contracts. 25% of faculty with unknown race/ethnicity reported their service about the same as their contract requires, while 5% reported their service is less and 2% their service is much less than their contract requires.

Faculty with unknown race/ethnicity reported teaching much more (37%) or more (28%) than their contracts. 30% of faculty with unknown race/ethnicity reported they teach about the same as their contract requires, while 4% reported teaching less and 1% reported teaching much less than their contract requires.

How much do faculty work in each of these areas compared to their contracts?

	Much less	Less	About the same	More	Much More
Research	5%	22%	30%	18%	25%
Service	2%	5%	25%	20%	49%
Teaching	1%	4%	30%	28%	37%

Do faculty perceive their workloads in each area as fair, compared to others with their job title in their school/college?

Faculty with unknown race/ethnicity generally agree that their research workloads are fair as compared to others with the same job title in their college or school, with 51% agreeing and 8% strongly agreeing. 11% of faculty with unknown race/ethnicity disagree and 11% strongly disagree, with the remaining 1% neither agreeing nor disagreeing.

When faculty with unknown race/ethnicity reported were asked if their service workloads are fair as compared to others with the same job title in their college or school, they mostly disagree (51%), with 27% disagreeing and 24% strongly disagreeing. That said, 28% agreed and 6% strongly agreed, with the remaining 15% neither agreeing nor disagreeing.

When asked to compare their teaching loads to others with the same job title in their college or school, faculty with unknown race/ethnicity are somewhat divided, with 34% agreeing and another 10% strongly agreeing. 20% neither agreed nor disagreed. 24% disagreed and 11% strongly disagreed.

Do faculty perceive their workloads in each area as fair, compared to others with their job title in their school/college?

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Research	11%	11%	19%	51%	8%
Service	24%	27%	15%	28%	6%
Teaching	12%	24%	20%	34%	10%

Do faculty perceive their workloads as fair compared to:

When asked to compare their workload to clinical faculty in their college or school, 22% of faculty with unknown race/ethnicity disagreed that their workload was fair; an additional 3% strongly disagreed. 36% neither agreed nor disagreed, 34% agreed, and 5% strongly agreed.

As compared to faculty outside of their college or school with the same job title, 19% of faculty with unknown race/ethnicity strongly disagreed that their workload is fair, 22% disagreed, 34% neither agreed nor disagreed, 20% agreed and 3% strongly agreed.

When faculty with unknown race/ethnicity were asked if their workload was fair when compared to that of instructors in their college or school, 5% strongly disagreed, 16% disagreed, 35% neither agreed nor disagreed, 32% agreed, and 12% strongly agreed.

As compared to lecturers in their college or school, faculty with unknown race/ethnicity more agree than disagree that their workload is fair; 13% strongly agree and 34% agree that their workload is fair as compared with lecturers in their school or college. 34% of faculty with unknown race/ethnicity neither agree nor disagree that the workload is fair, 13% disagreed, and 6% strongly disagreed that their workload is fair as compared with lecturers in their school or college.

As compared with tenured and tenure-track faculty in their college and school, faculty with unknown race/ethnicity are divided on whether that their workload is fair, with 30% disagreeing and 16% strongly agreeing (46% disagreement) and 29% agreeing and 6% strongly agreeing (35% agreement). The remaining 19% neither agreed nor disagreed that the workload was fair.

Do faculty perceive their workloads as fair compared to:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Clinical Track faculty in my college/school	3%	22%	36%	34%	5%
Faculty with my job title in other colleges and schools	19%	24%	34%	20%	3%
Instructors in my college/school	5%	16%	35%	32%	12%
Lecturers in my college/school	6%	13%	34%	34%	13%
Tenured and tenure-track faculty in my college/school	16%	30%	19%	29%	6%

Why is workload unfair?

Faculty with unknown race/ethnicity identified hours worked (58%) and compensation (55%) as the top reasons their workload is unfair. 26% selected sense of appreciation and 9% selected control over their work. Also, at 39%, “other” was selected by faculty who identify as White as a reason their workload is unfair

Faculty who indicated any perception that their workload is unfair (that is, who did not select “strongly agree” for all titles in the previous question) were asked why their workload seems unfair.

Will not sum to 100% due to multi-select field.

Compensation	55.91%
Control over my work	8.60%
Hours worked	58.06%
Sense of appreciation	25.81%
Other	38.71%

Hispanic/Latinx (7.52% of respondents; n=10)

How much do faculty work in each of these areas compared to their contracts?

Faculty who identify as Hispanic/Latinx reported their research is much more (27%) or more (17%) than their contracts. 28% of faculty who identify as Hispanic/Latinx reported their research is about the same as their contract requires, while 23% reported their research is less than their contract requires and 6% reported their research is much less than their contract requires.

Faculty who identify as Hispanic/Latinx reported that their service much more (49%) or more (23%) than their contracts. 23% of faculty who identify as Hispanic/Latinx reported their service about the same as their contract requires, while 5% reported their service is less and 1% their service is much less than their contract requires.

Faculty who identify as Hispanic/Latinx reported teaching much more (37%) or more (30%) than their contracts. 38% of faculty who identify as Hispanic/Latinx reported they teach about the same as their contract requires, while 4% reporting teaching less and 1% reporting teaching much less.

How much do faculty work in each of these areas compared to their contracts?

	Much less	Less	About the same	More	Much More
Research	6%	23%	28%	17%	27%
Service	1%	5%	23%	23%	49%
Teaching	1%	4%	28%	30%	37%

Do faculty perceive their workloads in each area as fair, compared to others with their job title in their school/college?

Half of faculty who identify as Hispanic/Latinx agree that their research workloads are fair as compared to others with the same job title in their college or school, with 49% agreeing and 6% strongly agreeing. 12% of Hispanic/Latinx faculty disagree and 14% strongly disagree, with the remaining 18% neither agreeing nor disagreeing.

When faculty who identify as Hispanic/Latinx reported are were asked if their service workloads are fair as compared to others with the same job title in their college or school, they mostly disagree (55%), with 28% disagreeing and 23% strongly disagreeing. That said, 28% agreed and 6% strongly agreed, with the remaining 16% neither agreeing nor disagreeing.

When asked to compare their teaching loads to others with the same job title in their college or school, faculty who identify as Hispanic/Latinx are somewhat divided, with 32% agreeing and another 11% strongly agreeing. 20% neither agreed nor disagreed. 22% disagreed and 15% strongly disagreed.

Do faculty perceive their workloads in each area as fair, compared to others with their job title in their school/college?

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Research	14%	12%	18%	49%	6%
Service	23%	28%	16%	28%	6%
Teaching	15%	22%	20%	32%	11%

Do faculty perceive their workloads as fair compared to:

When asked to compare their workload to clinical faculty in their college or school, 31% of faculty who identify as Hispanic/Latinx agreed, and 5% strongly agreed. 24% disagreed that their workload was fair and an additional 3% strongly disagreed. 36% neither agreed nor disagreed,

As compared to faculty outside of their college or school with the same job title, 26% of faculty who identify as Hispanic/Latinx strongly disagreed that their workload is fair, 21% strongly disagreed, 32% neither agreed nor disagreed, 19% agreed, and 3% strongly agreed.

When faculty who identify as Hispanic/Latinx were asked if their workload was fair when compared to that of instructors in their college or school, 7% strongly disagreed, 17% disagreed, 35% neither agreed nor disagreed, 27% agreed, and 13% strongly agreed.

As compared to lecturers in their college or school, faculty who identify as Hispanic/Latinx more agree than disagree that their workload is fair; 13% strongly agree and 27% agree that their workload is fair as compared with lecturers in their school or college. 35% of faculty who identify as Hispanic/Latinx neither agree nor disagree that the workload is fair. 13% disagree and 8% strongly disagreed that their workload is fair as compared with lecturers in their school or college.

As compared with tenured and tenure-track faculty in their college and school, faculty who identify as Hispanic/Latinx generally disagree their workload is fair, with 28% disagreeing and 15% strongly agreeing (53%). 33% agree, 5% strongly agree, and the remaining 19% neither agreed nor disagreed that the workload was fair.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Clinical Track faculty in my college/school	3%	24%	36%	31%	5%
Faculty with my job title in other colleges and schools	21%	26%	32%	19%	3%
Instructors in my college/school	7%	17%	35%	27%	13%
Lecturers in my college/school	8%	13%	35%	31%	13%
Tenured and tenure-track faculty in my college/school	15%	28%	19%	33%	5%

Why is workload unfair?

Faculty who identify as Hispanic/Latinx identified hours worked (60%) and compensation (57%) as the top reasons their workload is unfair. 27 % identified sense of appreciation and 10% selected control over their work. Also, at 37%, “other” was selected by faculty who identify as Hispanic/Latinx as a reason their workload is unfair.

Faculty who indicated any perception that their workload is unfair (that is, who did not select “strong agree” for all titles in the pervious question) were asked why their workload seems unfair.

Will not sum to 100% due to multi-select field.

Compensation	57.14%
Control over my work	9.89%
Hours worked	60.44%
Sense of appreciation	27.47%
Other	37.36%

Asian & Asian American (5.76% of total respondents; n=8)

How much do faculty work in each of these areas compared to their contracts?

Faculty who identify as Asian reported their research is much more (17%) or more (25%) than their contracts. 32% of faculty who identify as Asian reported their research is about the same as their contract requires, while 22% reported their research is less than their contract requires and 4% reported their research is much less than their contract requires.

Faculty who identify as Asian reported that their service much more (48%) or more (17%) than their contracts. 25% of faculty who identify as Asian reported their service about the same as their contract requires, while 4% reported their service is less and 2% their service is much less than their contract requires.

Faculty who identify as Asian reported teaching much more (36%) or more (28%) than their contracts. 31% of faculty who identify as Asian reported they teach about the same as their contract requires, while 4% reporting teaching less and 1% reporting teaching much less.

How much do faculty work in each of these areas compared to their contracts?

	Much less	Less	About the same	More	Much More
Research	4%	22%	32%	17%	25%
Service	2%	4%	25%	21%	48%
Teaching	1%	4%	31%	28%	36%

Do faculty perceive their workloads in each area as fair, compared to others with their job title in their school/college?

Half of faculty who identify as Asian agree that their research workloads are fair as compared to others with the same job title in their college or school, with 51% agreeing and 8% strongly agreeing. 13% of Asian faculty disagree and 11% strongly disagree, with the remaining 18% neither agreeing nor disagreeing.

When faculty who identify as Asian reported are were asked if their service workloads are fair as compared to others with the same job title in their college or school, 22% strongly disagreed, 27% disagreed, 15% neither agreed nor disagreed, 30% agreed and 6% strongly agreed.

When asked to compare their teaching loads to others with the same job title in their college or school, faculty who identify as Asian are somewhat divided, with 34% agreeing and another 11% strongly agreeing. 17% neither agreed nor disagreed. 24% disagreed and 13% strongly disagreed.

Do faculty perceive their workloads in each area as fair, compared to others with their job title in their school/college?

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Research	11%	13%	18%	51%	8%
Service	22%	27%	15%	30%	6%
Teaching	13%	24%	17%	34%	11%

Do faculty perceive their workloads as fair compared to:

When asked to compare their workload to clinical faculty in their college or school, 33% of faculty who identify as Asian agreed, and 5% strongly agreed. 25% disagreed that their workload was fair and an additional 3% strongly disagreed. 34% neither agreed nor disagreed.

As compared to faculty outside of their college or school with the same job title, 19% of faculty who identify as Asian strongly disagreed that their workload is fair, 19% strongly disagreed, 34% neither agreed nor disagreed, 19% agreed, and 3% strongly agreed.

When faculty who identify as Asian were asked if their workload was fair when compared to that of instructors in their college or school, 6% strongly disagreed, 16% disagreed, 35% neither agreed nor disagreed, 31% agreed, and 13% strongly agreed.

As compared to lecturers in their college or school, faculty who identify as Asian more agree than disagree that their workload is fair; 14% strongly agree and 33% agree that their workload is fair as compared with lecturers in their school or college. 33% of faculty who identify as Asian neither agree nor disagree that the workload is fair. 13% disagree and 7% strongly disagreed that their workload is fair as compared with lecturers in their school or college.

As compared with tenured and tenure-track faculty in their college and school, faculty who identify as Asian generally disagree their workload is fair, with 30% disagreeing and 15% strongly agreeing (45%). 31% agree, 6% strongly agree, and the remaining 18% neither agreed nor disagreed that the workload was fair.

Do faculty perceive their workloads as fair compared to:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Clinical Track faculty in my college/school	3%	25%	34%	33%	5%
Faculty with my job title in other colleges and schools	19%	26%	34%	19%	3%
Instructors in my college/school	6%	15%	35%	31%	13%
Lecturers in my college/school	7%	13%	33%	33%	14%
Tenured and tenure-track faculty in my college/school	15%	30%	18%	31%	6%

Why is workload unfair?

Faculty who identify as Asian identified hours worked (59%) and compensation (58%) as the top reasons their workload is unfair. 28 % identified sense of appreciation and 9% selected control over their work. Also, at 39%, “other” was selected by faculty who identify as Asian as a reason their workload is unfair.

Faculty who indicated any perception that their workload is unfair (that is, who did not select “strongly agree” for all titles in the previous question) were asked why their workload seems unfair.

Will not sum to 100% due to multi-select field.

Compensation	58.33%
Control over my work	9.38%
Hours worked	59.38%
Sense of appreciation	28.13%
Other	38.54%

Discussion of Sample

This is not a representative sample of CU Denver faculty. Full-time faculty are greatly over-represented. Full Time faculty comprise 590 (57%) of total faculty at CU Denver but are 88.5% of this survey's respondents.

Black/African-American faculty (23% of the overall faculty population) are not at all represented.

In survey respondent demographics, Asian or Asian American is not listed. However, it is listed in the response filters when disaggregating results. Similarly, Pacific Islander is listed in the respondent demographic, but not listed as a filter option.

Survey Respondent Demographics

School/College	Race/Ethnicity		Gender					
	Faculty	Student	Faculty	Student				
Business School	8	122	African American	5.68%	Female	58.99%	63.34%	
College of Architecture an..	9	70	American Indian & Native ..	0.72%	1.03%	Male	41.01%	33.91%
College of Arts and Media	17	45	Asian & Asian American	5.76%	8.61%	XXXXXX		0.52%
College of Engineering, D..	10	50	Hispanic & Latinx	7.19%	23.92%	Unknown		2.24%
College of Liberal Arts an..	72	149	International	0.72%	5.16%	Full-Time/Part-Time		
Non-Degree		27	Pacific Islander		0.34%		Faculty	Student
School of Education and H..	12	81	Two or More	1.44%		Full-Time	90.65%	75.90%
School of Public Affairs	11	37	Unknown	7.91%	1.72%	Part-Time	9.35%	24.10%
Grand Total	139	581	White	76.26%	53.53%			

Full Time/Part Time

Full-time faculty are far over-represented in this survey.

- In fall 2023, Part time faculty comprised 445 (43%) of total faculty at CU Denver. In this survey, part-time faculty comprised 10% of respondents.
- In fall 2023, Full Time faculty comprised 590 (57%) of total faculty at CU Denver. In this survey, full-time faculty comprised 88.5% of respondents.
- In both the survey and the breakdown of faculty overall, 1.5% of faculty titles are “null.”

Race/Ethnicity

Race Ethnicity	Fall 2023	Survey
American Indian/Native American/Alaskan Native*	5%	.75%
Asian*	9%	-
Black/African American	23%	null
Hispanic/Latino	8%	7.52%
Multi-racial/Two or More	1%	1.5%
White	66%	80%

Unknown	11%	8%
Null	-	1.5%
International	-	.75%
Pacific Islander	-	null

**categories are titled differently between institutional data and survey options.*

Gender

Faculty who identify as female are slightly over-represented in this survey.

- The overall gender breakdown of faculty in Fall 2023 was 51% female, 48% male, and 1% Unknown.
- The gender breakdown for this survey was 59% female, and 40% male, with an additional 1% “null.”

College Representation

Several schools and colleges had proportionate representation in the survey: Architecture & Planning, Arts and Media, Engineering, and Public Affairs. However, both Business and SEHD are under-represented. The College of Liberal Arts and Sciences is greatly over-represented at 50% of all respondents.

Again, it is important to remember that full-time faculty are over-represented in the survey.

College	Fall 2023	% of Faculty	Survey	% of survey respondents
Architecture & Planning	76	7%	9	7%
Arts and Media	115	11%	16	12%
Business	118	11%	8	6%
SEHD	198	19%	11	8%
Engineering	84	8%	9	7%
CLAS	388	38%	67	50%
Public Affairs	53	5%	11	8%

By Faculty Title/Type

Lecturers, who account for more than 42% of the faculty at CU Denver are greatly under-represented in this survey, at only 10% of respondents. Tenured and tenure-track faculty are over-represented.

Title	Fall 2023	% of Faculty	Survey	% of survey respondents
Prof. Tenured or Tenure Eligible	130	12.6%		20%
Asso Prof, Tenured or Tenure Eligible	143	13.9%		21%
Asst. Prof, Tenure Track or TT Eligible	92	9%		14%

Regular Instructor	139	13.5%		18%
Lecturer	436	42.2%		10%
Clinical Teaching	88	9%		14%
Other Instructional	4	.03%		1.5%

Notes:

All faculty demographic data are per Tableau's Fall 2023 Fast Facts Dashboard on 6/26/24
(<https://viz.cu.edu/#/site/University/views/FacultyStaffCounts/EmployeeCounts?:iid=1>)

There were 1032* (*sometimes this count was different by a few) faculty of the types included in this survey.

Employee types and titles are not exactly the same between the university's demographics and survey.