Potential Interventions to Address Hidden Workloads:
Best Practices

Define campus service: work that supports campus mission, shared governance, operations, and cultural life. Such work may be for a faculty member's department or another department, one's college, one's university, or faculty mentoring.

1. **Design equity-minded workloads.**
   - Develop system-wide guidelines for amounts or types of campus service.
   - Develop rewards for exceeding baseline.
   - Weight committee work and establish service load/committee work targets.
   - Reduce rank restrictions for higher-level, visible, prestigious committees (use only when absolutely needed).
   - Use diversity requirements rarely and strategically.
   - Design policies that offset additional, diversity-related service by removing other responsibilities from faculty plates.
   - Adjust local reward system practices to give more weight to campus service (merit pay, tenure, promotion).

2. **Gather and share data on workload and rewards in order to promote equity.**
   - Publicize aggregated information by rank and salaries, benefits, merit raises, research funds, course releases equipment, etc. Salary and benefit transparency promotes equity.
   - Develop dashboards to make service loads carried by individual faculty transparent. Doing so should curtail over-asking (competency tax), should position individuals to say "no" in an informed way, and should make social loafing or shirking transparent (and addressable).
   - Adopt faculty reporting tools that invite surfacing of invisible or hidden work.

3. **Examine whether the total volume of service can be reasonably reduced.**
   - Reduce the number of standing committees needed to responsibly share governance, or reduce the number of individuals serving on committees.
   - Separate responsibilities and duties of standing committees (avoid redundancies or redoubled work).
   - Reduce the amount of time committees are required to regularly meet.
   - If workload exceeds equitable targets, revise committee systems and/or sunset unsustainable programs that are overtaxing standing committee systems.
   - Reduce/retire work activities when new initiatives start-up
   - Hire adequate professional support staff: mental and physical health staff, learning support staff, operational support staff, marketing staff. Develop a culture of collaboration and support between Academic Affairs and Student Affairs.
   - Convert student organization positions from faculty advisors to faculty/staff advisors.
   - Recognize academic advising, internship facilitation, independent studies, and directing student research as valuable teaching and account for such work in standard teaching loads.

2970 Clairmont Rd., NE, Ste 1030   Atlanta, Georgia 30329   404.636.9533   info@acsouth.edu   www.acsouth.edu

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- Strategically introduce new processes and digital systems (consider learning curve); consolidate when possible.

4. **Reimagine campus culture around service.**
   - Reframe the culture of institutions away from glorifying being "busy" as a marker of success and toward fostering an intellectual community featuring relaxed curiosity, exploration, and engagement.
   - Develop and offer workshops that raise awareness of bias in service requests and provide peer support for strategically saying "yes" and "no."
   - Grant autonomy to units and localize decision-making.
   - Help reframe professional identity to develop resourcefulness, adaptability, and resilience: In academic culture, success is defined and practiced as learning the rules and working excessively. Problems indicate that you aren't working hard or are making errors, and they produce shame. In response, faculty attempt to solve problems by working even harder.