Drake
UNIVERSITY

Hidden Labor Evaluation in

Tenure and Promotion Process Task Force

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INTRO-DUCTION

Drake defines hidden labor as activities that advance the University mission that are often ignored or not proportionately valued in annual evaluations, promotion, and compensation and may negatively impact work-life balance, physical and mental health, and/or retention. These activities occur within the context of employment that individuals perform in response to the implicit or explicit demands from stakeholders (administrators, students, alumni, community members, self-identified). Identity-based labor often disproportionately burdens groups historically underrepresented in higher education (this definition was created by the 2019–2020 faculty senate compensation taskforce). While the literature uses phrases like identity-based labor and hidden labor quite interchangeably, we find those terms are subject to misunderstanding. To emphasize that these activities and forms of labor disproportionately burden aculty of color, women faculty and LGBTQ faculty, we are using the term "identity-based labor" throughout the remainder of this report.

Purpose/Objective

The Hidden Labor Evaluation in Tenure and Promotion Process Task Force has been charged with reviewing and evaluating how identity-based labor and bias within teaching evaluations should be considered in the tenure and promotion process.

Both identity-based labor and bias in teaching evaluations have been shown through research to cause barriers for faculty from underrepresented backgrounds in the tenure and promotion process.

The committee as comprised of the following members:

- **Eduardo Garcia Villada,** associate professor of second language acquisition, College of Arts and Sciences

- **Lee Jolliffe,** professor of journalism and mass communication, School of Journalism and Mass Communication

- **Erin Lain,** associate provost for Campus Equity and Inclusion, and professor of law (co-chair)

- **Tonia Land,** associate professor of mathematics and technology education, School of Education (co-chair)

- **Karen Leroux,** associate professor of history, College of Arts and Sciences

- **Andrew Norman,** professor of marketing, College of Business and Public Administration

- **Priya Shenoy,** associate professor of librarianship, Cowles Library

- **Allan Vestal,** professor of law, Law School

- **Mark Vitha,** Windsor professor of chemistry, College of Arts and Sciences

- **Tim Welty,** professor of pharmacy practice, College of Pharmacy and Health Sciences

This document will focus on identity-based labor as well as best practices for how to document, value, and discuss this labor. Additionally, the Hidden Labor Evaluation in Tenure and Promotion Process Task Force will serve as a consulting group for tenure and promotion committees and academic unit leadership, through the deans and department chairs, as they explore ways to address identity-based labor within their academic units. A forthcoming document will specifically address bias within teaching evaluations.

While identity-based labor can be a concern for all faculty, it seems clear that some faculty members are expected to undertake service activities because of their race, gender, ethnicity, LGBTQ + identity, or backgrounds, these faculty members are called upon to serve in ways, and to degrees, that other faculty members are not.

Such heightened service expectations can be formal or informal. For example, as a formal matter, a Black faculty member might be asked to serve as the advisor to the Black Law Students Association (BLSA). As an informal matter, the same faculty member might be expected to be available to consult with Black students. Of course, a faculty member who is not Black might be asked to serve as the advisor to BLSA, and might find themselves consulting with Black students, but as a practical matter the expectations for such service are higher for faculty members of color.

NATURE OF IDENTITY-BASED LABOR CHALLENGES AT DRAKE

■ **Identity-based labor, if listed at all, is generally recorded in Tenure and Promotion documentation under the service section.** Most academic units across Drake University place more value on scholarship and teaching than on service in their Tenure and Promotion documentation (see Appendix A for table on tenure and promotion requirements). For marginalized faculty, taking on increased service workloads related to identity reduces time that can be spent on scholarship and teaching. This reduction in time for scholarship or teaching impacts the marginalized faculty members ability to perform, their career outcomes, and their ability to obtain tenure and promotion. To address this inequity, cultural changes by both leadership and at the Tenure and Promotion committee level will need to be implemented across the University.
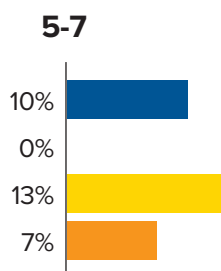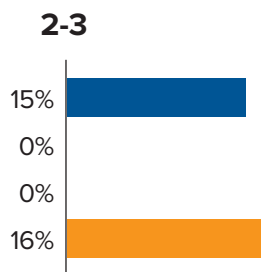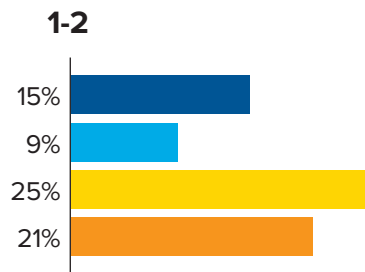
BACKGROUND OF PROBLEM/ COMMITTEE CHARGE

Drake has not hired and retained faculty of color at similar rates to white faculty. From 2014 through 2019, 85 faculty members were hired. Of that group, two identified as Black, one identified as multiracial and ten identified as Asian.

Additionally, from 2003 to 2018, **84%** of all Black faculty left Drake, **45%** of whom left within one year. This attrition rate compares to that of **59%** during the same time period for all other faculty. The rate of attrition for Hispanic faculty was near the overall average. However, **38%** of Hispanic faculty who left during this period left after 3–5 years at Drake.

Additionally, during the 2003–2018 timeframe, **45%** of Black faculty and **50%** of Hispanic faculty left because their appointment or contract expired. This compares to **25%** of white faculty and **20%** Asian faculty who left for the same reason. These disparities in the hiring and retention of faculty of color have motivated this exploration into the possible role of identity-based labor.

FACULTY YEARS OF SERVICE BEFORE LEAVING DRAKE

■ Asian   ■ Black   ■ Hispanic   ■ White

<1
- Asian: 20%
- Black: **45%**
- Hispanic: 25%
- White: 18%

1-2
- Asian: 15%
- Black: 9%
- Hispanic: 25%
- White: 21%

2-3
- Asian: 15%
- Black: 0%
- Hispanic: 0%
- White: 16%

3-5
- Asian: 15%
- Black: 9%
- Hispanic: **38%**
- White: 20%

5-7
- Asian: 10%
- Black: 0%
- Hispanic: 13%
- White: 7%

7+
- Asian: 25%
- Black: **36%**
- Hispanic: 0%
- White: 18%

FACULTY REASONS FOR LEAVING

■ Other ■ Expiration of Appointment or Contract ■ Voluntary Resignation

Asian	Black	Hispanic	White
75%	45%	50%	66%
20%	45%	50%	25%
5%	9%		9%
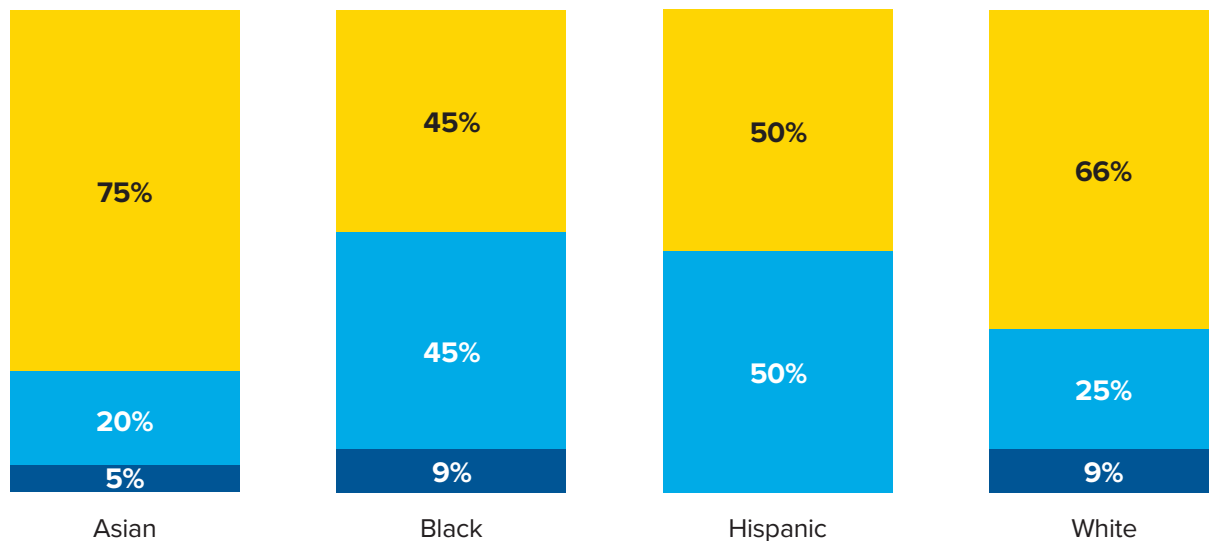
In the spring of 2019, the faculty senate compensation committee studied the issues of identity-based labor on Drake's campus. The group investigated the nature of the issue through literature and worked to develop a definition of the issue.

They developed the following definition:

Drake defines identity-based labor as activities that advance the University mission that are often ignored or not proportionately valued in annual evaluations, promotion, and compensation and may negatively impact work-life balance, physical and mental health, and/ or retention. These activities occur within the context of employment that individuals perform in response to the implicit or explicit demands from stakeholders (administrators, students, alumni, community members, self-identified). Identity-based labor often disproportionately burdens groups historically underrepresented in higher education.

ADDITIONALLY,

the group identified key questions to be included in the Drake University Climate Assessment conducted Fall 2019, the purpose of which was to expand the understanding of the scope of the issue on campus. These questions and the results of the survey are summarized in the Climate Assessment report that can be found at

▶ *drake.edu/duwhatmatters.*

CLIMATE ASSESSMENT REPORT

IN THIS SECTION,

588 individuals responded to the question, which was comprised of **364 staff/administrators** and **224 faculty responses.**

The following responses indicated that faculty and staff of color and lgbtq faculty are often asked to engage in identity-based labor, and are not often recognized for their work:

31% of Black faculty and staff; **25%** of Asian and multiracial faculty and staff indicate that they are "often" encouraged by others to do work based on their underrepresented social identity.

➡ **87% of white faculty and staff are "never" encouraged.**

40% of lgbtq-identifying faculty and staff indicate that they are "often" encouraged by others to do work based on their underrepresented social identity.

➡ **84% of straight/ heterosexual-identifying faculty and staff are "never" encouraged.**

Over 90% of respondents in all racial or ethnic groups indicate that this work is "never" or "sometimes" recognized.

A majority of all faculty of color "disagree" or "strongly disagree" that their diversity-related work is valued in tenure and promotion decisions.

The majority of respondents in all racial and ethnic groups indicate that type of work has "never" or "sometimes" impacted their work-life balance.

➡ **31% of Black/African American respondents indicated that this work "often" impacted their work-life balance.**

75% of white respondents and **85%** of Asian/Asian American respondents indicate that they "sometimes" or "often" feel they can sometimes say "no" to this type of work.

➡ **Only 44% of Hispanic, 29% of multiracial, and 20% of Black/African American, respondents "sometimes" or "often" feel they can sometimes say "no" to this type of work.**

75% of Hispanic, **50%** of Asian/ Asian American, and **50%** of Black/African American faculty "agree" or "strongly agree" that they perform more work to help students than colleagues with similar expectations.

➡ **47% of white faculty "agree" or "strongly agree."**

In response to the 2019 Drake University Climate Assessment findings, the Arts and Sciences Council and Senate drafted a memo suggesting that faculty senate create a taskforce to evaluate and make recommendations surrounding identity-based labor.

In Fall 2020, the provost commissioned a taskforce comprised of representatives from all colleges to explore the issue of identity-based labor and bias in teaching evaluations. Additionally, the Arts and Sciences Council drafted a memo suggesting that faculty senate create a taskforce to evaluate and make recommendations surrounding identity-based labor. After consultation with the faculty senate, the provost commissioned a taskforce comprised of faculty representatives from each college to address issues of identity-based labor. The taskforce's charge is to research the issues and make recommendations for policy and guideline changes that can be adopted to remediate issues of, what the task force is now emphasizing as, identity-based labor by the various colleges and departments. Specifically, the taskforce is charged with determining best practices in acknowledging identity-based labor, valuing this type of labor within the tenure and promotion process, and supporting faculty that routinely engage in identity-based labor.

SUMMARY

of the Role of Service towards Tenure and Promotion in College and School T&P Criteria

In general, all the colleges and schools place a heavy emphasis on teaching excellence for tenure and promotion to associate professor or professor (see Appendix A for a chart of service requirements in the various colleges). All the colleges and schools also require scholarship at some level, although these levels and their relative importance to service vary between colleges and schools depending on which promotion is being sought and which college/school the candidate is in. All colleges and schools have some level of service required as a part of the tenure review, the possible exception being tenure and promotion to associate professor in the Law School (see Appendix A).

Most colleges seem to place more importance on scholarship than on service at all stages of review except for CPHS, in which candidates can obtain promotion to the rank of associate professor or professor by demonstrating excellence in either scholarship or service, on the one hand, and, on the other, an acceptable (for promotion to associate) or significant (for promotion to professor) level of growth and depth in the other. The College of Arts and Sciences also shared this policy several years ago but has since reverted to a policy in which service is required for promotion to professor, but scholarship still serves as the more important criteria.

In general, most colleges and schools do not develop their descriptions of what 'counts' as scholarship or how it is to be evaluated or detailed in a portfolio (as they do for teaching and scholarship), with the Law School and CPHS being notable exceptions in requiring well developed statements in these areas. The SJMC handbook includes a discussion of service, and examples of what would constitute appropriate service, in guidance for promotion and tenure and the T&P committee has those discussions with candidates. However, SJMC places more emphasis on teaching and scholarship than service..

In several colleges and schools, explicit messages that reinforce the notion that service is NOT as important as teaching and scholarship in terms of tenure and promotion are embedded within T&P guidelines. For examples, see A&S and Law School descriptions of expectations in the years leading to tenure/promotion to associate professor.

CBPA has developed 'weights' for various scholarship activities, but a similar weighting scheme for service is not present in the handbook. The college allows for "a decrease in the minimum level of acceptable scholarship; and (3) an increase in the minimum standard for participation in one or more of the areas of service, mentoring, and outreach" for promotion to full professor relative to the requirements for promotion to associate professor, stating that "at a minimum, an associate professor must continue to produce scholarly activity. However, these contributions need not be at the frequency or quantity expected for tenure ... [and that] ... the greater the contribution made by the candidate in scholarship, the less expected in these other areas and vice versa."

In summary, when reading the colleges and schools statements about service expectations, one generally surmises that with the exception of CPHS in which demonstrated efficacy in service can serve as a route to promotion, service is generally not as important as teaching and scholarship in tenure and promotion decisions, and, in some instances, time devoted to it should be deliberately minimized in favor of other pursuits if tenure and promotion are goals.

ANALYSIS

of AAUP Guidelines Regarding Identity-Based Labor

The most recent issue of the AAUP *Policy Documents and Reports* (11th edition, 2015), also known as the Red Book, does not offer much guidance on defining or evaluating service or addressing hidden/invisible or identity-based labor. In a book of more than 400 pages, the phrase "'invisible' work" appears once in a report on "salary-setting practices that unfairly disadvantage women faculty" (313, 315).

Commentary on service, or "responsibilities other than teaching and research," (239) appears in five different paragraphs; and there is about one-half page in a section on Affirmative Action regarding the professional advancement of faculty of underrepresented groups. The Red Book's limited treatment of service implies that it is a small and unproblematic component of faculty workload, in contrast with the new and growing field of research developing to expose and assess labor that is disproportionately born by women and faculty of color and address problems of retention and professional advancement. The contrast between the AAUP Red Book and the research discussed in our literature review seems indicative of the rapid changes in faculty workload in the twenty-first century, and it underscores the timeliness of the task force's charge to explore how to document and value this type of faculty labor.

The Red Book acknowledges that faculty workload has been in flux and stresses the indivisible nature of teaching, research, and service, insisting that "we distort the enterprise of higher education if we attempt to separate these endeavors, or to define them as essentially competitive rather than complementary (241)." As attractive as the claim may be, it conjures up an idealized vision of faculty experience. Especially for faculty yet to reach the rank of full professor, the demands of teaching, research, and service are in a constant struggle for the most precious of resources: their time. The report treats excessive demands on faculty for service is a marginal and temporary problem: "when an institution wishes to draw heavily on the services of an individual," the report suggests that the institution can compensate that individual with "an appropriate reduction in workload [which] depends on nothing more complex than an estimate of the hours that these additional duties will require" (239). The Red Book does not examine the complexities of estimating those additional duties, especially duties involving relational service which is performed outside of committees, or the problems of real and perceived equity that can result from *ad hoc* workload reductions in the absence of policy.

In one section, institutional service is defined as "enlightened self-interest on the part of faculty, for whom work on the curriculum, shared governance, academic freedom, and peer review comprise the scholar's and teacher's contributions to the shaping and building of the institution (243)." Describing faculty service as "enlightened self-interest" suggests the low value attached to tasks of administration, and institution building that faculty may deign to advise upon compared with the high value attached the "real work" of scholarship and teaching. And even as the definition attempts to be all encompassing, this is a remarkably narrow definition of faculty service, naming only "curriculum, shared governance, academic freedom, and peer review" (243) as examples of service. Absent from this definition are many other service activities such as the work of supporting students, recruiting and retaining them, helping them prepare for their futures, and the work of partnering with administrative units that market the university, admit students, and foster alumni, community, and donor relations.

The section where "invisible work" appears is concerned with how salary practices disadvantage women. Commenting on the disparate impact

of wage compression on women, the report proceeds to add that "Institutions sometimes underpay for the 'invisible' work that some teaching and service involve, because it is assigned disproportionately to women" (315). However, the ten recommendations that follow are largely about correcting problems of pay, not the identity-based labor. Two recommendations touch on our project: "4. Institutions should examine differing faculty workloads in teaching, advising, and service across departments as well as within departments and correct inequities." And "6. Institutions should acknowledge, measure and reward the various contributions they expect of faculty, and should not unfairly downgrade the reward of contributions disproportionately assigned to women faculty." (315)

The Red Book offers a section on Affirmative Action (157-63) which dates largely from 1983. Of the seven pages comprising the section, about one-half page concerns "professional advancement" or retention of minority faculty and women. It advises that women and minorities "should be made to feel welcome at the institution" and "educated into practical professional concerns. They should be given advice, if needed, on appropriate journals for publication of scholarly papers, on obtaining grant support, and on participation in professional meetings and conferences" (161). Hopefully, when we hire faculty they are authentically welcomed (not just made to feel so) and advised on steps to scholarly success – regardless of their social identities. Moreover, to be "educated into practical professional concerns" suggests that individuals should be assimilated into the existing academic culture rather than supported in the development of their individual academic identities. The Red Book's guidance on retention is thin and offers no insight for supporting the professional advancement of those underrepresented groups who shoulder the burdens of hidden labor.

In sum, the AAUP Red Book does not have much to offer this project. The report speaks to an ideal from a bygone era when professors taught, did research, and, out of "enlightened self-interest," might participate on a committee or two. It does not reflect the current service workload of faculty at institutions like Drake seeking to change their student and faculty demographics, thrive in a cut-throat recruiting environment, and prepare all students for success in an unpredictable future. Nevertheless, the Red Book's omissions are worth nothing because they point to how service continues to be dismissed as something that is easily integrated into faculty workload, something that does not need to be evaluated or rewarded as teaching and scholarship are, and how the professional advancement of faculty from previously underrepresented groups requires new thinking about the role of service in their careers.

LITERATURE REVIEW

Poster, Crain, and Cherry (2016) define identity-based labor as: activities that occur within the context of paid employment that workers perform in response to requirements (either implicit or explicit) from employers and that are crucial for workers to generate income, to obtain or retain their jobs, and to further their careers, yet are often overlooked, ignored, and/or devalued by employers, consumers, workers, and ultimately the legal system itself. In our review of the literature, we investigated how identity-based labor presents itself in academia for marginalized groups. In some cases, the recognition of identity-based labor was explicit.

Oftentimes, however, identity-based labor was described in the context of service activities. Identity-based labor and service activities seem to be conflated in the literature, due to the way service is often overlooked and undervalued. In other words, if service activities are not seen and valued, they are invisible. In this literature review, we present research that attends to identity-based labor. Identity-based labor is addressed primarily in the literature through the lens of care work for women, cultural taxation for faculty of color, and equity and inclusion work for LGBTQ faculty. While the literature addresses these different perspectives for identity-based labor for women, faculty of color, and LGBTQ faculty, this does not address the myriad ways that intersectionality of identity plays a role in service workload. Additionally, a male faculty member of color who identifies as LGBTQ may also experience care work due to his/their marginalized identity.

The Social Sciences Feminist Network Research Interest Group (SSFNRIG) identified some examples as to how identity-based labor presents itself in academia. "One example of the invisible work taken up by women and faculty of color is the work of making the academy a better place" (p. 231) in response to the "leaky pipeline". The "leaky pipeline"

refers "to the gradual drop-out of women and faculty of color at each stage in the academic hierarchy" (SSFNRIG, 2017, p. 229). The work of making the academy a better place usually entails researching, writing reports, serving on additional committees and task forces, and mentoring faculty. Identity-based labor also presents as the "care work" that is associated with "teaching, mentoring, and advising" (SSFNRIG, 2017, p. 231.) and encompasses "dealing with students, the administrative tasks of running the departments, organizing meetings and social events, and serving on university committees" (p. 229.) For example, faculty of color will find themselves caring for students of color in ways that include mentoring, counseling, and helping students of color navigate a mostly white environment (Pittman, 2012).

Lastly, the research interest group identified cultural taxation as a form of identity-based labor. Padilla A. (1994) discusses the concept of "cultural taxation" where faculty of color are assigned additional workload or duties that relate to their racial or ethnic identity. These duties range from being asked to be an authority on diversity despite a lack of training, having to teach the non-marginalized about diversity topics, being assigned diversity committee work where the committee has no power to address meaningful change, taking on the emotional labor of mediating internal University conflicts related to these topics and other similar forms of workload (pg. 26).

Additionally, faculty of color have other experiences that add to their identity-based labor load. These include struggling with developing academic identities (which include avoiding assimilation into the dominant culture); experiencing challenges from students, admin, and other faculty due to their skin color; and having their values and interests work against them (Diggs, Garrison-Wade, Estrada, D., & Galindo, R., 2009). Pittman (2012) reported that 14 faculty of color experienced microaggressions in the form of "microinvalidations with White colleagues and microinsults with White students" (p. 82). Also investigating how faculty of color experience microaggressions, Constantine and colleagues

(2008) identified 7 primary microaggression themes - 1) Alternating feelings of invisibility/marginalization and hypervisibility, 2) Qualifications or credentials questioned or challenged by other faculty colleagues, staff members, or students, 3) Receiving inadequate mentoring, 4) Organizational expectations to serve in service-oriented roles with low-perceived value, 5) Difficulties determining whether subtle discrimination was race or gender based, 6) Self-consciousness regarding choice of clothing, hairstyle, or manner of speech, and 7) Developing coping strategies to address racial microaggressions.

Beagan et. al (2021) explores how LGBTQ faculty feel a sense of isolation and lack of belonging in the cis-hetero normativity of academia. The LGBTQ faculty in the study stated a lack of support from their administrations to address homophobia, harassment, and general microaggressions. Microaggressions experienced by LGBTQ faculty were from other faculty, students, and administrators and fell in the categories of "devaluing, exoticization, and tokenism" (pg 202). Within the larger category of disclosure of identity, the sub themes of "passing, covering, and self-protection" were also recognized (pg 202).

Several studies (Guarino & Borden, 2017; Hanasono et al., 2019; O'Meara et al., 2018; Pyke, 2011; SSFNRIG, 2017) have documented that women, faculty of color, and lgbtq faculty engage in more service activities than white males and those service activities tend to be undervalued. Guarino and Borden (2017) found "strong evidence that, on average women faculty perform more service than male faculty in academia, and that the service differential is driven particularly by participation in internal rather than external service (pg. 690)." While there were variations between departments, the researchers found that on average women spent 0.6 hours more time per week on service activities than men and also did 1.4 more service activities per year than men (Guarino and Borden, 2017, pg 680-681).

Hanasono and colleagues (2017) wrote that cis women tend to do more service work than cis men; and faculty of color, especially women of color tend to do more service work than white colleagues. "Moreover, cis men tend to pursue more leadership roles like committee chairs and editorships, whereas cis women tend to perform important yet less institutionally recognized forms of service like mentoring, committee work, emotional labor (i.e., regulating one's feelings and exerting extra energy to attend to others' emotional states), maintaining a positive work climate, and record keeping" (p. 85). By interviewing and analyzing the transcripts of 27 faculty members, results indicated that "relational-oriented service remained largely undocumented and unnoticed by faculty. They also explained how their gendered organization's policies, practices, and cultures perpetuated the concealment of certain forms of service" (Hanasono et al., 2017, p. 90). An additional obstacle for women is unconscious bias or gender schemas (Easterly & Richard, 2011). Discrimination practices against women still exist in academia in the form of work practices and cultural norms that appear to be unbiased. Additionally, women tend to receive letters of recommendation that are less than their male counterparts. Specifically, women will receive shorter letters as well as letters that contain "doubt raisers," references to personal life, and more attention to training and teaching rather than research (Trix & Psenka, 2003)

Junior minority faculty often find themselves in disagreement with senior faculty when a culture of collaboration is not present in a department or program (Knight, 2010). Minority faculty usually come from cultures that are more cooperative than individualistic. There exists a bias in interpretation of collaboration between privileged (majority) and unprivileged (underrepresented / underserved) faculty. Clinton and colleagues (2010) analyzed the narratives of three minority women faculty. These women lack champions among the senior faculty in their department; minority women who are junior faculty may be the only woman, the only minority or the only minority woman in their department,

making their isolation and marginalization much more acute; the women were tired of being ignored or patronized; minority women who are junior faculty are rarely in a position to make changes in policy, or to change senior faculty's perceptions of policy. Differences in culture, value and a lack of champions further burdens junior faculty, in addition to the unrecognized labor they may be doing.

Because service is not as valued in the Tenure and Promotion process, it conflicts with the values of faculty of color. In other words, faculty of color can believe that service should be valued above research, which makes forming an academic identity more difficult. Baez (2000) argues that discussing service workload for faculty of color primarily from a negative framework, does not allow an understanding of the complexity and context regarding service work by faculty of color. Further, Baez (2000) contends that service for faculty of color can be a means to achieving their own objectives and giving faculty of color "critical agency in initiating social change (p. 366)" In this study, faculty of color valued race-related service above general service and considered it to be more important than general service. Through race-based service, faculty found a sense of community to address isolation they experienced in academia, validation after negative experiences, purpose, and power to address the needs of marginalized groups on their campus and in their community and lastly as a means for linking activism with scholarship or teaching. By continuing to engage in and to value race-based service, faculty of color are able to challenge standards of what is considered important work and the structures that define those standards in academia (Baez, 2000). According to Beagan and colleagues (2021), one LGBTQ faculty member sought out equity and

inclusion work as a way to give back to the campus community and to support campus needs as their administration did not consider equity and inclusion work to be important.

Identity-based labor has negative consequences. Because women are often strapped with higher service responsibilities, promotions are more difficult to attain. This results in more women leaving the profession (Pyke, 2011). Boyd and colleagues (2010) recognized the academy's hostility towards female faculty members as caregivers, particularly as mothers, persists. Paddilla A. (1994) narrates that because "cultural taxation" workload is not considered valuable to the Tenure and Promotion process, non-tenured faculty of color can risk their promotion or the possibility of obtaining tenure. These faculty of color may end up leaving their institution or even academia. Institutions often overlook the service work of trans and nonbinary faculty (Hanasono et al., 2017). Beagan et. al (2021) discussed how all of the LGBTQ identifying faculty in their study were involved with some form of equity and inclusion work on their respective campuses. Some LGBTQ faculty members discussed feeling tokenized for consistently being the diversity check mark for a committee or for always having to do equity work. While equity and inclusion work was immensely important to the LGBTQ faculty, it was difficult to include into their workload, and cost them time that could have been devoted to their many other responsibilities.

Taken together, these studies denote the ways in which in which invisible and identity-based labor can manifest in academia. We list these ways below:

- Making the academy a better and/or positive place to work

- Engaging in "Care work"

- Taking on gendered processes – (e.g., record keeping)

- Engaging in cultural taxation work

- Engaging in equity and inclusion work

- Regulating one's feelings and exerting extra energy to attend to others' emotional states – Emotional Labor

- Participating in "Relational-oriented service"

- Developing academic identities that are different than those in the dominant culture

- Avoiding assimilation into the dominant culture

- Experiencing challenges from students, admin, and other faculty

- Having merit/qualifications/credentials questioned

- Negotiating the tension between cooperative and individualist work

- Negotiating the conflict between the academy's values and individual values

- Receiving inadequate mentoring

- Experiencing and developing coping strategies for racial microaggressions

- Feeling self-consciousness regarding choice of clothing, hairstyle, or manner of speech

FROM THESE SAME STUDIES, we compiled suggestions from the literature. We have organized these suggestions in three Tiers.

TIER 1

Suggestions focus on the individual faculty members who are engaged in the various forms of identity-based labor.

TIER 2

Suggestions are those that can be engaged in and implemented by those in the dominant group and leadership.

TIER 3

Suggestions are the ways in which the system could be addressed and changed.

TIER 1

Educate and support the burdened

- Develop awareness and procedures to capture the faculty time required and institutional value attached to service, especially "relational service," which is vulnerable to being invisible or "disappeared" (Hanansono et al, 2019)

- Provide strong mentoring programs (Diggs, Garrison-Wade, Estrada, & Galindo, 2009)

- Create spaces for people of color – spaces "where minority faculty could relate to one another beyond the scrutiny of the dominant culture or the shackles of mainstream expectations" (Diggs, Garrison-Wade, Estrada, & Galindo, 2009, p. 328)

- Find a senior faculty member who can help you protect your time especially for situations where it can be politically difficult to say no. This shouldn't be used for every situation. (Shavers et. al, 2014)

- For junior faculty, if you are sought out for mentorship by students because of your identity, use this as an opportunity to both mentor the student and to work with the student on scholarship for you to obtain tenure. (Shavers et. al, 2014)

- Take time to respond to committee requests. Then send an email asking "This sounds like a great opportunity. Can you please send me an email with the duties and expectations so I can make sure that this will fit with my skill set?" This allows for more information and time to confer with other colleagues. (Shavers et. al, 2014)

TIER 2

Educate and train the dominant group, leadership, and Tenure and Promotion committees

- Develop broad understanding of how navigating cultural dissonance, code-switching (Diggs et al), cultural taxation (Padilla), and other forms of identity-based labor add to workload and stress of faculty from marginalized groups

- Require department chairs to make service assignments more transparent (Hanasono, 2019)

- Train Tenure and Promotion committee to weigh relational-oriented service more heavily (Hanasono et al., 2019)

- Blind candidates in the Tenure and Promotion process (Easterly & Richard, 2011)

- Implement implicit bias training (Easterly & Richard, 2011; O'Meara et al., 2018)

- Create and display "work activity dashboards" (O'Meara et al., 2018)

- Educate Tenure and Promotion committees, and other evaluators, to establish their own agreed-upon set of clear and consistently applied Tenure and Promotion guidelines that are (and are seen as) fair and unbiased (Easterly & Richard, 2011; Knight, 2010)

- Develop and maintain mentoring and socialization programs, as well as initiatives for senior faculty to collaborate with junior faculty (Boyd, Cintron, Alexander-Snow, 2010)

- Ensure that factors of gender and/or race are not the criteria for determining teaching and service assignments (Boyd, Cintron, Alexander-Snow, 2010)

- Document gender discrepancies (Easterly & Richard, 2011)

- Recognize that "Just say no" is not an effective strategy to implement (Pyke, 2011)

TIER 3

Question and change our systems

- Implement systems change (Diggs, Garrison-Wade, Estrada, & Galindo, 2009) by challenging institutional norms (SSFNRIG, 2017), and transforming policies and procedures (Hanasono et al., 2019; O'Meara et al., 2018)

- Become more aware of the ways our systems require assimilation in ways that may not be supportive of desired institutional change, diversity, and inclusion goals

- Assess and reward faculty achievements based on a broad definition of scholarship (Boyd, Cintron, Alexander-Snow, 2010; Knight, 2010) and re-conceptualize faculty success to support the inclusion of non-traditional academic identities (collaborative, oriented to institutional service and institutional change), and embrace a diversity of faculty talents (Carroll, 2017)

- Examine the "effects of traditional notions of merit" (Baez, 2000, pg. 389). Consider expanding the definitions of merit for Tenure and Promotion to encompass not only the traditional view of individual merit but one that "accounts for important politically-activist work and that rewards those faculty members – regardless of race or ethnic background – who engage in this work." (Baez, 2000, pg 389)

- Retention and development of minority women faculty "need to be enshrined" in institutional policy (Boyd, Cintron, Alexander-Snow, 2010; Carroll, 2017)

- Institute policies that support family leave and "stopping the tenure clock" for family obligations (Boyd, Cintron, Alexander-Snow, 2010)

- Use Title IX to confront gender bias (Easterly & Richard, 2011)

- A dramatic cultural shift in the meaning and value given to service labor is required (Pyke, 2011)

- Consider how Institutional Betrayal, of which microaggressions are a form, intersects with the tenets of Critical Race Theory to provide guidelines for essential systemic changes of colleges and universities for the growth and promotion of Women of Color (Carroll, 2017)

REFLECTION QUESTIONS

In addition to reviewing this report, the committee recommends that various stakeholders use the following reflection questions to explore issues of identity-based labor within their departments. These questions are meant to provide a source of dialogue surrounding this issue, and a framework for developing ideas on how to make structural changes that will promote equity and inclusion in various facets of the institution.

Self-reflective questions:

- **All faculty:** How does my individual behavior contribute to inequities?

- **All faculty:** In what ways do I cause more work for my colleagues?

- **All faculty:** Am I asking some faculty and staff to do certain kinds of work based on their identities?

- **For women faculty:** In what ways does my identity as a woman lead me to take on emotional labor, care work, additional student or faculty mentoring as well as additional coordination and organization with regards to committee or service work?

- **For faculty members of color:** In what ways does my identity as a faculty member of color lead me to take on equity and inclusion work, additional student or faculty mentoring, or to represent "diversity" on a committee (tokenization)?

- **For faculty members of color:** In what ways does race-based service give me a sense of community to address isolation in academia, validation after negative experiences, purpose, a means for linking activism and scholarship and teaching, and the power to address the needs of marginalized groups on campus and in my community? In what ways does race-based service help me to create "critical agency in initiating social change"?

- **For LGBTQ faculty:** In what ways does my identity as a LGBTQ faculty member lead me to take on equity and inclusion work, additional mentoring, or to represent "diversity" on a committee (tokenization)?

- **For all marginalized faculty:** In what ways do my other identities or the intersectionality or overlap of my identities put me at greater risk of taking on identity based labor?

Reflection Questions for Deans, Department Chairs, and Tenure and Promotion Committees:

- What are the ways in which your unit norms contribute to inequities in service expectations?

- How does my individual behavior contribute to inequities?

- In what ways do I cause more work for my colleagues?

- Am I asking some faculty and staff to do certain kinds of work based on their identities?

- How do you protect faculty of color, women, and LGBTQ faculty from invisible or identity based labor?

- What articulated expectations do you have for work-life balance?

- How do you empower junior faculty to say no?

- How can your unit work to expand definitions of merit?

- What action steps will you take going forward to address these issues of identity-based labor?

- How will you address these issues on a cyclical basis?

Recommendations to Acknowledge Identity-Based Labor

The following recommendations were developed by the task force to acknowledge and monitor identity-based labor. Units should use these recommendations in evaluating and transforming their policies, procedures, and culture.

1. Units should document the nature and scope of identity-based labor within the framework of the provided definition and literature review attached to this report. Specifically, units should document the extent that identity-based labor happens and who is impacted. Additionally, results from this inquiry should be published internally and Continuous Improvement Plan goals should be set on a regular basis in response to the data collected.

2. Based on the results of the documentation of identity-based labor, units should consider the following steps:

   a. Document in their rules and procedures that identity-based labor can occur outside of formal service assignments and that some employees because of their identity are expected to do more labor.

   b. Acknowledge identity-based labor in their evaluation processes and identify how it will be recorded and valued in Tenure and Promotion, annual merit, awards, and other places where faculty performance is considered.

3. Units should articulate what constitutes service.

4. All faculty should develop service agendas (like research agendas and teaching portfolios) in consultation with their department chairs, T&P committees, or deans, as appropriate in their unit. Documenting and discussing individual faculty members' past service and future plans for service will help with mentoring faculty, fulfilling our mission and needs, and identifying the type and amount of identity-based labor taking place.

5. Individuals should record or articulate identity-based labor they have engaged in and report how it supports institutional goals.

6. On a regular basis (i.e., every 3 years), units should review the Tenure and Promotion guidelines and resulting dossiers to ensure equitable procedures, as more information is gathered about identity-based labor.

   a. Units should consider whether identity-based labor negatively impacts Tenure and Promotion for individuals engaging in such.

   b. Units should consider how to document all non-teaching/non-scholarly activity (identity-based labor and service) for Tenure and Promotion.

   c. Unit should consider ways that service and identity-based labor contribute to missions and is to be articulated in Tenure and Promotion guidance.

Recommendations Regarding Identity-Based Labor

7. Units should establish a process that equalizes and provides transparency in service loads.

8. Units should evaluate, document and reward faculty level of work within a committee.

9. Units should work to support and mentor faculty in prioritizing among different types of service and help them to decline requests for labor when they are well beyond the scope of their service agenda.

10. The University should provide chairs opportunities for development, training and support in helping their constituents to navigate identity-based labor.

11. Units should use the reflection questions provided in this report to promote culture change and allyship regarding equity of service and identity-based labor.

12. Units should create awareness about identity-based labor by promoting discussion, reading suggested articles, and reading this report.

Table of Service Requirements in T&P Documents and Procedures by College

A&S

Key phrase for T&P criteria
T&P will be earned through substantive and high quality activity in all three areas.

Service for Tenure
Required but implicitly not as important as teaching and scholarship.

Service for Promotion to Professor
Required.

Is service a route to promotion (akin to or above scholarship)?
No.

What is valued as service?
A long list of examples of service to dept., college, university, students, field, & profession is provided.

Is demonstration/documentation of service effectiveness required?
On paper yes, but not in practice.

CBPA

Key phrase for T&P criteria
Individual merit is determined by performance in the areas of teaching, innovative teaching, scholarship, advising and mentoring, service, and outreach as detailed for tenure, promotion and annual review in the appropriate section.

Service for Tenure
"Adequate" performance required.

Service for Promotion to Professor
Increased performance required with decreased minimum scholarship.

Is service a route to promotion (akin to or above scholarship)?
Seemingly, yes. Increased activity in scholarship can decrease expectations in other areas and vice versa.

What is valued as service?
No details. Weighting scheme for research, none for service.

Is demonstration/documentation of service effectiveness required?
No.

Cowles Library

Key phrase for T&P criteria
Promotion requires achievement; tenure requires the promise of continued achievement. Service is 10% of overall expectation. Bases for Retention, Promotion or Tenure: Service "Participation on Library, campus or professional committees."

Service for Tenure
Associate professors…."have a substantial record of professional competency in librarianship and evidence of service and scholarship."

Service is 10% of overall expectation.

Service for Promotion to Professor
Professors… have made contributions of recognized merit to the Library, the University, and the profession. "Active membership in regional and national Library committees; Demonstrated high level of university service, including long-term service or holding a leadership role in the University Faculty Senate or one or more of its committees."

Is service a route to promotion (akin to or above scholarship)?
Unclear.

What is valued as service?
Unclear.

Is demonstration/documentation of service effectiveness required?
Unclear.

Table of Service Requirements in T&P Documents and Procedures by College

SJMC

Key phrase for T&P criteria
Tenure and Promotion in the School are closely related to the faculty member's level of performance and professional contributions in the important areas of 1) teaching effectiveness, 2) professional and scholarly activity, and 3) service to the University and to the community*.

Service for Tenure
Required but explicitly not as important as scholarship and teaching.

Service for Promotion to Professor
The SJMC Faculty Handbook includes examples of service such as the following:

- Work on SJMC, Drake, community and national committees, boards and advisory groups
- Public speaking
- Speeches to professional groups
- Service to the profession
- Student organizations advised and their success
- Judging contests and workshops

Is service a route to promotion (akin to or above scholarship)?
No.

What is valued as service?
Limited list of examples provided.

Is demonstration/documentation of service effectiveness required?
The Committee meets with each eligible faculty member to discuss his or her professional objectives and activities in the areas of teaching, scholarship and service.

CPHS

Key phrase for T&P criteria
A faculty member should (1) meet the requirements for appointment to assistant professor, (2) have demonstrated excellence in teaching, and (3) demonstrate commensurate experience in scholarship and service at the level expected for College faculty promoted to this rank.

Service for Tenure
Candidates are required to demonstrate excellence in teaching. Excellence must also be demonstrated in either scholarly activity or service, with an acceptable level of performance in the remaining area. Recognition of scholarly activity and service must be at least at the state or regional level.

Service for Promotion to Professor
Candidates are required to demonstrate excellence in teaching. Excellence must also be demonstrated in either scholarly activity or service, with an acceptable level of performance indicating significant growth and depth in the remaining area.

Is service a route to promotion (akin to or above scholarship)?
Yes.

What is valued as service?
College, university, community, and/or Professional.

Is demonstration/documentation of service effectiveness required?
Yes – examples of accomplishments in all areas are required in the portfolio.

Service should lead to measurable benefits and outcomes for those being served.

"The candidate should reflect on the quality and quantity of their service activities. The candidate should address relatively weak as well as particularly strong areas. Provide reviewers with a plan for potential future success in this area.

Table of Service Requirements in T&P Documents and Procedures by College

Law School

Key phrase for T&P criteria
—

Service for Tenure
Not *per se*:
Although under these standards University and Professional Service are not specifically required for promotion or tenure, demonstration of one's commitment to such service is encouraged of the faculty member because of its value to the academic and social community as well as its potential to enhance one's teaching and scholarship. Nonetheless, it is contemplated that the faculty member's principal focus should be on teaching and scholarship during the years preceding the tenure decision.

Service for Promotion to Professor
The Law School has greater expectations for University and Professional Service of its tenured faculty members, and it envisions that the contribution of each faculty member to such service will increase significantly in the post-tenure years.

Is service a route to promotion (akin to or above scholarship)?
—

What is valued as service?
Detailed examples and differentiation of school/university vs. professional service.

Is demonstration/documentation of service effectiveness required?
Portfolio to include "any written material evaluating the candidate's public service".

Education

Key phrase for T&P criteria
Tenure and promotion to Associate requires demonstrated teaching excellence...cohesive scholarly activity... and demonstrated service achievements. Promotion to Full Prof requires....sustained pattern of recognizable leadership/stewardship and outstanding professional service.

Service for Tenure
Required.

Service for Promotion to Professor
Yes.

Is service a route to promotion (akin to or above scholarship)?
Both are required.

What is valued as service?
Service to students, SOE, the university, and the profession (required for promotion to associate).

In addition to the above service expectations, Leadership/stewardship roles to "benefit the common good" are also required for promotion to professor.

Is demonstration/documentation of service effectiveness required?
Portfolios should include reflections regarding service activity...[and] a growth plan that will be implemented before the next formative or promotion review.

The T&P Committee of Fulls may solicit reviews of the candidate's effective leadership from colleagues familiar with the candidate's specific responsibilities and contributions.

Number of Drake Full-Time Faculty by Race/Ethnicity

	2015	2016	2017	2018	2019	2020
Asian	14	16	19	17	20	20
Black	7	9	9	6	8	10
Hispanic	9	9	8	7	9	10
Native American	1	1	2	1	0	1
White	245	251	259	259	256	245
2 or more	10	9	10	9	9	10
Other/ Unknown	3	4	3	3	3	3

Summary of Relevant Identity-based Labor Literature

Poster, W., Crain, M., & Cherry, M. (2016). Introduction: Conceptualizing identity-based labor. In Crain, M., Poster, W., & Cherry, M. (Eds.), *Identity-based labor: Hidden Work in the Contemporary World*. **Oakland, California: University of California Press.**

Poster, Crain, and Cherry (2016) define identity-based labor as: activities that occur within the context of paid employment that workers perform in response to requirements (either implicit or explicit) from employers and that are crucial for workers to generate income, to obtain or retain their jobs, and to further their careers, yet are often overlooked, ignored, and/or devalued by employers, consumers, workers, and ultimately the legal system itself.

Some types of identity-based labor include: unpaid, such as the time spent preparing for the performance of aesthetic labor; underpaid either because employers (as well as others) do not see the full range of tasks that the worker is performing and from which employers benefit, or because the law lacks rigorous regulation in the area, such as tipped service work.

Sometimes identity-based labor might manifest as visible work done by invisible people (domestic workers, librarians); visible people whose labor is relegated to the background (the care work of nurses); or the hidden tasks of visible labor (like informal conversations, storytelling, and humor that may aid the work environment).

Guarino, C. M., & Borden, V. M. (2017). Faculty service loads and gender: Are women taking care of the academic family? *Research in higher education, 58*(6), 672-694.

A descriptive study that looks at two data sets, the national Faculty Survey of Student Engagement (FSSE) and an institutional Faculty Yearly Activity Report (FYAR). The FSSE addresses service across a variety of institutions and has self-reported faculty estimates on the number of hours spent on service. (FYAR) lists annual yearly faculty reports data at two large research-intensive campuses in the Midwest. FSSE does not list types of service and FYAR does not list time spent on these activities, but each list what the other does not. Both data sets found that "in a number of activities as revealed in the FYAR - and in the amount of time spent on such activities — as revealed in the FSSE — women report doing more, on average. We find strong evidence that, on average women faculty perform more service than male faculty in academia, and that the service differential is driven particularly by participation in internal rather than external service (pg. 690)." While there were variations between departments, they found that on average women spent 0.6 hours more time per week on service activities than men and also did 1.4 more service activities per year than men. This article also tried to address how service might be affected by the number or percentage of women in a unit or differences in gender regarding leadership. They found that there were varied answers across different units and stated that this may be due to differences in disciplinary culture and standards.

Summary of Relevant Identity-based Labor Literature

Diggs, G. A., Garrison-Wade, D. F., Estrada, D., & Galindo, R. (2009). Smiling faces and colored spaces: The experiences of faculty of color pursuing tenure in the academy. *The Urban Review, 41*(4), 312-333.

Responding to the research recognizing that faculty of color can struggle with developing academic identities; can expect challenges from students, admin, and other faculty due to their skin color; and can have their values and interests work against them, Diggs and colleagues (2009) investigated how junior faculty of color navigate the tenure process. Eight themes emerged from data analysis - academic identity (in general, but also to avoid assimilation), confronting diversity, mentoring, safe space, frustrations, opportunity costs, coping strategies, and systems change. A primary recommendation is to have strong mentoring programs for faculty of color, which include *colored spaces* – "a space where minority faculty could relate to one another beyond the scrutiny of the dominant culture or the shackles of mainstream expectations" (Diggs, Garrison-Wade, Estrada, & Galindo, 2009, p. 328).

Social Sciences Feminist Network Research Interest Group. (2017). The burden of invisible work in academia: Social inequalities and time use in five university departments. *Humboldt Journal of Social Relations, 39*, 228-245.

Study done at the University of Oregon, where individuals in the study filled out time journals. The study actually didn't find differences among male and female faculty, which may be due to the make-up of individuals who volunteered for the study. However, assistant professors who identified as faculty of color, as lgbtq faculty, or were raised in a lower socioeconomic background (i.e. working class) devoted about four times the mean to service than non-marginalized professors.

The Social Sciences Feminist Network Research Interest Group (SSFNRIG) identified some examples as to how identity-based labor presents itself in academia. "One example of the invisible work taken up by women and faculty of color is the work of making the academy a better place" (p. 231) in response to the "leaky pipeline". The "leaky pipeline" refers "to the gradual drop-out of women and faculty of color at each stage in the academic hierarchy" (SSFNRIG, 2017, p. 229). The work of making the academy a better place usually entails researching, writing reports, serving on additional committees and task forces, and mentoring faculty. Identity-based labor also presents as the "care work" that is associated with teaching, mentoring, and advising. Care work encompasses "dealing with students, the administrative tasks of running the departments, organizing meetings and social events, and serving on university committees (SSFNRIG, 2017, p. 229.)

Summary of Relevant Identity-based Labor Literature

Hanasono, L. K., Broido, E. M., Yacobucci, M. M., Root, K. V., Peña, S., & O'Neil, D. A. (2019). Secret service: Revealing gender biases in the visibility and value of faculty service. *Journal of Diversity in Higher Education, 12*(1), 85.

Service work is not equally distributed among faculty members. Specifically, cis women tend to do more service work than cis men; and faculty of color, especially women of color tend to do more service work than white colleagues. "Moreover, cis men tend to pursue more leadership roles like committee chairs and editorships, whereas cis women tend to perform important yet less institutionally recognized forms of service like mentoring, committee work, emotional labor (i.e., regulating one's feelings and exerting extra energy to attend to others' emotional states), maintaining a positive work climate, and record keeping" (p. 85). Institutions often overlook the service work of trans and nonbinary faculty. The authors distinguish between task-oriented and relational-oriented service. Fletcher (1998) argued that many relational-oriented activities "get disappeared" (p. 175). By interviewing and analyzing the transcripts of 27 faculty members, results indicated that "relational-oriented service remained largely undocumented and unnoticed by faculty. They also explained how their gendered organization's policies, practices, and cultures perpetuated the concealment of certain forms of service" (p. 90). "Interviewees noted that departmental and institutional policies tended to define service in terms of more masculine-oriented activities, thus marginalizing and implicitly delegitimizing feminized types of service' (p. 91). The authors recommend that universities explore ways to transform policies and practices, department chairs make service assignments more transparent, and Tenure and Promotion committees be trained to weigh relational-oriented service more heavily.

O'Meara, K., Jaeger, A., Misra, J., Lennartz, C., & Kuvaeva, A. (2018). Undoing disparities in faculty workloads: A randomized trial experiment. *PloS one, 13*(12), e0207316.

O'Meara and colleagues (2018) developed a set of four interventions to address the following problem — women and faculty of color spend more time on service activities due to the ways in which service activities get assigned and are valued within departments. "The small numbers of faculty women and faculty from underrepresented minority groups in STEM fields exacerbate unequal and unrecognized service and mentoring loads, especially for women of color" (p. 1). The intent of the interventions were to create greater workload equity. Three of the four interventions proved to be promising – workshops on implicit bias training and how it can shape division of labor, the creation and display of work activity dashboards, and place policies and practices. "At the conclusion of this 18-month project, the intervention measurably improved one work practice associated with workload satisfaction— having transparent data on faculty work activities available for department faculty, and likewise improved several conditions related to workload equity such as awareness of implicit bias and commitment among faculty to work being fair" (p. 10).

Summary of Relevant Identity-based Labor Literature

Knight, W (2010). Sink or Swim: Navigating the Perilous Waters of Tenure and Promotion: What's Diversity Got to Do with It? *Studies in Art Education: A Journal of Issues and Research. 52*(1), 84-87.

The author examined recurring issues related to publishing that emerged during three years of discussion among participants in the Pennsylvania State University Annual Commission on Racial/Ethnic Diversity (CORED) Tenure and Promotion Symposium, titled "What's Diversity Got to Do With It?". Among important issues that emerged from the discussions included the tension between collaboration and competition. Junior minority faculty often find themselves in disagreement with senior faculty when a culture of collaboration is not present in a department or program. Minority faculty usually come from cultures that are more cooperative than individualistic. There exists a bias in interpretation of collaboration between privileged (majority) and unprivileged (underrepresented / underserved) faculty. Some evaluators (within the same programs and departments during the same Tenure and Promotion review period) provided widely dissimilar evaluations of equivalent evidence in different dossiers. Many untenured faculty pointed out that their mentors and/or other colleagues had advised them to steer clear of collaborative pursuits until they had earned tenure. They were left outside the mainstream and required to compete with their colleagues and complete solo work and/or single-authored publications. CORED symposia participants reported that their research and service that seek to amplify social justice and/or support people of color, gay, lesbian, and transgendered populations is marginalized in the academy. Underrepresented / underserved / junior faculty of color reported that their mentors,

colleagues, and/or supervisors advised them to avoid conducting "too much" research on issues of diversity or research on specific racial or ethnic topics. Supervisors advised them to abandon their race- and/or gender-related research agendas altogether for fear that Tenure and Promotion evaluators or well-regarded mainstream venues for scholarly publication would not value their work.

Institutions of higher education should consider the following policies to achieve "equity in faculty representation": Assess and reward faculty achievements based on a broad definition of scholarship. This should include non-traditional forms of research and new forms of scholarly, creative, or pedagogical activities—some of which might be made possible, primarily, through new media and digital technologies. Educate Tenure and Promotion committees, and other evaluators, to establish their own agreed-upon set of clear and consistently applied Tenure and Promotion guidelines that are (and are seen as) fair and unbiased. Such guidelines prevent ambiguous expectations and nuanced understandings derived from a range of interpretations across the institution.

Summary of Relevant Identity-based Labor Literature

Boyd, T., Cintron, R., & Alexander-Snow, M. (2010). The Experience of Being a Junior Minority Female Faculty Member. *Forum on Public Policy Online, 2010(2).*

This study looked at the issues that untenured minority women junior faculty faced when they tried to advance their professional careers at an American University. The research method was an analysis of personal narratives given by three minority women faculty through a questionnaire that included themes that emerged from the professional literature reviewed for the study. The study used feminist content analysis to examine the personal narratives.

Findings from the study were grouped according to five categories of questions in the survey: 1) Culture: none of the women perceived the academy as valuing, or even being particularly accepting of silence; silence and disengagement are used by all three women as resistance strategies, but silence does not equal acquiescence, although that is how it is typically perceived. 2) Gender: the academy's hostility towards female faculty members as caregivers, particularly as mothers, persists. 3) Institution: in addition to the lack of support for family responsibilities, the three women perceived a lack of professional support and an unwelcoming climate at both the department and university level. 4) Tenure: They all agreed that tenure and promotion criteria and procedures were inconsistent and confusing; that their teaching load was too high, despite the fact that most of them enjoyed the classroom; that the primacy assigned research in Tenure and Promotion evaluations was not in keeping with their workload; and that their number of advisees was too large.

5) Junior minority female faculty: these women lack champions among the senior faculty in their department; minority women who are junior faculty may be the only woman, the only minority or the only minority woman in their department, making their isolation and marginalization that much more acute; the women were tired of being ignored or patronized; minority women who are junior faculty are rarely in a position to make changes in policy, or to change senior faculty's perceptions of policy. All three women reported having their professionalism or their ability to do their job questioned because of their age. And the fact that being junior faculty occurs during childbearing years makes age more problematic still.

Beneficial policy initiatives and recommendations for growing successful junior minority women faculty into senior female faculty include: 1) recruitment efforts are not enough; retention and development of minority women faculty "need to be enshrined" in institutional policy; 2) develop and maintain mentoring and socialization programs, as well as initiatives for senior faculty to collaborate with junior faculty; 3) institute policies that support family leave and "stopping the tenure clock" for family obligations; 4) recognize non-traditional research and methods in Tenure and Promotion process; and 5) make sure that factors of gender and/or race are not the criteria for determining teaching and service assignments.

Summary of Relevant Identity-based Labor Literature

Easterly, Debra M., & Richard, Cynthia S. (2011), Conscious Efforts to End Unconscious Bias: Why Women Leave Academic Research. *SRAI JRA, LI(1).*

The number of women in higher education has steadily increased since the 1950s. But women are approaching parity only in certain disciplines and in the lower faculty ranks. Women are not attaining parity in full professorships or upper administrative positions. Women are leaving academic research. One possible reason is unconscious bias or gender schemas. The article reviews the literature and suggests possible solutions. Gender bias can be overcome through enforcement of laws such as Title IX, including programs to ensure that Federal funding goes to institutions in compliance. Institutions can modify Tenure and Promotion processes to address the problem. Educating faculty, chairs, deans, and administrators to unconscious gender bias is important. Documenting gender discrepancies is helpful.

Pyke, Karen (2011), Service and Gender Inequity among Faculty. *Cambridge Core, 14 January 2011.*

Social structural inequities contribute to gender imbalances in faculty service demands. Female faculty perform a disproportionate share of care labor and "institutional housekeeping." Male faculty devote less time to teaching and more to research. Female faculty of color are overused in service and mentorship. Such inequities can slow the career advancement of women. It is ineffective to depend upon women to just say no to such service demands. Structural and cultural solutions are required. Men outnumber women at every faculty rank, causing disproportionate service expectations of female faculty. In light of such structural inequities, it obfuscates the source of women's troubles to expect them to just say no to service requests. A dramatic cultural shift in the meaning and value given to service labor is required.

Carroll, Doris (2017), A faculty Woman of Color and micro-invalidations at a White research institution: A case of intersectionality and institutional betrayal. *Administrative Issues Journal 7(1) 39-50.*

The accomplishments of women in universities and colleges have been marginalized. The academic culture of research and teaching institutions must shift from a White, male-dominated, meritocratic environment to a global enrichment campus. Best practices need to be developed to hire, retain, and promote Faculty Women of Color. Institutional Betrayal, of which microaggressions are a form, intersects with the tenets of Critical Race Theory to provide guidelines for essential systemic changes of colleges and universities for the growth and promotion of Women of Color.

Padilla A. (1994). Ethnic Minority Scholars, Research, and Mentoring: Current and Future Issues. *Educational Researcher*, 23(4), 24-27. http://www.jstor.org/stable/1176259

This commentary introduces the concept of "cultural taxation" that faculty of color are assigned additional workload or duties that relate to their racial or ethnic identity. These duties range from being asked to be an authority on diversity despite a lack of training, having to teach the non-marginalized about diversity topics, being assigned diversity committee work where the committee has no power to address meaningful change, taking on the emotional labor of mediating internal University conflicts related to these topics and other similar forms of workload. This additional workload is not considered valuable to the Tenure and Promotion process, therefore non-tenured faculty of color can risk their promotion or the possibility of obtaining tenure. These faculty of color may end up leaving their institution or even academia.

Summary of Relevant Identity-based Labor Literature

Brenda L. Beagan, Tameera Mohamed, Kim Brooks, Bea Waterfield & Merlinda Weinberg (2021) Microaggressions experienced by LGBTQ academics in Canada: "just not fitting in … it does take a toll", *International Journal of Qualitative Studies in Education***, 34:3, 197-212, DOI: 10.1080/09518398.2020.1735556**

This article addresses the ways in which LGBTQ faculty do not feel a part of their academic institutions. Specifically, it addresses the consistent microaggressions that these LGBTQ faculty face from their administration, their fellow faculty and also from students and their sense of belonging and isolation. These faculty discussed a lack of support and empathy from their administrations to address homophobia, harassment, and general microaggressions. Themes identified in the microaggressions experienced by LGBT faculty in this study were "devaluing, exoticization, and tokenism" (Beagan et. al, pg 202). Within the larger theme of disclosure, the sub themes of "passing, covering, and self-protection" were identified (Beagan et al. pg 202).

One section of the article discussed service workload: All LGBTQ faculty in the study were involved with various forms of equity and inclusion work on campus. One faculty member sought out equity and inclusion work as a one way to give back to the campus community and to support real needs. While this work was immensely important to the LGBTQ faculty, it was difficult to include in their workload, and cost them time that could have been devoted to their many other responsibilities. Some LGBTQ faculty members discussed feeling tokenized for always having to do equity work or for consistently being the diversity check mark for a committee.

Shavers, Marjorie C., J. Yasmine Butler, and James L. Moore III. 2014. "Cultural Taxation and the Over-Commitment of Service at Predominately White Institutions." Pp. 41-51 in *Black Faculty in the Academy: Narratives for Negotiating Identity and Achieving Career Success***, edited by F.A. Bonner II, a. f. marbley, F. Tuitt, P. A. Robinson, R. M. Banda, and R. L. Hughes. New York City: Routledge.**

Find a senior faculty member who can help you protect your time especially for situations where it can be politically difficult to say no. This shouldn't be used for every situation. (Shavers et. al) For junior faculty, if you are sought out for mentorship by students because of your identity, use this as an opportunity to both mentor the student and to work with the student on scholarship for you to obtain tenure. (Shavers et. al) Take time to respond to committee requests. Then send an email asking "This sounds like a great opportunity. Can you please send me an email with the duties and expectations so I can make sure that this will fit with my skill set?" This allows for more information and time to confer with other colleagues. (Shavers et. al)

Summary of Relevant Identity-based Labor Literature

Baez, Benjamin. 2000. "Race-Related Service and Faculty of Color: Conceptualizing Critical Agency in Academe." *Higher Education* 39:363-391.

This study interviewed 16 tenure track or tenured faculty of color at a large Carnegie research II institution. Baez (2000) argues that discussing service workload for faculty of color primarily from a negative framework, doesn't allow us to understand the complexity and context regarding service work by faculty of color. Further, Baez (2000) argues that service for faculty of color can be a means to achieving their own objectives and giving faculty of color "critical agency in initiating social change." (Pg 366). The faculty in this study stated that they valued race-related service above general service and considered it to be more important than general service. Through race-based service, these faculty found a sense of community to address isolation they experienced in academia, validation after negative experiences, purpose, and power to address the needs of marginalized groups on their campus and in their community and lastly as a means for linking activism and scholarship and teaching. By continuing to engage in and to value race-based service, faculty of color are able to challenge standards of what is considered important work and the structures that define those standards in academia.

Baez (2000) suggests that instead of discussing race-related service workload for faculty of color primarily from a negative framework, we can reframe the discussion about the benefits, advantages, and value it provides not only for the faculty, but the campus and community at large. Baez (2000) also argues that universities should consider expanding their definitions of merit for Tenure and Promotion. There should be discussions on the "effects of traditional notions of merit" (pg. 389). The definitions of merit could be expanded to encompass not only the traditional view of individual merit but one that "accounts for important politically-activist work and that rewards those faculty members — regardless of race or ethnic background — who engage in this work. An expanded view of merit benefits everyone" (pg 389).

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