Service/Workload Equity
in Departments

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Goals for today's discussion

Why service/workload equity matters?

What can we learn from existing practices shared by chairs on how to foster a climate of service/workload equity in departments?

What are some resources through UCOP Advancing Faculty Diversity grants to support departments in building workload/service equity?

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"A main complaint of faculty members who experience workloads as inequitable is that there is little transparency. Faculty do not know what each other are doing, especially in teaching, mentoring, and service."

KerryAnn O'Meara, Elizabeth Beise, Dawn Culpepper, Joya Misra & Audrey Jaeger. 2020. "Faculty Work Activity Dashboards: A Strategy to Increase Transparency." *Change: The Magazine of Higher Learning* 52:3, 34-42, DOI: 10.1080/00091383.2020.1745579

Service/workload transparency matters.

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Some faculty bear a disproportionate service burden.

"At UCLA, women faculty and faculty of color bear a disproportionate service burden…. Tenured UCLA associate professors have reported that service and administrative demands were among the most challenging aspects of their adaptation to tenure."

UCLA Office of the Vice Chancellor for Academic Personnel Statement on the importance of service in the conduct of the University's business

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Sense of fairness matters to faculty.

- The modal number of hours women faculty reported spending on service was 10-14 per week, whereas the modal number of hours that men reported spending was 5-9 hours per week.
- 43% of women faculty either disagreed or strongly disagreed that "service/committee work in my department is fairly apportioned", although only 20% of the men reported the same.

Data from UC Santa Barbara Survey on Service Loads (2015)

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Discussion for Chairs in Small Groups

- What are one or two concrete efforts in your department that foster a climate of service equity?
- What is the most impactful practice you have initiated as chair that you would recommend to other chairs?
- What other issues related to service/workload equity have you encountered as chair?

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Equity-Minded Reform

- Equity-minded reform makes service and teaching/mentoring workloads within departments and schools more equitable by

  - improving transparency in the work faculty are doing (e.g., by making data on faculty work activities accessible to all members of the department)

  - increasing accountability and clarity in roles and expectations (e.g., by developing concrete, objective evaluation criteria, and assignment mechanisms that require opting out instead of opting in)

  (Bensimon et al., 2007; Bensimon et al., 2016)

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Components that increase workload equity

Transparency	Departments have widely visible information about faculty work activities available for department members to see.
Clarity	Departments have clearly identified and well-understood benchmarks for faculty work activities.
Credit	Departments recognize and reward faculty members who are expending more effort in certain areas.
Accountability	Departments have mechanisms in place to ensure that faculty members fulfill their work obligations and receive credit for their labor.
Flexibility	Departments acknowledge that different faculty members have different strengths, interests, and demands that shape their workloads and offer workload flexibility to recognize this.
Equity Norms	Departments have a commitment to ensuring faculty workloads are fair and put systems in place to foster climate of workload equity.

Adapted from KerryAnn O'Meara, Elizabeth Beise, Dawn Culpepper, Joya Misra & Audrey Jaeger. 2020. "Faculty Work Activity Dashboards: A Strategy to Increase Transparency." *Change: The Magazine of Higher Learning* 52:3, 34-42, DOI: 10.1080/00091383.2020.1745579

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How Service/Workload Equity Makes a Difference?

- Supports Chairs in assignment of faculty for committee work
- Clearer accounting of service (and teaching/mentoring loads) to use in faculty personnel review cases
- More transparent information for faculty about service expectations and responsibilities
- Encourages continuity of department knowledge across chair role transitions

- Improved faculty career progress and retention (for all faculty but especially women and underrepresented minority faculty)
- Improved departmental climate for all (equity, transparency, and satisfaction)
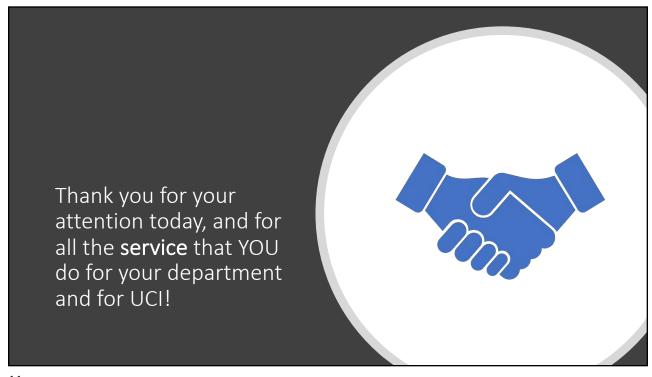
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Further support to chairs and departments

- Curated resources (research studies and examples from other institutions)

https://drive.google.com/drive/folders/1SqPFHpE8MZxxR1eFVZuzMIQuvKeDvaWS?usp=sharing

- Consultations available by Nina Bandelj (AP/Sociology) and Ilona Yim (Psychological Sciences) for department chairs or department climate or workload committee members

Please contact at nina.bandelj@uci.edu and Ilona.yim@uci.edu

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Thank you for your attention today, and for all the **service** that YOU do for your department and for UCI!

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Acknowledgements

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