

“Invisible” Labor

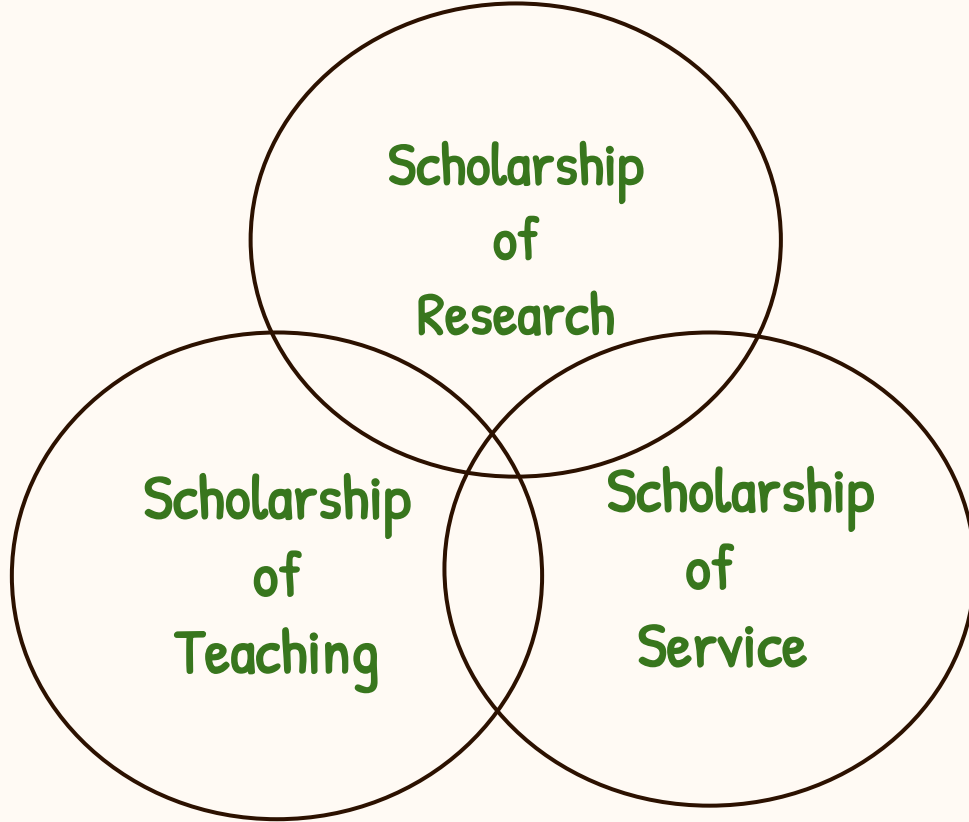
Service Work Performed By
Racially Minoritized Faculty,
Particularly Women Of Color



Reimagining Faculty Service



FRIENDS: Solutions to Make Service Visible and Valued







The Value of Service



According to the university

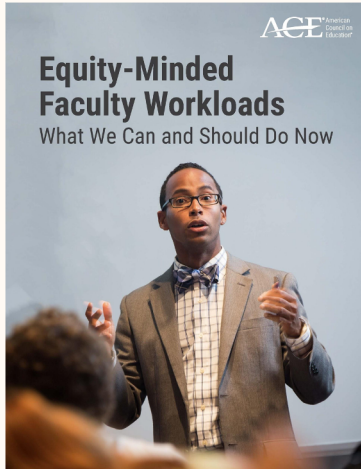
- Integral to Land-Grant Mission of the University to serve all Californians
 - Service is accepted as evidence for promotion by APM 210-1(d)(4)
 - We are striving to be recognized as a Hispanic Serving Institution
 - Importance of service highlighted in UCD's:
 - Campus strategic plan, ***To Boldly Go***, especially Goal 4.
 - ***Diversity and Inclusion Strategic Vision***, especially Goal 4
 - Office of ***Public Scholarship & Engagement*** Vision statement.
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.....But all service is not equal



A Familiar Problem



From: O'Meara et al., (2021) Equity-minded faculty workloads: what we can and should do now. ACE-ENGAGE Report

<https://www.acenet.edu/Documents/Equity-Minded-Faculty-Workloads.pdf>

Gendered and Racialized Distribution of Faculty Labor	Studies
Women spend more time on teaching and service than men	Eagan and Garvey 2015; Griffin and Reddick 2011; Guarino and Borden 2017; Hanasano et al. 2019; Link, Swann, and Bozeman 2008; Misra, Lundquist, and Templer 2012; O'Meara 2016; O'Meara, Kuvaeva, and Nyunt 2017; O'Meara et al. 2017
Women spend less time on research than men	Bozeman and Gaughan 2011; Link, Swann, and Bozeman 2008; O'Meara et al. 2017; Winslow 2010
Historically minoritized racial groups spend more time on mentoring and diversity work than white faculty	Antonio 2002; Griffin and Reddick 2011; Jimenez et al. 2019; Joseph and Hirshfield 2011; Turner, González, and Wong (Lau) 2011; Wood, Hilton, and Nevarez 2015
Women are asked more often to engage in less promotable or career-advancing tasks	Acker and Armenti 2004; Babcock et al. 2017; El-Alayli, Hansen-Brown, and Ceynar 2018; Hanasano et al. 2019; Hurtado et al. 2012; Misra, Lundquist, and Templer 2012; Mitchell and Hesli 2013; O'Meara 2017



COACHE Survey 2017

Associate Professors Dissatisfied with Nature of Work / Service

- Time spent on service [too much].
- Number of committees [too many].
- Attractiveness of committees disputed.
- Discretion to choose committees limited.
- Equitability of committee assignments questioned.
- Support for leadership roles insufficient.
- Equity in distribution of advising responsibilities questioned.
- Support for being a good advisor minimal.





Service is too often:

- ❧ Overlooked and unrewarded
- ❧ Ill-defined and inequitable
 - ❧ Undervalued





Some Attempts Already Taken

to address long-standing problems and resolve dissonance

- Faculty Development Award
- Step-Plus System

.....Yet they are not enough






How Can We...

- **Build** on what has been done?
- **Address** the structural problems that extend beyond the individual?
- **Eliminate** the discrepancy between our stated principles and how it is valued as evidenced by the career trajectories of faculty members most dedicated to those principles?





Solutions proposed come from many
conversations over the past year.

They address how equity-minded scholars can
continue to do first-rate research and contribute to
helping the campus achieve its stated goals.





Problem #1

Service is overlooked and unrewarded



Solution

Multiply the number of available awards





01 More Awards for 'Service-Focused' Faculty

- A specific focus on Associate Professors.
 - Internal grants of \$5K-\$10K to seed new mentoring activity.
 - Encourage donors to have “named” awards.
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01 More Awards for Service-Focused Faculty



- 🌿 Increase number of Faculty Development Awards
 - 🌿 Annual College Awards for Diversity and Community .
 - 🌿 Annual College & Campus Mentoring Awards.
 - 🌿 Excellence in Mentoring.
 - 🌿 Lifetime Achievement in Mentoring.
 - 🌿 Young Mentor Award (for junior faculty).
 - 🌿 Program/Department/Unit Award for Culture of Excellence in Me
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Problem #2

Service is invisible and inequitable

Solution

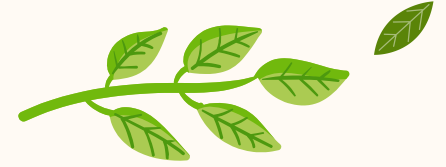


A **dashboard** to measure and ensure equity in service and a **workshop** to inform people of the problem and results





02 Service Dashboard



- Develop a dashboard template as a tool to measure and track faculty service activity in departments.
- Use dashboard data to bring visibility to faculty service usually rendered invisible and to identify equity concerns in faculty workloads.
- Draw on results from other interventions and pilot programs in our implementation.





02

Service Workshop for Departments



- Define scope of problem drawing from literature on faculty workloads.
- Share campus best practices as evinced by first five departments who developed their own service dashboards.
- Help departments use the available tools and information to increase transparency, clarity, accountability, and equity in the distribution of faculty labor.





Problem #3

Service is undervalued

Solution

Honor service with a fellowship







03

Service Fellowship






- Professors would apply for a **fellowship to earn course releases spanning 1-3 quarters**, depending on the project.
 - The fellowship would allow faculty to devote themselves to a **transformative service activity** outlined in *To Boldly Go*, the *DEI Strategic Plan* and the 2019 HSI task force report.
 - A committee composed of DEI-minded faculty members would set up the application process, develop guidelines, and award up to five fellowships a year.
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03 Service Fellowship



- The work done during the service fellowship must be recognized as **a new and valid form of scholarship**, the “scholarship of equity,” in the words of VP Michael Rios.
 - Furthermore, the scholarship of equity **must be recognized on par with research** during the fellow’s next merit and/or promotion by departmental colleagues, relevant Senate committees, and Academic Affairs.
 - In accord with APM 210, it must be valued as a means to demonstrate their “superior intellectual attainment.”
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The Cost of NOT acting



- According to the literature: decreased productivity, increased burnout, decreased retention.
- According to the COACHE survey: widespread dissatisfaction.
- According to our conversations: general disenchantment among some of the most dedicated professors on campus about whether change is possible.





The Benefits of These Solutions



- They are proactive measures.
- They allow scholars to grow and shift in their careers.
- They recognize structural problems.
- They advance the university's stated goals by tackling specific service needs in times of transformation.
- They begin a necessary conversation about broadening the definition of scholarship.





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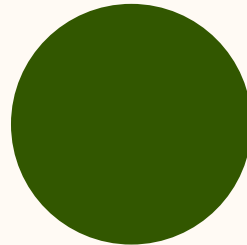
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Thank You



Questions?

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