UW Tacoma Equity-Minded Faculty Workload

Process-Level Report

Report Prepared By: 2024 Faculty Affairs Committee in collaboration with UWT Academic Human Resources (HR) and support from UWT Academic Affairs

Submitted to: The Executive Council of UWT Faculty Assembly

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Framework for Faculty Workload Initiative

The UW Tacoma Equity-Minded Faculty Workload initiative was developed and framed around the findings from the national-level *Faculty Workload and Rewards Project* funded by the National Science Foundation. This project identified six conditions deemed necessary to establish equitable workloads. UWT adopted the criteria to meet the needs of our campus. The six criteria follow:

Transparency*- Presenting visible information that all faculty can see about existing work activities for each faculty.*
Example: Schools should be able to display in a visible and accessible location the activities in which faculty are engaged that cover research, service and teaching.

Clarity *– Presenting clearly identified and well-understood benchmarks to faculty at all ranks*
Example: Schools should be able to present an outline of the roles, responsibilities and expectations for faculty of all ranks. The information should include clear statements of expectations at each faculty rank addressing teaching, research and service. Additionally, a delineation of approaches and actions necessary to meet the outlined expectations should be presented.

Norms *– Establishing a commitment to ensure fair workloads and systems to reinforce norms.*
Example: Schools should have in place, procedures and policies that clearly outline the workload expectations of faculty at each rank, a clear itemization of what it means to exceed standard faculty workload at each faculty rank, and a clear designation of measures that will allow for a re-distribution of workloads when faculty exceed the standard workload benchmarks for research, teaching and/or service.

Credit *– Recognizing and rewarding faculty for their effort.*
Example: Schools should have delineated policies that permit the recognition of outstanding activities of faculty at all ranks. Such activities may include scholarly work such as publications, creative activities, and external funding to name a few; service activities including outstanding work on standing committees; and teaching engagement including recognition of innovative teaching. This work can be done both at the School and campus-levels.

Accountability *– Establishing mechanisms to ensure that all faculty fulfill their responsibilities.*
Example: Schools should have procedures/policies in place that ensure that all faculty serving on School-level committees are doing their fair share in their execution of committee responsibilities.

Context *– Acknowledging the different strengths, interests and demands that faculty bring and to be flexible in workload assignments.*
Example: Schools should be flexible regarding the unique situation and needs of each faculty and tailor workload expectations based on what the faculty bring to the table and not expect a one-size fits all model.

Process and Timeline of Developing the UWT Equity Minded Workload

History and Needs Assessment: Resolution Passed to Address Workload Equity
November 2022: During the academic year 2022-2023, the Faculty Affairs Committee drafted a Resolution to address workload equity on UWT campus. The resolution underwent several revisions based on feedback received from the Executive Council of Faculty Assembly, Deans in each of the seven Schools and the Faculty Affairs Committee. The resolution was passed in November 2022, and this began the process of addressing faculty workload on UWT campus.
A copy of Faculty Workload Resolution is found in Appendix A.

Getting Started: School Audits
November 2022: After the passing of the Faculty Workload Resolution, UWT EVCAA, Dr. Andrew Harris supported the measure and recommended that Academic Affairs collaborate with the Faculty Affairs Committee and Faculty Assembly, as Faculty Affairs recommended an audit of faculty workload in each of UWT's seven Schools. This audit involved a self-assessment of workload status by Faculty Councils and an assessment of the six criteria necessary for assuring equitable workloads. The goal being to begin to diagnose the extent of the problem at UW Tacoma.

Diagnosing Workload Inequities: Instrument Development of School-Level Assessment
April 2023: Faculty Affairs Committee and Academic HR developed a School-level self-assessment. The assessment was derived by reviewing information from multiple sources: (1) *2022 COVID 19 Needs Assessment Report* (n =121) which provided data on the inequities in teaching, research and service at pre- and post-COVID; (2) *2020 Focus Group Assessment of Faculty Workload* (*n*=1); *2019 Workload Surveys* (*n*=88); and *2019-2020 Faculty Assembly Research Advisory Report* (*n*=69). The School-level self-assessment instrument was developed to obtain a global assessment of teaching, research and service addressing as many of the six criteria for equitable workloads as possible while taking into consideration the historical pinch-points that UWT faculty reported in previous reports. The instrument was presented to the Faculty Council Chairs and Deans in each School for consideration and to make revisions as needed.

The instrument comprised 31 items: Demographic information which included the identification of host School and faculty rank.
Teaching Measure (8 items) – Teaching represented the first section of the report and this category queried about (a) presence of standard expectations around teaching and whether explicit expectations are presented based on faculty rank; (b) presence of an accessible and up-to-date dashboard of ongoing teaching assignments and whether faculty had access to or can visualize this information; (c) opportunity for faculty to engage in regular individual-level review with direct supervisor; (d) the existence of policy by School to assure equitable distribution of teaching based on types of courses faculty in the School are expected to teach; (e) existence of policy to ensure that faculty do not exceed benchmarks so that equitable distribution of teaching occurs and whether a policy exists to rebalance workload when benchmarks are exceeded. For each of the items above, Schools were asked to answer *Yes* or *No* and to provide an explanation for responses given.

Scholarship Measure (4 items) – Scholarship followed a similar format as the teaching category presented above with slight variations. The instrument queried about (a) the existence of a mechanism

for faculty to engage in regular individual-level review with direct supervision; (b) the presence of an accessible and up-to-date dashboard of ongoing scholarship activities for each faculty member at the different faculty ranks and the ability for all faculty in the School to see the itemized scholarship activities of all faculty; (c) the presence of clear and accessible definitions of the different types of scholarship activities that count as scholarship in the broadest sense. Each question presented a *Yes* or *No* response with space provided for the writer to explain response choices.

Service Measure (13 items) – The service category queried about (a) the presence of standard performance expectations around service based on faculty rank and the extent of visibility of presented information to all faculty; (b) mechanism for faculty to engage in regular individual-level review with direct supervisor; (c) presence of accessible and up-to-date dashboard outlining faculty engagement in service activities and whether all faculty had ready access to the information; (d) presence of policy to assure an equitable distribution and adjustment of service activities, policy to assure faculty do not exceed benchmarks for service engagement and policy to assure a rebalancing of workload for faculty exceeding the benchmarks; (e) whether Schools have compensated service roles; (f) policy to recognize differences in effort and performance in service-related activities; (g) policy to recognize leadership service roles; and, (h) policy to track inordinate service activities by specific demographic groups. Each question presented a *Yes* or *No* response with space for the writer to explain response choices.

Student Support and Advising Measure (3 questions). Recognizing that faculty have historically taken on additional service roles which include student support and advising, three questions were directed to this item. The questions were (a) availability of clear expectations around student advising; (b) a process for communicating the expectations; and (c) a process for communicating advising activities by demographic groups inordinately engaged in these tasks. Each item presented a *Yes* or *No* response with space provided to elaborate on responses.

General Section (4 questions). This section queried respondents about other types of workload activities not included as traditional workload tasks. Questions ask about whether such activities existed, whether clear expectations existed for these tasks, procedures for assessing faculty engagement and approach to rebalance engagement when faculty exceeded benchmarks.
A copy of School-Level Self-Assessment instrument is presented in Appendix B

Academic Human Resources collaborated with FAC Chair to develop the instrument which was later vetted and edited by all members of the Faculty Affairs Committee.

Engaging the UWT Community: Outreach to Faculty Councils and Deans in Schools
September 2023 to November 2023. The Faculty Affairs Committee Chair and Director of Academic HR initiated outreach to Chairs of Faculty Councils in April and May 2023 to schedule one-on-one meetings with Schools to discuss the purpose and intent of the instrument, a timeline for completion, and clarification on how the data will be used to develop recommendations for each School. The meetings with each School's Faculty Council began in September 2023 and continued until November 2023 and these meetings were held either in person or Zoom based on the needs of the School. Faculty Councils engaged their faculty via formal and informal meetings to complete the self-assessments.
February 2024. Instruments were returned to the FAC Chair and Director of AHR. The FAC Chair and Director of AHR also held two independent meetings with the Deans of each School via Council of Deans meetings with EVCAA. The goals of the first meeting held in September 2023 were to address expectations about the data collected and consider the timeline for completion. The second meeting

with the Council of Deans was held in February 2024 and the intent was to answer additional questions held by Deans and provide additional clarification on expectations and the process.

Diagnosing the Problem: Part B - Faculty-Level Self-Assessment
March 2024. The School-level self-assessments offered macro-level insights on activities by the Schools addressing each among the 6 criteria for equitable workloads targeting teaching, service, research, and student advising. However, it was apparent that individual faculty assessments/perceptions of the extent to which the six criteria were met in each School were also required to provide deeper contextual information to assist in diagnosing the problem.

The FAC Chair and Director of AHR developed the faculty-level instrument which was reviewed, vetted and approved by the Faculty Affairs Committee members. The UWT Institutional Research Office (IR) converted the instrument into electronic format and the survey was released to all UWT faculty on March 21, 2024, and remained open for a two-week span. The IR office provided prompts and reminders at different intervals during the two-week timeframe to assure faculty engagement in the process. The Office of Institutional Research reported 150 attempts at completion by faculty with a final tally of 102 fully completed surveys by faculty at all ranks from all seven Schools.

Survey Items: Survey comprised of the following components (a) demographic questions that queried about home School and faculty rank; (b) assessment of perceived clarity of expectations in teaching, research and service; (c) assessment of perceived transparency of teaching, service and research activities for all ranks; (d) awareness of existing policies in School to rebalance workload inequities in teaching, research and service; (e) awareness of credit/recognition delegated for each of the different faculty ranks; (f) awareness of mechanisms in place to assure accountability by all faculty for work obligations; and (g) assessment of Schools' acknowledgement of the different strengths, interests and flexibility by all faculty. Space was provided at the end of the instrument for faculty to give additional information addressing their assessment of equity in workload activities. The response indicators for the surveys were presented as Likert Scale, 1=not at all, 3=moderately, 5= very/a lot and "don't know."
A copy of Faculty-Level Assessment document is presented in Appendix C

Assessment of Findings and Deriving Recommendations to Support Schools' Efforts at Implementing Equity-Minded Workload on UWT Campus
March and April 2024. *School-Level Data Analysis*: All Schools completed self-assessments addressing the six criteria for equity-minded workload and the data analysis is now complete. Schools who reported engaging in none or only a few among the identified elements needed for equity-minded workload were tagged in those areas as requiring additional attention/work. Schools who reported engaging in some of the six criteria were asked to furnish documentation that outlined their efforts, and such documentation was provided by Schools in March/April 2024. The objective was to critically review the evidence received from Schools and to potentially include among the menu of recommendation that will be delivered to all Schools.

April to May 2024. *Faculty-Level Data Analysis:* Analysis is being completed for the faculty-level data. The information derived from this assessment will inform the reports that are being prepared for each School.

Final Reports. The final reports to be delivered to each School will comprise two parts: Part I – will present the sensitive areas requiring remediation/improvement in each School based on findings from School-level and faculty-level assessments. Part II - will present the derived recommendations to address the six criteria for establishing equitable faculty workload which will include criteria crafted from national-level best practices and measures currently in practice in Schools at UW Tacoma.

Future Steps: Working with Schools to Implement Policies to Create Equitable Workload for all Faculty Ranks

<u>September to November 2024</u>. The Chair of Faculty Affairs Committee (FAC), Director of Academic HR (AHR) and Director of Academic Affairs, Planning and Budget (AA) are at the stage of developing the final reports for each School. Personnel from FAC, AHR and AA plan to meet with each School at the start of the next academic year (AY 2024-2025) to discuss the findings and strategize the next steps. Schools will decide how to proceed in putting the suggested actions into practice. FAC Chair and personnel from AHR and AA have discussed implementing a step-wise monitoring plan whereby Schools will be provided with a timeframe to initiate workload remediation activities and a reporting plan to address the progress in meeting identified objectives.

Timeline and Process Visualization
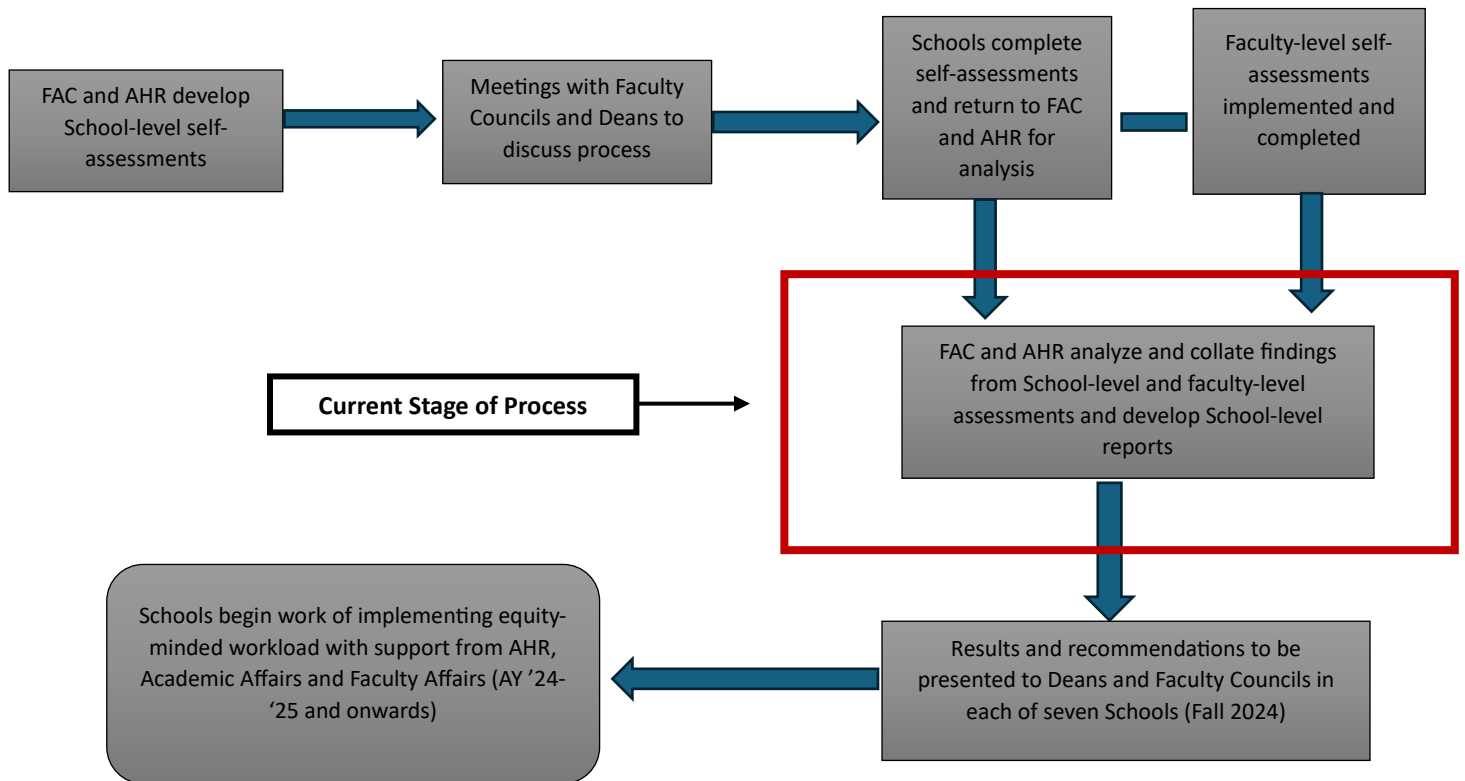
Appendix A: Faculty Workload Resolution

Faculty Resolution for Deans and Faculty Councils in Schools to Address Increased Workloads and to Promote Workload Equity on the University of Washington Tacoma Campus

WHEREAS, The University of Washington (UW) Faculty Code (Section 24-32) has outlined the scholarly and professional qualifications of all faculty members for appointment and promotion, stating that "The University faculty is committed to the full range of academic responsibilities: scholarship and research, teaching, and service," and **,** scholarship and research, teaching and service are the core faculty functions necessary for appointment and promotion of all faculty members as outlined in the UW Faculty Code; and

WHEREAS, The University of Washington Tacoma (UWT) is a designated Carnegie Community Engagement Classification institution and as such, UWT and its faculty collaborates with "...its larger (local, region/state, national, global) communities for the mutually beneficial exchange of knowledge and resources within a context and partnership," and community-engaged work is essential for UWT Carnegie Community Engagement Classification. Therefore, Tenured/Tenure-Track Faculty, and Teaching Faculty actively participate in community-engaged work; and

WHEREAS, at the University of Washington Tacoma, the scholarship and research load for all Tenured/Tenure-Track Faculty has grown and the service load for all part-time and full-time Faculty has increased to include leadership roles in Schools and on campus. Further, the teaching load of 6 courses for Tenured/Tenure Track Faculty and 7 courses for Teaching Faculty is greater than the teaching load for UWB and UWS; and, the recent UWT COVID-19 Needs Assessment findings revealed an exacerbation of workload imbalances in service and teaching among all UWT faculty; and

WHEREAS, evidence is conclusive that faculty from under-represented groups disproportionately engage in mentoring and diversity activities and women faculty do more teaching and service. Service and teaching are important to the functioning of the university; however, the activities by under-represented groups and women are invisible, go unrewarded, and have negatively impacted research and scholarship productivity of women and under-represented faculty; and

It remains imperative to preserve a balance among scholarship and research, teaching and service and community-engaged work, and to assure equitable workload for all faculty (teaching faculty, tenured/tenure-track faculty, and lecturers) across rank, gender, race, and other under-represented groups, therefore,

BE IT RESOLVED,

Scholarship/Research and Service: For Scholarship and Research, Schools shall provide further guidance, clarity and support around scholarship and research according to the Faculty Code for Tenured/Tenure-Track and Teaching Faculty to assure that faculty actively engaged in scholarship and research do not experience undue burdens associated with active research and

teaching. For Service, Schools shall provide guidance, clarity, and support around the scope of service activities to assure that all faculty engaged in multiple service roles do not experience undue burdens associated with service and teaching.

Community-Engaged Work: Where possible, Schools shall actively support all faculty who are actively involved in community-engaged work as previously defined.

Under-represented and female faculty: Schools shall provide support to all faculty especially underrepresented and female faculty, who may be engaged in more hours of teaching and service activities.

Equity-Minded Support

To begin the work of implementing equity-minded workloads for all faculty (teaching, tenured/tenure-track and lecturers), Schools are encouraged to apply promising best practices to create equity-minded faculty workloads. One promising practice, presents common-sense approaches to lessen workload imbalances. Some key steps include: (1) Diagnosing the problem of excessive workload through monitoring and documenting faculty workload activity; (2) Determining areas where workload adjustment would be most beneficial after diagnosis, based on the specific needs of each School; (3) Developing an equity-minded action plan along with identification of supports and resources needed to address the problem areas; (4) Establishing a timeline to implement the action plans; (5) Evaluating the progress in moving toward equitable workload in each School.

The Office of Academic Affairs shall be charged with providing oversight and guidance to Schools to assure good faith attempts at implementing the proposed equity-minded workload proposal.

Approved by Executive Council of Faculty Assembly on Nov 21st 2022

Appendix B: School-level Self-Assessment instrument

UWT Faculty Workload Self-Assessment Tool

Instructions: *Please take some time to complete the following questions permitting each School to evaluate the main issues/concerns contributing to workload burdens in their units. The information derived from this document will guide decision-making around the implementation of equity-based workloads. The following questions address various workload categories – **Teaching, Scholarship, and Service**. An additional category of **Student Advising and Mentoring** is presented, and a final **General** category is offered to address elements not captured within the three main categories. Finally, Schools are encouraged to add 1 – 3 questions targeting workload assessment concerns specific to their Unit.*

Background Information

Please indicate your School:

_____ School of Education	_____ School of Nursing and Healthcare Leadership
_____ School of Urban Studies	_____ School of Social Work and Criminal Justice
_____ Milgard School of Business	_____ School of Interdisciplinary Arts and Sciences
_____ School of Engineering and Technology	

Please indicate the number of faculty in your School by faculty rank:

_____ Lecturer (P/T)

_____ Assistant Teaching Professor	_____ Associate Teaching Professor	_____ Teaching Professor
_____ Assistant Professor (TT)	_____ Associate Professor (TT)	_____ Full Professor

_____ Other rank not indicated. Please specify: _____

Teaching

1. Does the School have standard performance expectations/criteria for **teaching** which are categorized based on faculty rank?

   ____ Yes   ____ No

   Explain further:

   _____
   _____
   _____

2. If School does have standard performance expectations/criteria for **teaching** that are categorized by faculty rank, are these expectations/criteria for teaching made clear to faculty at all ranks?

____Yes   ____No

Explain further:

_____

_____

_____

3. Is there a School-level accessible and up-to-date dashboard that outlines the specifics (e.g., number and types) of ongoing **teaching assignments** for each faculty member at the different ranks?

____Yes   ____No

Explain further:

_____

_____

_____

4. Are faculty able to see **teaching assignments** for other faculty at different ranks on the School-accessible dashboard so that all faculty will understand the range of effort in **teaching** by faculty rank and the relationship between individual faculty effort and overall department effort?

____Yes   ____No

Explain further:

_____

_____

_____

5. Is there a mechanism in place for all faculty to engage in regular individual-level review with their direct supervisor (usually, one's Dean), of the standard performance expectations/criteria around **teaching**?

____Yes   ____No

Explain further:

_____

_____

_____

6. Is there a policy in place to assure equitable distribution of *teaching* among faculty based on types of courses that are taught (e.g., teaching "W" courses, labs, new course prep, or graduate students' supervision)?

___Yes   ___No

Explain further:

_____

_____

_____

7. Is there a policy in place to assure that faculty do not exceed benchmarks to assure equitable distribution of *teaching* for all faculty? (e.g., planned rotation and preferred teaching schedules)

___Yes   ___No

Explain further:

_____

_____

_____

8. Is there a policy/structure in place to rebalance workload for faculty who do exceed the criteria/benchmarks for *teaching* expectation?

___Yes   ___No

Explain further:

_____

_____

_____

Scholarship

9. Is there a mechanism in place for all faculty to engage in regular individual-level review with their direct supervisor (usually, one's Dean), of the standard performance expectations/criteria around faculty *scholarship*?

    ___Yes   ___No

    Explain further:

    _____
    _____
    _____

10. Is there a School-level accessible and up-to-date dashboard that outlines the specifics (e.g., number and type) of ongoing **scholarship activities** for each faculty member at the different ranks?

    ___Yes   ___No

    Explain further:

    _____
    _____
    _____

11. Are faculty members able to see the itemized *scholarship activities* for each faculty at the different ranks to visualize the range of effort in *scholarship* by appointment type and the relationship between individual faculty effort and overall department effort?

    ___Yes   ___No

    Explain further:

    _____
    _____
    _____

12. Are there clear and accessible definitions of the different types of **scholarship activities** that count as *scholarship,* in its broadest sense, for faculty within your school for the purposes of merit, promotion and tenure?

    ___Yes   ___No

Explain further:

_____

_____

_____

Service

13. Does the School have standard performance expectations/criteria for **service** (at both the School-level and campus-level) which are categorized based on faculty rank?

    ___Yes   ___No

    Explain further:

    _____

    _____

    _____

14. If School does have standard performance expectations/criteria (including when and how many) for **service** (at the School-level and campus-level) that are categorized by faculty rank, are these expectations/criteria for **service engagement** made clear to faculty at all ranks?

    ___Yes   ___No

    Explain further:

    _____

    _____

    _____

15. Is there a mechanism in place for all faculty to engage in regular individual-level review with their direct supervisor (usually, one's Dean), of standard performance expectations/criteria around **service**?

    ___Yes   ___No

    Explain further:

    _____

    _____

    _____

16. Is there a School-level accessible and up-to-date dashboard that outlines the specifics (e.g., number and type) of ongoing **service assignments** for each faculty member at different ranks?

    ___Yes   ___No

    Explain further:

17. Are faculty able to see *service assignments* for each faculty at the different ranks to visualize the range of effort in *service* by faculty rank (appointment type) and the relationship between individual faculty effort and overall department effort?

    ___Yes   ___No

    Explain further:

18. Is there a policy in place to assure equitable distribution and adjustment of *service activities*, including number of activities (on School-level and campus-level committees) among all faculty at all ranks?

    ___Yes   ___No

    Explain further:

19. Is there a policy in place to assure equitable distribution and adjustment of responsibilities of faculty who are serving on department-wide committees? (e.g., chairing a committee versus serving as a committee member; definition of roles for committee members).

    ___Yes   ___No

    Explain further:

20. Is there a policy in place to assure that faculty do not exceed benchmarks for *service engagement* to assure equitable distribution of *service* expectations for all faculty?

    ___ Yes   ___ No

    Explain further:

    _____

    _____

    _____

21. Is there a policy/structure in place to rebalance workload for faculty who do exceed the criteria/benchmarks for *service* expectation?

    ___ Yes   ___ No

    Explain further:

    _____

    _____

    _____

22. Does the School identify *service roles* that are compensated (e.g., financial or course releases) - if such roles exist - and those that are not compensated so faculty can make informed decisions about roles of interest to select?

    ___ Yes   ___ No

    Explain further:

    _____

    _____

    _____

23. Is there a policy in place to recognize differences in effort and performance in *service*-related activities by faculty?

    ___ Yes   ___ No

    Explain further:

    _____

    _____

    _____

24. Is there a policy in place to recognize faculty engagement in leadership roles in *service*-related activities (e.g., chair committee)?

    ___Yes   ___No

Explain further:

_____

_____

_____

25. Does the School monitor and clearly communicate any additional *service activities* of historically minoritized faculty and women?

    ___Yes   ___No

Explain further:

_____

_____

_____

Student Support and Advising

26. Does the School have criteria/expectations around *student advising and support*?

    ___Yes   ___No

Explain further:

_____

_____

_____

27. Does the School have a process to clearly communicate the criteria/expectations around *student advising and support* to faculty?

    ___Yes   No

Explain further:

_____

_____

_____

28. Does the School monitor and clearly communicate any additional **student support and advising** activities of historically minoritized faculty and women?

    ___Yes   ___No

Explain further:

_____

_____

_____

General

29. Does the School have expectations for other workload activities not falling in the categories identified above (teaching, scholarship, service, and student advising)?

    ___Yes   ___No

Explain further:

_____

_____

_____

30. If there are additional expectations, does the School have a process for measuring faculty engagement in these activities?

    ___Yes   ___No

Explain further:

_____

_____

_____

31. Does the School have practices in place to monitor and record workload imbalances?

    ___Yes   ___No

Explain further:

_____

_____

_____

32. If the School has practices to identify workload imbalances, has the School incorporated policies or other practices designed to equalize faculty workload?

____Yes   ____No

Explain further:

_____

_____

_____

_____

Additional School-Identified Workload Assessment Questions

Please add additional questions you might have to assess workload imbalances specific to your School here.

Faculty-Level Assessment of Faculty Workload

Background Information

Please indicate your School:

_____ School of Education
_____ School of Urban Studies
_____ Milgard School of Business
_____ School of Engineering and Technology
　　　Please specify unit in SET (CSS/ITT or Eng): _____
_____ School of Nursing and Healthcare Leadership
_____ School of Social Work and Criminal Justice
_____ School of Interdisciplinary Arts and Sciences**
　　　Please specify unit in SIAS: _____

Please indicate your faculty rank:

_____ Lecturer (P/T)
_____ Assistant Teaching Professor
_____ Associate Teaching Professor
_____ Teaching Professor
_____ Assistant Professor (TT)
_____ Associate Professor (TT)
_____ Full Professor
_____ Other rank not indicated. Please specify: _____

Assessment of Clarity in Expectations

Based on your knowledge, rate the extent to which clear expectations and well-understood benchmarks for *teaching* exists for faculty ranks: 1= not at all clear 3= moderately clear 5 = very clear or "don't know"

Full Professor:	1	2	3	4	5	don't know
Associate Professor:	1	2	3	4	5	don't know
Assistant Professor:	1	2	3	4	5	don't know
Teaching Professor:	1	2	3	4	5	don't know
Associate Teaching Professor:	1	2	3	4	5	don't know
Assistant Teaching Professor:	1	2	3	4	5	don't know
Part-time Lecturer:	1	2	3	4	5	don't know

Based on your knowledge, rate the extent to which clear expectations and well-understood benchmarks for *service* activities exist for faculty ranks: 1= not at all clear 3= moderately clear 5 = very clear or "don't know"

Full Professor:	1	2	3	4	5	don't know
Associate Professor:	1	2	3	4	5	don't know
Assistant Professor:	1	2	3	4	5	don't know
Teaching Professor:	1	2	3	4	5	don't know
Associate Teaching Professor:	1	2	3	4	5	don't know
Assistant Teaching Professor:	1	2	3	4	5	don't know
Part-time Lecturer:	1	2	3	4	5	don't know

Based on your knowledge, rate the extent to which clear expectations and well-understood benchmarks for *scholarship* exist for faculty ranks: 1= not at all clear 3= moderately clear 5 = very clear or "don't know"

Full Professor:	1	2	3	4	5	don't know
Associate Professor:	1	2	3	4	5	don't know
Assistant Professor:	1	2	3	4	5	don't know
Teaching Professor:	1	2	3	4	5	don't know
Associate Teaching Professor:	1	2	3	4	5	don't know
Assistant Teaching Professor:	1	2	3	4	5	don't know
Part-time Lecturer:	1	2	3	4	5	don't know

Assessment of Transparency

Based on your knowledge, rate the extent to which *visible information about teaching* is presented for all faculty ranks to see: (1= not at all visible, 3= moderately visible, 5 = very visible)

1   2   3   4   5

Based on your knowledge, rate the extent to which *visible information about service* is presented for all faculty ranks to see: (1= not at all visible, 3= moderately visible, 5 = very visible)

1   2   3   4   5

Based on your knowledge, rate the extent to which *visible information about scholarship* is presented for all faculty ranks to see: (1= not at all visible, 3= moderately visible, 5 = very visible)

1   2   3   4   5

Rate the extent to which you would like to see transparency in Teaching: (0 = not at all, 3 = moderately, 5 = very much)

0   1   2   3   4   5

Rate the extent to which you would like to see transparency in Research: (0 = not at all, 3 = moderately, 5 = very much)

0   1   2   3   4   5

Rate the extent to which you would like to see transparency in Service: (0 = not at all, 3 = moderately, 5 = very much)

0   1   2   3   4   5

Assessment of Credit

Rate the extent to which you feel faculty are *recognized and rewarded* for effort: (0 = not at all, 3 = moderately, 5 = very much or "don't know")

	0	1	2	3	4	5	don't know
Full Professor:	0	1	2	3	4	5	don't know
Associate Professor:	0	1	2	3	4	5	don't know
Assistant Professor:	0	1	2	3	4	5	don't know
Teaching Professor:	0	1	2	3	4	5	don't know
Associate Teaching Professor:	0	1	2	3	4	5	don't know
Assistant Teaching Professor:	0	1	2	3	4	5	don't know
Part-time Lecturer:	0	1	2	3	4	5	don't know

Assessment of Norms

Based on your knowledge, rate the extent to which policies are in place to *rebalance inequities* in workload for all faculty for teaching, research and service: (0 = not at all, 3 = moderately, 5 = very much, or "don't know")

Teaching	0	1	2	3	4	5	don't know
Research	0	1	2	3	4	5	don't know
Service	0	1	2	3	4	5	don't know

Assessment of Accountability

Rate the extent to which you feel that there are mechanisms in place to make sure that *all faculty fulfill work obligations* or receive credit for their labor: (0 = not at all, 3 = moderately, 5 = very much, or "don't know")

Full Professor:	0	1	2	3	4	5	don't know
Associate Professor:	0	1	2	3	4	5	don't know
Assistant Professor:	0	1	2	3	4	5	don't know
Teaching Professor:	0	1	2	3	4	5	don't know
Associate Teaching Professor:	0	1	2	3	4	5	don't know
Assistant Teaching Professor:	0	1	2	3	4	5	don't know
Part-time Lecturer:	0	1	2	3	4	5	don't know

Assessment of Context

Rate the extent to which you feel faculty are *acknowledged for their different strengths*, interests and flexibility: (0 = not at all, 3 = moderately, 5 = very much, or "don't know")

Full Professor:	0	1	2	3	4	5	don't know
Associate Professor:	0	1	2	3	4	5	don't know
Assistant Professor:	0	1	2	3	4	5	don't know
Teaching Professor:	0	1	2	3	4	5	don't know
Associate Teaching Professor:	0	1	2	3	4	5	don't know
Assistant Teaching Professor:	0	1	2	3	4	5	don't know
Part-time Lecturer:	0	1	2	3	4	5	don't know

Additional Comments:

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