

Department Equity Action Plan (DEAP)

EXAMPLE ONE: SERVICE

Background Context (relevant context for workload analysis and reform)

The Service Department includes 30 faculty (seven assistant professors, seven associates and 16 full). We have seven women and three Black and two Latinx faculty members. Research productivity is critical for promotion, as are good teaching evaluations. As a STEM discipline, we engage over 80 percent of our students in undergraduate research, either in labs or small courses. We also produce 15 to 20 doctoral degrees each year, and bring in over \$2 million in external research dollars annually. Our faculty teach and advise all levels—undergraduate, master's, and doctoral students. As there has been much interest in increasing the number of STEM majors at our institution and from NSF, our faculty are frequently asked to serve on campus committees, write curricular grants, and assist in new cross disciplinary efforts. Given that our institution's tenure and promotion system focuses so heavily on research, it is critically important that assistant and associate professors have a workload that allows them to succeed as researchers while also being good teachers. While service is important and needed, it is not as critical for promotion.

Department Conditions Report and Dashboard Findings (note most important findings as they relate to department satisfaction with workload and equity)

Our initial department conditions workload report in showed that only 25 percent of the faculty members who completed the survey felt that teaching and service workload was divided fairly in the department and 18 percent felt there was a strong commitment to fairly dividing work. Only 6 percent noted that data on workload was transparent. There was reasonable satisfaction with teaching and advising related work (e.g., over 80 percent were satisfied with class sizes, kinds of classes taught, and number of classes taught). However, we found more dissatisfaction with service. Our department conditions report showed less than 50 percent of faculty members were satisfied with the amount of work they do on committees, and the process in which committees are assigned. Furthermore, our initial report revealed that less than 40 percent of faculty members reported the department had planned rotations of time intensive roles, credit systems to equalize share of work, or the ability to differentiate different levels of committee service.

When we began to collect data for our dashboard, we were therefore attuned to issues of campus service. We gained consensus within our department as to low, medium, and high committee assignments across department, college, and university levels and assigned points to each in our dashboard. As we examined the final dashboard data we found there were important differences and significant ranges of activity among our faculty. Women faculty and associate faculty were both found to be doing more overall committee service, and women faculty more time-intensive committee service at all three levels—department, college, and university.

Equity Issues We Want to Address Moving Forward (distinguish between goals to address current equity issues and goals to proactively design equity moving forward)

We have discussed as a department the following goals for our workload policies and practices:

- We want to make sure assistants and associates are not engaged in above average service for their rank, or if they are, it is a choice. [This is an issue now.]
- We want to reduce gender differences in campus service; and/or credit campus-wide contributions above and beyond our requirements so that women and Black and Latinx faculty who are asked more often to serve can either say no, or have their service credited toward other activities (so they do less in another key work area or receive additional merit points). [This is an issue now.]

- We want to make sure workload data is transparent, and updated annually, along with our department workload policy and reward system statement. [Proactive goal]

Proposed Actions (changes to current organizational practices, policies, or plans).

1. We created a department dashboard and have published it to all department members in order to increase transparency about faculty workload. It will be updated annually. We have also asked that faculty mentors look it over with their mentees (assistants and associates) annually when they meet and discuss where faculty fit in relationship to department averages by rank.
2. We are developing a planned rotation of seven identified time-intensive roles that eliminates the possibility assistants will play these roles altogether while in assistant rank. It also requires that associate professors not serve in any of these roles more than once (for one year) during the first five years of their appointment as associates in order to continue the momentum of their research toward promotion to full professor (list of identified roles and planned rotation attached).
3. We have re-examined our merit pay criteria and found a way to add points to faculty who provide service in advising, or campus service, that is among the highest for the department (top 10 percent).
4. We have created a set of mutual expectations for professional interactions that was discussed over two department meetings, tweaked, and then confirmed as department guidelines. The mutual expectations included the following:
 - **Email Responses:** We will respond to colleague emails during the nine-month academic year within five days, instead of a week.
 - **Recognition:** We agree to recognize each other's accomplishments and not dismiss a colleague's achievements.
 - **Collaboration:** We agree to look for and take advantage of opportunities to collaborate with colleagues in the department. If a colleague comes to us with an idea, we agree to seriously consider the project.
 - **Mentorship:** Senior colleagues agree to take an interest in junior colleagues' career advancements and to offer advice and guidance when appropriate.

Each new faculty member was given a copy to review and sign when entering the department. It was agreed to be revisited and had to be renewed by unanimous vote every three years. Department chairs were allowed to raise issues noted in the mutual expectations document in one-on-one meetings with the faculty member if there was a consistent pattern of a faculty member not meeting an expectation.

Intended Outcomes

These actions are intended to foster the following outcomes:

1. **Recognition:** Faculty members will feel recognized for their labor and contributions to the department.
2. **Transparency:** Faculty members will have data and benchmarks available as they consider service activities they are asked to complete.
3. **Career Advancement:** Assistant and associate faculty members will be given opportunities to achieve a workload that allows them to advance their research and junior and senior faculty will engage in mutual mentoring and support.