

A Report of the Promotion, Gender, Race, Ethnicity and Service Sub-committee (PROGRESS)

Committee Members

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Executive Summary

In November 2015, the Faculty Council at UMass Boston established a sub-committee charged with examining the relationships between gender, minority status, service commitments, and the roles of these intersecting factors in tenure and promotion. The Faculty Council appointed a diverse group of seven female faculty members at all ranks and representing four colleges. The Sub-committee examined institutional data, conducted a literature review, and designed a survey, which was sent to all tenure-stream faculty of the University. A report of findings and recommendations was submitted to the Faculty Council in April 2017. The report outlines six main findings. First, there is clear gender inequity in terms of commitment to service. Second, there is also clear racial inequity in terms of service. Third, service is not well defined at UMass Boston. Fourth, there is a disharmony of messages from department-level and Provost-level about the value of service. Fifth, women engage in more time-intensive service at UMass Boston, particularly departmental level service and advising/mentoring, which inhibits their advancement along the tenure-stream. Finally, faculty recommend that there be clear guidelines about the value of service, and that resources be allocated to provide administrative and professional staff support at the departmental level, so that faculty can do less administrative work and engage in more meaningful service. Out of these findings emerged a clear realization that shared governance at UMass Boston has been compromised by a systematic devaluation of service coupled with a decrease in infrastructure and the rise in enrollment, which have led to an increased need for service that has primarily been taken up by women. This has contributed to a transfer of power from faculty to administration. Based on the findings, the Sub-committee makes seven recommendations. First, the University should acknowledge and codify in writing that service, when it is done well, should be counted on equal footing with research/scholarship and teaching in decisions about tenure and promotion. Second, service should be more clearly defined. Third, a clear set of guidelines should be developed for how and when junior faculty serve on both departmental and university committees, and for how service work should be shared more equitably by all faculty. Fourth, resources should be diverted from upper administration and devoted to departmental professional staff. Fifth, associate professors who chair departments and serve as GPDs should be provided resources and allowances that permit them to continue their research productively. Sixth, more faculty of color should be hired *at all levels*: assistant, associate, and full. And finally, we recommend that the University begin to systematically gather and analyze data on the types of faculty service required to govern this university, looking specifically at who performs that service, what types of administrative and professional staff support are available to faculty who have heavy service loads, and finally, the impact of this service on tenure and promotion.

Introduction

The University of Massachusetts Boston has an established reputation for having a strong, student focused faculty. The faculty at UMass Boston is known as faculty who cares about their students and who work hard to give them a quality education. The faculty is the main reason that UMass Boston has always been known as a vibrant, caring institution that makes a real difference in student lives. As Chancellor Motley always says, UMass Boston is a “research university with a teaching soul.”

The report that follows reveals that the soul of UMass Boston relies on the hidden labor of female faculty: both women of color and white women. This fact is yet another one of the strengths of UMass Boston that has gone unrecognized. In fact, the NEASC Letter for Continued Accreditation, sent in January 2016, noted that “administrative duties such as service as department chair seem to have fallen disproportionately on certain segments of the UMass Boston faculty, specifically, ‘the most junior women’ and this may have an adverse impact on the ability of those faculty to engage in the level of research necessary for promotion and tenure.”

Our committee and the report we have produced, a report which contains the voices of women and faculty of color throughout the university, are asking that the university finally acknowledge, and properly reward, the invaluable service that women and women of color carry out every day at this great university.

Project Background

The Promotion, Gender, Race, Ethnicity and Service Sub-committee (PROGRESS) was formed following a charge issued by the Faculty Council in November 2015. The Faculty Council directed the sub-committee to examine the impact of gender, race, and ethnicity on service in relation to tenure and promotion. This charge was the result of concerns expressed by junior faculty members in an open Faculty Council meeting and a NEASC (New England Association of Schools and Colleges) Review Team Report in 2015.

A deeper analysis of this problem was warranted when the 2015 NEASC report stated that faculty members believed that the declining weight given to service in evaluations for tenure and promotion was “undermining personal success” (p. 10-11). Faculty members reported a shift in the weight given to service in the consideration of tenure and promotion at UMass Boston. Moreover, professors stated continued uncertainty about how the university defines service and how it should be counted or quantified in instances of tenure and promotion. The NEASC self-study also documented that female faculty members did a disproportionate amount of service in comparison to their male colleagues. Of relevance to the relationship between gender, service, rank, and promotion, the NEASC report identified an over-representation of females at the rank of Associate Professor. In addition, female faculty members were reported to remain at this rank longer than their male colleagues. The NEASC study noted that female professors remained at the rank of Associate Professor for an average of ten years in contrast to their male colleagues who remained at this level for eight years (p. 11). Thus, the Faculty Council charged PROGRESS with analyzing the facts surrounding these highlighted issues for possible remediation.

PROGRESS consisted of a committee of seven faculty members who are listed on the title page. The committee began their work in Fall 2015 and met monthly for two hours. PROGRESS embarked upon two tasks in fulfillment of its charge from the Faculty Council. The first task included collaboration with the Office of Institutional Research, Assessment, and Planning (OIRAP) to compile and analyze extant institutional data on the differences in gender and race or ethnicity in achieving tenure and promotion to Full Professor. The second task consisted of the development of a university-wide survey to collect data on the nature of service at UMass Boston. These two tasks were driven by an overall lack of available data on the relationship between gender, race, or ethnicity on tenure and promotion at the institutional level.

In collaboration with James Hughes, Associate Provost for OIRAP, PROGRESS determined that their work would be aimed at answering whether there was a difference between female and male professors' achievement of tenure and subsequently their promotion to Full Professor. PROGRESS also wanted to know if there was a difference in the length of time that it took female and male professors to advance from Associate to Full Professor. Although the NEASC self-study provided general answers to these questions which hinted at significant differences along lines of sex and gender, PROGRESS hoped to gain a more nuanced understanding of the factors impacting tenure and promotion by looking for distinctions in the data across race, colleges, and departments. However, the existing data collected by UMass Boston was reported by James Hughes as not being enough to reveal such detailed information. OIRAP only had tenure and promotion records going back to 2008. There were records for 200 tenure decisions (half in the College of Liberal Arts) and fifty records related to the promotion of faculty members to full professor (J. Hughes, personal communication, March 8, 2016). According to Hughes, data for the years before 2008 would have to be built by using individual records to gain information on the average number of years at rank for faculty who started since 2005 (J. Hughes, personal communication, March 8, 2016). Yet, the disparate nature of this data required time for compilation and analysis. Hughes and PROGRESS thus began working with department chairs to clean up data related to the start and end date of faculty members and the results of their tenure decisions.

PROGRESS chair Lisa Gonsalves reached out to Professor J. Misra (Sociology and Public Policy, UMass Amherst) for insight on the development of a survey that would collect quantitative and qualitative data on the nature of service at UMass Boston. Misra worked closely with UMass Amherst's faculty union to address concerns about disparities in tenure and promotion along lines of race or ethnicity and sex and gender on the campus. In her work, Misra reported similar problems with data collected by the institution. She noted that UMass Amherst was reluctant to give out personnel data related to faculty members' tenure and promotion, although the Amherst administration did give funding and data for an earlier salary equity study. Thus, the survey developed by Misra was in response to not being able to get this data (J. Misra, personal communication, March 29, 2016). However, Misra reported that even after distributing their survey and analyzing their data they still "didn't have enough numbers to analyze race and gender in an intersectional way without identifying specific people" (J. Misra, personal communication, March 29, 2016). Their qualitative data described how race contributed to differing meanings and expectations of service for non-white and white faculty members (J. Misra, personal communication, March 29, 2016). Yet, it could not find statistically significant

differences in these areas along lines of gender, race or ethnicity, and service. Misra agreed to serve as content validation expert for the survey we created. She encouraged PROGRESS to continue to collaborate with OIRAP to acquire data that showed both a difference and lag in promotion by documenting when someone got their doctorate, came to the university to work, and when they went up for tenure and then promotion (J. Misra, personal communication, March 29, 2016).

PROGRESS spent more than two months developing their survey which was distributed near the end of Spring 2016 via Survey Gizmo. The questions were designed to collect quantitative and qualitative data about the types of service engaged in by faculty members; the time allocated to research, teaching, and service; and its impact on salary as well as teaching and research. Analysis of this data began in the Fall semester of 2016 and concluded in April 2016. Findings confirm that gender and race have an impact on the types and amounts of service engaged in by female professors and female professors of color at UMass Boston. This service impacts their tenure and promotion by delaying it.

Literature Review

The concerns expressed by UMass Boston faculty members about the impact of gender, race, and service on tenure and promotion are not unique to the university. In a study about the different ways that males and females prioritized and allocated time towards professional and personal responsibilities, authors Joya Misra, Jennifer Hicks Lundquist, and Abby Templer concluded that “Universities are gendered organizations” (Misra, Lundquist, & Templer, 2012, p. 302). This statement underscores that the expectations and standards surrounding academic work favor the lifestyles and cultural suppositions of males. Female scholars thus become marginalized as their household chores, care taking responsibilities, and other obligations determined by gender norms and assumptions preclude them from meeting the demands of the idealized male employee (Misra et al., 2012, p. 302). The gendered nature of the academy hence results in female scholars facing significant discrimination in universities. This discrimination manifests itself in measurable forms such as disparities in pay in comparison to their male colleagues, small lab spaces, sexual harassment and other forms of intimidation, and heavy teaching and service loads (Misra et al. 2012; Boyd, Cintron, & Alexander-Snow, 2010; MIT, 1999). Such discrimination both intentionally and systematically favors and privileges white, heterosexual males. It produces negative and at times hostile working conditions. Numerous studies reported female professors experiencing heightened stress as well as feelings of frustration, marginalization, and alienation, which heretofore yielded significant delays in their tenure and promotion (MIT 1999; Boyd et al., 2010; Penn State, 2007).

The oppressive conditions that female professors face in the academy have stymied their professional development. Despite the steady increase in the number of female professors due to interventions like the Civil Rights Movement, Title IX, and Affirmative Action, female scholars face significant obstacles when it comes to tenure and promotion (Boyd et al., 2010, p. 2). It has been widely documented that “women in academia are less likely to be tenured or to be senior faculty than men” (Boyd et al., 2010, p. 3). A study conducted by the Committee on Women Faculty at the Massachusetts Institute of Technology (MIT) found that “there were only fifteen tenured women faculty in the six departments of the School of Science versus 194 men” (MIT, 1999, p. 5). These tenured women faced significant delays when working towards promotion.

While junior faculty members felt optimistic about the institutional support they received from the university, senior female scholars reported “differences in salary in the recent past, in amount of nine-month salary paid from grants, in access to space, resources and inclusion in positions of power and administrative responsibility within departments or within the broader MIT community (MIT, 1999, p. 13). Yet, similar to UMass Boston, the MIT report noted that “these gender experiences were not unique to their school” (MIT, 1999, p. 6). In the late 1990s when their report was authored, MIT cited that women at schools like “Cal Tech and Harvard are doing just as badly” (MIT, 1999, p. 11).

For example, in 2007 Penn State University found that of the nine hundred associate professors at the school, males and females “had just under seven years in rank, on average” (Penn State, 2007, p. 1). However, Penn State warned against simplistic—or even optimistic—interpretations of the data since the statistics could also suggest female scholars, who were represented in small numbers at the institution, were getting stuck at this rank. In a study produced by the Modern Languages Association (MLA), the authors found that “on average, depending on the type of institution in which women are employed, it takes women from one year to three and a half years longer than men to attain the rank of professor” (MLA, 2009, p. 1). Despite Harvard University’s elite reputation, a recent article authored by Marcella Bombardien described stark evidence of gender inequities. Bombardien noted that “women make up only a quarter of Harvard’s tenured faculty and thirty-seven percent of junior faculty” (Bombardien, 2014, p. 3). She further cites that in Harvard University’s Faculty of Arts and Sciences, “female professors had a sixty-six percent rate gaining tenure in the last five years compared to three-quarters of the men” (Bombardien, 2014, p. 3).

The situation for minority scholars, specifically females belonging to underrepresented racial or ethnic groups, is especially grim. Authors Tammy Boyd, Rosa Cintron, and Mia Alexander-Snow referenced the 2010 *Almanac of Higher Education* when they noted that in 2007, out of 703,463 faculty members of all ranks, 17% (n=119,906) were minority faculty (Boyd et al., 2010, p. 1). Of the tenured faculty, senior minority faculty members represented 6.68% (n=46,989) of the professoriate (Boyd et al., 2010, p. 1). Men outnumbered women in the senior ranks regardless of race (Boyd et al., 2010, p. 1). However, minority women equaled 4.8% of the senior faculty and 2.18% of the professoriate (Boyd et al., 2010, p. 1). The authors further note that white female professors and female minority faculty members share common concerns about their status and treatment in the academy. For example, females in their study equally reported frustration over inadequate pay as well as the disparaging of their scholarship by white male colleagues (Boyd et al., 2010, p. 3). Moreover, white and minority female faculty members both expressed feelings of alienation, high teaching and service obligations, and an overall lack of clarity on the guidelines surrounding promotion and tenure (Boyd et al., 2010, p. 3).

Yet, the authors write that gender, race, or ethnicity interact to produce a double burden of oppression for minority female tenure-stream professors (Boyd et al. 2010, p. 1). Although the research on their experiences is limited (and heavily focused on the experiences of African American women despite the steadily increasing presence of Latinas, Asians, and Native Americans), the authors conclude that “Being a woman, being a minority and being a junior faculty member interacts synergistically and destructively” (Boyd et al., 2010, 1; also see Gutiérrez y Muys, Niemann, González, & Harris, 2012; Wood, Hilton, & Nevarez, 2015).

Female minority scholars especially highlighted dissatisfaction with the weights given to teaching, research, and service (Boyd et al., 2010, p. 1). This concern is of relevance to this study as Boyd, Cintron, and Alexander-Snow note that female minority professors noted that their research was segregated and devalued; their teaching evaluations negatively colored by racial and gender stereotypes; and their service obligations stretched with the advising of students and labor on issues pertaining to diversity inside and outside of the academy (Boyd et al., 2010; Gutierrez y Muys et al., 2012).

The service faculty of color performs concerning diversity and inclusivity can be both promising and damaging. Scholars have found that service is an important tool that can be used by minorities “in facilitating the transformation of institutional structures in the promotion of social justice” (Wood et al., 2015, p. 87-88). Minority scholars reported that service gave them a sense of empowerment, which is critical considering that they are traditionally excluded from administrative and leadership positions (Wood et al. 2015, p. 87; Boyd et al., 2010 p. 4). Moreover, their service is valuable as it “can guide meaningful efforts in promoting equitable practices for all” (Wood et al. 2015, p. 4). Yet, minority academics, especially female professors, pay a hefty price as they end up doing disproportionate amounts of service than whites (Boyd et al., 2010, p. 1; Gutierrez y Muys et al., 2012; Wood et al., 2015). In a study of service by faculty at the University of Arizona, researchers highlighted that the service of minority scholars not only exceeded their white colleagues but especially surpassed them in work for local communities and in professional organizations where they often served in leadership positions (Wood et al. 2015, p. 100-103).

The issues influencing the advancement of female and female minority professors is complex as it involves the interplay of cultural norms and expectations surrounding gender and race as well as institutionalized mechanisms of power and discrimination. In a study commissioned by the Massachusetts Institute of Technology, scholars argued that the discrimination that limited the professional advancement of female professors was often unconscious but comprised of “a pattern of powerful but unrecognized assumptions and attitudes that work systematically against female faculty in light of obvious goodwill” (MIT, 1999, p. 11). The association of females with the biological processes of reproduction and the social responsibilities of caring for the home, spouses, and children have clashed with what Misra and her fellow researchers have called the university ideal employee—an individual (usually male) unfettered by domestic responsibilities. Furthermore, the long exclusion of African Americans and other minorities has resulted in their occupation of an “outsider-within” status within the university where they are tasked to fulfill a critical need in the academy to instruct and represent alternate forms of being and knowledge while also fighting for institutional recognition. Service is the mediator for recognition and change often to the benefit of the university but to the detriment of the individual faculty member. The large number of studies on the relationship between gender, race, and service on tenure and promotion highlights the ubiquity of this issue in American colleagues and university. Tammy Boyd, Rosa Cintron, and Mia Alexander-Snow suggest that the frequency of studies on the relationship between gender, race, and service on tenure and promotion highlights the continued lack of information on this matter or the lack of “will to remedy the problem (or both)” (Boyd et al., 2010, p. 2). Whatever accounts for the pervasiveness of this problem, the proper instruction of students and attempts to ensure the social relevance of the university to fostering citizenship necessitates radical change to remedy this issue.

Findings and Analysis

Two hundred and thirty-six faculty members responded to the survey distributed by the PROGRESS Committee. The overall responses were representative of the faculty as a whole as the following table illustrates:

<i>Category & Total Number at UMass Boston</i>	<i>Gender</i>	<i>Number</i>	<i>Total Percentage</i>	<i>Survey Percentage</i>
Faculty = 699*	Female	359 (51.4%)	51%	67%
	Male	340 (48.6%)	49%	32%
Asian = 83	Female	32 (4.6%)	11%	9%
	Male	51 (7.3%)		
Black/African-American = 36	Female	19 (2.7%)	5%	5%
	Male	17 (2.4%)		
Hispanic & Latina/o = 31	Female	16 (2.2%)	4%	5%
	Male	15 (2.1%)		
White = 431	Female	229 (33%)	62%	75%
	Male	202 (29%)		
International = 42	Female	20 (2.9%)	6%	---
	Male	22 (3.1%)		
Not Specified = 75	Female	43 (6.1%)	12%	6%
	Male	42 (6.0%)		

*The total number does not add up because certain categories were not included because the numbers were so small as to be identifiable.

The survey included 10 open-response questions and 34 fixed-response questions. Data from the survey were queried by a graduate research assistant who was not associated with the committee in order to protect any identities that may be revealed inadvertently if committee members had viewed the raw data. Previous studies have cautioned against quantitatively considering the data in an aggregated form when there is unevenness in the number of respondents across gender and racial groups. Because more women responded to the survey than men, survey responses were disaggregated by male vs. female, and analyzed independently. The same approach was followed with respect to race. Because of this, consideration of the qualitative data is critical; thus, a qualitative analysis follows the quantitative analysis presentation.

Histograms and tables of results for each fixed-response question were analyzed separately by committee members, and then discussed as a group, to surface major themes. The fixed-response questions were also analyzed quantitatively in contingencies, with comparisons by race, gender, and tenure status, as shown in the table below. These results were also discussed and the themes were augmented and revised by the committee.

Question	Break-out contingencies
1, 2, 8, 10	Race & TS*
3, 4	Histogram broken out by race and gender
14, 15	Histogram broken out by race, gender and TS
16, 17	Race & TS
19	Race & TS
23, 24 & 25	Race, gender and TS
28	TS & race, gender
30	By gender, race and TS
33	Gender and race
35	For question 33, if the answer was associate professor, a histogram of Question 35 for those respondents and then break out by gender and race. If the answer to question 33 was full professor, a histogram of question 34, and break out by gender and race.
36	Gender and race
38	For question 33 if answered associate, then on Q38, break out by gender and race
40-43	Gender and race

*TS = tenure status

Following the compilation of major themes from the quantitative analysis, the responses from each open-response question were analyzed qualitatively. The quantities of written responses to each of the open-response questions are summarized below. The total number of respondents to the survey was 236. Percentages of respondents who wrote written responses to the open-response questions are also shown in the table.

#	Question	Number of responses	% of total responses
Q7	If you have other administrative service that is not adequately described above, please describe what that service was and how long have or did you serve? For example, union leadership, faculty senate chair, etc. [Options above were: Department chair, Program director (undergraduate or graduate), Dean's office, Provost's office).	73	31%
Q9	Please describe any other professional service that is not captured above such as professional awards committee. [Options above were: Served on a professional conference committee, Reviewed conference proposals or abstracts, Reviewed manuscripts for journals or books, Served as editor of a journal, Served on federal grant review panels, Served as outside committee member for faculty promotion review, Served as outside committee member for Doctoral students].	74	31%
Q11	We all engage in activities that serve our department, college, university, profession or community, but these activities may not fit within the standard university categories or they may not be quantifiable. For example, we may mentor colleagues in our department or other departments. Please list or write a short description of the types of service you typically engage in that fall into this category.	125	53%
Q12	How does your department define the category of service for tenure and promotion purposes?	156	66%
Q13	Please add any comments about service that would be helpful to our charge.	90	38%
Q18	Please add any comments or clarifications about advising or describe the type of advising you do if it is different from the options above? [Options above were: Academic advising, Career advising, Academic struggles (writing, time management, etc.), Troubleshooting Interpersonal struggles the student might be having on campus (i.e., with administration, registrar or other faculty), Troubleshooting or listening to Personal struggles the student might be having off campus (i.e., with housing, employment, etc.)].	85	36%
Q26	In your opinion, does your gender identity/expression lead to specific issues that impact your tenure and promotion? Please describe.	130	55%
Q27	In your opinion, does your race/ethnicity lead to specific issues that impact your tenure and promotion? Please describe.	102	43%
Q29	Please add any comments about the balance of time you spend on each of the three areas, teaching, research and service.	106	45%
Q44	Use the box below to explain further if you wish. [This was a request to expand upon a response to the question, Have you experienced age discrimination in your service at UMass/Boston?]	48	20%

Service Activities

Before outlining the survey findings about service activities, it is important to clarify what faculty members view as service. Questions at the start of the survey, particularly Q1, Q2, Q8, Q10, and Q17, provided checkboxes for respondents to indicate the types of service in which they engage. Across the university, faculty members are engaged in a variety of service, as detailed in the tables below.

<i>Q1. Type of service engaged in within the past 5 years</i>	<i>Total count*</i>	<i>% of respondents to Q1</i>
Member on a department committee	198	95%
Member on a college committee	162	78%
Member on a university committee	154	74%
Member on a professional committee outside the university	152	73%
Chair, department committee	131	63%
Member on a committee from the community such as at a local school or organization	84	40%
Member on a national or international committee or organization, such as the UN or human rights organizations	62	30%
Chair, professional committee outside the university	61	29%
Chair, college committee	52	25%
Chair, university committee	39	19%
Chair, committee from the community such as at a local school or organization	23	11%

* Although 236 faculty members responded to the survey in total, survey respondents did not necessarily answer each question.

<i>Q2. Types of administrative service engaged in within the past 5 years</i>	<i>Total count*</i>	<i>% of respondents to Q2</i>
Program Director (undergraduate or graduate)	84	40%
None of the Above	70	34%
Department Chair	60	29%
Provost's Office	9	4%
Dean's Office	0	0%

<i>Q8. Type of professional service engaged in within the past 5 years</i>	<i>Total count*</i>	<i>% of respondents to Q8</i>
Served on a professional conference committee	114	55%
Reviewed conference proposals or abstracts	137	66%
Reviewed manuscripts for journals or books	191	92%
Served as editor of a journal	50	24%
Served on federal grant review panels	61	29%
Served as outside committee member for faculty promotion review	91	44%
Served as outside committee member for Doctoral students	92	44%

<i>Q10. Type of community or public service engaged in within the past 5 years</i>	<i>Total count*</i>	<i>% of respondents to Q8</i>
Work with local community organizations	111	53%
Work with local and state agencies	56	27%
Work with the public schools	54	26%
Work with international governmental & non-governmental organizations	46	22%
Work with national governmental agencies	41	20%

In addition to the service identified above, respondents commented extensively in the open-response questions about service at the department and university levels. For example, respondents reported that they served on the Senate, Faculty Council, and committees for promotion and tenure and tenure appeals. Work on the Senate was listed by numerous respondents, and their service for this entity was lengthy—ranging between three and ten years. Other significant types of service at the university level included work with the Faculty and Staff Union (FSU), UMass Boston Board of Trustees, and participation on search committees for administrative positions like college deans. Therefore, through their service at the university level, survey respondents showed great concern and involvement with issues such as campus governance, academic affairs, and the hiring or retention of key university personnel. Work on personnel and search committees was reported on numerous occasions. Accreditation was another important area of department service. It was briefly noted by many of the respondents but interestingly was not limited to UMass Boston (e.g., serving as an external reviewer for an equivalent of AQUAD at another university). Finally, service as directors of various institutes or academic programs was frequently reported. Like work with the Senate, respondents reported serving as institute or program directors for long periods of time (i.e. ranging in time from three to 23 years).

Faculty members also engage in service that is often not defined in standard university categories (i.e., not defined at all, or defined in different categories by different departments and colleges), or may not be quantifiable. In particular, advising students is not considered consistently in any category at the university. Q17 sought to identify and quantify what activities faculty who engage in advising do. Nearly all faculty members engage in advising, as shown below.

<i>Q17. Types of advising in which faculty engage</i>	<i>Total count*</i>	<i>% of respondents to Q17</i>
Academic advising	198	95%
Career advising	186	89%
Academic struggles (writing, time management, etc)	177	85%
Troubleshooting Interpersonal struggles the student might be having on campus (i.e., with administration, registrar or other faculty)	157	75%
Troubleshooting or listening to personal struggles the student might be having off campus (i.e., with housing, employment, etc)	148	71%
I do very little advising	3	1%

When asked about service that is undefined (Q11 and Q12), faculty members considered that the most common service activities regarded as undefined were:

- Advising students,
- Mentoring colleagues (at UMass Boston and at other institutions),
- Mentoring graduate students,
- Recruiting outreach (targeting both students and faculty), and
- Administrative tasks, such as shepherding programs through governance, managing departmental newsletters and websites, and helping with grant proposals.

Mentoring junior colleagues and students was the most recurrent response, but this could have been prompted by the example given in the question. These activities were described as requiring intensive focus and extensive time. Activities involved ranged from writing letters of recommendation, to supporting faculty of color, to guiding junior colleagues' research and teaching, to training graduate students for a teaching career.

In tenure and promotion processes, all UMass Boston tenure-stream¹ faculty members are expected to engage in service, as well as teaching and scholarship. Although service is one of the three elements of tenure-stream faculty responsibilities, respondents repeatedly and emphatically stressed that service is the least defined, the most time consuming, and rarely weighted favorably in tenure and promotion decisions. Faculty members also stated that although it is an integral and vital component of their professional work, the time for research and scholarship was regularly circumvented by time expended on service-related activities, departmental and university committee memberships and middle-level administrative roles.

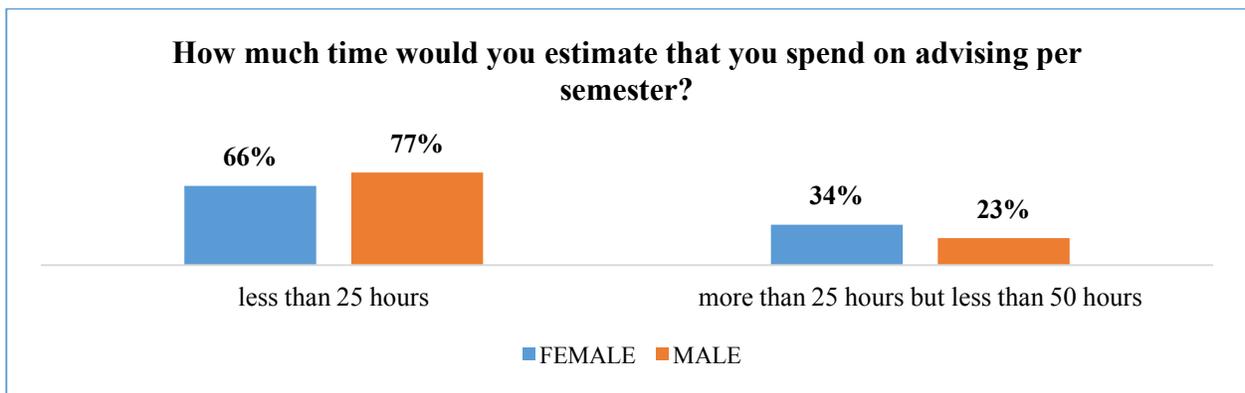
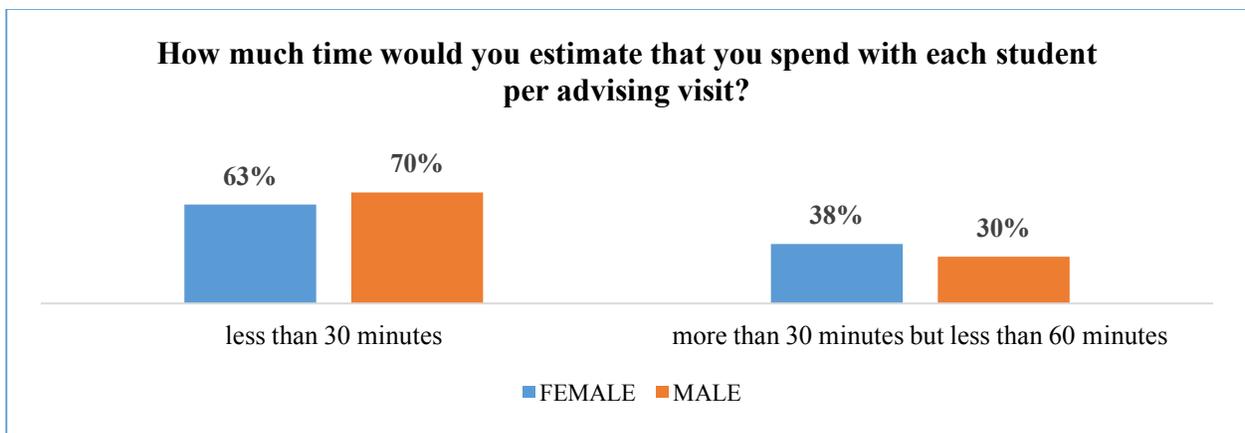
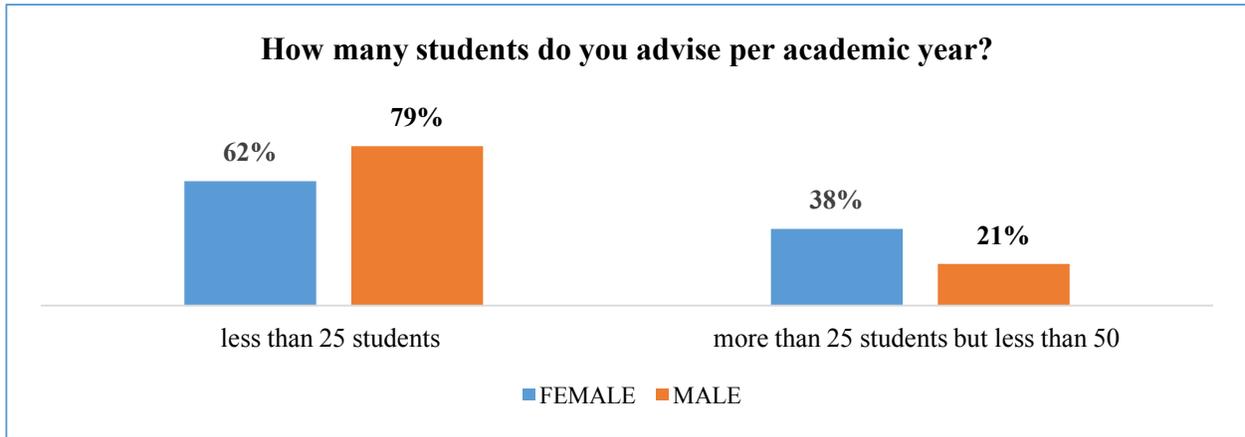
While there are many activities defined as service, the distribution of who engages in service is not even. There are two major disparities: women and faculty of color. These disparities are elaborated below in Themes 1 and 2.

Theme 1: There is clear gender inequity in terms of commitment to service. Female faculty members are disproportionately engaging in large amounts of service, teaching-intensive work, and student advising. This appears to be correlated with a lack of promotion of women to full professor.

Respondents to the survey indicated engagement in a wide variety of service. The percentages of male and female respondents who engaged in each type of service were compared. Out of the 198 respondents who answered Q1, 136 were female, and 62 were male. In the category of "Member on a department committee", for example, 98% of the female respondents indicated that they had performed this type of service within the past five years, while 90% of male respondents did. Based on Q1, generally, male and female faculty engage in the same kinds of service, in nearly the same priority order, with two exceptions: Female faculty tend to engage in more service external to the university, while male faculty tend to chair more committees at college and university levels. However, to uncover main trends, it is necessary to look more deeply at the data.

¹ The term "tenure-stream" in this report refers to assistant, associate, and full professors.

Interestingly, when asked to quantify time advising students (Q16), women generally report spending more time on advising per student and more time advising students throughout the semester. This is particularly concerning, especially because advising is not considered an important activity with respect to promotion.



Inequities in Service Work Expected and Performed

Overall, faculty feel there is a hostile and frustrating environment for females; this was widely recognized. The disparity of service work distribution was acknowledged equally by both genders. Disparities were frequently noted in comments, pointing out that service is more heavily assumed by women.

Faculty members of both genders clearly believe that service expectations disproportionately fall to women. Of the 73 responses to Q7 (service not in the specified checkbox list in the previous question), 10 responses listed service on Faculty Senate, and all of these were female faculty (8 associate professors, 2 assistant professors).

Several respondents stated that there is a “*gendered nature of service*” at UMass Boston that “*women do more service than men*” in some departments. One respondent summed up the attitude held by many male faculty members, and unfortunately accepted by many female faculty members, as a “*culture of availability*” into which women at UMass Boston tend to fall, or be pushed. Women are often expected to engage in more service and with less prestige in the university.

It's definitely easier for white males to set boundaries that protect them against excessive service, advising, and mentoring demands -- and we do! And we get rewarded for it!

Women in Departments dominated by males are overloaded with service assignments, often at the expense of teaching or research progress. [Note: respondent was male.]

I am a white man. It helps me.

Service is definitely gendered and no one gets tenure because of exceptional service, but the pressure to do it is enormous. As junior faculty I feel this is very unfair.

I do know that I've been told to not say no, but my male colleagues have not received this advice.

As a woman, I am expected to take on mother-like service tasks like advising that does not count both by students and colleagues. This takes time away from research.

Students write negative evaluations when I am not a "loving mother" type of figure for them, especially graduate students who would never expect such time consuming hand-holding and listening to their crying from male colleagues.

Gender expectations common in US society lead many students to look to women faculty for more nurturance and forbearance, almost as if they were mothers. There is a lot of disrespect for women faculty built into this treatment they receive. I never have had to worry about having a special burden of responsibility to help white males to succeed. [Note: respondent was male.]

There is the perception that certain aspects of being a woman, namely pregnancy and childrearing, also impact outcomes for female faculty at the university.

Women receive the same consideration for parental leave as men but often carry a different burden in childcare during this period, while men advance their scholarship. Meanwhile they hear comments from their men colleagues such as: I wish I could have a leave. Meanwhile women struggle with time, sleep and other issues during most of the year preceding the birth, during leave, and for at least the first year, particularly if breastfeeding.

Honestly, as a man without children, I am probably advantaged when it comes to tenure and promotion, and that's a problem.

Maternity generates extramural time demands that often are reflected in decreased research productivity or result in delayed childbearing. [Note: respondent was male.]

Overall, the experiences of women at UMass Boston reveal a hostile and frustrating environment.

I believe that I am being approached to do service more often because I am a woman, but also because I work hard and do the job well (competence) and because I am generally non-confrontational. I say yes to much, and this is exploited. It is frustrating to me to see colleagues who are unreliable never get asked to do the service work -- incompetence is getting rewarded.

Women are expected to do more. They are expected to be more nurturing and spend more time with students in advising. They are expected to be more forgiving with classes. And they are expected to do more research for recognition.

Institutional racism and gender inequality are rampant.

As a woman, I feel disproportionately burdened with "housekeeping" and "nurturing" service that is difficult to identify and doesn't count toward tenure and promotion.

I think that women do more of the service in my department and the men feel more entitled to do less, and are demanded of less.

Impacts on Female Faculty in Tenure and Promotion

Particularly disturbing are the perceptions of career advancement and the experiences women face in terms of promotion and tenure. Faculty commented extensively on gender disparities in career advancement.

Women are less valued at UMB, lower paid and less likely to get promoted.

There seems to be a higher bar for female faculty in my department to achieve full professor than for male faculty.

Service work is predominantly done by women... I know I spend too much time on service - I am very worried about tenure and promotion.

Gender impacts promotion. It impacts teaching evaluations and workload. The males in our department have a lower workload and receive relatively better teaching evaluations. I have seen how the students expect a lot more of me than my male colleagues. It is not to say they are not good teachers but the students respect them more. I have first hand experience with this when I team taught with a male colleague. He acknowledged it as well and was baffled by it himself. While it is one case, it is consistent with other stories I have heard.

I was under quite a bit of pressure to chair a university committee in my tenure year, which I did. I was then under pressure to secure a junior woman to take over, which I resisted. I have noticed that junior women do a lot more service than their male counterparts.

My path to promotion to full professor will have been slowed or perhaps even prevented because I have been willing to accept major service assignments. (There are numerous faculty at UMB who have never gone up for full professor because they have been willing to serve as deans, chairs, program directors.)

There is a sense of unfairness in the workplace in terms of workload related to service and pay.

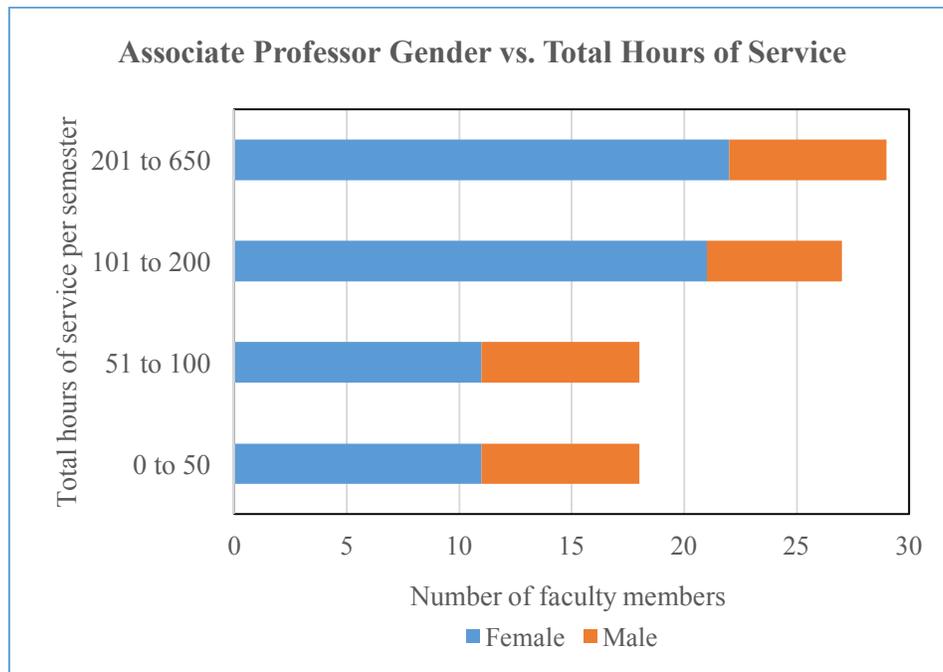
People who perform service admirably and efficiently are consistently called upon to do more... and spend disproportionate amount of their time doing service. Consequently, they are not promoted and this service goes largely unrecognized. But those who do poorly or refuse to do anything beyond minimum requirement are not penalized... and are rewarded by being afforded the time to focus on their research.

Although minimally represented in the data, some respondents pointed to paths toward addressing gender disparities: developing explicit strategies to address gender inequities, such as gender-specific career advising and improving gender equity in departments.

More than any factor I would say the lack of career advising at UMB affected my promotion plans. I would have benefitted from recognizing the impact of gender on my career choices and I would have benefitted from strategies to contend with them. [Note: respondent was female full professor]

When my Department had a number of full professors who were male, the service burden on me and other women (and another senior male) was heavier, especially for dept. service. The older ones had the attitude that the female faculty would tend to departmental matters. There is much more gender equity now, in general.

There appears to be a correlation between the amount of service performed by women and the amount of time women spend at the Associate Professor level.



On Q33, 100 individuals indicated that they were Associate Professors when responding to the survey. Of these, 73 were female and 27 were male. In Q14 and Q15, respondents reported the number of hours that they estimated spending on service within and outside the university per semester. Faculty members reported between 12 and 650 hours of service per semester. The mean service per semester reported by male faculty was 142 hours (SD 119), and for female faculty the mean was 178 hours (SD 128). As the graph above shows, a larger number of female Associate Professors perform many more hours of service than their male counterparts. The qualitative analysis provides a view that women are performing much more internal service (i.e., within the university) than their male counterparts. A chi-square test of independence was performed to examine the relation between internal service hours per semester below and above 100 hours reported by male vs. female faculty. The relation between these variables was not significant at the $p < 0.05$ value: $\chi^2(1, N = 87) = 2.61, p = 0.106$. However, as only 87 total Associate Professors (61 female, 26 male) answered Q14, the analysis is likely underpowered.

With reference to the NEASC report, the findings in Theme 1 shed light on why a large number of female faculty members tend to become stuck at the Associate Professor level.

Theme 2: There is also clear racial inequity in terms of commitment to service. Similar to females, faculty members of color are disproportionately doing large amounts of service, teaching-intensive work, and student advising. This appears to have detrimental effects on the promotion of faculty of color to full professor, but the small numbers of faculty of color at the University make it difficult to illuminate the issues through this survey mechanism.

As with gender, there is a belief that service, and especially “diversity-related forms of service”, fall disproportionately to people of color, as well as to women. Faculty of color reported that they get disproportionate requests to perform service on committees, as a way to include their points of view and as representation. Diversity-related forms of service were identified in the data to include service within campus and the community. Some faculty reported that it is hard to say ‘yes’ to everything, but with what they do agree to do, they find themselves overburdened with service work.

I am asked to do more service (serve on various committees without compensation). This delays promotion, takes time away from research. [Note: respondent was person of color.]

I am in a comparatively diverse department and I notice that my colleagues of color are under a lot more pressure to serve on various committees. It often seems as if they are asked to fulfill diversity requirements.

As a white woman, I think I have an advantage because some of my colleagues of color are asked to do even more service because committees need diversity.

In addition, many students of color seek out faculty of color for support and mentoring.

Faculty of color are few, and their mentorship is strongly needed by students of color who face barriers at our university.

I think there is an expectation that much of my service, particularly student-centered service will be people-of-color focused.

Many students of color will gravitate to faculty of color for advising even if the faculty are not their official advisers.

The juxtaposition of race and gender is particularly alarming.

The intersection of my race/gender leads to more requests to serve on committees throughout the university to fulfill diversity expectations. Furthermore, as a burgeoning research shows, there are implicit biases regarding women and women of color, in particular, regarding perceptions and expectations as scholars that affect the evaluation of their research and their experiences as faculty members in majority white institutions.

I am a white male. However, I notice that service burdens, and mentoring/advising demands, are especially intense on women and people of color, much more than they ever have been on me. If a woman of color, she has a double dose of this pressure.

The most common response to Q27 (how race/ethnicity may impact tenure and promotion) was that white privilege is a benefit. This response emerged across all gender and racial groups, and points to the fact that, overall, white faculty also understand and feel the impacts of race/ethnicity on people of color at UMass Boston.

Impacts on Faculty of Color in Tenure and Promotion

Paralleling the gender disparities, there are also disturbing perceptions of career advancement and experiences that faculty members of color face in terms of promotion and tenure. Faculty commented considerably on racial disparities in career advancement.

It's obvious that faculty of color (especially women, but also men), and white women, have especially heavy demands on them to be available for service and advising, whereas white men have the privilege of blowing off these responsibilities if they are doing "more important" things (i.e., research). Our university takes no official cognizance of this fact, which has been widely recognized in the literature on faculty in higher education.

I have not seen many black faculty either on tenure track or tenured. The fact that there are hardly any tenured black professors means that race impacts the tenure and promotion at UMB.

Again, the juxtaposition of race and gender is alarming here.

When I look to who is serving at various meetings, women, and especially women of color, are overrepresented proportionate to numbers on campus. When I look to who is talking the most, 'celebrated' for their service, and advanced, it is men.

As a woman of color, I am asked to serve on many more kinds of service activities. I also have family responsibilities... I am asked to do more service (serve on various committees without compensation). This delays promotion, takes time away from research.

Because of the small number of faculty of color, it is difficult to ascertain the impact of the higher service burden on faculty of color. The NEASC self-study (2015) counted 22 Black/African American Professors and Associate Professors (7.5%) and 2 Black/African American Assistant Professors (1.1%) on staff at UMass Boston (p. 8). Black/African Americans make up 4% and Hispanics/Latinos make up 3% of the UMass Boston faculty (p. 8). Although this number is low, this is said to be in line with the national average as reported by the American Council on Education (NEASC, 2015, p. 8). The American Council on Education reported African Americans representing roughly 5.1% and Hispanics/Latinos representing 2.9% on American faculties (NEASC, 2015, p. 8).

In a survey that attempts to understand the ways that service can impact or hinder the promotion and tenure of women, people of color, or both, such small numbers can result in the concerns of people of color or even females of color being overshadowed by the experiences or concerns of white women. Personal narrative or voice can illuminate the unique manifestations of an intersectional oppression. However, the use of such personal voice sometimes encounters resistance in being weighed equally with quantitative data. In her research at UMass Amherst, Misra (2012) recalled the challenge of trying to merge UMass Amherst's descriptive data detailing the divergent experiences with service as well as racism and sexism with the quantitative data showing the disproportionate amounts of service that all female faculty members did (J. Misra, personal communication, March 29, 2016). Due to the small numbers of

faculty members of color, Misra had difficulty showing in a statistically meaningful way the ways race, gender and service intersected in a potentially harmful way.

Thus, there are limitations in how well the PROGRESS Committee's survey is able to elucidate the impacts of service inequities on faculty of color. The difficulties of the uneven burden of service are overshadowed by the fact that 67% of survey respondents identified as female, and 75% identified as White. The commonalities of impact that reside with being female and being white mask what may be different definitions of service by faculty of color vs. white faculty. In light of a growing literature on faculty of color (Boyd et al., 2010), it seems certain that black scholars battle other challenges to tenure and promotion based on their race and other positionalities, and that other faculty of color likely do as well.

Theme 3: Service is not well defined at UMass Boston. There are no clear guidelines on what counts as service. Advising is considered to be service by some departments and not by others.

Faculty is largely responsible for departmental administrative work that, at other research-intensive universities, is handled by administrative and professional staff. At the same time, there has been a major shift of power to the upper administration for governance decisions, and this has disempowered faculty further. For example, major faculty bodies are primarily assigned to junior (pre-tenured) faculty.

When asked how the faculty member's department defines service for the purpose of promotion and tenure, faculty recognized that service is expected. A large fraction of responses indicated that there are not clear guidelines for service. Advising undergraduate and graduate students is particularly confusing or undefined.

Not sure actually - I never heard or read of there being a description of what service entails in my dept. Generally people are encouraged to define for themselves what service is and are supported in their service pursuits. For merit review purposes, generally, service-like work that is compensated with an honorarium is not subject to merit points. Advising of undergrad students assigned to faculty members is considered part of teaching, not service. However, advising of grad students, honor thesis, independent studies, are seen as blurring the lines between teaching and service. Faculty members who advise many students in these various capacities are recognized for their service in personnel review narratives.

Advising undergraduate and graduate students is particularly confusing. It is either undefined (as in the above quote), or considered service by some departments and not service by others.

It [Department] considers service at all levels - department, college, university, and profession, and expects that the candidate will show active involvement in each. Advising is NOT service.

Department & university committees; organizing events & speakers; student advising; community outreach activities; service to the profession.

Most respondents who provided definitions referred to local (program, department) service as the most valuable to their departments.

We look for service to and beyond the Department as well as positions of leadership, such as chairing a departmental committee. We expect service to [Name of College] in some form, such as serving in the Faculty Senate. We welcome but do not expect professional service beyond reviewing a manuscript for a journal or serving as a conference discussant. We welcome university-level service, but if the other service is very strong, we don't expect it.

Some respondents appear to be fully aware that faculty can exert academic *leadership* within the University through service in important committees, while others seem totally unaware (and also unappreciative) of the role of service as the fundamental tool for faculty governance at UMass Boston.

[Service] is considered 1 of 3 areas of tenure and promotion review. We are encouraged to engage in service across a variety of levels, department, college, university, professional, community, working toward greater levels of leadership in these service roles.

All of the above activities are defined as service, though some hold greater weight than others. Our department expects participation in all types of service-- university level, college level, department and program level, service to the profession, service to the community. There are also expectations of taking on positions of leadership.

While probability suggests that there were likely more respondents who had served on their college personnel committees, only one person noted in Q7 membership on a college personnel committee. Only two respondents respectively noted service in the offices of the Provost and Chancellor. This is interesting because this service was only done in the last year or two. Considering the large number of female respondents to this survey, if these replies came from females, these responses may suggest female faculty members' either late participation or limited representation in service at such a high level. While Q12 garnered more responses than any other question (156 responses), only two responses referred to governance in relation to service.

*We treat all cases independently. We normally try not to burden junior faculty with too much service while they are trying to establish their research programs, usually asking them to serve on search committees within the department and for other departments. As they become established we give them responsibilities connected to college, university and departmental **governance** but always keep in mind the burdens associated with their grant supported research in deciding what is reasonable.*

*0.5 points for each service commitment, 1 point for chairing a committee (my department considers advising and **governance** issues to be teaching responsibilities).*

In contrast, a number of faculty members (10% of responses to Q11) wrote extensively about responsibilities associated with being an undergraduate or graduate program director. Many of these responsibilities are administrative in nature.

Running a graduate program involves 5-7 hours/week during summer and winter breaks. Running a graduate program involves 1. Course schedule (State & CAPS): Initial draft submit, review and revise final versions, watchdog for subsequent glitches. 2. Enrollment projections (& planning so level of offerings match) 3. Enrollment-boosting arrangements 4. Partnerships across programs and with CAPS 5. General student advising 6. Use of WISER (for student info [esp. for online courses] & registration). 7. Financial matters 8. Office admin & record keeping to prepare for program reviews 9. Capstone completion 10. Website maintenance & revision of information on new UMB website 11. Monthly News & Email communication with students & wider community 12. Awards 13. Liaison with Graduate Studies 14. Coordination with other Programs... 15 Recruitment Outreach and Advising 16. Pre-admissions advising, admissions committee & liaison with Grad. Admissions 17. Open Houses, Special events 18. Program Development subject to AQUAD plans 19. Train new faculty member in administrative history & procedures 20. Creation or Involvement in online communities relevant to the Program's mission and development 21. Initiate and editing Working Papers on Scholarworks

These responses paint a picture of tremendous dedication by faculty to service responsibilities that are primarily administrative in nature, and bear little influence on governance, academic matters, and faculty status. A driving force behind this seems to be the value placed by departments on local service, particularly connected to the welfare of undergraduate and graduate students in advising and running programs.

Theme 4: There is disharmony of messages – the message coming from the Provost is that research is important, while many Departments promote service as more, or equally, important.

Faculty expressed strong views about the balance of service, teaching, and research/scholarship. The most common refrain was frustration over the lack of choice in how time is spent, with reference to service responsibilities that come at the expense of research and scholarship. Many faculty referred to mixed messages heard from different levels, and expressed confusion because their departments communicate that service is critical, while messages from the Provost-level seem to value only research, indicating that this is continuously messaged by promotion decisions, personnel committee and merit reviews, fourth-year reviews, etc.

Scholarship is rewarded in merit reviews far more than the other two categories; yet, the conditions for getting scholarly work done when one is a serious teacher and engages in heavy service at all levels are difficult.

Teaching and service is viewed almost like 'soft work' equated to feminized work. Although both teaching and service are essential to faculty development and to building professional expertise, it is not viewed as important as research when considered for

tenure and promotion. Besides, much time is devoted to do both items. Not to mention that the University services contribute to running the University and assisting administrators (who get paid very handsomely) to do their work.

In relation to Theme 1, there is an indication that female faculty members assume a larger responsibility for more departmental and program service than male faculty, and that they are accorded diminished respect in return. Given the greater emphasis on research at the Provost level, it seems likely that this has a disproportionate negative impact on promotion and tenure decisions for women.

I just end up doing it (it being advising and service) because it needs to be done... it is too much of a pain to teach them how to do it right (and by them I mean the three male faculty members in my program who do little to no advising).

I was assured that taking on this job [chairing a university committee] would not impact my T&P since my file was already in. I was then marked down by the provost's office in research. The apparent problem was not the quality of my work, but the lack of impact. I could have worked on promoting my research... had I known that that was something I would be judged on and had I not been overwhelmed with committee work.

Women are less valued at UMB, lower paid and less likely to get promoted.

Among many of the senior faculty (male) there is very little respect for women. This impacts all aspects of my work. Faculty are dealt with differently based on gender, ethnicity and whether they are compliant and subscribe to policies that come from above, even within departments. There is little respect for diversity of voices and no will to appreciate different points of view or even see them as contributions. This way of operating impacts faculty research and promotion. Some faculty are mentored and made aware of opportunities, others are not. Some faculty are encouraged to build their careers, others are treated poorly, excluded from decision-making, and diminished in the eyes of their colleagues. The lack of transparency makes all this eminently possible.

As the only tenure-track/tenured woman in my program for over 15 years... I have been systematically denied leadership/service opportunities and prevented from serving on search committees... When [Title] tried to appoint me head of a committee two years ago, the male professors insisted... prevented from serving as the committee chair. Every year, the dept. chair wrote on my AFR that I had "done less dept. service" than my male colleagues, even though I repeatedly requested to serve in dept. leadership roles, and the same happened when he wrote up my PMYR, which was used... justification... that I should not go up for promotion.

Overall, faculty considered that service does not "count", that research is really all that is valued, and that there is very little value in leadership because it is time consuming and not considered important. Many faculty members noted that teaching and service have highest priority during the semester, and that research and scholarship can only be done in the summer or between semesters, due to the dedication necessary for teaching and service.

Theme 5: The types of service women at UMass Boston engage in are the most time-intensive, and because service is not valued at higher levels, this is disproportionately impactful to advancement, particularly creating a block to the attainment of full professor for women.

Women at UMass Boston are engaging in the most time-intensive types of service. They are serving on academic affairs and curriculum and development committees; they are spending time mentoring junior faculty and doctoral students. This is in addition to their heavy loads as GPDs, Chairs, and in service on university committees. However, the activities listed first are especially important when it comes to quality of life and making people happy and keeping them here at UMass Boston. In other words, women are providing the infrastructure for creating community at UMass Boston because there is no other body on campus responsible for this at the departmental and program levels. This is one of the vital needs that women at UMass Boston are meeting. The male colleagues of female faculty are aware of this fact. In fact, women have reported being told that they “should not care as much” about these things. We say that rather than caring less, women should be recognized for happily engaging in these types of time-intensive service obligations. Given the urban mission and the student demographics at UMass Boston, this is not just an issue of support, but also an issue of advocacy for our urban, first-generation students and, often, first-generation faculty. One survey respondent captured this nicely when she said,

Service is done by the faculty at UMB who feel an obligation to the students. It is a sacrifice that faculty make, almost always at the expense of their research. Engaging in service places a faculty member at a direct disadvantage for being promoted. Those who feel obliged to engage in service are often those who care deeply about the students at UMB, and yet, they are directly penalized by the institution because there is no recognized path for promotion outside of academic research.

The process by which service loads are distributed and accounted for is perceived as inequitable by a large number of faculty members. There is a lack of equity of standards for tenure and promotion to associate and full professor. There is also a coincident culture of availability that differs between genders and among faculty of different race/ethnicity.

In response to Q12 (how the department defines service), in general, respondents thought that internal service (within UMass Boston) was regarded as higher importance than external engagements. Respondents also reported that although service contributions were required for tenure and promotion, the category of service is the least important one.

In Q29 (about the balance of time spent in the three areas), following an expression that there is little to no time for research and no choice how one’s time is spent, the second most common response concerned the uneven burden of service across faculty by tenure status, race, and gender. Faculty indicated that there is very little staff/infrastructure, and they expressed dismay about the competence of administrators. Due to these two circumstances, they felt that an inappropriate burden of service falls on faculty (compared to other universities), and especially on female faculty.

The lack of administrative staff requires me to spend a good deal of time on routine administrative duties. As a full professor, this appears to be a waste of resources.

Small departments combined with poor funding and incompetent and sometimes dangerous administrators means that faculty at UMB spend an awful lot of time fighting for and about things that should be a given and often are at other institutions. The almost total lack of support for faculty teaching and research means that a good portion of "service" is fighting with administration for things we should have or be getting as a matter of course, which is exhausting, inefficient to say the least, and productive of resentment.

Faculty indicated that departmental service responsibilities, including Department Chair, Graduate Program Director, and personnel committees, demand large amounts of time, and require an enormous amount of administrative work.

Serving as Graduate Program Director (GPD) consumes enormous amounts of time, particularly since my department has minimal staff support. Serving as GPD has taken time away from my research (I won't let anything take time away from my teaching and advising), and therefore, I will not be serving in that role any longer. I will end my service next year, after 9 years in the role.

I wish I were not chair of my department, as I no longer can have a research agenda.

Given the large growth trajectory the University has taken, without commensurate growth in professional staff positions, there is an ever-increasing dependence on faculty to fulfill service-intensive roles at the departmental level. These roles tend to be filled more by female than male faculty, and also tend to be devalued in tenure and promotion decisions.

Theme 6: Faculty recommended that there be clear guidelines about the value of service. They also recommended that resources be allocated to provide administrative and professional staff support at the departmental level so that faculty can do more research and engage in meaningful service.

The disparity of service was considered by respondents to be the major reason why fewer women and faculty of color are promoted. Faculty members noted that the “gendered nature of service” and the “culture of availability” that are expected of female faculty and faculty of color result in additional commitments and special service responsibilities which add to the burden and time constraints for doing research and scholarship. The vast majority express the view that the distribution of service is unfair, and that faculty members are doing work that is largely administrative.

Service activity varies greatly among faculty members. It would be nice to have more faculty provide a fair share of it.

[The] burden of service could be alleviated with more departmental staff and professional staff assistance.

As the NEASC report noted, “The concept of service is not well defined though it is 1/3 of the charge of being a professor... [and] the weight given to service has shifted.” (NEASC, 2014) Respondents report that the prevailing practice of assessing service is “inadequate and arbitrary which reinforces the notion, either intentionally or unintentionally, that merit and promotion is defined only by scholarship and teaching.” Faculty feels that accountability is important and lacking.

There is a need for accountability regarding service. How many meetings did the faculty attend? Did the faculty do {meaningful} work in the committee? At the DPC and CPC level, all [that is] considered is whether the faculty was a member of the committee.

Judging by their responses, a good number of junior faculty members expressed some confusion as to the lack of articulation of ‘service expectations’ by their departments; yet, these same respondents showed a clear awareness of the requirement for some service. The weight of service contributions for tenure and promotion varies widely within UMass Boston, with some departments requiring minimal contributions and others (especially small departments, and departments with programs requiring external accreditation) demanding extensive service contributions from faculty at all ranks. At the same time, in many departments, there is an expectation that female faculty will do more service than male faculty.

I have observed first hand the protection of junior men faculty from service ("you do not need to volunteer for that") during a departmental meeting that left junior women faculty having to do the service instead.

[There is] no question that women faculty of color are asked to do different types and quantities of service, given different messages about expectations etc. this occurs from colleagues and from students.

Faculty members note that there are major problems that have arisen as a result of changes over the past decade.

There seems to be more service responsibilities and associated work than when I first arrived. In addition, there is more work associated with teaching with large classrooms (e.g., meeting with students, addressing course-related issues, emails). In addition, I serve on multiple at each level: department, college and university committees.

Service after tenure is a real problem. It does not count toward promotion to full professor, so faculty who do not serve as department chair, for example, have an advantage when it comes to promotion to full professor.

The road after tenure seems to split. Either research takes over, or service to the university takes over. It does not seem possible to find a balance at UMB where you can do both. They are both extremely demanding, and one has to choose.

Respondents contributed several ideas for reasons that explain why this situation has arisen. The most commonly expressed reasons were:

- There is very little infrastructure, so an inappropriate burden of service falls on faculty (compared to other universities), and
- The growth of the university enrollment means more service work, and larger class sections means more teaching work.

Consequently, faculty also made recommendations for how these issues could be addressed in order to remedy the issues that have been raised.

- (1) Administrators at different levels, and merit committees, should communicate clearly in writing the same message and value for research vs. teaching vs. service.
- (2) Faculty should be given time to work on research if the University values it more highly than anything else. Alternatively, if the University across all levels considers service to be important, then service should be rewarded more.
- (3) Increase the infrastructure. In particular, reduce highly paid upper-level administration, and add more lower-level administrative and professional staff support positions so that administrative responsibilities (such as photocopying, responding to mundane emails, doing add/drop actions, doing data entry) do not need to be done by faculty.
- (4) Make everyone do service, to address the problem that some faculty do hardly any and no one makes them do more.
- (5) Recruit and hire more faculty of color so that there is not a disproportionate burden of service on a few faculty of color.
- (6) Invest in associate professor time. There is a need to prioritize the needs of associate-level faculty more in order to get them to maintain career-long scholarship.

Most importantly, there is an overwhelming sense of pessimism about the working conditions at the University. A large majority of faculty feel that the leadership is not available to either change or address these issues. This is perhaps the largest obstacle to positive change.

The Impact on Faculty Governance

Among the several important issues brought to light by this survey is what appears to be a *progressive weakening of the established faculty governance system at UMass Boston*. The recent shift in the evaluation of faculty *research* in order to achieve a ‘higher’ institutional status [Carnegie classification: Research University “High Research Activity”] appears to have resulted in a new and widespread perception among not only the administration, but also male faculty members, that *service* at UMass Boston has ceased to have value and that it now constitutes an

obstacle to career advancement. Unfortunately, as we have seen, women² at the ranks of Associate and Assistant Professor, and faculty of color in general, have borne the brunt of this significant shift in the value of service at UMass Boston. As some respondents to the survey wrote:

I have observed first hand the protection of junior men faculty from service ("you do not need to volunteer for that") during a departmental meeting that left junior women faculty having to do the service instead.

I am a white male. However, I notice that service burdens, and mentoring/advising demands, are especially intense on women and people of color, much more than they ever have been on me. If a woman of color, she has a double dose of this pressure. Gender expectations common in US society lead many students to look to women faculty for more nurturance and forbearance, almost as if they were mothers. There is a lot of disrespect for women faculty built into this treatment they receive.

Expectations for women in my department for service seem to be higher--sometimes this is explicit (e.g. this woman should chair a committee before tenure, but not applying the same standard to a man up for tenure) and sometimes implied in who is asked or expected to do the service. In my department and in the university generally, women are more frequently asked to do service and men are more protected. Men also say no more frequently with less consequence or pressure.

Furthermore, UMass Boston's system of faculty governance itself is being compromised by the explicit devaluation of service among faculty and administration. It appears that an additional result of this situation is a notable, and we would add, alarming, increase in the number of junior faculty serving in crucial governance committees on campus (CLA and CEHD Senates, University Faculty Council, etc.) even though they might lack the experience, knowledge, and job security necessary to address pivotal governance matters without fear of reprisal or adverse consequences at the time of tenure or promotion³.

Shared Governance, understood as the allocation of authority and power among different stakeholders within an institution (Kerry, 2003), is a fundamental aspect of how business is accomplished at UMass Boston. Any weakening of faculty governance constitutes a crucial loss of faculty authority. Because shared governance is about allocation of power, relinquishing meaningful institutional *service* is equivalent to relinquishing authority and power; the vacuum created by the absence of senior faculty on key committees will be filled by **upper**

² The 2015 NEASC Review Team explicitly noted this heavy reliance on female professors: "There is a heavy dependence on associate professors (especially women) for mid-level administration positions." (p. 36)

³ https://www.umb.edu/editor_uploads/images/university/UMass_Boston_Self-Study_2015XX.pdf, Standard III: "Organization and Governance". "Most faculty report that, at the college level, governance works fairly well and is fully participatory, although participation by non-tenure-stream faculty varies. **While junior faculty tend to be disproportionately represented in collegiate governance**, this is perceived as a reasonable service activity and a good opportunity for junior faculty to broaden their institutional knowledge." (p 17-18)

administration and high level professional staff and faculty governance will be substituted by corporate governance.

According to *The Red Book*, at UMass Boston faculty, staff, administration, Trustees, President, and students share the *authority and the responsibility* of guiding the university; faculty, specifically, holds *primary responsibility* on certain matters:

The faculty has **primary responsibility** in matters of faculty status, such as appointments, reappointments, promotions, tenure and salary adjustments. **The faculty also has primary responsibility in academic matters**, and shall, whenever appropriate, relate the two in making personnel recommendations. [Red Book 516.2. Article 3: Section 3.1.]

Faculty's *primary responsibility* is defined by *The Red Book* as the capacity of the faculty to initiate recommendations in "academic matters" and in "matters of faculty status". This, we believe, includes the right and the obligation to appropriately value, consider, and assess a colleague's meaningful institutional and public service in merit and promotion reviews. For *service* is *the* fundamental tool for carrying out faculty governance at UMass Boston.

The University's guidelines on faculty work load explicitly indicate that at least one quarter of our workload must be devoted to service. According to Doc. T 74-111, "University Guidelines on Faculty Workload." C. Professional Activities, Research, and Service:

*In addition to carrying out assignments which comprise the instructional workload, the mission of the University requires that the members of its faculty spend a substantial amount of time in the pursuit of scholarly, creative, and professional activities, **and in providing institutional and public service.** The University's criteria for appointments, reappointments, promotions and tenure are explicitly based on promise and achievement in all three of these areas. **On the average it is estimated that at least one quarter of most University faculty member's total workload is devoted to these essential contributions to the institutional goals.***

As the above findings have demonstrated, PROGRESS's survey results indicate that this is *no longer* the case at UMass Boston, not because institutional service needs have declined, but due to the devaluation of service contributions for merit and promotion purposes. At the same time, it appears that the burden for carrying out institutional service needs has fallen to female and minority faculty, who are essentially serving as administrative and professional staff.

Recommendations

We make these recommendations, based on the findings above, in order to, as our colleagues at MIT have stated, improve the “status of and ensure equity for” all female tenure stream faculty on this campus (MIT, 1999). The recommendations also address the inequities that were raised in regard to the experiences of faculty of color. It is important to reiterate that these recommendations grow out of the data, and that many of them were explicitly recommended by many faculty in survey responses.

Recommendation 1: The University should acknowledge and codify in writing that service, when it is done well, should be counted on equal footing with research/scholarship and teaching in decisions about tenure and promotion.

There was a time at UMass Boston when serving on, or being appointed to, faculty committees had a major and positive impact on tenure and promotion. As a university we have lost sight of this. In particular, we have lost sight of the fact that service is linked to faculty governance and to running this university.

Recommendation 2: Service should be more clearly defined.

Service is not well defined on this campus. There is no clear conception of what service entails and no formal recognition of the role service plays in faculty governance. More importantly, there are no equitable standards for service at UMass Boston. In this regard, the equitable clause of the FSU is not being implemented. We have seen from these data that the road after tenure diverges in gendered and racialized ways. The path often taken by men is to focus their research and service in ways that will help them attain full professor. The path often taken by women, including women of color, is to take on the responsibility for running programs, departments, and/or personnel committees. We have found that these vital responsibilities are extremely heavy service tasks. The impact of this is that, at this university, a majority of women, including woman of color, spend an inordinate amount of time doing service that is not being rewarded or valued. Given this, we recommend that guidelines about the value and equity of service, in terms of tenure and promotion at UMass Boston, be reformed.

Recommendation 3: A clear set of guidelines should be developed for how and when junior faculty serve on both departmental and university committees, and for how service work should be shared more equitably all faculty.

We believe it is important for junior faculty to serve on these committees so they can get a better idea of how the University functions. However, we caution departments against over-relying on junior faculty for committee service and not to forget that junior faculty may not have the option to fully participate given concerns about tenure and promotion. Perhaps there should be a certain percentage of seats reserved for junior faculty on key university governance committees, with the bulk of the seats filled by Associate and Full professors. Currently, junior faculty members are overrepresented on many vital committees. For example, most of the CLA Senate is made up of untenured faculty. Most of the CEHD Senate is untenured. Faculty power to effect change in the university is diluted when key governance committees have too many untenured faculty members serving on them, given the vulnerability of junior faculty.

Recommendation 4: Resources should be diverted from upper administration and devoted to departmental professional staff.

These data have shown that the types of service women and faculty of color engage in appear to be the most time-intensive and the most detrimental to their advancement and promotion. The faculty is being given two different messages. The Provost communicates to all faculty members that research is valued in tenure and promotion, while the departments communicate, mostly to female faculty, that service is necessary for tenure and promotion. These conflicting messages have a disproportionate negative impact on the promotion of women, who have basically become the professional staff of the departments. Appropriate resources for departmental professional support staff would help alleviate this discrepancy.

Recommendation 5: Associate Professors who chair departments and serve as GPDs should be provided resources and allowances that permit them to continue their research productively.

Currently, out of 36 Chairs, 58% percent are Associate Professors. Of the Chairs who are female, 81% are Associate Professors. Of the Chairs who are male, only 40% are Associate Professors. We do not want to recommend that only Full Professors be allowed to serve as Chair. However, we do recommend that should an Associate Professor serve in the role of Chair that the Department, the College, the Dean, and the Provost recognize this service as time consuming, as competing with the faculty member's research agenda, and as crucial to the department and the University. Steps should be taken to fully recognize this service and reward it with resources and points toward promotion to Full Professor.

Recommendation 6: More faculty of color should be hired *at all levels*: Assistant, Associate, and Full Professor.

It is clear from the survey results that there is broad recognition across all of the faculty that faculty of color carry a highly disproportionate amount of service. This is not surprising given that, as a minority-majority university, the 9% faculty of color (Black, Asian and Hispanic/Latino) end up advising, mentoring, and supporting the over 50% students of color who are from economically disadvantaged and vulnerable backgrounds. This is compounded by the fact that the university does not maintain data on what happens to faculty of color as they move along the tenure stream. In fact, this report was partly motivated by the events of two young women of color being denied tenure. The answer to this is to have more faculty of color at all ranks. This will require support from the administration, as well as college and departmental commitment, to rectify this situation. Further, we want to remind our colleagues that ultimately, this is a faculty issue. Faculty committees do the hiring and we must help them recognize the significance of having a diverse faculty to meet the needs of a diverse student body.

Recommendation 7: We recommend that the University begin to systematically gather and analyze data on the types of faculty service required to govern this university, looking specifically at who performs that service, what types of administrative and professional staff support are available to faculty who have heavy service loads, and finally, the impact of this service on tenure and promotion.

The lack of institutional data presented a hindrance initially to carrying out the charge of this sub-committee. Efforts have been made by the institutional data office, since this was uncovered, to begin to organize past data from Annual Faculty Reports, but it will take some time before these data are fully gathered, cleaned, and organized. PROGRESS has uncovered that there are severe disparities of service being performed by men and women, as well as across racial groups. While the historical data organization is in progress, the University should undertake a systematic effort to collect data moving forward. The health of the University and welfare of our students are at stake, and it is critical to monitor progress as the University begins to remedy the problems that have now been exposed by this report.

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Appendix

Survey administered by PROGRESS

Gender & Promotion at UMass/Boston

Survey Introduction

1. SERVICE

What types of service have you engaged in during the past five years?

Please check all that apply. *

- Member on a department committee
- Member on a college committee
- Member on a university committee
- Member on a committee from the community such as at a local school or organization
- Member on a professional committee outside the university
- Member on a national or international committee or organization, such as the UN or human rights organizations
- Chair, department committee
- Chair, college committee
- Chair, university committee
- Chair, committee from the community such as at a local school or organization
- Chair, professional committee outside the university
- None of the Above

2. ADMINISTRATIVE SERVICE

What types of Administrative Service have you engaged in during the past five years of your time here at UMass/Boston?

*

- Department Chair
- Program Director (undergraduate or graduate)
- Dean's Office
- Provost's Office
- None of the Above

3. If you have ever served as Department Chair, how long have or did you serve?

4. If you have ever served as a Program Director, how long have or did you serve?

5. If you have ever served in the Dean's Office, how long have or did you serve?

6. If you have ever served in the Provost's Office, how long have or did you serve?

7. If you have other administrative service that is not adequately described above, please describe what that service was and how long have or did you serve? For example, union leadership, faculty senate chair, etc.

8. PROFESSIONAL SERVICE

What types of professional service have you engaged in during the past 5 years while working at UMass Boston? (Please check all that apply):

*

- Served on a professional conference committee
- Reviewed conference proposals or abstracts
- Reviewed manuscripts for journals or books
- Served as editor of a journal
- Served on federal grant review panels
- Served as outside committee member for faculty promotion review
- Served as outside committee member for Doctoral students
- None of the Above

9. Please describe any other professional service that is not captured above such as professional awards committee.

10. COMMUNITY SERVICE

What types of community or public service do you engage in that you feel enhances or is part of the work you do at UMass/Boston? Check all that apply.

*

- Work with the public schools
- Work with local community organizations
- Work with local and state agencies
- Work with national governmental agencies
- Work with international governmental & non-governmental organizations
- None of the Above

11. UNDEFINED SERVICE

We all engage in activities that serve our department, college, university, profession or community, but these activities may not fit within the standard university categories or they may not be quantifiable. For example, we may mentor colleagues in our department or other departments. Please list or write a short description of the types of service you typically engage in that fall into this category.

12. How does your department define the category of service for tenure and promotion purposes?

13. Please add any comments about service that would be helpful to our charge.

14. How many total hours on average would you estimate that you spend on committee service to the university during an entire semester? *

15. How many total hours on average would you estimate that you spend on committee service outside of the university during an entire semester? *

16. ADVISING:

Some departments consider student advising as part of service, while others have considered it part of teaching. We are looking at service overall and would like to know:

*

How many students do you advise per academic year?

How much time would you estimate that you spend with each student per advising visit?

How much time would you estimate that you spend on advising per semester?

17. Please describe the types of advising you do. Check all that apply:

*

- Academic advising
- Career advising
- Academic struggles (writing, time management, etc)
- Troubleshooting Interpersonal struggles the student might be having on campus (i.e., with administration, registrar or other faculty)
- Troubleshooting or listening to Personal struggles the student might be having off campus (i.e., with housing, employment, etc)
- I do very little advising
- I do not advise students

18. Please add any comments or clarifications about advising or describe the type of advising you do if it is different from the options above?

19. Research, Teaching & Service

Please answer the following questions when thinking about the three pillars of tenure – Teaching, Research and Service.

What percentage of your time do you generally spend on each of the three areas per year - Fall, Spring & Summer? (The total should add up to 100%.)

*

Teaching

Research

Service

20. If you spent more time on teaching, how do you think this will (or did) impact your tenure/promotion? *

- Positively
- Negatively
- No Impact

21. If you spent more time on service, how do you think this will (or did) impact your tenure/promotion? *

- Positively
- Negatively
- No Impact

22. If you spent more time on research, how do you think this will (or did) impact your tenure/promotion? *

- Positively
- Negatively
- No Impact

23. Thinking about the time you spend on Teaching, does this impact your salary?

*

- Yes
- No

24. Thinking about the time you spend on Service, does this impact your salary?

*

- Yes
- No

25. Thinking about the time you spend on Research, does this impact your salary?

*

- Yes
- No

26. In your opinion, does your gender identity/expression lead to specific issues that impact your tenure and promotion, please describe?

27. In your opinion, does your race/ethnicity lead to specific issues that impact your tenure and promotion, please describe?

28. In your opinion, have you ever been asked to sit on a committee to fulfill diversity requirements?

*

- Yes
- No

29. Please add any comments about the balance of time you spend on each of the three areas, teaching, research and service.

30. Have you taken a parental leave of absence?

*

- Yes
- No

31. DEMOGRAPHICS *

What is your gender?

What is your race/ethnicity?

How long have you been at UMass/Boston?

32. Please select your college: *

- College of Advancing and Professional Studies
- College of Education and Human Development
- College of Liberal Arts
- College of Management
- College of Nursing and Health Sciences
- College of Public and Community Service
- College of Science and Mathematics
- Honors College
- McCormack Graduate School of Policy and Global Studies
- School for Global Inclusion and Social Development
- School for the Environment

33. What is your faculty rank? *

- Assistant Professor
- Associate Professor
- Full-Professor

34. If you are a full professor, how many years were at the rank of Associate?

35. If you are an associate professor, please answer the following questions:

How long have you been at the Associate Professor rank?

36. Have you been promoted to Full Professor?

Yes

No

37. If yes, what year were you promoted to Full Professor?

38. If no, do you plan to seek promotion to Full Professor?

Yes

No

39. If yes, What year are you planning on seeking promotion to Full Professor?

40. Work Environment

Have you experienced sexual harassment in your service at UMass/Boston?

- Yes
- No
- Other - Write In

41.

Have you experienced racial discrimination in your service at UMass/Boston?

- Yes
- No
- Other - Write In

42.

Have you experienced bullying or intimidation in your service at UMass/Boston?

- Yes
- No
- Other - Write In

43.

Have you experienced age discrimination in your service at UMass/Boston?

- Yes
- No
- Other - Write In

44. Use the box below to explain further if you wish.