

Academic Policy Committee

Appendix to Charge 1 Report

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CHARGE 1: The committee shall conduct a full-time faculty survey on faculty satisfaction with the workload policy implementation in their unit and report on findings and recommendations.

The committee conducted a full-time faculty survey in December 2020. Faculty were asked to evaluate their satisfaction with their unit's workload policy, how the policy was implemented and the current workload distribution. Also, faculty were asked to evaluate the consistency of the workload policies with the actual responsibilities on research, teaching and service. Faculty were then asked to comment on what they consider to be the workload's strengths and weaknesses.

Results and analysis

In total, 254 full-time faculty responded the survey, giving an overall response rate of 17.%. The total and percentage response for college is given in the table below.

Table 1 Total and percentage responses by college:

	Survey respondents	Percentage of faculty responding by college
Bouvé	38	20.4%
CAMD	26	19.4%
COE	36	14.2%
CPS	27	32.9%
COS	41	18.6%
CSSH	34	14.5%
D'Amore-McKim	32	18.3%
Khoury	15	13.5%
Law	3	6.5%
Total	252	17.5%

Quantitative Analysis

The quantitative survey questions were given using a Likert scale with five grades, with grade 1 corresponding to “Not at all satisfied” and grade 5 corresponding to “Extremely satisfied”.

Quantitative survey questions

The actual satisfaction questions were:

1. How satisfied are you with your unit’s workload policy?
2. How satisfied are you with how the workload policy was implemented in your unit?
3. How satisfied are you with your current workload distribution?
4. How satisfied are you that your research responsibilities are consistent with your unit workload policy?
5. How satisfied are you that your service responsibilities are consistent with your unit workload policy?
6. How satisfied are you that your teaching responsibilities are consistent with your unit workload policy?

Overall, there is a positive satisfaction about the workload policy implementation in all the items asked and across all the colleges.

With respect to the satisfaction on the unit policy, 27.8% selected 5 and 33.5% selected 4, so more than 61% of the faculty was very satisfied. This contrasts with the percentage that chose the lowest ratings: 7.7% selected 1 and 9.7% selected 2 (17.4% total). The median value for this category was 4.

With respect to the implementation of the policy, 26.9% selected 5 and 31.0% selected 4, almost 58% of the faculty was very satisfied. The numbers for the two lowest ratings were 11.8% (for 1) and 9.8% (for 2), giving a total of 21.6%. The median value for this category was 4.

With respect to the satisfaction about the workload distribution, 29.1% selected 5 and 27.9% selected 4, a 57%. For the two lowest ratings, the numbers were 8.5% for 1 and 13.8% for 2 (a 18.3% total). The median value for this category was 4.

The numbers for the consistency of the workload policies and the actual responsibilities (research, teaching, and service), the numbers were similar, giving totals from 60% to 69% for the highest two ratings but only 16% to 26% for the lowest two. The median values for all the three categories were 4.

Concerning the results across colleges, the median values for satisfaction for the six questions were all greater or equal than 3, with a majority of 4’s. There is a slightly bigger satisfaction median numbers for Khoury and CoS, and a slightly smaller median numbers for CPS (see table below). There were only 6 respondents from the School of Law, so we didn’t consider them in the college breakdown analysis (however, they were considered in the overall analysis.).

The results arranged by years of service showed a higher satisfaction across all the questions for new faculty (less than a year) compared with all other years of service categories. For new faculty, the median values for all categories were 5, except for the satisfaction on the unit policy, that was 4. In contrast, for all other faculty (more than one year), the median values were 4 for all categories.

Percentages of faculty responses to the respective questions on a 5-point Likert scale

1- Not at all satisfied
5- Extremely satisfied

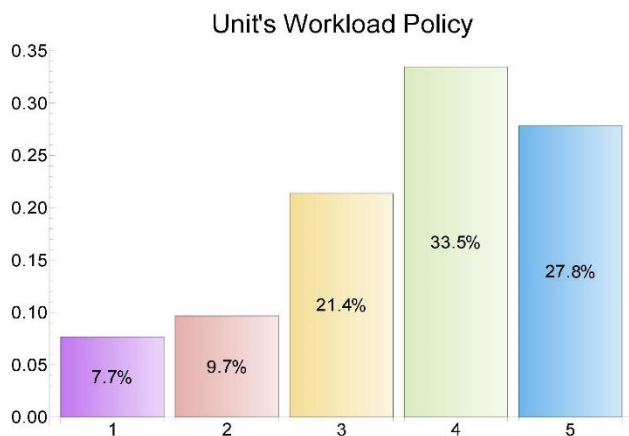


Figure 1 How satisfied are you with your unit's workload policy?

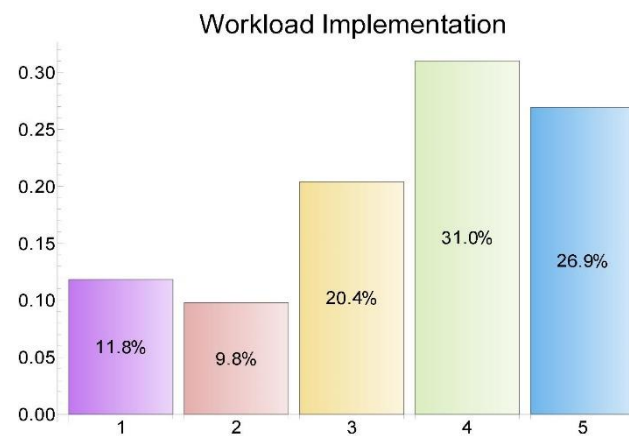


Figure 2 How satisfied are you with how the workload policy was implemented in your unit?

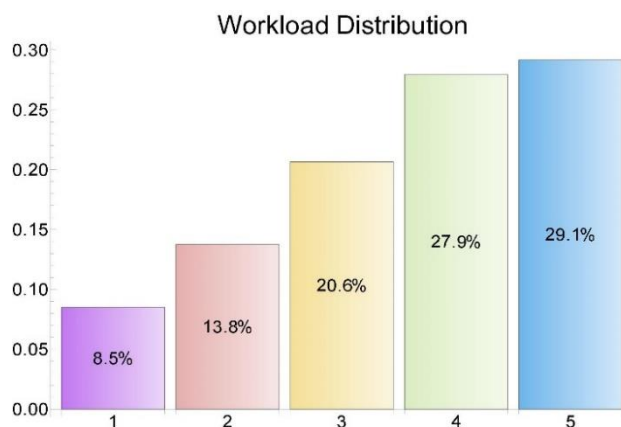
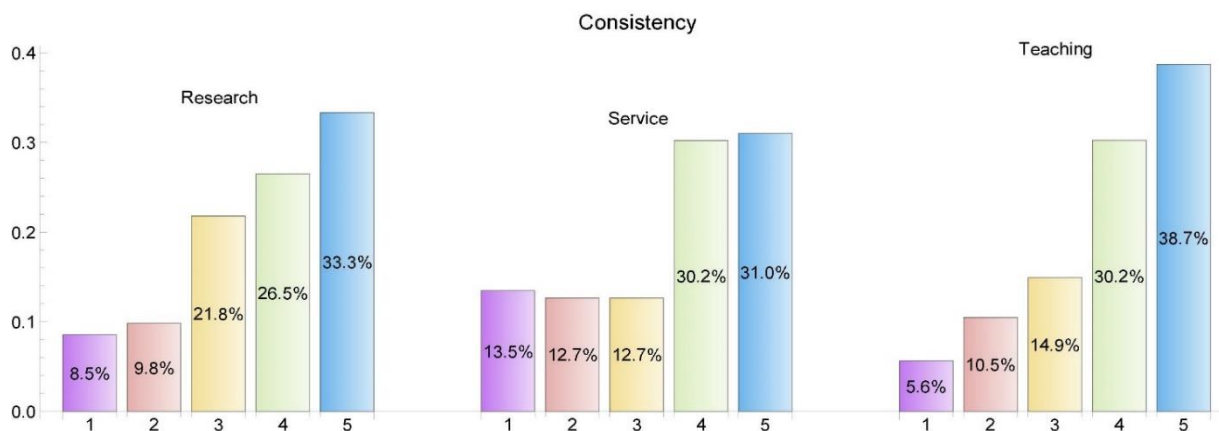


Figure 3 How satisfied are you with your current workload distribution?

Figure 4 Questions 4-6: Research, teaching, and service



Question 4: How satisfied are you that your research responsibilities	Question 5: How satisfied are you that your service responsibilities are	Question 6: How satisfied are you that your teaching responsibilities
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Table 2 Median values for each question across colleges

	Question 1	Question 2	Question 3	Question 4	Question 5	Question 6
Bouvé	4	4	4	4	4	4
CAMD	4	3	4	4	3	4
COE	4	4	4	4	4	4
CPS	3	3	3	3	4	3.5
COS	4	4	4	4.5	4	5
CSSH	4	4	3.5	4	3.5	4
DSB	4	4	4	4	4	4
CCS	4	4	4	5	4.5	5

Qualitative Analysis

Faculty Comments on Workload Policy's Strengths and Weakness

An inductive qualitative approach was used to analyze all of the faculty comments on the workload policy's strengths and weaknesses. In the course of the analysis, eight themes were identified – 4 themes on the workload's strengths and 4 themes on its weaknesses. The four strengths identified in faculty comments are that the workload is:

1. Adaptable (37 comments)
2. Transparent (36 comments)
3. Balanced (28 comments)
4. Equitable (20 comments)

The four weaknesses identified in faculty comments are that the workload is:

1. Rigid, narrow (54 comments)
2. Non-transparent, vague (28 comments)
3. Unrealistic, unreasonable (33 comments)
4. Inequitable (26 comments)

Strengths

1. Adaptable

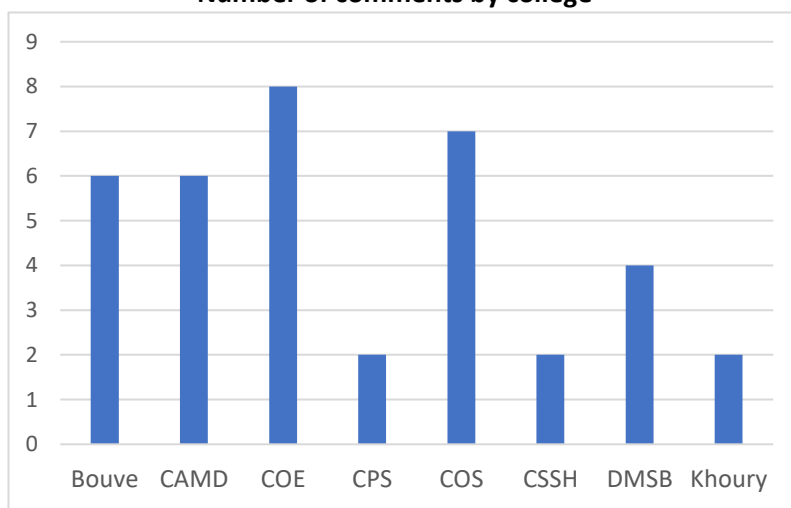
Faculty commented on what they consider to be the adaptability and appropriate flexibility of the workload policy. Comments in this category expressed high regard for how workloads take individual strengths and responsibilities into consideration. Repeatedly, faculty expressed a sense of workload personalization.

Comments indicated high regard for how the workload policy is “applied to me,” its “flexibility for individuals who have heavy committee work,” for “lab-based teaching,” and for “the broad range of faculty appointments.” Also noted were the sense that the workload policy includes “many forms our research and creative practice can take,” and “flexibility based on unit needs, individual strengths and circumstances, and external factors (such as the pandemic).”

37 comments pertained to the workload’s adaptability. Table 1 and Figure 1 show the distribution of these comments by college.

College	Number of comments
Bouvé	6
CAMD	6
COE	8
CPS	2
COS	7
CSSH	2
DMSB	4
Khoury	2
Total	37

Figure 5
Strength: Adaptable
Number of comments by college



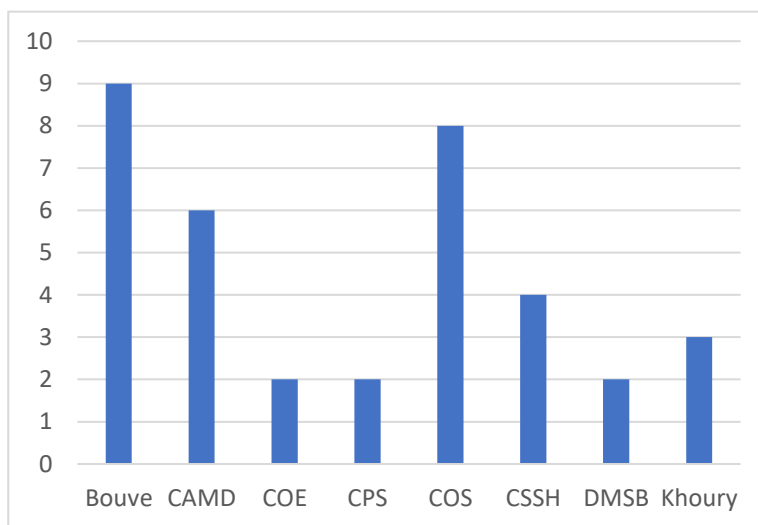
2. Transparent

Faculty commented on what they consider to be the workload policy's transparency and clarity. Included in this category are comments pertaining to clear expectations, above-board communication, and helpful, detailed definitions. Repeatedly faculty expressed the sense that the workload policy provides "clear expectations," that it is transparently communicated, "well articulated," and "well-defined."

36 comments pertained to the workload's transparency as a strength. Table 2 and Figure 2 show the distribution of these comments by college.

College	Number of comments
Bouvé	9
CAMD	6
COE	2
CPS	2
COS	8
CSSH	4
DMSB	2
Khoury	3
Total	36

Figure 6
Strength: "Transparent"
Number of comments by college



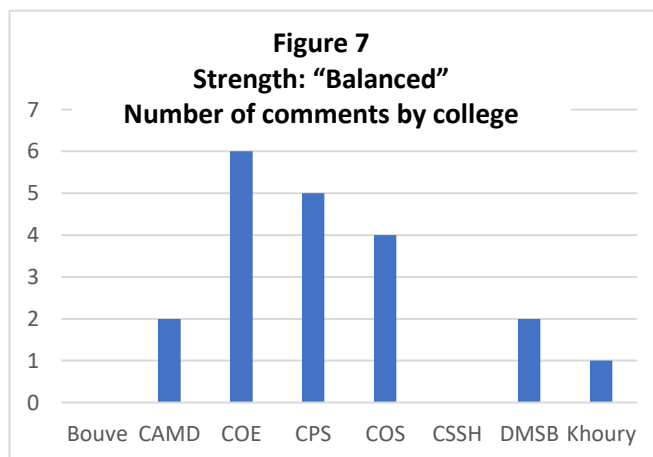
3. Balanced

Faculty commented on what they consider to be the appropriately balanced quality of the workload policy. Faculty expressed the sense that the workload policy is "well-distributed," that it allows faculty to focus on what they consider to be their primary areas of activity, and that it "maintain[s] a balance of teaching, research, and service."

20 comments pertained to the workload's balance as a strength. Table 3 and Figure 3 show the distribution of these comments by college.

College	Number of comments
Bouvé	0
CAMD	2
COE	6
CPS	5
COS	4
CSSH	0
DMSB	2
Khoury	1
Total	20

Figure 7
Strength: "Balanced"
Number of comments by college

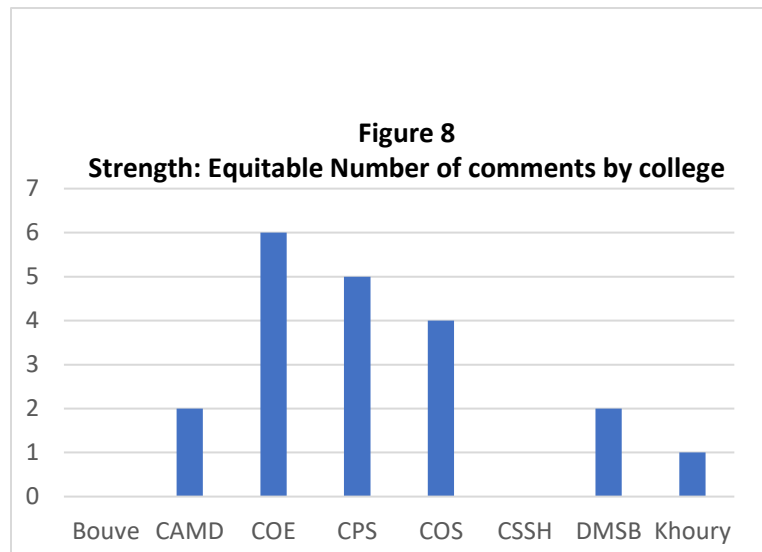


4. Equitable

Faculty commented on what they consider to be the workload policy's fairness, equity, and consistency. Comments expressed that the sense that the workload policy is "a fair system in a group with different responsibilities and goals," that it "ensures fairness across ranks," and that it "it provides consistency of expectations across the unit."

20 comments pertained to the workload's being equitable as a strength. Table 4 and Figure 4 show the distribution of these comments by college

Bouvé	0
CAMD	2
COE	6
CPS	5
COS	4
CSSH	0
DMSB	2
Khoury	1
Total	20



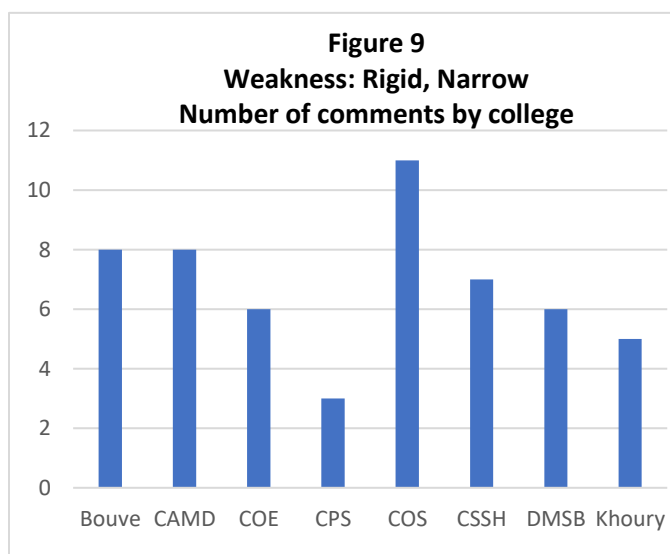
Weaknesses

1. Rigid or narrow

Faculty expressed concerns that the workload policy is rigid or narrow. Perceptions included in this category are that major factors are not considered in the workload policy's implementation, including chairing dissertations, class size, the nature of the course, NUFlex, TA/tech support, new course development, writing-intensive courses, and faculty teaching across units. Comments expressed the need to adjust the workload when demands exceed the original workload assignments, to have greater flexibility, and to tailor the workload to be commensurate with faculty strengths. Representative comments included in this category were that the workload "needs to change in real time when demands exceed [the original] workload assignment," that it "defines research productivity very narrowly and rigidly," "takes a one-size-fits-all approach," and that "there is no consideration for the number of students taught."

54 comments pertained to the workload's rigidity as a weakness. Table 5 and Figure 5 show the distribution of these comments by college.

Bouvé	8
CAMD	8
COE	6
CPS	3
COS	11
CSSH	7
DMSB	6
Khoury	5
Total	54

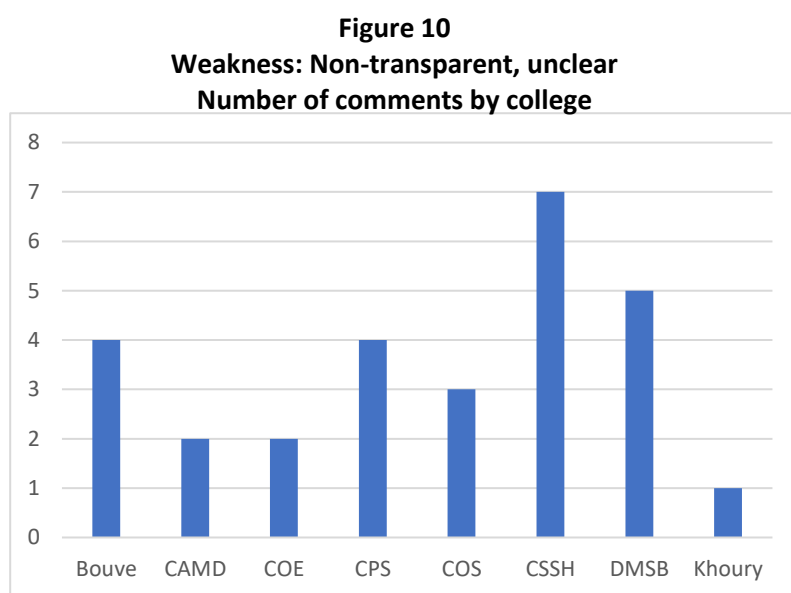


2. Non-transparent

Faculty expressed concerns regarding the non-transparency of the workload policy and its implementation. Among the concerns expressed are that the policy is perceived to be vague or not communicated sufficiently. Comments specifically expressed the sense that the policy lacks clarity regarding service, research, and how the it relates to merit review and promotion. Also noted was the perception that “the teaching responsibilities need more clarity,” that it is unclear “how to engage in service activities to help implement the service part of the workload policy,” that there is a need to make a clearer “distinction between service and professional development,” and that “it doesn't seem to be well communicated.”

28 comments pertained to the workload policy’s non-transparency as a weakness. Table 6 and Figure 6 show the distribution of these comments by college.

College	Number of comments
Bouvé	4
CAMD	2
COE	2
CPS	4
COS	3
CSSH	7
DMSB	5
Khoury	1
Total	28



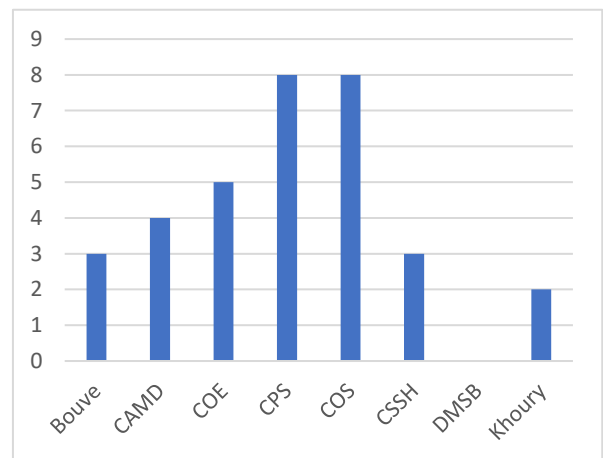
3. Unrealistic or unreasonable

Faculty expressed perceptions that the workload policy is unrealistic or unreasonable. More specifically, faculty experience what they describe as excessive teaching or service loads. Also noted was the sense that the actual workload distribution in real time far exceeds the workload policy's proportions of teaching, service, and research. Representative comments express the need to address "the realities of the workload [distribution]," and the sense that teaching and service "in practice sometimes far exceeds the written policy."

33 comments pertained to the workload policy's weakness being unrealistic or unreasonable as a weakness.

College	Number of Comments
Bouvé	3
CAMD	4
COE	5
CPS	8
COS	8
CSSH	3
DMSB	0
Khoury	2
Total	33

Figure 11
Weakness: Unrealistic, unreasonable
Number of comments by college

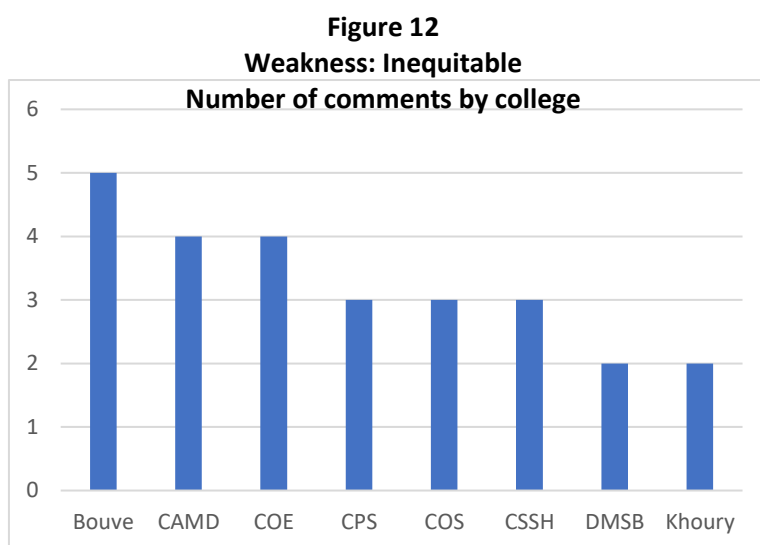


4. Inequitable

A significant number of faculty expressed their perceptions of unfairness or inequity in workload distribution across faculty within a given unit. Included in this category are comments on inconsistency and what is experienced as unfair distribution of service responsibilities. Comments in this category expressed the sense that the workload policy's implementation is "often unfairly tasking a faculty with more work than expected per the policy," that there is "enormous and systemic inequity in the allocation of service work," and that "some people receive quite a bit of leadership pay only to 'delegate' their work to others as unpaid 'service.'"

20 comments pertained to the workload policy's inequity as a weakness. Table 8 and Figure 8 show the distribution of these comments by college.

College	Number of comments
Bouvé	5
CAMD	4
COE	4
CPS	3
COS	3
CSSH	3
DMSB	2
Khoury	2
Total	20



Total comments on strengths and weakness of workload policy

Table 11				
Strengths: Total Comments by Theme				
Theme	Adaptability	Transparency	Equity	Equity
Total comments	37	36	20	20

Figure 13
Strengths Total Comments by Theme

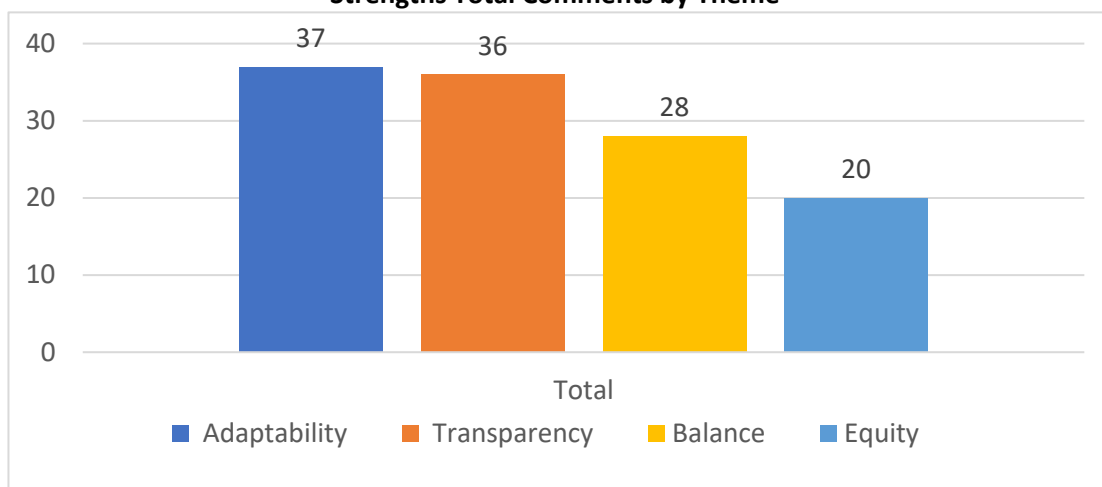


Table 12				
Weaknesses: Total Comments by Theme				
Theme	Rigid, narrow	Non-transparent, unclear	Unrealistic, unreasonable	Inequitable
Total	54	28	33	26

Figure 14
Weaknesses: Total Comments by Theme

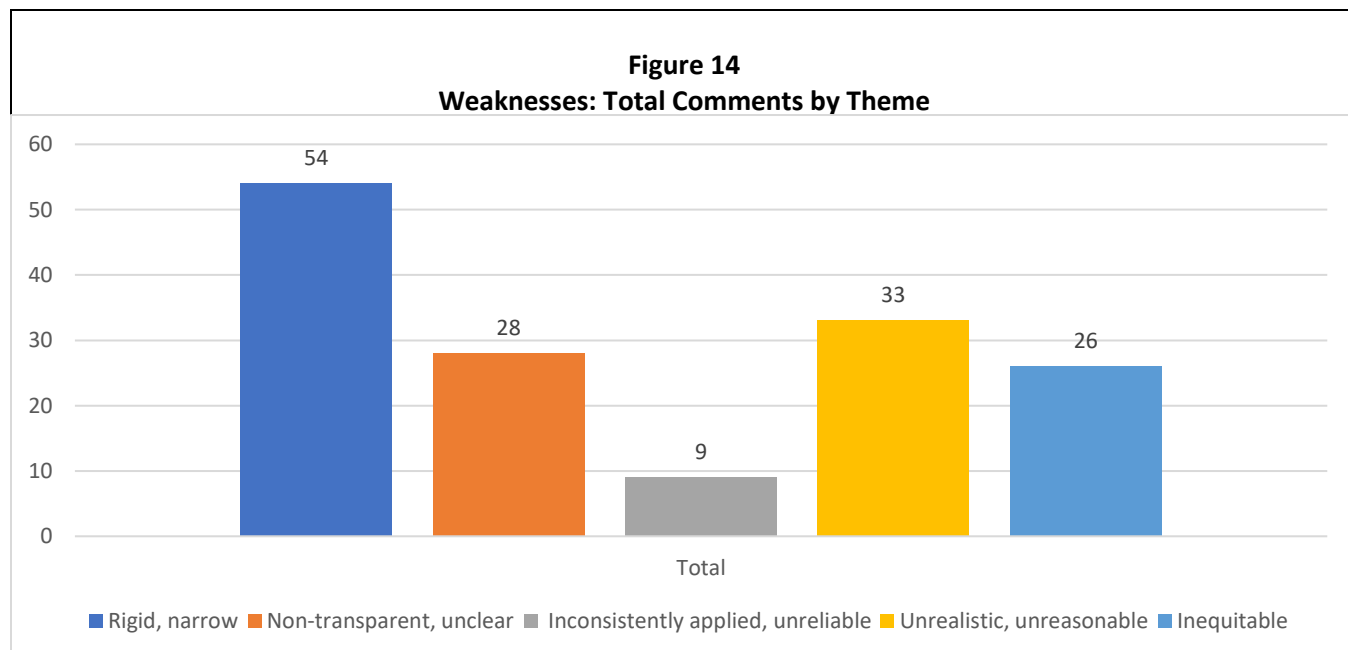


Table 13				
Strengths: Themes by College				
	Adaptable	Transparent	Balanced	Equitable
Bouvé	6	9	0	0
CAMD	6	6	2	2
COE	8	2	6	6
CPS	2	2	5	5
COS	7	8	4	4
CSSH	2	4	0	0
DMSB	4	2	2	2
Khoury	2	3	1	1
Total	37	36	20	20

Figure 15
Strengths: Theme distribution within Colleges

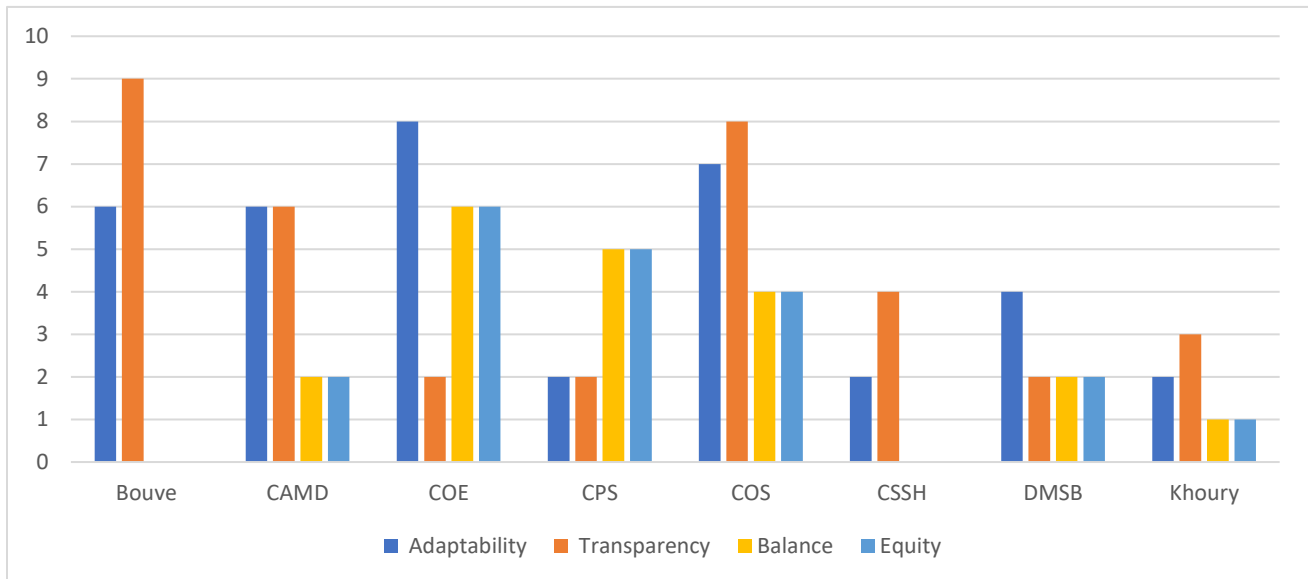


Figure 16 Strengths: Colleges' themes compared

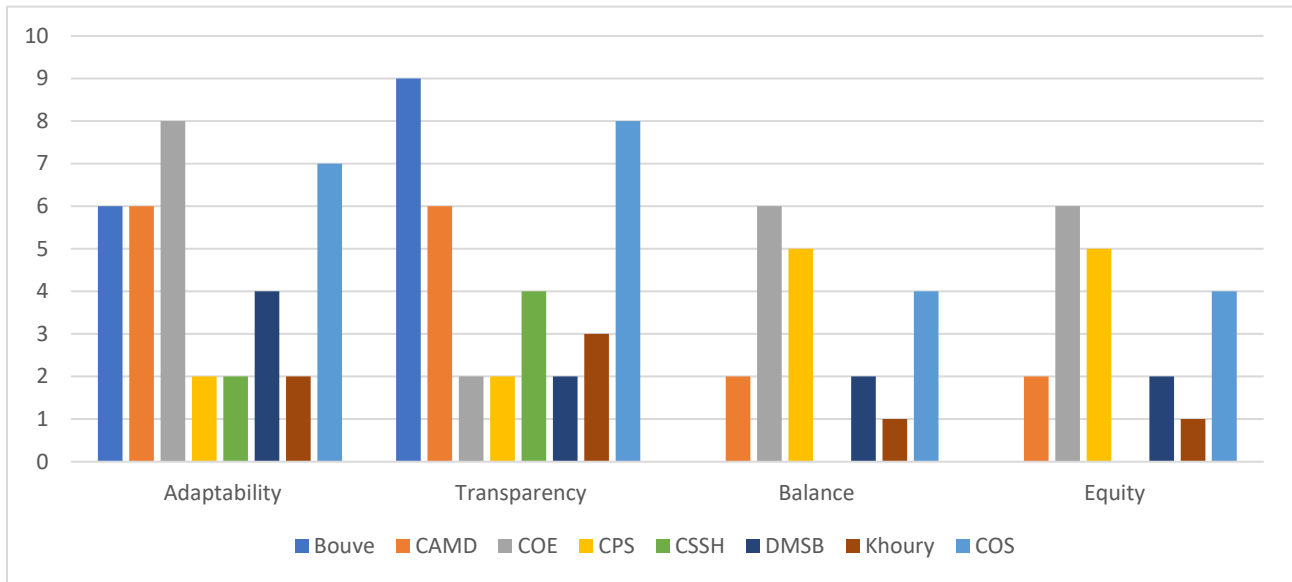


Table 14: Weaknesses: Comments by Theme and College				
College	Rigid, narrow	Non-transparent, unclear	Unrealistic, unreasonable	Inequitable
Bouvé	8	4	3	5
CAMD	8	2	4	4
COE	6	2	5	4
CPS	3	4	8	3
COS	11	3	8	3
CSSH	7	7	3	3
DMSB	6	5	0	2
Khoury	5	1	2	2
Total	54	28	33	26

Figure 17 Themes by College

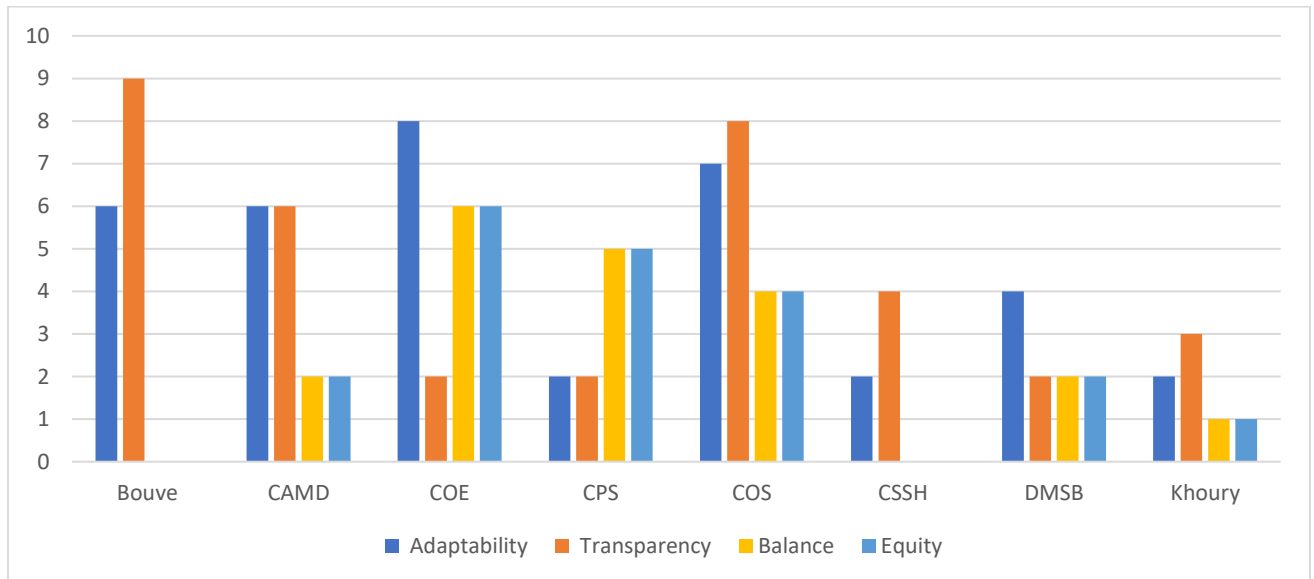


Table 18

Weaknesses: Colleges' Themes Compared

