Service Equity Task Force Report

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Prepared by Faculty Fellows

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Service Equity Task Force

Nationwide, service loads of faculty, especially women- and minority- identifying faculty, are typically unevenly distributed and unevenly regarded. Further, the COVID-19 pandemic exacerbated all service demands on faculty, which has long-term ramifications on faculty careers (Domingo et al., 2022; O'Meara, 2016). For a list of further evidence, please see Biases in Research and Beyond: Literacy Reference Guide available on the UCCS Office of Research website: https://research.uccs.edu/service-equity-task-force. The Service Equity Task Force, led by Faculty Fellows, was established to help define the service issues specific to UCCS faculty and identify tools and strategies to address these issues. This task force represents a joint effort between Project CREST and the Faculty Assembly Women's Committee, with support from the Office of Provost.

In the fall of 2023, Amanda Elder and Nick Fuselier were chosen as Faculty Fellows and led the task force's efforts, including identifying the service issues specific to UCCS faculty and identify strategies to address any findings as necessary. These fellows were selected to lead the task force, in part, because of their demonstrated commitment to inclusion and their understanding of intersectional forces that compound inequities for faculty.

As a part of this work, the Faculty Fellows established a Service Equity Task Force Advisory Team. The members of this advisory team included faculty members across the university who were at different ranks and held different types of faculty appointments: Robin Kempf, Dana Wortman, Farida Khan, George Rus, and Malikah Marrus. Members of Project Crest were also engaged in this work, particularly Jessi Smith and Sylvia Mendez.

This group of faculty members met twice throughout the 2023-2024 academic year to provide feedback and perspectives to the Faculty Fellows to advance the ongoing work of the Task Force, received updates from the Faculty Fellows on the ongoing work of the Task Force, and contributed to particular tasks (e.g., survey and/or focus group development) to support the ongoing work of the Task Force.

After engaging in a review of the literature on the topic of equity in faculty service, the Service Equity Task Force designed a two-part data collection process: (a) a survey, and (b) focus groups. The Faculty Fellows led these data collection and analysis efforts, resulting in this report as well as a number of recommendations for promoting service equity at UCCS.

Survey Findings

As part of our investigation of equity in service at UCCS, a survey was conducted to help place context to the culture of service on our campus (see Appendix A). Existing literature (much of which can be found here: https://research.uccs.edu/service-equity-task-force) is explicit that inequities in service engagement exist on college campuses nationwide, specifically when considering faculty of color or faculty from minoritized populations. The survey intended to paint the picture of service engagement at UCCS including perceptions of the value of service and its role in annual performance evaluation, promotion, and tenure.

The survey investigated 5 key areas of investigation: (a) service engagement and workload, (b) service awareness and clarity, (c) service culture, (d) institutional housekeeping (academic caregiving; unrecognized, un-resourced, informal practices), and (e) Watermark™ use. We hypothesized that we would find similar inequities to that which has been reported in the literature.

Demographic Characteristics of Survey Respondents

A total of 152 surveys were started from the 489 invitations (32%) sent to UCCS faculty. To be included in the analysis, participants had to be a >0.50 FTE employee and complete more than the demographic questions. Of the 152 surveys started, 130 were included in the analysis. Participants included a variety of faculty types, ranks, and years of service (see Table 1). All colleges and the library were represented, with a variety of fields included (see Tables 2 and 3). Due to the small number of participants from the library, the library responses were merged with the College of Education on several analyses. The "Other" faculty rank was included with the Instructional, Research & Clinical faculty for analyses where appropriate.

When looking at identities related to gender and race (see Table 4), there were multiple participants that did not disclose their gender and/or their race, which may have impacted the clarity of the equity context at UCCS. Due to the small number of participants identifying as transgender/nonbinary, this identity was not included in some analyses as we felt it unfair to collapse them with man or woman and wanted to protect the individual participant. Additionally, 25.4% (n=33) of participants indicated that they identified with another minoritized or marginalized community other than gender. Due to the small number of participants in racial groups, Hispanic, Black, Native, Multi-racial, and Arab were collapsed into a single group for analyses, which also impacts the clarity of equity context at UCCS.

Table 1. Faculty Type and Years of Service

Faculty Type	% (n)	Faculty Rank	%(n)	Years of Service	%(n)
Tenured	36.9 (48)	Asst. Professor	32.3 (42)	5-9yrs	27.7 (36)
Tenure-track	33.3 (44)	Full Professor (Incl.		<5yrs	24.6 (32)
Instructional	25.4 (33)	Distinguished)	21.5 (28)	10-14yrs	19.2 (25)
Clinical	2.3 (3)	Assoc. Professor	19.2 (25)	15-19 yrs	12.3 (16)
Research	0.8 (1)	Principal Instructor	15.4 (20)	25+ yrs	9.2 (12)
Other	0.8 (1)	Instructor	6.2 (8)	20-24 yrs	6.9 (9)
		Sr. Instructor	4.6 (6)		
		Other	0.8 (1)		

Table 2. College

College	% (n)
LAS	54.6 (71)
JBEL	13.1 (17)
Business	9.2 (12)
Education	6.9 (9)
Public Service	6.9 (9)
EAS	6.2 (8)
Library	3.1 (4)

Table 3. Professional Field

Field	% (n)
Communication, English, Languages, Cultures, History, Philosophy, Arts, Information Science	27.7 (36)
Science, Technology, Engineering, Mathematics	23.1 (30)
Psychology, Sociology, Social Work	16.2 (21)
Counseling, Nursing, Healthcare, Health	13.1 (17)
Business, Economics	7.7 (10)
Education, Leadership	6.2 (8)
Criminal Justice, Political Science, Public Administration	4.6 (6)
Did Not Disclose	1.5 (2)

Table 4. Gender and Race Identity

Gender Identify	% (n)	Race Identity	% (n)
Woman	60.8 (79)	American Indian, Native American Native Alaskan, Native Hawaiian	1.5 (2)
Man	33.1 (43)	Arab, Middle Eastern	0.8 (1)
Transgender, Nonbinary	0.8 (1)	Asian, Asian American	8.5 (11)
Did Not Disclose	5.3 (7)	Black, African American	1.5 (2)
		Hispanic, Latino, Latina, Latinx	3.1 (4)
		Multi-racial	1.5 (2)
		White	73.1 (95)
		Did Not Disclose	10.0 (13)

Note: 25.4% (n=33) of participants reported that they identify with another minoritized or marginalized community other than gender that was not delineated in the survey.

Participants also revealed other pertinent identities that are relevant to their service engagement. The identities include:

- Chronic disease/illness
- Disability, ADHD, or other learning disability
- Neurodivergent
- Parent
- Child of parent/family member with dementia
- Queer, Bisexual
- Foreign national, immigrant
- Veteran
- Aging, near retirement
- 1st generation college student

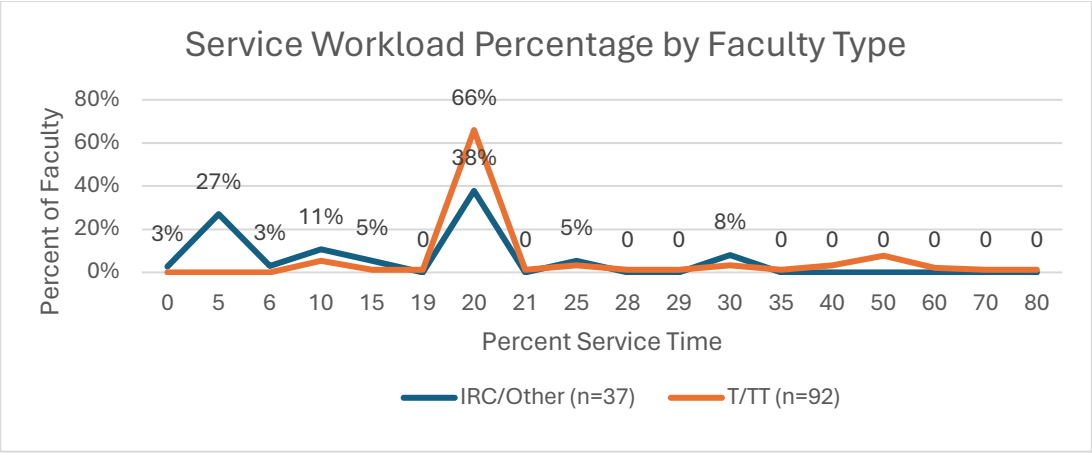
Service Engagement & Workload of Faculty

Service engagement considered faculty service workload including workload compensation, time spent on service, service effort, length of service commitment, and level of service engagement. How participants initially engage with service was also queried. Faculty service engagements during 2022-2023 and 2023-2024 were included in the study.

Workload: The median workload for service reported (Fig. 1) was 20% for all faculty types (58%, n = 129). A significant difference in workload percentage between professional fields was found ($F96, 120) = [5.011], p < 0.001$). Games-Howell post hoc tests revealed significant differences between the following:

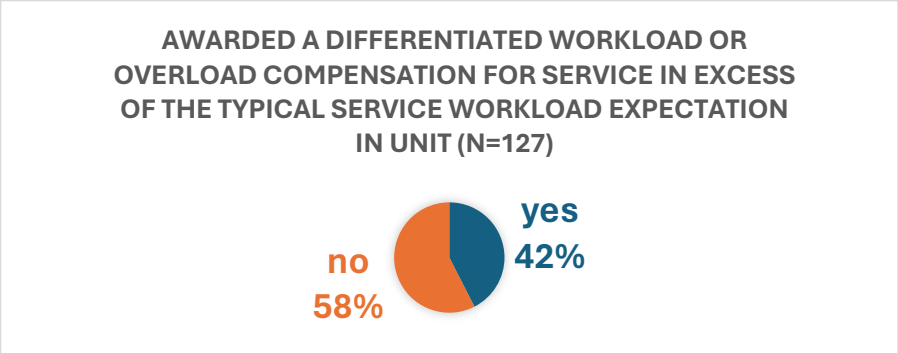
- Psychology/sociology/social work and Business/Economics ($p = 0.011$, 95% C.I. = [-25.62, -2.34])
- Psychology/sociology/social work and Communication/English/Languages/Cultures/History/Philosophy/Arts/Information Sciences ($p = 0.043$, 95% C.I. = [-20.73, -0.22])
- Counseling/Healthcare/Health and Business/Economics ($p = 0.084$, 95% C.I. = [-1.02, -25.55])

Fig. 1 Service Workload Percentage by Faculty Type (n=129)



Workload Compensation: Just over half of the respondents (58%, N=127) indicated that they did not receive a differentiated workload or overload compensation for service done in excess of the workload expectation in their unit (Fig. 2).

Fig. 2 Award of Differentiated Workload or Overload Compensation for Service in Excess of Unit Expectation

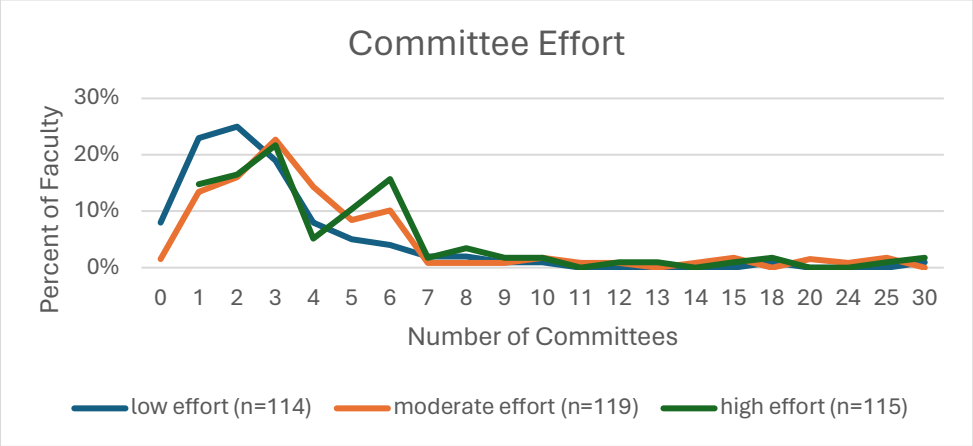


Time Spent on Service: The mean time spent on service per week was 17.5hrs/wk (median = 20hrs/w; range 1-86hr/wk). There was a significant difference found in service time by faculty type (IRC compared to Tenured/Tenure-track) ($F(1, 125) = [6.636]$, $p = 0.011$). The median time for IRC faculty (N=37) was 20hrs/wk (n = 6, range 1-30hrs) and the median time for Tenured/Tenure-track faculty (N=90) was tied at 10hrs & 20hrs/wk (n=15, range 1-86).

Service Effort: Faculty were asked to identify the effort of the committee engagements on a scale of low, moderate, or high (Fig. 3). Low effort was defined as little to no work done, few meetings, low stakes, minimal preparation/follow up work, or attendance only. Moderate effort was defined as some pre-meeting preparation, some post-meeting expectations, increased stakes of outcomes, requires more than just attendance. High effort was defined as frequent meetings, high stakes, high work expectation in and out of meetings, leadership role, requires engagement.

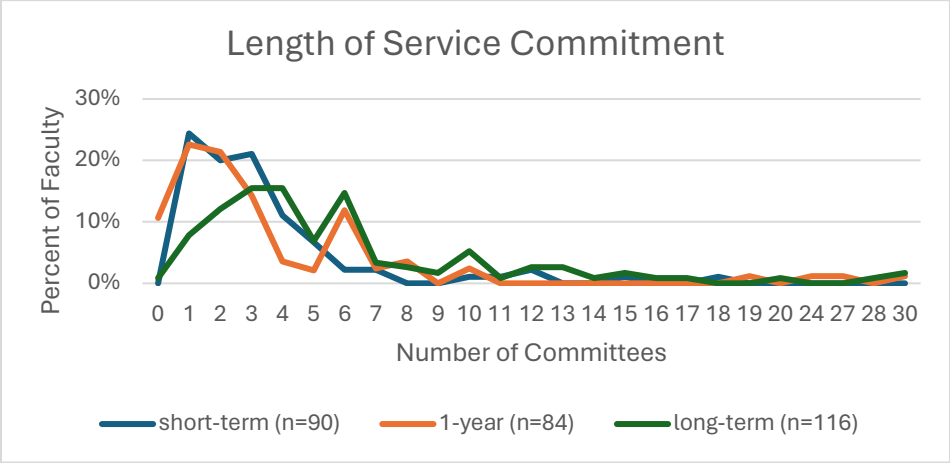
One to three committees was the most common engagement regardless of effort, with six committees seeming to be the maximum threshold for engagement for most faculty.

Fig. 3 Effort Spent by Faculty on Committees



Length of Service: Faculty also identified the length of the service engagements by short term (<1 year), 1-year, or long-term (>1 year). There was a mix of service engagements across length of service (Fig. 4). Most short and 1-year commitments were limited to 1-3 committees. Interestingly, long term committee number was greatest at 3-4.

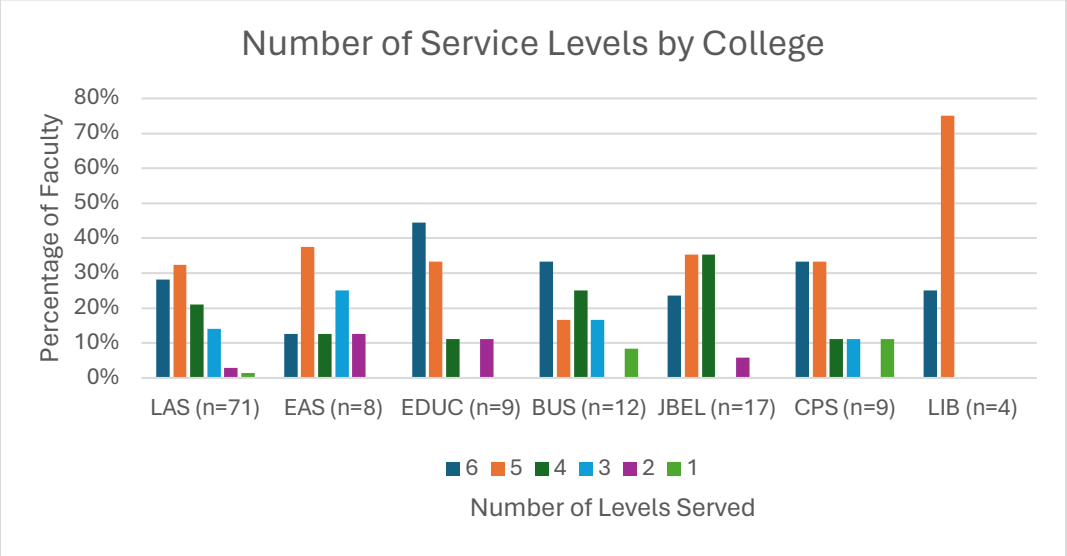
Fig. 4 Length of Faculty Service Commitments



Level of Service Engagement: The level of service was explored to gain insight into where faculty were engaging with service. Faculty were able to identify the number of service engagements at the department, college, university, or system levels, as well as community, and professional service. Total number of levels engaged by a participant were also revealed and examined across colleges (Fig. 5). There was no significant difference between colleges on the total number of service levels engaged by faculty ($F(5, 124) = [0.681]$, $p = 0.639$). Additionally,

there were no significant differences in number of service levels between genders (F(2, 126) = [1.811], p = 0.168) or race (F(3, 126) = [1.293], p = 0.280).

Fig. 5 Number of Service Levels Engaged by Faculty Across Colleges



Service Attainment: Of the 288 faculty responding to the question about how their service is attained, 42% (n=120) of engagements were voluntary, 35% (n=100) of engagements were appointed positions, and 23% (n=66) of engagements were elected positions. When asked about receiving remuneration for service, 41.5% (n=54) reported having received remuneration for at least one service engagement.

Service Awareness and Clarity

Participants were asked about their awareness of what their colleagues' service engagements to assist with identifying potential barriers to equitable service (Fig. 6). There was no significant difference found between colleges on faculty awareness of colleagues' service engagements (F(5, 124) = [1.023], p = 0.407) (Fig. 7). Additionally, participants were asked whether the expectations for engaging in service within their unit were clear, as service relates to annual performance reviews, tenure, and promotion. There was no significant difference found between college on clarity of service expectations (F(3, 126) = [0.356], p = 0.785), nor between faculty types (F(3, 126) = [0.205], p = 0.893) (Fig. 8).

Fig. 6 Faculty Awareness of Colleagues' Service within Their Unit

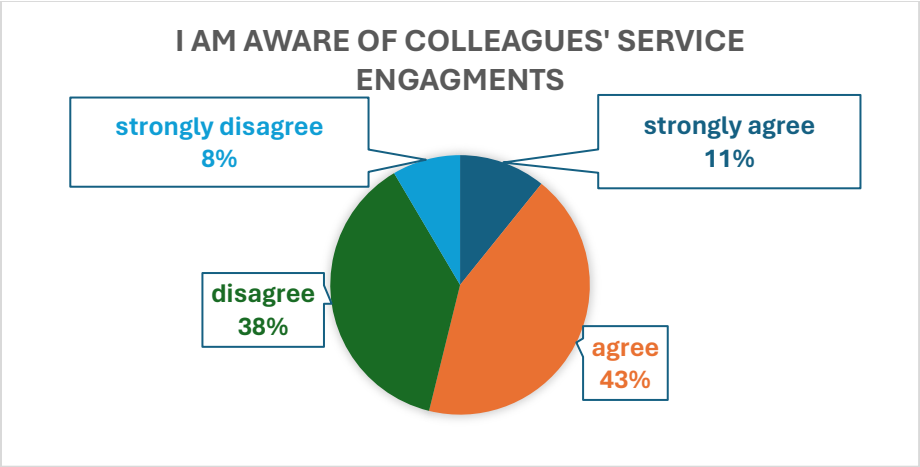


Fig. 7 Faculty Awareness of Colleagues' Service w/in a College (N=130)

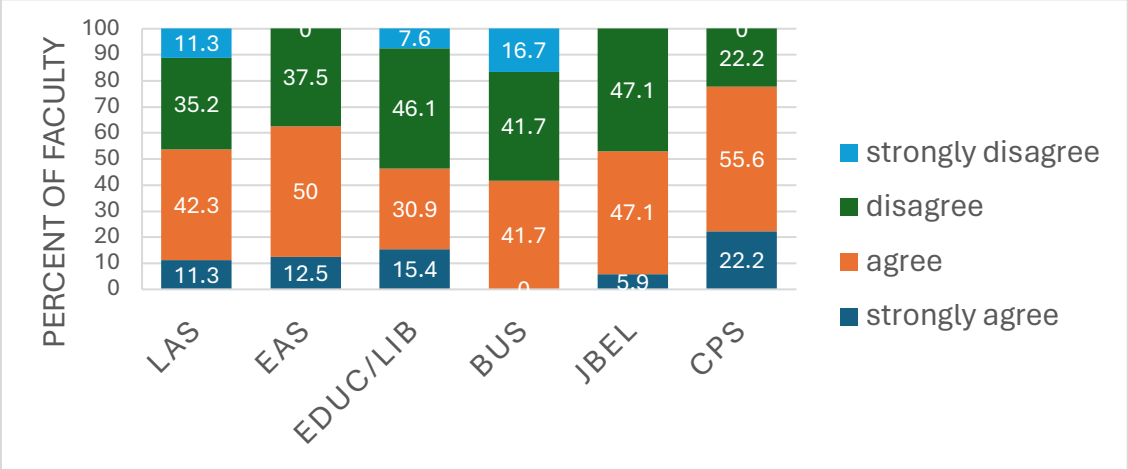
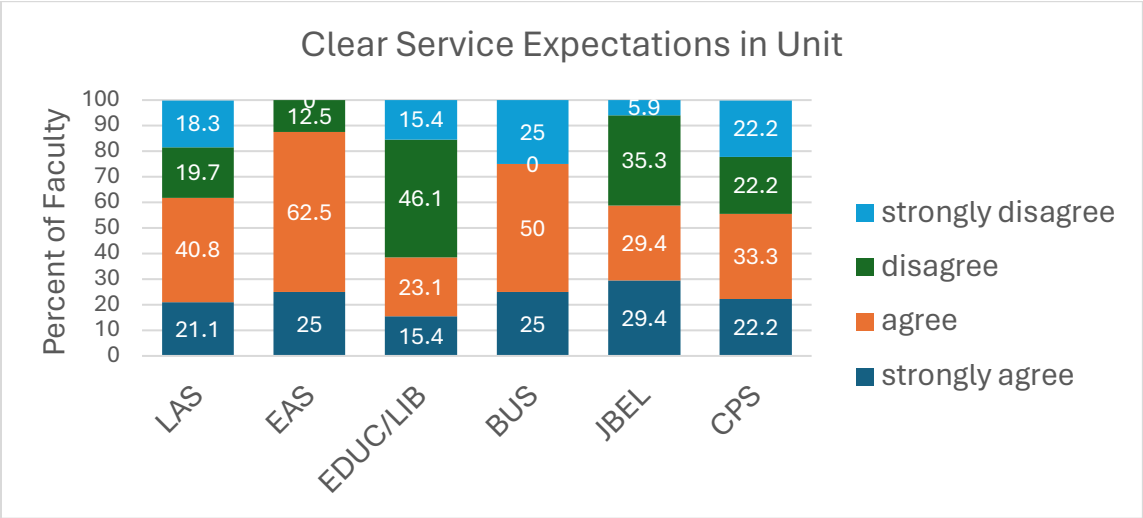


Fig. 8 Faculty Perceptions of Clarity of Unit's Service Expectations (n = 130)



Service Culture

The culture of service at UCCS was examined through a variety of questions exploring consequences for declining to serve, impacts due to gender or race, pressure to serve because of identity, and the respondent's personal values of serving. Additionally, the impact of service responsibilities on teaching was explored.

Hidden Consequences: Hidden consequences resulting from "saying no to a service request" were explored. Examples included negative rating in reviews, negative attitudes towards you, exclusion from future requests, etc. A majority of respondents (61%, N=126) indicated that there are "sometimes" hidden consequences for saying no to a service request (Fig. 9). There was not a significant difference in between colleges in faculty perception of hidden consequences to saying no ($F(5, 120) = [1.705]$, $p = 0.139$) (Fig. 10). Perspectives on hidden consequences was examined by faculty type and a significant difference was found between faculty types on their perception of hidden consequences to saying no ($F(5, 120) = [2.937]$, $p = 0.015$) (Fig. 11). There was no significant difference found in between gender ($F(2, 122) = [3.019]$, $p = 0.053$) or race ($F(3, 122) = [1.047)$, $p = 0.374$) (Fig. 12 and Fig. 13, respectively).

Fig. 9. Faculty Perception of Hidden Consequences for Saying No to Service Requests?

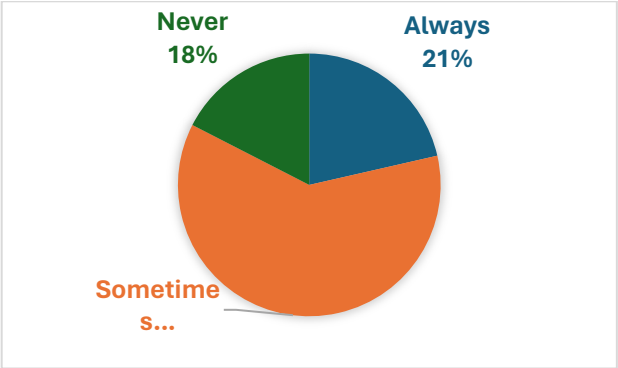


Fig. 10. Faculty Perception of Hidden Consequences within a College

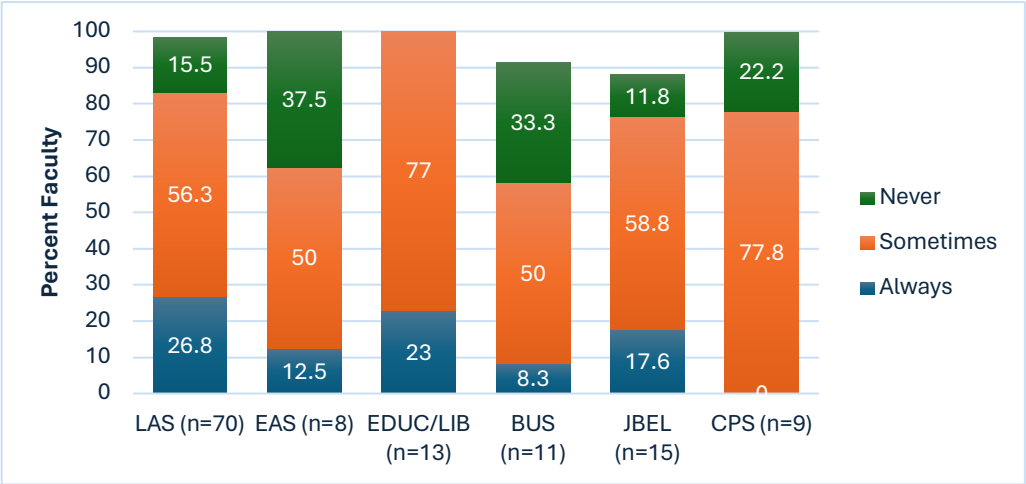


Fig. 11 Faculty Perception of Hidden Consequences by Faculty Type

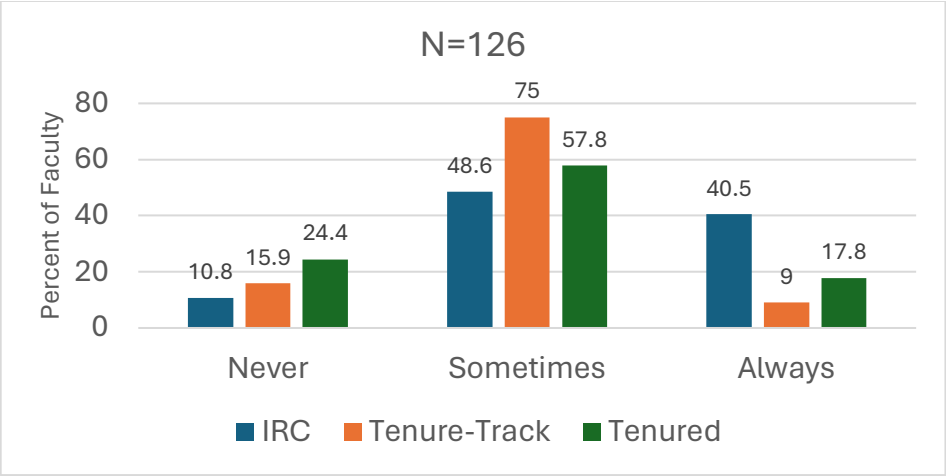


Fig. 12. Perception of Hidden Consequences by Gender Group

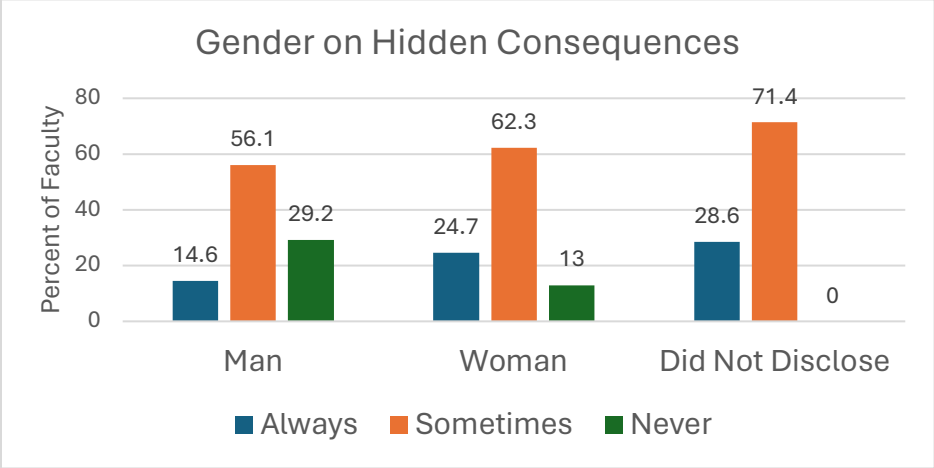
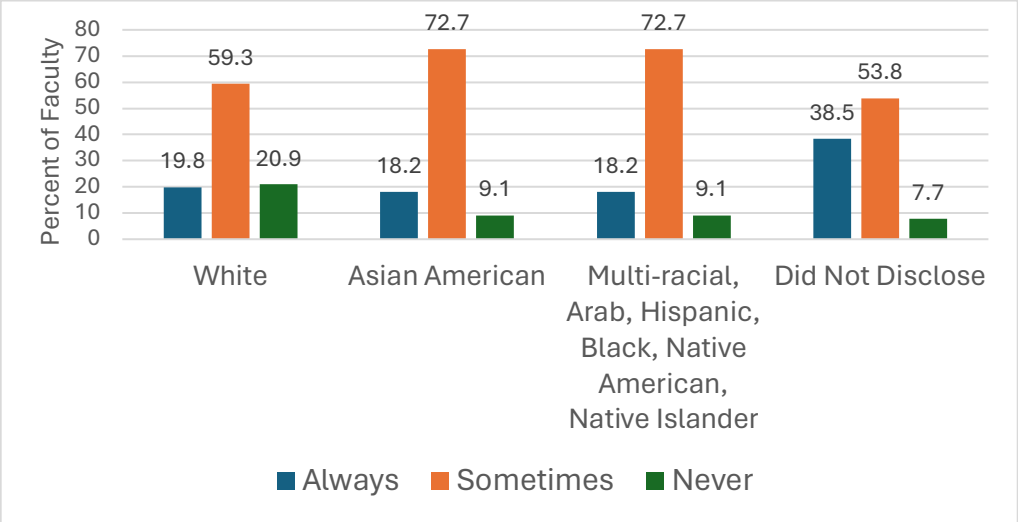


Fig. 13. Perception of Hidden Consequences by Race Group



Pressured to Serve Because of Identity: Faculty were asked if they have ever felt pressured, indirectly or directly, to serve as a committee member/representative because a social identity they hold contributed to a diversity requirement for a committee/service engagement. While not significant ($F(1, 43) = [3.608]$, $p = 0.064$), there may be a practical difference between the different faculty types as presented in Figure 14. There was not a significant difference found between gender groups ($F=(3, 40) = [1.295]$, $p = 0.289$) or race groups ($F(3, 41) = [3.203]$, $p = 0.33$) on their perceptions of pressure to serve based on identity (Fig. 15 and Fig. 16, respectively).

Fig. 14. Feelings of Being Pressured into Service Because of an Identity by Faculty Type

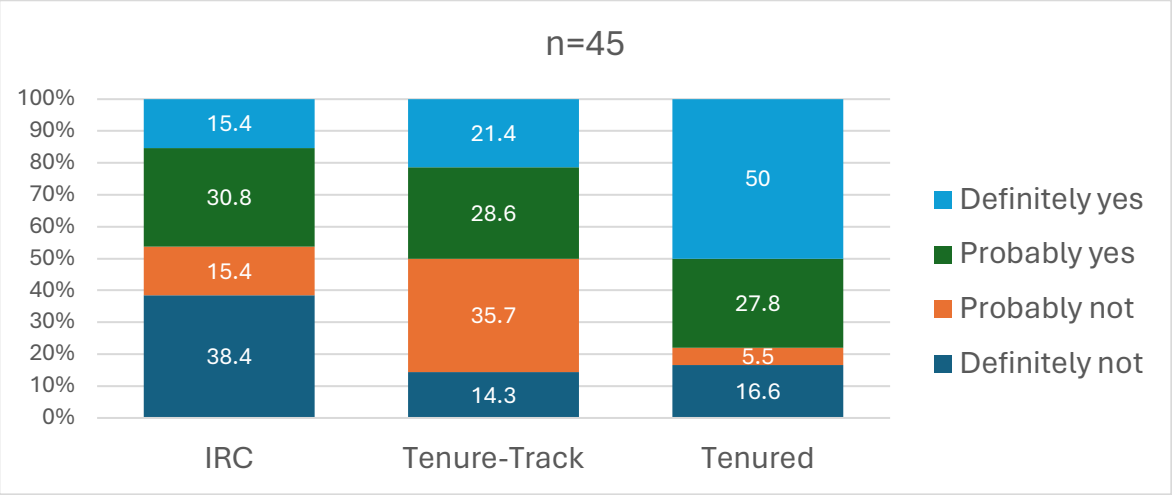


Fig. 15. Feelings of Being Pressured into Service Because of an Identity by Gender

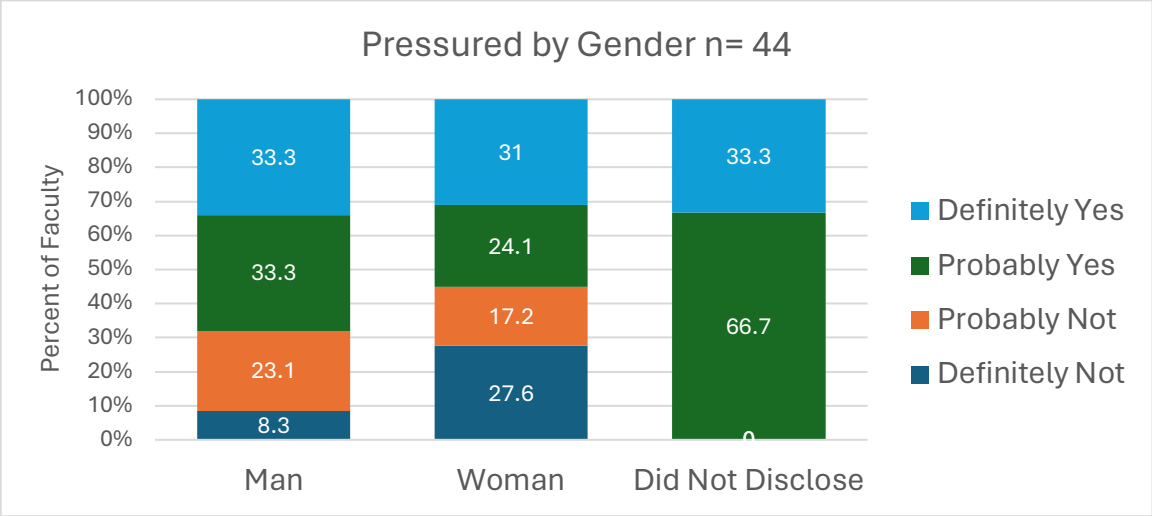
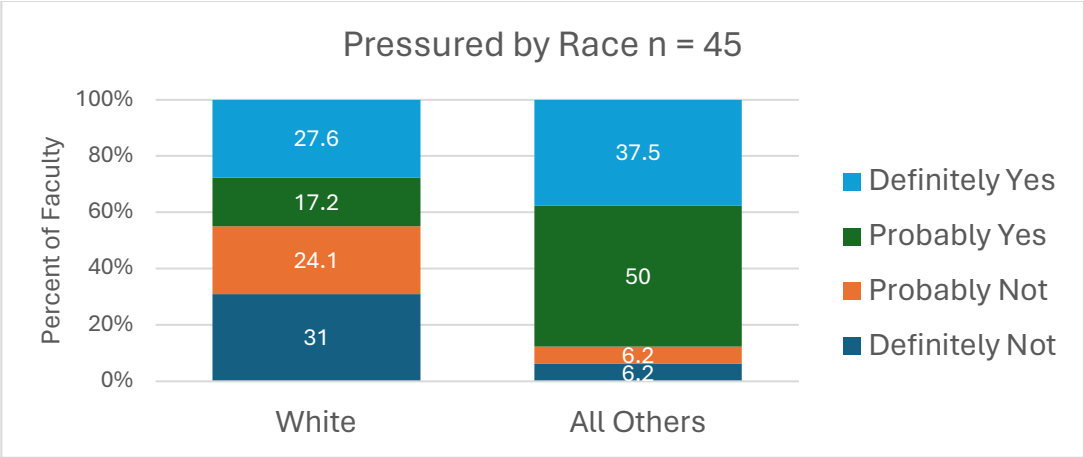


Fig. 16. Feelings of Being Pressured into Service Because of an Identity by Race



<u>Personal Values of Service:</u> Respondents were asked about their feelings as they related to the statement "My personal values involve service to others" and nearly half (48%, N=126) indicated that it "clearly" described their feelings (Fig. 17). There was no significant difference found in personal value in service between genders ($F(2, 124) = [1.624]$, $p = 0.201$), or race groups ($F(3, 124) = [1.097]$, $p = 0.353$). When comparing personal value in service to the individual's view of the importance of service to the function of a faculty member (Fig. 18), there was a significant difference ($F(2, 125) = [7.401]$, $p < 0.001$) found between those whose clearly have value in service compared to those who have slight value in service ($p = 0.003$, 95% C.I. = [0.18, 0.96]). Additionally, when comparing personal value in service to the individual's perception how important the institution believes service is to the function of a faculty member (Fig. 19), no significance was found ($F(2, 125) = [0.101]$, $p = 0.904$).

Fig. 17 Faculty Values Involving Service to Others (n=126)

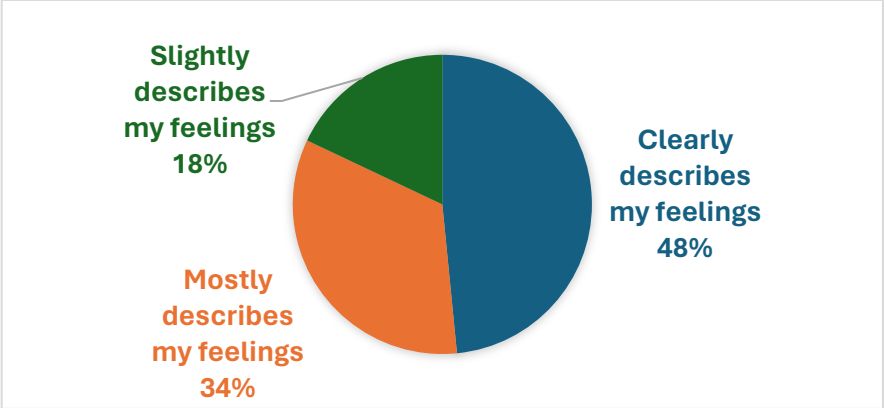


Fig. 18 Personal Value in Service by Self View of Importance of Service to the Function of a Faculty Member (n = 128)

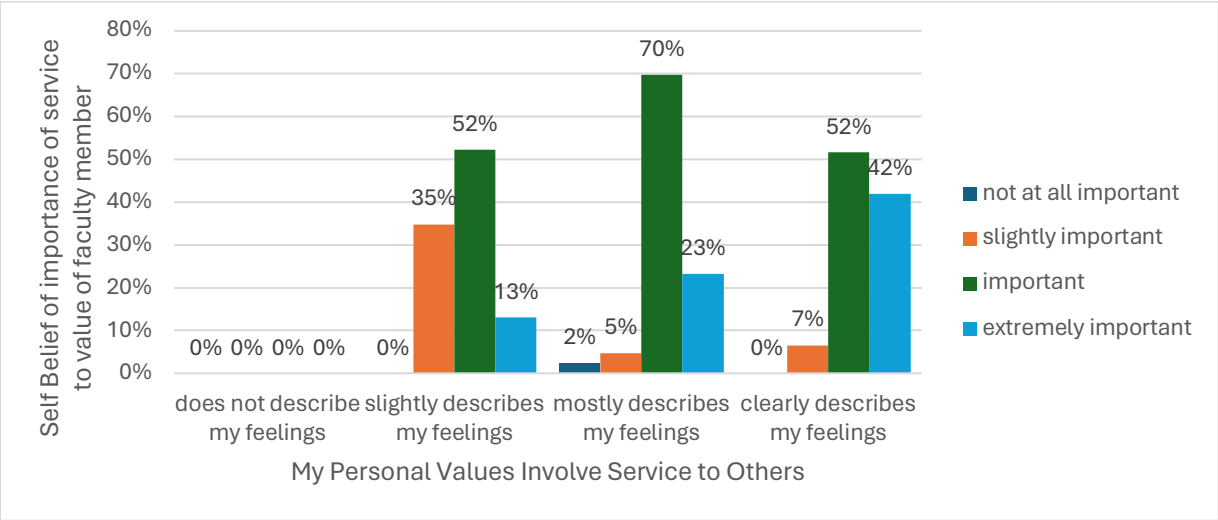
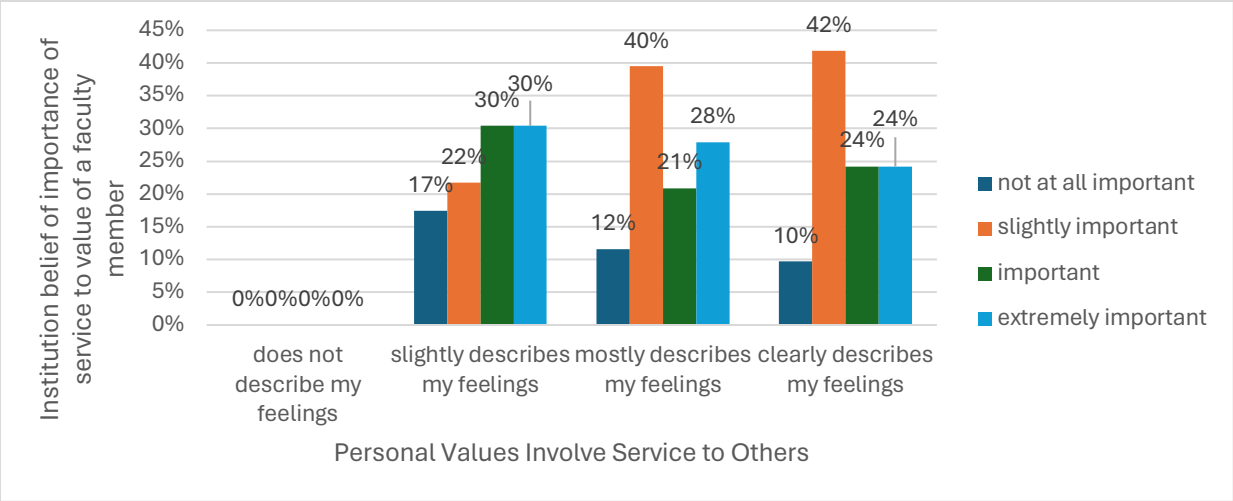
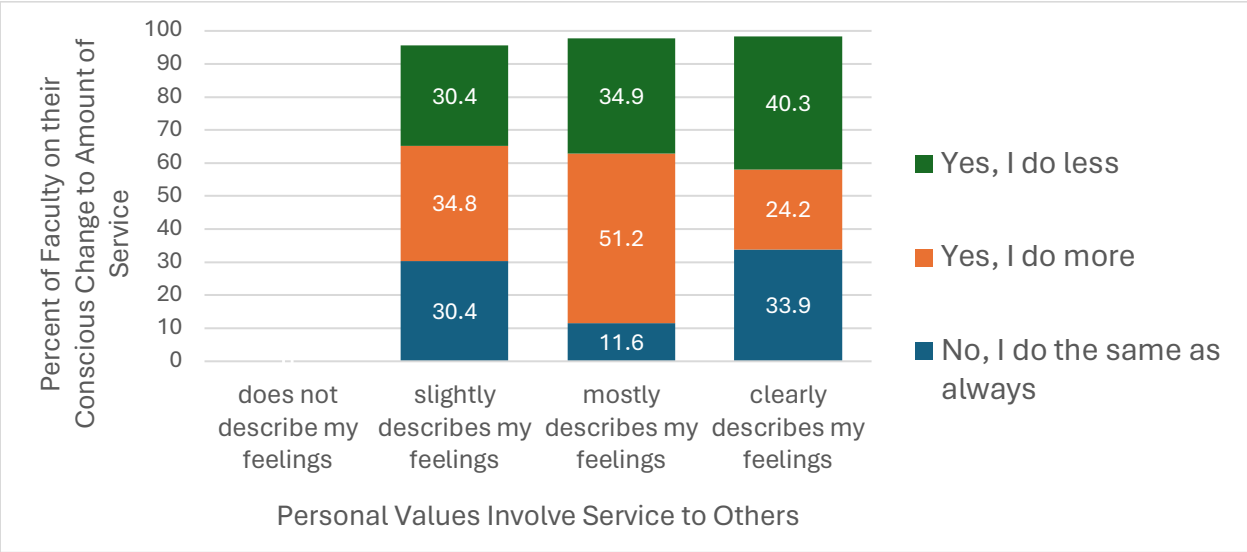


Fig. 19 Personal Value in Service by Perception of Institution's View of Importance of Service to the Function of a Faculty Member (n = 128)



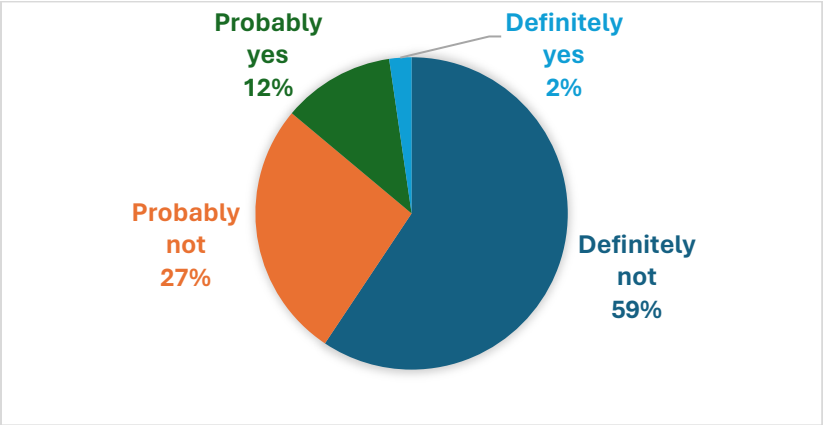
Respondents were also asked whether they had made a conscious choice to change their service engagement by doing more, doing less, or doing the same amount of service (Fig. 20). This was examined by their personal value. There was no significant difference ($F(2, 122) = [0.848]$, $p = 0.431$) found between personal value in service and choice in changing service.

Fig. 20. Does Personal Value Change the Faculty Member's Choice in Service Engagement? (n=125)



Service Protection: Tenured and Tenure-track faculty respondents were asked about the protection of service workload during their pre-tenure status. The majority of respondents (62%, N=89) indicated that service is not protected during pre-tenure years at UCCS. Tenured, Tenure-track, and Research faculty respondents were asked about the protection of service workload when they had research funding supporting their research. The majority of respondents (59%, n = 86) indicated that they definitely did not have protection of service because of funding (Fig. 21).

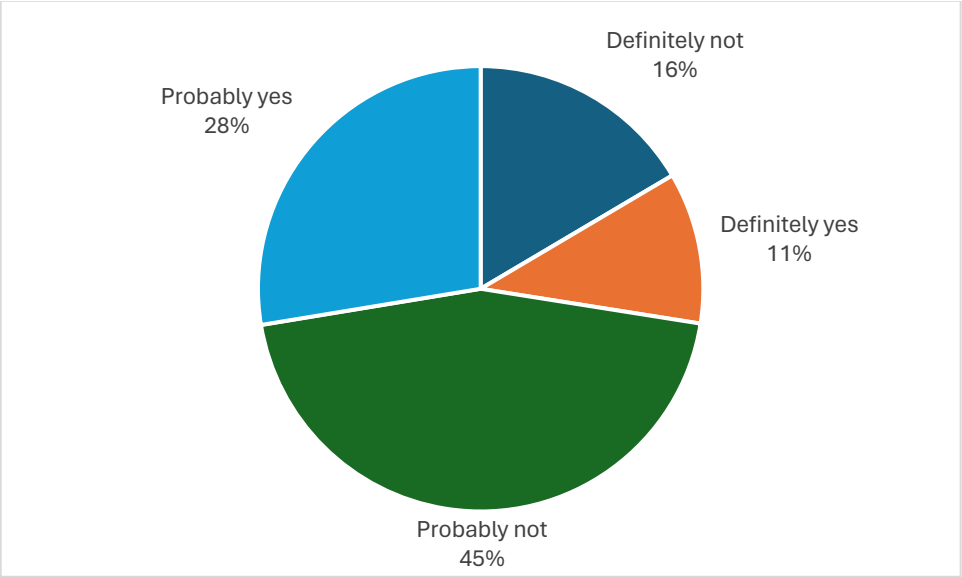
Fig. 21. Is Service Workload Protected with Research Funding? (n=86)



The median hours per week spent on research was 20hr/wk (n=87, range 1-50hrs/wk). 25.8% (n=92) reported having research funding. Johnson Beth-El College of Nursing and Health Sciences was the only college to indicate that there may be some protection of serve associated with research funding.

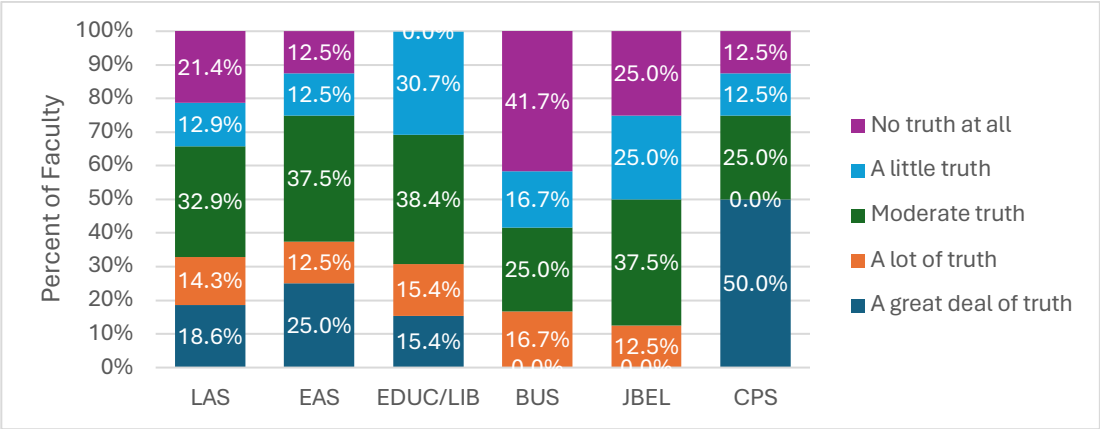
Perceived impact of service on teaching: Respondents were asked if their service engagements impacted their ability to meet their teaching expectations (Fig. 22). There was no significant difference found between IRC faculty and Tenure/Tenure Track faculty (F(1, 125) = [0.028], p = 0.867).

Fig. 22 Does Service Workload Hinder Teaching Expectations? (n = 127)



Advancement: Respondents were asked *How much truth do you feel there is at UCCS in the following statement: "There is an inverse relationship between who cares and who advances."* The majority (33%, n=127) indicated there was a moderate amount of truth to the statement (Fig. 23). There was no significant difference by college (F(5, 121) = [1.996], p = 0.084). An association was found between women and race on their response to the inverse relationship (likelihood ratio = 0.006). There were no significant differences found for males or those that did not disclose their gender.

Fig. 23 Is there truth to the statement "There is an inverse relationship between who cares and who advances? (N=127)



Academic Caregiving (Institutional Housekeeping):

Academic caregiving service was defined for participants as the following:

- unidentified, unrecognized, un-resourced, informal practices
- everyday "institutional housework"
- emotional work with students
- care work within the university
- essential tasks
- informal mentoring, student support, colleague support
- tending survival of academic programs
- labor holding the university together
- community outreach

Academic caregiving was examined through specific questions about time spent and one's ability to say no to this type of service. The mean time spent on academic caregiving was 8hrs/wk (median 5hrs/wk, range 1-40hrs/wk). There was a significant difference in time spent on academic caregiving between colleges ($F[5, 122] = 2.462$, $p = 0.037$), however, there was not enough power for post-hoc tests to reveal where these differences occur. There was no significant difference found in time spent on academic caregiving due to gender ($F[2, 124] = 2.503$, $p = 0.086$), race ($F=[3, 124] = 0.398$, $p = 0.755$), nor professional field ($F[6, 119] = 0.825$, $p = 0.552$).

When asked if faculty felt they could say "no" to academic caregiving service, the majority said "probably not" (39%, N=129) (Fig. 24). There was not a significant difference between colleges in being able to say no to academic caregiving ($F[5, 123] = 1.961$, $p = 0.089$) (Fig. 25). Additionally, there was not a significant difference in between gender ($F(2, 125) = [1.896]$, $p = 0.155$) nor race ($F(3, 125) = [0.570]$, $p = 0.636$) in being able to say no to academic caregiving (Fig. 26 and Fig. 27, respectively).

Fig. 24 Can I Say No to Academic Caregiving Service (n=129)

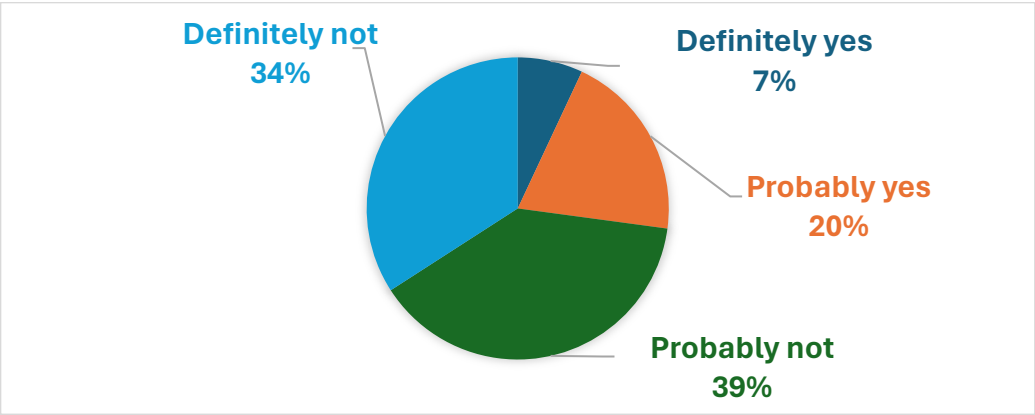


Fig. 25 Can I Say No to Academic Caregiving Service w/in a College (n=130)

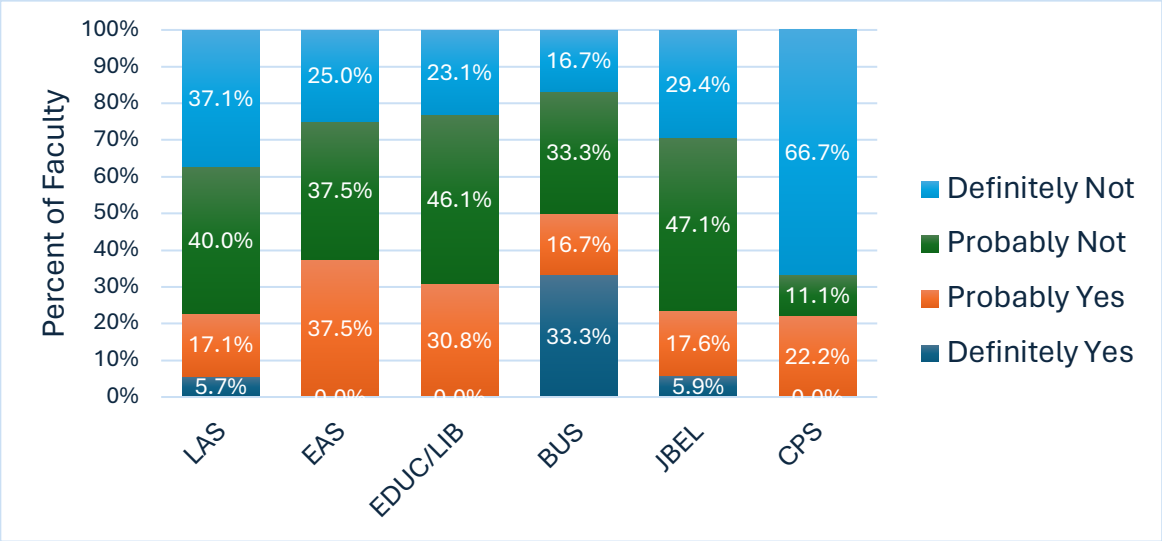


Fig. 26 Can I Say No to Academic Caregiving Service by Gender (n=130)

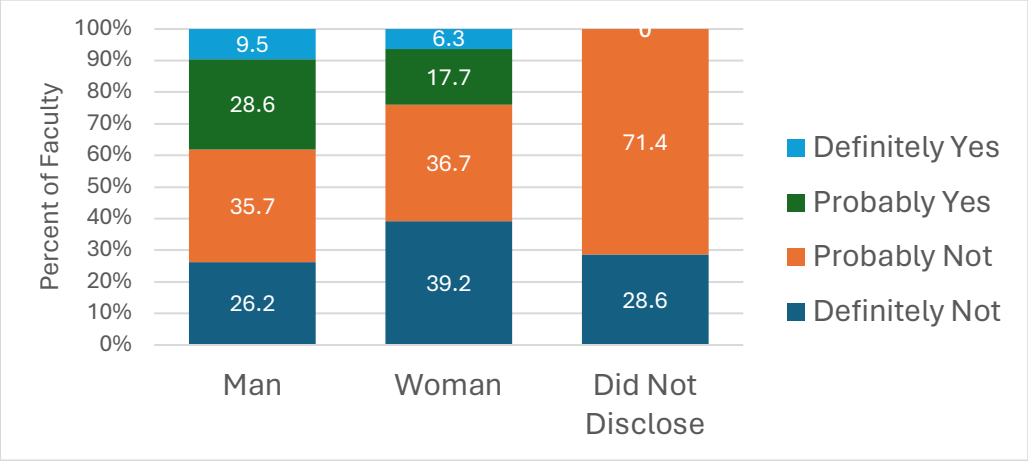
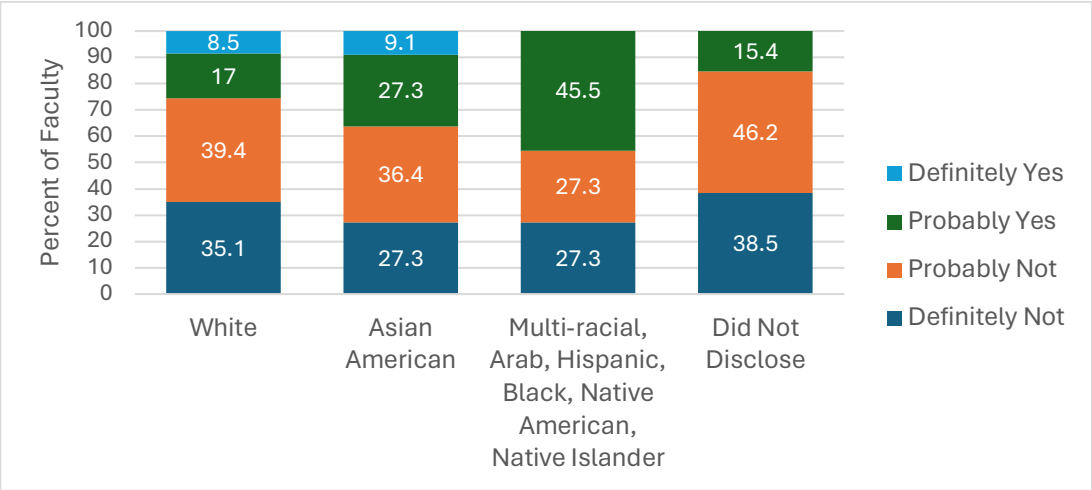


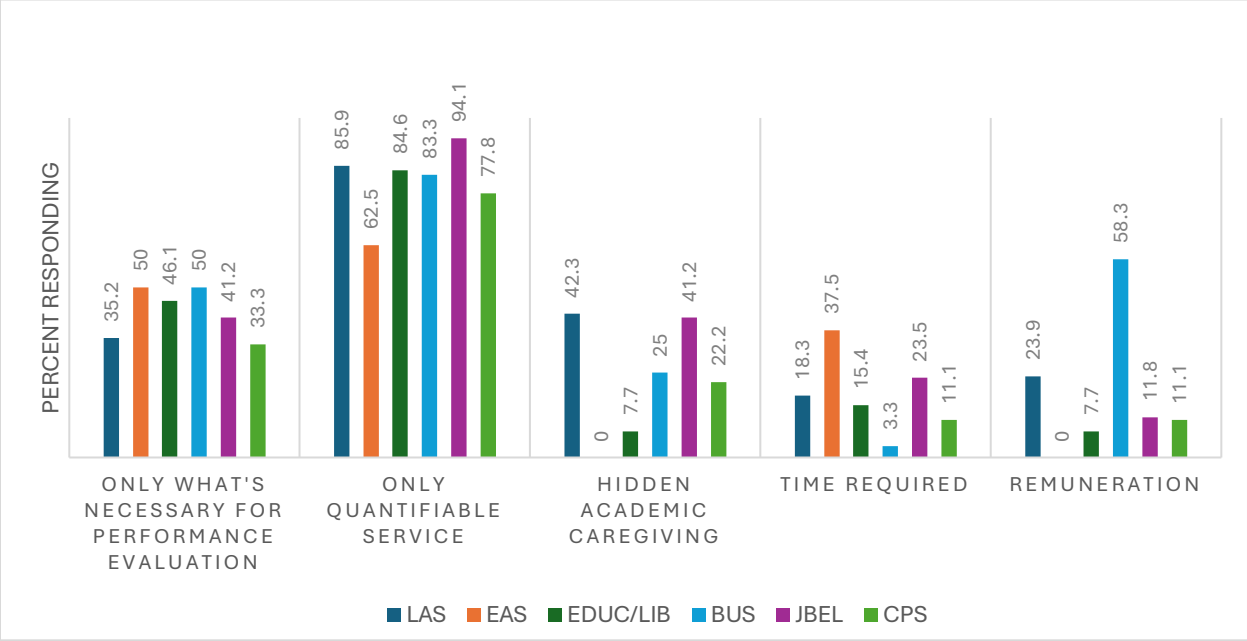
Fig. 27 Can I Say No to Academic Caregiving Service by Race (n=130)



Use of Watermark™

Embarking on this project, what clearly became evident was that "pulling service data from Watermark™" was not an effective way to examine equity in service because units, as well as individuals utilize Watermark™ differently. Additionally, gathering service data by identity was impossible. Therefore, we determined that for future equity work and transparency in service, understanding a basic view of how Watermark™ is used by faculty to report service was needed. As a starting point for understanding, we simply asked participants what they report related to service.

Fig. 28 What Faculty Report in Watermark™ Related to Service (n=130)



Discussion of Survey Findings

Although we gathered some rich quantitative data, the faculty sample was not representative of the faculty diversity of the campus when compared to the UCCS 2022-2023 Diversity Report, as women were overrepresented and racial identities were underrepresented. We speculate the distribution may be a result of a number of reasons, including those identifying as woman wanting to speak out about the service inequities that have been shown present in previous research, those identifying as male, particularly white male, may not see inequity is service and, therefore, may not have valued participation in the survey, or that those who are members of a minoritized population may hold fear regarding sharing their voice. We did have representation from a variety of faculty types, ranks, and years of service. While all colleges were represented in the sample, the library did not have sufficient participation, so was collapsed with the College of Education for most analyses. The following discussion is presented with caution that the inequities at UCCS may not have been found or may be overly apparent based on the sample captured.

Most interesting were the number of identities written in by participants that they felt are relevant to their service engagement. These identities are not often included, if ever, in any type of service reporting on campus, but when considered, impact a faculty member's ability to serve, particularly in high effort engagements, or on the other hand may be increasing their expectations to serve to fill a certain "need" of a committee. We feel it is important for units, as well as the institution to recognize these identities and their potential impacts on service and consider how other relevant identities affect the workload of faculty, particularly in relation to annual performance evaluation, tenure, and promotion.

Service Engagement and Workload

Workload: Consideration for structural inequity should be made by the campus as a means to begin to alleviate inequities that result (i.e.: variable contractual service workloads by college). As represented by the differences seen by professional fields, understanding within a college of workload is also prudent. Surprisingly, workload percentage between faculty types should also be examined within units to ensure that IRC faculty are not being asked to do more than their contractual obligations, as well as consideration, at the very least, for differentiated workload implementation or overload compensation for service done above and beyond the unit's workload expectation. Additional consideration can be made as it relates to remuneration for service conducted as part of the workload, rather than overload.

Time Spent on Service: The significant difference found between faculty types on time spent on service was not surprising by itself, however, when the difference showed the median time spent on service by IRC faculty was 20hrs/wk and greater than that reported by tenured/tenure-track faculty (median 10hrs & 20hrs/wk), some concern was raised, as it is our understanding that many IRC faculty have 20% or less service workloads.

Service Effort, Length, Level & Attainment: When looking at length of service and effort of service, the trend shows that most faculty have a threshold of approximately 6 committees over the 2 year period. There was a mix of low, moderate, and high effort, as well as short-term, 1-year, and long-term committees. Understanding this mix of effort and length, will be valuable information for units in understanding and valuing the service produced by faculty, and for the campus to view effort inequities from the institutional perspective. Faculty also reported spreading their service efforts to multiple levels of service from the department to the system, community, and professional service. Library faculty seem to be only engaged and multiple levels which may be a result of the nature of their positions. While most service is voluntary, there were a lot of reports of appointments and elected positions as well, and less than half reported receiving remuneration. Again, descriptions of the service effort and length, as well as level, how they were attained, and whether or not the service is remunerated is important in creating the picture of equitable service workload within a unit, as well as from the institutional perspective.

Awareness and Clarity of Service: There was not strong agreement or disagreement that faculty were aware of their colleagues' service within their unity. Without clear understanding of what others are doing, a unit is vulnerable to inequity in workload. While not significantly different, the awareness of colleagues did have variability by college. EAS, JBEL, and CPS did not have anyone strongly disagree, while CPS had the strongest agreement with awareness. This is in contrast to BUS who had the strongest disagreement and no one "strongly agreeing". There is obvious room for improvement in the transparency of service of faculty within a unit to aid in offsetting the potential for inequity.

Similarly, the clarity of the unit's service expectations had a large variability between strongly agreeing and strongly disagreeing (Fig. 8). EAS had the least disagreement with service clarity, and this college also has the least expectation for service workload. The large number of disagree responses across campus is concerning. This lack of understanding can most definitely lead to inequity in service, and is a barrier for new faculty trying to find their footing on what is expected of them. Because service doesn't carry much weight on evaluation of the faculty member, it is often superficially addressed in criteria for performance evaluation, promotion, or tenure. Service criteria clarity would be an excellent place for units to start providing opportunities for balancing service engagement.

Service Culture

In trying to understand the service culture at UCCS, it became apparent that there are differences by college and faculty type creating another potential connection to institutional structural inequity. When asked if there were hidden consequences to declining a service request, there was an overwhelming response that at least sometimes this is the case. In this instance, EDUC/LIB revealed hidden consequences as a constant. CPS seemed to have the most "grace" given based on no response of always. When looking at this by faculty type, the large number of always

responses by IRC faculty is a major concern, particularly as these faculty are "at will" and may feel pressures into doing more service without any form of workload adjustment or financial compensation. While not statistically significant, when looking at gender groups, those that did not disclose had no "never" responses to hidden consequences, and the greatest percentage of the "sometime" response.

Regardless of whether there are actual consequences or not, the large number of responses that there are, even if only "sometimes," consequences for saying no raises significant concern about the culture surrounding service, particularly when service is plays a small role in contractual obligations, is impacted by a variety of identities, and that the consequences are covert. This perception must be evaluated by units and the campus to ensure equitable service amongst faculty.

Pressured to Serve While not statistically significant, the practical difference between faculty types on their feeling of being pressured into service because of their identity is evident. Tenured faculty were the most likely to report being definitely pressured into service, which is likely a result of the increased service expectations for tenured faculty and the expectation for them to carry the load for the campus. More interesting is the Did Not Disclose gender group that all said "yes" there is pressure to serving, and the overwhelming majority of non-white respondents that reported "yes" there is pressure to serving because of their identity. It is essential that units and the campus recognize the unnecessary stressors that can be placed on a faculty member to engage in service simply because of their identity. Further understanding who feels pressured and the amount of service they are already engaged in can help identify if pressure is being given to those who aren't serving as much as others. Regardless, pressuring someone to serve can be another form of structural inequity, that while may seem to be done with good intentions, can create challenges for faculty that fill a "role" simply because of their gender, race, or faculty identity, and should be considered.

Personal Value in Service: We also wanted to understand how personal value in service to others impacts perspectives on service as a faculty member. Nearly half of all respondents (48%) indicated that service to others was clearly part of their value system, while no one responded there was no feeling of value in service, only 18% indicated that it was only slightly part of their values. With a large majority placing value in service, it is not surprising that the respondents overwhelmingly indicated that service plays a role in the function of a faculty member. Additionally, respondents did not indicate that service was not of value to the role of faculty, however, an apparent difference in faculty who clearly value service to others and those who slightly value service to others was apparent, as those in the latter group, also felt that service was only slightly important to the role of the faculty member. These findings indicate that value in service is connected to the perception of the value of service in the faculty role, and may impact one's likelihood to engage in service, as well could serve as a potential hazard of service inequity.

Institutional Value of Service: Interestingly, more respondents felt that the institution placed less importance on service associated with the role of a faculty member than their own self-perceptions of the importance of service associated with the faculty role. Those who had slight value in service to others felt the institution holds more importance in faculty roles than those with stronger personal value to service. It seems that those who have higher value in service don't feel the institution feels as strongly as them and those who hold less value in service feel the institution has more value in service than they do. These opposing viewpoints can definitely impact the culture of service on campus. The viewpoint may also impact newer faculty as the values faculty hold in service may influence how they mentor newer faculty in regard to service. Depending on the culture of service, personal value may also serve as a potential hazard of service inequity. Finally, faculty reported a variety of responses to making the choice to change their level of service or keep it constant. Those with the strongest value to service interestingly reported having chosen more often to do less service. This raises the question about whether these individuals are suffering from burnout from their service engagement. Further understanding of how faculty make choices about service engagement volume may help to address inequity.

When asked about protection from service during pre-tenure years or due to research funding, the majority of faculty engaged with research indicated that there was not protection. Research faculty were included in this analysis, and while there are not many research faculty, it raises the question about whether research faculty, whose positions are funded through research, are also engaged in service, and whether that is by choice or encouragement from others.

Advancement: We also asked faculty if there is truth at UCCS in the statement "there is an inverse relationship between who cares and who advances." The majority indicated there was a moderate amount of truth in the statement, with an association found between women and race in their response. While there was not a statistically significant difference by college, there was an apparent difference, particularly in CPS in that 50% of respondents in that college felt there is a great deal of truth in the statement, while the college of Business was more strongly in favor that there was no truth at all to the statement. There are obviously cultural differences by college that are worth investigating to understand how this may impact equity in service.

Academic Caregiving (Institutional Housekeeping) Academic caregiving is heavily supported in the literature as being an area of service that is highly connected to inequities for women, and especially women of color. The significant difference found in time spent on academic caregiving between colleges is worthy of noting. While we can't see where the differences are statistically, there are some apparent differences when looking at the distribution of responses across colleges to being able to say no to academic caregiving service. (Fig. 24). Of note, are the differences in CPS and BUS, as BUS reports they can say no to academic caregiving, while CPS faculty strongly feels they cannot say no to academic caregiving. In general, all colleges other than BUS also feel like saying no is not really an option. Most interestingly, is the gender response to saying no to academic caregiving service, in that it is contrasting the existing

literature, and men and women respondents were fairly similar. However, the did not disclose group all were in the negative response, raising the question that the "did not disclose" group may be individuals in minoritized groups that could be concerned about reporting. This is another cultural perspective that can lead to inequity in service across campus. A better understanding of academic caregiving is essential as a means to eliminate potential inequities.

Watermark™

Utilizing Watermark™ is the consistent mechanism for reporting workload activities on campus, however, it became apparent that how Watermark™ is used varies drastically by units, let alone colleges. As faculty indicated that they were not clear about what colleagues are doing for service, Watermark™ can be one solution to improving the transparency of service. By college, there was consistency in faculty reporting only what is necessary for performance evaluation, and primarily only quantifiable service (see Fig. 28). Variation was seen in whether academic caregiving service was reported, and there were no reports of this type of service in Watermark™ in the College of Engineering and Applied Sciences. The time required for service and remuneration were also not often reported in Watermark™, except in the College of Business where the majority reported remuneration for service. This variance in reporting is a key factor in structural mechanisms leading to service inequity, as individuals responsible for investigating or preventing inequity don't have an easy mechanism through which to do so. It is imperative that the campus, colleges, and units devise consistent structure for reporting service that includes factors that will help alleviate potential inequities in service. One simple solution in Watermark™ would be to make academic caregiving a place to make this type of service more understood, transparent, and available for review. Additionally, making determination about the components of service that are required for reporting would be extremely helpful in avoiding inequity.

Focus Groups

In addition to gathering survey data to capture the service experiences of UCCS faculty members, focus groups were also facilitated. The intention of the focus groups was to imagine what enhanced service equity can look like for individual faculty members, units, departments, and colleges. In each focus group, service equity tools that have been developed by scholars (e.g., KerryAnn O'Meara) who study issues of equity in faculty service were offered. Specifically, we sought to understand how these tools, or components of these tools, might be applicable (or not) across our campuses.

Focus groups were hosted for different faculty types (e.g., IRC faculty, tenured/tenure-track faculty, and faculty administrators) and held via Zoom during April 2024. We had a total of 31 faculty members submit RSVPs to participate in focus groups; there were a total of 24 participants. These participants reflected 7 IRC faculty, 15 tenured/tenure-track faculty, and 2 faculty administrators.

As aforementioned, the focus groups were designed to discuss the strengths and limitations of existing tools meant to enhance service equity; they were not open-ended opportunities to discuss the nature of faculty service. However, there were notable thematic takeaways that are worth mentioning in this report.

I. Promote efforts to enhance clarity and transparency related to faculty service.

Across all focus groups, there was a general sense that efforts to make service opportunities and expectations, particularly opportunities on-campus, clearer and more transparent would be useful in enhancing equity in faculty service work. Some participants described that clarity around on-campus committee opportunities and expectations (within one's department, one's college, or at the university level) would be helpful, particularly for new faculty members. Additionally, efforts to clarify (and potentially differentiate) service expectations across faculty types would be worthwhile.

To be sure, the particularities around how to increase clarity and transparency in faculty service work (i.e., what kinds of tools to use) was a contested issue in the focus groups. Additionally, there were a number of participants who noted the ways in which we lack mechanisms to adequately capture critical elements of service engagement: levels of time commitment, levels of intensity, levels of risk, and levels of engagement. Moreover, given the autonomy that faculty members exercise in their choices around service, participants often remarked that strategies to capture service should include off-campus service, including service to the community and service to the profession.

II. Proceed with caution when tracking, reporting, and evaluating faculty service work.

During the focus groups, some participants raised concerns about particular tools that are designed to track and evaluate service engagement. For example, a service dashboard which

would explicitly track individual faculty members' service engagement on campus as well as score those engagements based on levels of time commitment or intensity were met with a mixture of curiosity and concern. Although there was some understanding of the potential utility of mapping out and measuring faculty members' service obligations in a given department as a means to identify issues of inequity, there were concerns that the consequences of this type of tracking mechanism may outweigh the benefits.

Additionally, many participants remarked on the continuous revisions being made to annual review criteria as well as promotion criteria in colleges and departments; these revisions have often been made with the intentions to enhance equity. Tracking, reporting, and evaluating faculty service work is (or should be) embedded in those types of policies and procedures, all of which are created and approved by the faculty in each respective department or college.

III. Grapple with institutional barriers to achieving equity in faculty service work.

Throughout the focus groups, participants commented on various institutional and structural barriers to achieving equity in faculty service work. At the institutional level, it was noted that the service expectations embedded in annual review and promotion criteria are varied. Variances can be found across faculty type as well as across academic colleges. The fact that not every faculty member on campus has the same percentage of workload devoted to service can pose institutional barriers to achieving service equity.

Concluding Curiosities

The focus group conversations attended to an element of faculty service work that renders it vulnerable to inequity: a lack of clarity and transparency. However, this is not the only phenomenon that contributes to potential areas of inequity. Implicit in any discussion about equity is the existence of overarching systems of privilege and oppression (e.g., sexism, racism) and the ways in which those show up on our campus and shape faculty experiences. Although issues of privilege and oppression were not explicitly discussed during the focus groups, it is important that we do not evade the consequential realities of these systems. With respect to faculty service, we remain curious about the ways in which we can attend to and disrupt covert gendered and racialized norms that persist in faculty life.

Recommendations and Tools to Promote Service Equity

As the work of the Service Equity Task Force concludes, we offer the following recommendations and tools for faculty members and academic leaders to consider. Importantly, enhancing equity in faculty service work must be ongoing. To be sure, achieving equity in faculty service work (or equity in any institutional practice) requires radical and collective engagement that goes beyond a one-year task force or a set of recommendations and tools. However, along the way to achieving equity in this domain of faculty labor, we can commit to harm reduction strategies that can 1) enhance clarity and transparency within the faculty service experience, 2) reduce the burden of inequity found in service work, and 3) empower us to imagine new practices that promote equity with respect to faculty service.

We offer these recommendations and corresponding tools while recognizing the critical importance of *context*. That is, we understand the unique contexts that individual academic units, programs, departments, and colleges possess. Moreover, the service expectations for faculty members across units, programs, departments, and colleges are varied, evidenced in the criteria for service engagement in annual performance review and promotion documents across campus; variances also exist because of differentiated workloads. Thus, our recommendations must be situated within the particular context of a given unit, program, department, and college. Implicit in each of our recommendations is an encouragement to explicitly attend to (and potentially problematize and transform) the (explicit and implicit) expectations, norms, and common practices embedded within a given unit, program, department, and/or college context.

Summary of Recommendations

- With respect to faculty service, we all must remain curious about the ways in which we can attend to and disrupt covert gendered and racialized norms that persist in faculty life.
- Units and the institution should recognize other identities pertinent to a faculty member's ability to engage in service and their impacts on service. Consider how other relevant identities affect the workload of the faculty member, particularly as they relate to annual performance evaluation, tenure, and promotion, as well as general wellbeing and success of the faculty member.
- The institution and units should create and present clarity of service expectations and appropriate award of protection from service for other workload responsibilities.
- Structural inequities in service should be evaluated and addressed, beginning at the level of the institution and then with colleges and units as it relates to service workload baselines and identity "roles" on committees.
- Culture surrounding service should be investigated and addressed, particularly as it pertains to hidden consequences for saying no to service requests, pressuring faculty into service, and recognition of academic caregiving.

- Cultural differences between colleges should be investigated further to understand how this may impact equity in service and determine if it is yet another form of structural inequity, or if it is related just a practical difference that makes sense.
- The institution, colleges, and departments should seek a better understanding of academic caregiving as an essential component to the work of the institution and unveil the type of academic work being done by faculty and account for that work in annual performance, tenure, and promotion reviews. This should include defining common academic caregiving practices allowing faculty to recognize the type of caregiving in which they may already be participating.
- Create a pathway within Watermark™ to make academic caregiving easily reportable, transparent, and available for review.
- Determine the components of service that are required for consistent reporting for annual performance, tenure, and promotion reviews to help avoid service inequity.

Service Equity Tools

The following tools can be utilized by the institution, colleges, departments, and/or individuals to assist with exploration of harm reduction in service.

- Faculty Service Audit (p. 30)
- Committee Expectations Tool (p. 32)
- Faculty On-Campus Committee Service Expectations Rubric (p. 33)
- Department Equity Action Plan (p. 36)
- Academic & Institutional Caregiving: A Reflection Tool (p. 41)

Faculty Service Audit

Purpose: This tool is designed to capture current and aspirational service activity for individual faculty members. Although this tool can be used at any point during an academic year, it may be most helpful to use as a reflective tool at the end of an academic year.

Potential Use:

- Individual faculty members – use to capture one's current service commitments as well as one's desired future service commitments. This can help empower a faculty member to be intentional and strategic about their service commitments as well as find ways to create synergy between their service and their teaching/research.
- Department chairs – use to understand a faculty member's current service commitments and desires for future service commitments. This can help inform a department chair of individual faculty members' service obligations and position them to provide intentional mentorship to faculty members with respect to service. This illustration of an individual faculty member's current/future service obligations can reveal if they should continue their amount of service obligations, consider doing more service, consider doing less service, or consider shifting areas of service contributions. This can also provide greater understanding of the service distribution among the unit if used for faculty within the unit.

Opportunities for Customization:

- This form could also include a list of existing service opportunities in the unit, program, department, and college (e.g., committees) with an opportunity for faculty members to check opportunities that they would be interested in.
- The function of this particular tool could be incorporated into the annual performance review processes.

Faculty Service Audit

First and Last Name:

Academic Year:

Please identify the service commitments you engaged in this year (highlight any service commitment that will continue through the next academic year):

Service to Unit, Program, or Department	Service to Academic College	Service to University	Service to CU System	Service to the Profession

Please identify any additional service commitments that you anticipate engaging in during the next academic year:

Please identify any additional areas of interest when it comes to service:

Adapted from ACE's Equity-Minded Faculty Workloads: Worksheet Booklet

Committee Expectations Tool

Purpose: This tool is meant to address a common form of on-campus service work: committees. Understanding that committees often have different purposes, functions, and ways of operating (e.g., some committees meet regularly, some meet as needed; some committees have clear and time-bound deliverables, some committees do not; some committees require a great deal of emotional labor, some committees do not), departments, colleges, and the university are encouraged to do regular committee audits. These audits can help to determine 1) what committees are needed, 2) what the precise charges of those committees are, 3) how often those committees should meet, 4) how many committee members are needed (and particular types of members needed, as appropriate), and 5) the level of time commitment.

Potential Use:

- Department Chairs and/or Deans – use after conducting a regular committee audit that can help determine what committees are necessary for a given year. Moreover, this can help to clarify the purpose/charge of a given committee along with the practical expectations of that committee (e.g., meetings, deliverables, etc.). This document can be especially useful for new faculty members joining your department or college to understand the breadth of committee opportunities.

Opportunities for Customization:

- This tool could be used at the department level, the college level, and the university level. Thus, the tool can be customized to attend to those different contexts.
- This tool should be updated regularly (e.g., every academic year). This helps to ensure the purpose/charge of the committee is relevant as well as to capture changes in time commitment (i.e., some committees may have a high level of time commitment one year, such as during the committee's first year of being established; however, that time commitment may be reduced in subsequent years).
- We have listed level of time commitment as one useful domain. However, we also wonder how committees might also get a "level of intensity" rating (high intensity, medium intensity, low intensity). Although the level of intensity is difficult to measure, one might consider a combination of time commitment + emotional labor + deliverables as a place to start.

Committee Expectations Tool

Committee name	Purpose of committee	How many times / when does committee meet	Expectations beyond committee meetings	Number / type of committee members	Assigned roles of the committee	Level of time commitment
Curriculum Review Committee	Review all proposals related to new/revised coursework; review and make recommendations on College curricular matters	4 total meetings (meetings in September, November, February, and April)	Review all new course proposals and all major course revision proposals	6 faculty members (each department must have at least one representative)	1 Chair, 5 committee members	Medium intensity

Adapted from ACE's Equity-Minded Faculty Workloads: Worksheet Booklet

Faculty On-Campus Committee Service Expectations Rubric

Purpose: This tool is designed to make on-campus service engagement for faculty members across faculty type clear and precise. Specifically, this tool is centered around a critical element of faculty service: on-campus committee service.

Potential Use:

- Department Chairs and/or Deans – use to add precision to on-campus service expectations for faculty members across faculty type. This tool can support a more precise evaluation of faculty service on committees. Moreover, this can help reveal issues of inequity and offer moments of mentorship for individual faculty members who should be doing more or less committee service. This tool (or components of this tool) could be potentially used in annual review or promotion processes.

Opportunities for Customization:

- This tool <u>should be customized</u> based on departmental or college expectations regarding service for IRC faculty, tenure-track faculty, and tenured faculty.
    - *The example is intended to be an example only, and does not include readily adopted metrics, as the context for the department or college must be considered*.
- This tool <u>should be further customized</u> to account for additional breakdowns across faculty type (e.g., rank for IRC faculty members).

Faculty On-Campus Committee Service Expectations Rubric

Adapted from ACE's Equity-Minded Faculty Workloads: Worksheet Booklet

	IRC Faculty	Assistant Professor	Associate/Full Professor
Below Expectations	• Serve on 0 committees	• Serve on 1 committee	• Serve on 2 committees • Chair 0 committees
Meets Expectations	• Serve on 1 committee	• Serve on 2 committees	*(meet two of these)* • Serve on 3 committees • Chair 1 committee • Play key leadership role in major committee effort
Above Expectations	*(meet one of these)* • Serve on 2 or more committees • Chair 1 committee	*(meet one of these)* • Serve on 3 or more committees • Chair 1 committee • Play key leadership role in major committee effort	*(meet two of these)* • Serve on 4 or more committees • Chair 2 committees • Play key leadership role in major committee effort
Far Exceeds Expectations	*(meet one of these)* • Serve on 3 or more committees • Chair more than 1 committee • Play key leadership role in major committee effort • Earn recognition for service	*(meet one of these)* • Serve on 4 or more committees • Chair more than 1 committee • Play key leadership role in major committee effort • Earn recognition for service	*(meet two of these)* • Serve on 5 or more committees • Chair more than 2 committees • Play key leadership role in major committee effort • Earn recognition for service

Department Equity Action Plan

Purpose: This tool is meant to address the nuances embedded in institutional equity work. That is, issues of equity exist at all levels (e.g., university level, college level, department level, program level, unit level). This tool can be used by individual departments to reflect upon the service norms and expectations embedded in their particular context (historically and contemporarily), identify potential barriers to equity, and propose actions designed to address barriers to equity, and clarify intended outcomes with respect to equity in service work.

Potential Use:

- Units, Departments, and/or Colleges – use in an inclusive, collective way that involves a diverse range of faculty members across faculty type. This tool could be used at strategic planning meetings or faculty retreats.

Opportunities for Customization:

- Facilitation of these kinds of conversation should be done with great care. Thus, the first opportunity for customization is an encouragement to do this work thoughtfully, understanding that creating an equity action plan requires an openness to discomfort, a willingness to listen to (and believe) experiences different from one's own, and a commitment to engaging with humility.
- Although this tool is framed as a department equity action plan, it could very well be translated to the college, program, or unit level.
- Although the template here offers starting points for conversations that can lead to creating a department equity action plan, we encourage individual units, departments, and colleges to think about what additional items may be added to attend to their unique organizational contexts.

Department Equity Action Plan

Notes about facilitation: We encourage there to be a facilitator (or co-facilitators) to guide the department's discussion of creating an equity action plan (this does not necessarily have to be the department chair).

Establishing community commitments: Before diving into the content of this dialogue (the *what*), it is important to address the ways in which you will engage (the *how*). This is especially important given the topic at hand. To do this, we encourage you to begin by establishing a set of mutually-agreed upon community commitments. These commitments might include things like: (a) we are committed to listening to and respecting each other's experiences and perspectives; (b) we are committed to embracing the discomfort that may arise as a part of our dialogue about equity; and (c) we are committed to foregrounding UCCS's values of diversity, equity, inclusion, and belonging in our dialogue.

Community Commitments:

Acknowledging background and context: As you begin your dialogue, we encourage you to reflect on the "story about faculty service" in your department. What have been some of your department's historical norms around faculty service? Do those norms remain today? What parts of your department or disciplinary context is important to acknowledge as you begin to think about enhancing service equity? What needs to be discussed outside of the traditional definition of service?

Background and Context:

Addressing service equity issues by creating action items and intended outcomes: In a discussion about your department's background and context, what issues of service equity have come up? Equity issues that may arise could potentially include: (a) greater burdens of service often fall on our newer faculty members, particularly those in IRC roles; (b) faculty with minoritized backgrounds (women-identifying faculty; faculty members of color) describe feeling overburdened with student-facing service; and (c) service expectations seem unclear, leading some faculty members to unknowingly take on too much or too little.

As you consider what has come up, what particular items feel important to address moving forward?

Equity Issues to Address:

In addressing those issues of service equity, what action items are necessary? Who will engage in these action items? What are the proposed timelines?

Proposed Action Items:

As we plan to engage in our action items to address issues of service equity in our department, what are our intended outcomes? How will we know if we've achieved them?

Intended Outcomes:

Academic & Institutional Caregiving Reflection Tool

Purpose: Understanding that service engagement that falls into academic and institutional caregiving is difficult to quantitatively capture, this tool is offered as a starting point for faculty members to reflect on the often-invisible components of faculty service. This tool could be used by individual faculty members to reflectively capture elements of the service that may be difficult to report in other standardized ways.

Potential Use:

- Units, Departments, and/or Colleges – promote this reflective opportunity for faculty members engaging in academic and institutional caregiving. This could be used as a supplemental document to be submitted with annual review or promotion materials.

Opportunities for Customization

- Units, department, or colleges could create their own definition of academic and institutional caregiving and, potentially, ways to measure it.
- Individuals may use the reflective questions provided or craft their own reflective questions in order to generate a useful narrative that captures this often-invisible element of service engagement.

Academic & Institutional Caregiving Reflection Tool

Although there are a number of mechanisms to capture objective elements of faculty service work (e.g., how many committees one serves on), it remains challenging for faculty members to identify less visible service engagements often referred to as academic and/or institutional caregiving. These activities can include things like:

- Facilitating emotionally laborious conversations with students
- Tending to the survival of academic programs
- Engaging in informal mentoring of students
- Engaging in informal mentoring of colleagues
- Creating and/or sustaining community outreach efforts
- Contributing to community-building within the university
- Engaging in miscellaneous unidentified and/or unrecognized work

Considering that these types of service engagements are often hard to formally track, measure, and evaluate, we encourage faculty members to consider engaging in annual reflections on this work. This type of reflection may lead to writing a narrative or statement to be included in any evaluations about one's service.

Reflective questions to consider:

1. What kinds of service do I engage in that goes unnoticed or underappreciated?
2. Which of my service commitments may not be fully understood by my colleagues?
3. When I think of my service engagement, what feels most emotionally laborious?
4. What types of service opportunities feel important to me personally? Why?

Once completed, adaptation of the Committee Expectations Tool (above) may be considered to help present the various types of academic caregiving often engaged in by faculty in the unit to assist with transparency and understanding. Consideration could be given to the type of caregiving, purpose/contribution to the unit, level of importance to the mission, time spent, etc.

APPENDIX A

Service Equity at UCCS Survey

The Service Equity Task Force was created in the fall of 2023 to evaluate service load equity at UCCS and explore new sustainable strategies for improving the faculty's experience of service. As part of a multi-pronged approach, the task force is utilizing this survey to identify service equity specific to UCCS faculty. You will want to pull up a current CV or Watermark™ service report so your service record is handy while you complete this survey. You may leave and re-enter the survey to complete at a later time using your unique link. Data will be only reported in aggregate to protect participants.

My FTE as a faculty member is

- 0.5-1.0 FTE (1)
- <0.5 FTE (2)

Skip To: End of Survey If My FTE as a faculty member is != 0.5-1.0 FTE

Q1 Please select your faculty type

- Instructional Faculty (1)
- Research Faculty (2)
- Clinical Faculty (3)
- Tenure Track (4)
- Tenured (5)
- Other (6) _____

Q2 Please select your faculty rank

- Instructor (1)
- Sr. Instructor (2)
- Principal Instructor (3)
- Assistant Professor (4)
- Associate Professor (5)
- Full Professor (6)
- Other (7) _____

Q3 Please select your college

- Letters, Arts, and Sciences (1)
- Engineering and Applied Science (2)
- Education (3)
- Business (4)
- Nursing and Health Sciences (5)
- Public Service (6)
- Library (7)

Q4 Which category best describes your field?

- Business, Economics (1)
- Communication, English, Languages, Cultures, History, Philosophy, Arts, Information Science (2)
- Science, Technology, Engineering, Math (3)
- Counseling, Nursing, Healthcare, Health (4)
- Education, Leadership (5)
- Psychology, Sociology, Social Work (6)
- Criminal Justice, Public Administration, Political Science (7)

Q5 How many years have you worked at UCCS?

- <5 years (1)
- 5-9 years (2)
- 10-14 years (3)
- 15-19 years (4)
- 20-24 years (5)
- 25+ years (6)

Q6 Please select your gender identity

- Man (1)
- Woman (2)
- Transgender/Gender Non-binary/3rd Gender (3)
- Prefer not to say (4)

Q7 Do you identify with a minoritized or marginalized community other than gender?

- No (1)
- Yes (2)

Q8 What best describes your racial/ethnic identity

- American Indian, Native American, Native Alaskan, (1)
- Asian, Asian American (2)
- Black, African American (3)
- Hispanic, Latino, Latina, Latinx (4)
- Native Hawaiian, Pacific Islander (5)
- White (6)
- Other (7) _____
- Prefer not to answer (8)

Q9 Do you have any other pertinent identities (e.g., sexuality, disability, etc.) you would like to share that may be relevant to our purpose of investigating service equity at UCCS?

Q10 During my time at UCCS, I have engaged in service at the following levels (select all that apply):

- Department (1)
- College (2)
- University (3)
- System (4)
- Community (5)
- Professional (6)

Q11 When reporting your service in Watermark™, which of the following is true? (select all that apply):

- I report only what is necessary for performance (merit) evaluation (1)
- I report quantifiable service activities (committees, boards, membership, leadership roles, director responsibilities, etc.) (2)
- I report hidden service activities (unofficial advising, mentoring peers/students, writing LORs, department/college/institutional "housekeeping" tasks) (3)
- I indicate time required for service tasks (4)
- I indicate remuneration when applicable (5)

Q12 I believe the service expectations for my role in my unit are clear.

- Stongly Agree (1)
- Agree (2)
- Disagree (3)
- Strongly Disagree (4)

Q13 What is the percentage of service currently assigned to your faculty workload?

	0 10 20 30 40 50 60 70 80 90 100
Service % ()	

Q14 On average, how much time do you spend weekly doing service-related tasks?

	0 10 20 30 40 50 60 70 80 90 100
Time Spent in Hours (round to the nearest whole hour) ()	

Q15 Identify how many committees/service roles you have served/are serving on during the 2022-23 and 2023-24 academic years in the following categories:

	0 3 6 9 12 15 18 21 24 27 30
Low effort (i.e.: little to no work done, few meetings, low stakes, minimal preparation/follow up work, or attendance only) ()	
Moderate effort (i.e.: some pre-meeting preparation, some post-meeting expectations, increased stakes of outcomes, requires more than just attendance) ()	
High effort (i.e.: frequent meetings, high stakes, high work expectation in and out of meetings, leadership role, requires engagement) ()	

Q16 Identify how many committees/service roles you have served/are serving on during the 2022-23 and 2023-24 academic years in the following categories:

	0 3 6 9 12 15 18 21 24 27 30
Short term (1 semester or less) ()	
One year (2 semesters) ()	
Long term (multiple years) ()	

Q17 Of the service you are currently/recently been engaged with, identify how the service was attained.

- volunteered (1)
- elected (2)
- appointed (3)

Q18 Of the service that you are currently/recently been engaged with, have you received remuneration for any of the activities?

- No (1)
- Yes (2)

Q19 In my unit, I am aware of the service engagement of my colleagues.

- Strongly agree (1)
- Agree (2)
- Disagree (3)
- Strongly disagree (4)

Q20 The next two questions relate to hidden academic care giving service. This type of service includes service that is unidentified, unrecognized, un-resourced, or informal practices; everyday institutional "housework" that might include things such as emotional work with students, care work w/in the university, essential tasks, informal mentoring, student support, colleague support, tending survival of academic programs; labor holding the university together; community outreach.

Q21 On average, how much time per week during a regular semester do you spend on hidden academic caregiving service?

	0	5	10	15	20	25	30	35	40
time per week (round to the nearest hour) ()									

Q22 Do you feel you have the ability to say no to hidden academic care giving service?

- Definitely not (1)
- Probably not (2)
- Probably yes (3)
- Definitely yes (4)

Q23 Do you feel that if you say no to a service request that there are hidden consequences for doing so? (Hidden = negative rating in reviews, negative attitudes towards you, exclusion from future requests, etc.)

- Never (1)
- Sometimes (2)
- Always (3)

Q24 How strongly do you identify with the following statement? "My personal values involve service to others"

- Does not describe my feelings (1)
- Slightly describes my feelings (2)
- Mostly describes my feelings (3)
- Clearly describes my feelings (4)

Q25 How important do **you** believe service is to the function of a faculty member at UCCS?

- Not at all important (1)
- Slightly important (2)
- Important (3)
- Extremely important (4)

Q26 How important do you think **the institution** believes service is to the function of a faculty member?

- Not at all important (1)
- Slightly important (2)
- Important (3)
- Extremely important (4)

Q27 During your time at UCCS have you made the conscious choice to change the amount of service that you engage with?

- Yes, I consciously chose to do more service (1)
- Yes, I consciously chose to do less service (2)
- No, I do relatively the same amount of service as I always have while at UCCS (3)

Display This Question:

If Please select your faculty type = Tenure Track, Tenured

Q28 Was/Is your service engagement "protected" during your pre-tenure years?

- No (1)
- Yes (2)

Q29 Have you been awarded a differentiated workload or overload compensation for service that is in excess of the typical service workload expectation in your unit?

- No (1)
- Yes (2)

Q30 During a typical week, on average, how much time per week do you dedicate to teaching, class prep, grading?

	0 10 20 30 40 50 60 70 80 90 100
Hours per week (round to the nearest whole hour) ()	

Q31 Do you feel that your service engagements hinder you from meeting teaching expectations?

- Definitely not (1)
- Probably not (2)
- Probably yes (3)
- Definitely yes (4)

Display This Question:

If Please select your faculty type = Research Faculty, Tenure Track, Tenured

Q32 During a typical week, how much time per week do you dedicate to research/scholarship/creative works?

	0 10 20 30 40 50 60 70 80 90 100
Hours (rounded to the nearest whole hour) ()	

Display This Question:

If Please select your faculty type = Research Faculty, Tenure Track. Tenured

Q33 Do you feel that your service engagements hinder you from meeting research/scholarship/creative works expectations?

- Definitely not (1)
- Probably not (2)
- Probably yes (3)
- Definitely yes (4)

Display This Question:

If Please select your faculty type = Research Faculty, Tenure Track, Tenured

Q34 Do you currently have research/scholarship/creative works funding supporting your workload?

- No (1)
- Yes (2)

Display This Question:

If Please select your faculty type = Research Faculty, Tenure Track, Tenured

Q35 Do you feel that research/scholarship/creative works funding protects you from service requests?

- Definitely not (1)
- Probably not (2)
- Probably yes (3)
- Definitely yes (4)

Q36 Do you feel you have been asked to participate in particular service activities because of a social identity you hold (i.e.: gender, race, etc.)?

- No (1)
- Yes, at the department level (2)
- Yes, at the college level (3)
- Yes, at the campus level (4)
- Yes, at the system level (5)

Display This Question:

If Do you feel you have been asked to participate in particular service activities because of a soci... = Yes, at the department, college, campus, system level

Q37 Have you ever felt pressured, indirectly or directly, to serve as a committee member/representative because a social identity you hold contributed to a diversity requirement for a committee/service engagement?

- Definitely not (1)
- Probably not (2)
- Probably yes (3)
- Definitely yes (4)

Q38 How much truth do you feel there is at UCCS in the following statement: *"There is an inverse relationship between who cares and who advances."*

- None at all (1)
- A little (2)
- A moderate amount (3)
- A lot (4)
- A great deal (5)