Report of the Faculty Workload Committee
May 2022

Executive Summary

The Faculty Workload Committee (FWC) was charged with examining the non-research workload of faculty at the Faculty of Arts and Sciences (FAS) and the John A. Paulson School of Engineering and Applied Sciences (SEAS). Through discussions, data analysis, and community feedback, FWC found:

1. There is an increasing and unsustainable amount of non-research work expected of faculty; and
2. Non-research work is inequitably distributed across faculty.

To combat the growing amount of non-research work, FWC proposes that the FAS audit the type and amount of work being asked of faculty; determine whether administrative systems are substantially increasing faculty workload; and analyze whether there is adequate support available to faculty. Through these audits and analyses, the FAS should determine where work can be eliminated, done more efficiently, or performed by administrative staff.

To address the inequitable distribution of work, FWC proposes a multi-step process:

1. Increase transparency about non-research workloads by sharing with the faculty data that the FAS collects regarding non-research work.
2. Establish expectations about the amount of non-research work faculty should undertake.
3. Monitor the distribution of non-research work; use data and expectations about workload to allocate non-research work equitably; recognize faculty who go above expected levels of work and provide feedback to faculty who underperform.

We explain this process in more detail in our recommendations below.

FWC recognizes that many faculty do not believe that the FAS values non-research work even though it is considered in deciding salary increases and for promotion to tenure. We hope that a robust system of transparency, greater equity in allocation, accountability, and recognition will help establish this trust.

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I. Introduction

FAS ladder faculty serve a three-fold mission: they conduct research; they teach, advise, and mentor students and researchers; and they participate in running the institution (through faculty governance, serving on committees, etc.). Balancing these pursuits—in particular, balancing research and non-research work—can be challenging. To address this challenge, the FAS Faculty Workload Committee (FWC) supports improved bureaucratic efficiency and greater equity for faculty across all their non-research activities.

As administrative offices grow, federal regulations increase, and Harvard begins to consider changing systems established decades or centuries ago that are no longer practical or ethical, the work being asked of faculty also increases. At the same time, the size of the ladder faculty has remained relatively flat. This was a major point of discussion and concern in the community feedback sessions FWC held, as well as in its committee meetings. This report addresses the amount of non-research work assigned to faculty and the ramifications this has on faculty research productivity, pedagogy and mentoring.

In addition, the committee found large variations in non-research workload within and across FAS divisions/SEAS. Within the same division/SEAS, some faculty report serving on only one committee, while others report serving on upwards of fifteen committees. Using recent Faculty Activity Report (FAR) data, we find that women serve on more committees and advise more graduate students than men. In addition, a faculty member's number of advisees[1] is positively correlated with the number of committees that the faculty member serves on. This finding suggests that faculty who do more non-research work do so across multiple domains. Unequal distribution of work engenders an environment in which some faculty benefit at the expense of others who sacrifice both their research time and their work-life balance. The current situation— both the growing amount of administrative work and the unequal distribution of this work—is untenable.

Inequalities in society are tied to assumptions about who does what kind of work, and when we replicate these assumptions at Harvard, we reproduce these broader inequities. In addition to addressing the growing amount of work, FWC's recommendations focus on structural mechanisms to address inequalities. We focus on increasing transparency about non-research work, creating clear expectations ensuring accountability for meeting expectations, and rewarding faculty who exceed expectations.

Because of the differences within and across departments/areas, divisions/SEAS, and fields, there is no "one size fits all" approach to establishing a more equitable distribution of work. What is viewed as "non-research work" will differ by unit; for example, in some fields, advising graduate students directly contributes to a faculty member's research productivity, while in others it does not. Despite these challenges, we have found many areas where standardization,

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[1] "Advisees" refers to all undergraduate advisees, graduate committee advisees, and "other" graduate advisees whom faculty report on the Faculty Activity Report. We did not include primary graduate advisees in this analysis, as these trainees, in some fields, contribute directly to a faculty member's research productivity. Similarly, "committees" refers to those departmental/area, divisional/SEAS, FAS, or University-level committees that faculty report on the FAR.

clarity, and increased equity can be established. FWC also recognizes that establishing equity in non-research work will take time. As such, any recommendations that are approved for implementation by the Edgerley Family Dean of the FAS should be evaluated on an ongoing basis.

We are extremely grateful to the FAS community for their thoughtful feedback on the nature of faculty work and on how it has evolved over the past several years.

II. Committee Work Process

A. Membership

The Faculty Workload Committee included tenured faculty from the divisions of the Arts and Humanities, Social Sciences, Sciences, and from the Harvard John A. Paulson School of Engineering and Applied Sciences. These members were:

- Cassandra Extavour, Timken Professor of Organismic and Evolutionary Biology and of Molecular and Cellular Biology
- Jenny Hoffman, Clowes Professor of Science
- Alexandra Killewald, Professor of Sociology
- Ju Yon Kim, Patsy Takemoto Mink Professor of English
- Mary Lewis, Robert Walton Goelet Professor of French History
- David Parkes, George F. Colony Professor of Computer Science
- James Robson, James C. Kralik and Yunli Lou Professor of East Asian Languages and Civilizations

The committee was chaired by Nina Zipser, Dean for Faculty Affairs and Planning and Faculty Dean of Lowell House. Lisa Mincieli, Director of Special Projects in the FAS Office for Faculty Affairs, provided staff and analytic support.

B. Charge and Definitions

FAS Dean Claudine Gay convened the Faculty Workload Committee in Fall 2021 as part of the FAS Strategic Planning process. This strategic planning process was itself an outgrowth of the FAS Study Group, whose work began in Fall 2020. In its final report, released in Spring 2021, the FAS Study Group stated,

> *"Additionally, we recognize that currently there are not mechanisms in place to re-balance faculty workload over time, e.g. to increase individual teaching responsibilities if a faculty member's research activity slows down. Similarly, there are no existing mechanisms in place for surfacing and addressing situations in which faculty are overburdened by student support, citizenship responsibilities, and teaching, in addition to supporting highly productive research. We recommend that FAS create new mechanisms for initiating conversations about: (i) equitable distribution of workload across faculty; and (ii) retirement. We recommend that the FAS develop new mechanisms for more intensive review of the faculty activity reports to identify high and low performers and*

flag these for conversations with department chairs and Divisional Deans as well as with faculty themselves."

The FAS Faculty Workload Committee was charged with "evaluating workload expectations and distribution within and across FAS departments/areas and making recommendations to ensure greater transparency, equity, and recognition for exceptional contributions. Workload, in the context of this charge, includes service, teaching, advising, and mentoring."

FWC determined that the term "workload" is inclusive of research and decided to use the term "non-research work" to denote all the work that faculty undertake outside of conducting their research. For the purposes of this report, FWC focused on non-research work.

FWC agrees with the definitions of teaching, advising, and mentoring provided in the FAS's March 2022 [plan for implementing recommendations](#) from the FAS Tenure-track Review Committee. However, we expand these definitions slightly below (e.g., to explicitly acknowledge the research components of teaching and advising, and to provide examples of what we mean by mentoring). We also list below FWC's definitions of "Committee and Administrative Work," "Bureaucratic Tasks," and "Diversity, Inclusion, and Belonging."

> **Teaching:** "Teaching" refers to classroom teaching (including field trips for courses) or laboratory courses for undergraduates and graduate students.
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> **Advising:** "Advising" refers to the many ways that faculty provide intellectual guidance to undergraduates and graduate students outside of the classroom. This includes undergraduate research advising (including senior theses), concentration advising, and (for graduate students) dissertation advising, advising on Ph.D. oral exams, etc.
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> **Mentoring:** "Mentoring," in contrast to the advising that advances the intellectual project described above, refers to faculty efforts to support the emotional and professional development of undergraduate students, graduate students, TFs, postdoctoral fellows, and faculty peers. This could include such things as writing letters of recommendation, helping graduate students land post-doctoral fellowships and jobs, and talking with students about career choices.
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> **Committee and Administrative Work**: "Committee and Administrative Work" refers to the work faculty undertake to help run the institution. This includes, but is not limited to, membership on committees at the departmental/area, divisional/SEAS, FAS, or University level; administrative roles such as Center Director, Director of Undergraduate or Graduate Studies; service to a department, such as reading candidates' work in a search; and service to the field, such as writing promotion review letters, reviewing articles or proposals, or serving in a leadership role of a professional organization.
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> **Bureaucratic tasks:** "Bureaucratic tasks" is defined as "work about work," and includes such things as effort reporting and certification (ECRT), outside activity and interest reporting (OAIR), travel and expense reimbursement (Concur), etc. Much of this work is systems-based.

Diversity, Inclusion, and Belonging: This work includes all contributions to diversity, inclusion, and belonging in any area of a faculty member's professional efforts. It is particularly important to recognize here the abundance of hidden labor that disproportionately falls to female or historically minoritized faculty members who are often sought out by students or other scholars who identify with them.

C. Process

The committee met as a full group four times between February and May 2022. Prior to the first meeting, FWC reviewed material that included data on current non-research workloads, scholarly research on equitable workloads, and a list of questions (included in the committee charge in Appendix A). During each of our meetings, FWC focused on specific questions, reviewed draft recommendations, and discussed community feedback. Appendix B shows the agenda for each committee meeting.

III. Data on Current Workloads of FAS Faculty

A. Previous Research and Historical Documents

To better understand the issues related to workload, FWC reviewed several articles focused on the Faculty Workload and Rewards Program, a National Science Foundation ADVANCE-funded action research project (for a list of these articles, please see the references at the end of this report).

In addition to the scholarly literature, FWC looked back through the FAS archives to see if or when issues regarding non-research work had previously been discussed. In an excerpt from the 1991-92 Dean's Annual Report, FAS Dean Henry Rosovsky suggested the need for both a database showing the non-research work and outside activities of FAS faculty and the formation of some general principles and expectations regarding (as he labeled it) citizenship.

In 1999, Faculty Council addressed faculty activity reporting, stating that all faculty had a responsibility to inform the FAS Dean of their teaching, scholarly activities, and "citizenship and public service." Regarding this last category, Faculty Council also requested that faculty indicate their time commitment for each activity. Finally, Faculty Council recommended that, in addition to listing their activities, faculty include a confidential summary about their general development and any outside forces which affected this development (e.g., the development of a new course, personal illness, etc.).

Both the historical documents and the scholarly literature gave FWC a context for how faculty non-research work and reporting are understood within and in academia more generally. This context helped us as we developed the recommendations below.

B. Analysis of FAS/SEAS Data

FWC reviewed data from the 2017-2020 Faculty Activity Reports (FAR)[2] to examine trends in workload within the FAS/SEAS. The data analysis supported three important findings: (1) the amount of non-research work varies widely among faculty, partly due to the different patterns in non-research work across divisions, and partly due to within-division disparities, (2) female faculty advise more graduate students and serve on more committees than their male colleagues, and (3) the number of advisees a faculty member has is positively correlated with the number of committees they serve on, suggesting that the same faculty tend to be overburdened with multiple forms of non-research labor.

1. Distribution of non-research work

FWC examined distributions of committee service by department/area and division/SEAS using 2020 FAR data, among both tenured and tenure-track faculty. Graph 1 shows the distribution of total number of committees for tenured faculty.[3]

Graph 1. Distribution of Committee Service among Tenured Faculty
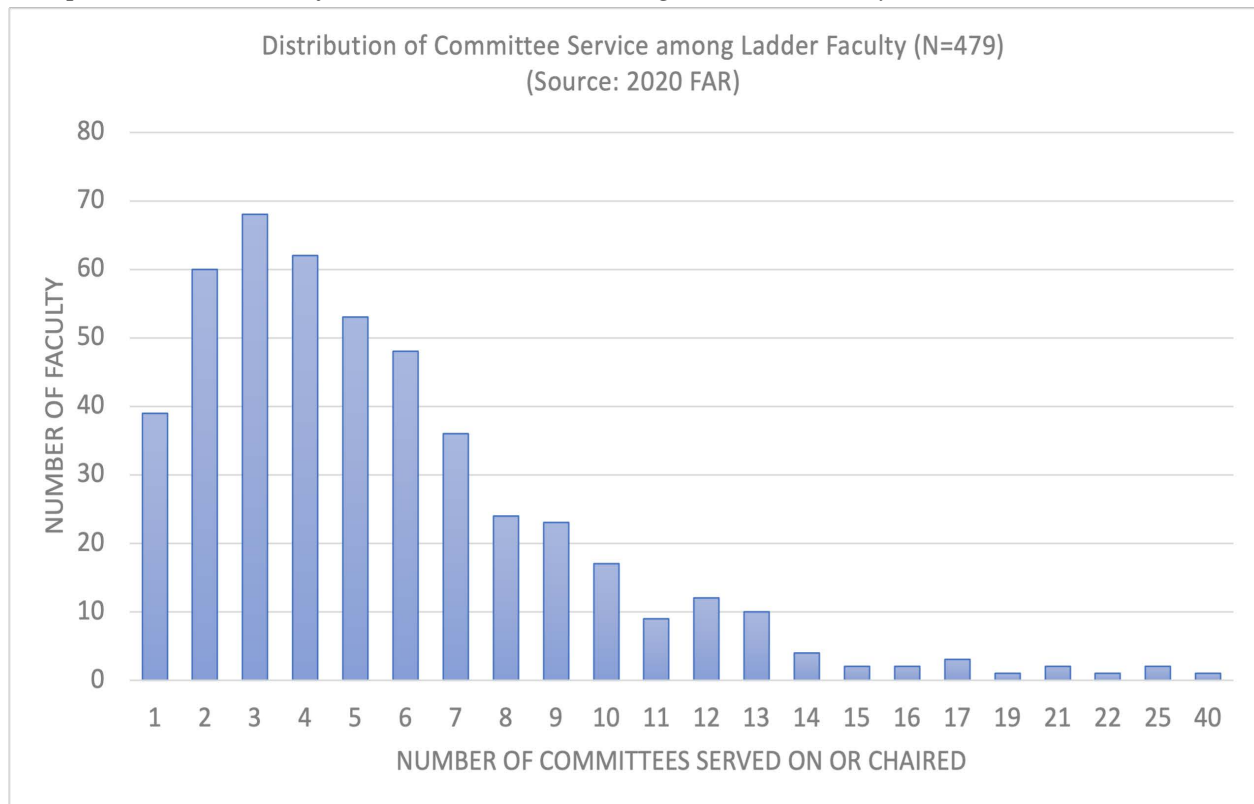
[2] A copy of the 2021 FAR instrument is included in Appendix C.
[3] Committee service refers to those departmental, divisional/SEAS, FAS/other Harvard or Provostial committees faculty serve on as part of their expected university service. It does not refer to graduate dissertation or other committees, which are considered advising work.

As evident from Graph 1, committee service varies widely within the FAS (to see the distribution of committee work by division, please see Table 1 in Appendix E). The number of committees faculty members reported serving on or chairing ranged from 1 (N=39) to over 20 (N=6).[4] This wide variation is underscored by summary statistics, which show that the mean number of committees served on or chaired was 5.6, with a standard deviation of 4.2.

To understand how the variation in non-research labor is patterned by individual traits (race/ethnicity, gender, and whether one is on the tenure track or tenured) and across divisions/SEAS, we conducted regressions that predict various non-research work outcomes as a function of both individual traits and division/SEAS. This allowed us to assess both how divisions/SEAS differ, on average, in their non-research labor, adjusting for the demographic composition of their faculty, and how individual demographic characteristics shape inequality of non-research labor within divisions/SEAS. We use a 10 percent significance level throughout.[5,6,7]

Disparities in non-research labor by gender, race/ethnicity, and tenure-track status may be produced both by within-division inequalities and by between-division inequalities. For example, if women faculty are overrepresented in Arts & Humanities, and faculty in Arts & Humanities tend to serve on more committees than faculty in other divisions/SEAS, this would contribute to gender gaps in committee service, even if there is no within-division gender gap in committee service. If we were to control only for division, we might obscure how between-division inequality may also contribute to unequal non-research labor loads by gender, race/ethnicity, and tenure-track status. Therefore, where relevant, we noted how patterns of non-research labor changed when we omit division/SEAS controls.

Differences across Divisions

Controlling for gender, race/ethnicity, and tenure-track status (i.e. holding these characteristics fixed), faculty members in the Arts & Humanities, on average, teach significantly more courses than those in the Social Sciences, Sciences, or SEAS. Faculty in the Arts & Sciences also serve on more committees, although the difference with Social Sciences is not statistically significant. Social Science faculty teach more courses, on average, than Science and SEAS faculty, and SEAS faculty teach more courses than Science faculty.

Faculty in SEAS and Social Sciences teach more graduate students in courses, on average, than faculty in Sciences and Arts & Humanities. Faculty in SEAS and Social Science also teach more undergraduate students, on average than faculty in Arts & Humanities.

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[4] The 8% of FAR respondents who reported no committees are not included in the analysis because we have no way to determine if they actually served on 0 committees, or just did not complete that section of the FAR.

[5] Given that we have a near-census of FAS faculty, rather than a random sample, there is no sampling variability in our analyses as a description of FAS faculty labor in 2020. However, we believe the standard errors remain useful as a way of thinking about the likely robustness of the results to slight changes across years in the membership of the FAS faculty or the allocation of non-research labor.

[6] Committee service and advising data use 2020 FAR data, enrollments and number of courses taught use 4-year averaged data from the 2017, 2018, 2019, and 2020 FARs.

[7] Several of the demographic groups we test differences between are quite small, and therefore our analyses may be underpowered. For this reason, we use a 10% significance level, rather than the standard 5%.

Finally, faculty in SEAS and the Sciences (particularly SEAS) advise more students (including all types of advising) than Social Science and Arts & Humanities faculty. These differences in mean advisees are not surprising, due to disciplinary differences in advising models (e.g., the prevalence of postdocs, or whether undergraduate non-thesis advising is handled primarily by the DUS or distributed across faculty). We also note that the *meaning* of advisees varies across divisions: graduate students and postdoctoral fellows may directly contribute to research productivity in the Sciences and SEAS, but not in some other fields. As one way to address this possibility, we repeated the advising analyses after removing postdocs and primary graduate advisees – the groups most likely to contribute positively to faculty members' research productivity in some disciplines. We found that between-division differences were attenuated but not eliminated, suggesting that SEAS and Science faculty advise more students who are not their postdocs and graduate students, than Social Science and Arts & Humanities faculty.

Differences by Individual Characteristics

Next, we consider how non-research labor varies within divisions/SEAS according to tenure-track status, race/ethnicity, and gender. Broadly speaking, faculty on the tenure track participate in less non-research labor than tenured faculty. Controlling for gender and race/ethnicity, tenure-track faculty participate in significantly fewer committees, have fewer advisees, teach fewer courses, and teach fewer undergraduates. We view these differences as appropriate, given the importance placed on research achievement at the tenure decisions.

The small numbers of non-white FAS faculty members means we cannot identify statistically significant variation in non-research labor by race/ethnicity. This lack of racial and ethnic diversity among the faculty is itself an equity concern. Nevertheless, given substantial concern about and evidence from other studies that disproportionate non-research labor falls on faculty who are members of minoritized racial/ethnic groups, we describe the disparities we observe among the current faculty. Compared to white faculty members, we find that minoritized faculty members serve on more committees, but do not have more advisees, more undergraduate or graduate enrollees, or teach more courses. Compared to white faculty members, Asian faculty members have more graduate enrollees and fewer undergraduate enrollees, but differences in other outcomes are small.

Controlling for division, race/ethnicity, and tenure-track status, women serve on significantly more committees, have significantly more advisees (including if postdocs and primary graduate advisees are excluded), and have significantly lower graduate course enrollments. While these patterns are largely similar when we omit the controls for division/SEAS, the gender gap in advisees decreases: this is because women faculty are underrepresented in Sciences and SEAS, which have the highest advisees per faculty member. By contrast, omitting the controls for division/SEAS increases the gender gap in committees: women serve on more committees both compared to their same-division male peers and because they are more likely to be in divisions (i.e. Arts & Humanities) with higher committee service.

All regression models are shown in Appendix E.

Do Faculty Do Equal Amounts of Non-research Labor, Just Different Kinds?

Some of the results above raise the possibility that faculty members do not differ much in their overall effort in non-research labor, merely what combination of tasks and roles they take on. In this case, FAS would still want to make sure that all faculty members make contributions in teaching, advising, mentoring, and committee service, but inequalities in one domain would not necessarily imply overall inequities in non-research burden. As one way to investigate this possibility, FWC examined the correlation between committee service and number of advisees. If faculty members differed only in the kind of non-research labor they concentrate in, rather than the overall load, we would expect these two different types of non-research labor to be negatively correlated. Instead, we found that they are positively correlated, controlling for the same characteristics included in our previous regression models, suggesting that faculty who do more non-research work do it across multiple domains. Specifically, the regression model showed that, on average, for every 9 undergraduate, graduate committee, or other graduate advisees, faculty served on 1 additional committee, whether or not these advisees included postdoctoral fellows and primary graduate advisees.

While FWC was not surprised to see the large variability in non-research work reflected in the FAR data, these regressions provided important quantitative evidence of the widespread need for increased equity.

IV. Community Feedback

In addition to its own meetings, FWC met with several groups of faculty within the FAS community to gain a broader perspective on workload issues. Our feedback efforts are listed below.

FWC Outreach	Date
Science Chairs Meeting	2/7/22
Social Science Chairs Meeting	2/24/22
Tenure-track Faculty	3/1/22
Divisional/SEAS Deans	3/3/22
Arts and Humanities Chairs Meeting	3/3/22
SEAS Steering Committee	3/7/22
Directors of Undergraduate Studies	3/22/22
Directors of Graduate Studies	4/1/22

Most of the feedback FWC received can be broadly grouped into four categories: (A) increasing workload, (B) workload expectations, (C) transparency, and (D) recognition and incentives. Below is a summary of the feedback we heard.

A. Increasing Workload

In almost every outreach session FWC hosted, faculty members' main concern was the increasing amount of administrative work. Some of this work was role-specific (e.g., related to

being a Director of Undergraduate Studies (DUS) or Director of Graduate Studies (DGS)), or related to grant administration requirements. But there was also a perception that in all aspects of faculty life, administrative tasks were taking an increasing amount of time. These problems can be exacerbated in small departments with few faculty, or when faculty are also heavily involved with research centers or initiatives.

Many faculty felt they did not have adequate training or support to deal with some of this new work. Additionally, faculty felt that administrative tasks increasingly replaced time spent with students. For instance, the DUSs stated that there are new "automated" procedures that have increased workload and decreased face time with students, at a cost to human relationships. The increase in automated processes also highlighted the lack of communication between Harvard IT data systems, which often require double or triple entry or which have poorly designed user interfaces. Faculty felt that systems should be connected so that they could automatically cross-populate. Faculty also hoped to see these systems run more efficiently, to decrease the amount of time needed to use them.

B. Workload Expectations

The Divisional/SEAS Deans stated that the FAS and the Divisions/SEAS should set high-level expectations regarding non-research work. This sentiment garnered widespread support from the faculty with whom FWC met. Faculty across the FAS/SEAS have the perception that non-research work is not valued, and many faculty do not trust messages stating otherwise. Their view was that concrete expectations and accountability would help build this trust.

Faculty felt that these expectations should clearly define what constitutes non-research work, should include all types of non-research work (teaching, advising, mentoring, committee and administrative work, bureaucratic tasks, and diversity, inclusion, and belonging work), and should specify what level or type of contribution is expected of FAS faculty. Community members believe it is important that faculty be held accountable to these expectations.

At the same time, faculty felt that local context, such as department/area size, number of concentrators, etc. should be considered in implementing these expectations. In addition to this department/area-level flexibility, faculty also favored an approach that would consider preferences and allow for trade-offs among different types of non-research work (but not trade-offs between non-research and research work). Finally, there was general agreement that tenured faculty should be expected to perform more non-research work than tenure-track faculty.

C. Transparency

In general, faculty participating in the outreach sessions strongly supported increased transparency about the amount of non-research work that faculty perform. They felt that sharing data would increase accountability and allow for better coordination across units.

There was not a consensus, however, about the appropriate level of transparency. Some faculty felt that individual-level data should be shared broadly, and others felt that only summary data should be visible, to protect more vulnerable faculty (e.g., faculty who took leaves because of

medical conditions). There was consensus, though, that workload data would be useful only if it contained information about the effort and/or time required for tasks. There was also agreement about the need to account for invisible or hidden labor, such as organizing speaker series, writing tenure letters, or advising graduate or undergraduate students who are not "theirs." Finally, faculty felt that without clear expectations about how much non-research work was appropriate and how faculty would be held accountable for meeting these expectations, data transparency would be useless.

D. Recognition and Incentives

Faculty voiced a widespread belief that a large fraction of non-research work, including teaching, is done by a small fraction of the faculty. Faculty disagreed on the driving force behind this trend, i.e., whether it is caused by some faculty "gaming" the system or else not realizing that their efforts fall short. Regardless, all faculty felt that those who go above and beyond should be recognized, and those who do not do enough should receive feedback from the divisional/SEAS Dean about their underperformance.

These conversations with faculty from across the FAS were valuable and informative in shaping the recommendations below. FWC is grateful to everyone who participated in these meetings.

V. Recommendations

Many of the recommendations below span the FAS, including SEAS, and will require the leadership of the FAS Dean to implement. FWC uses the term "FAS Leadership" throughout the recommendations to refer to the FAS Dean and their leadership team (e.g., the Divisional Deans and others).

A. Reduce the Volume of Work

Inherent in the recommendations below is the fact that FAS faculty are required to do an enormous amount of non-research work. As discussed in Section IV.A. ("Increasing Workload"), this amount of work continues to increase, whether across the faculty (e.g., in expanding administrative tasks) or in administrative roles (e.g., for Directors of Undergraduate Studies and Directors of Graduate Studies). While FWC suggests multiple measures in *V.B: Foster Workload Equity* to distribute work more evenly, we also recommend that the FAS Leadership:

- Conduct an audit of the number of administrative processes that faculty participate in, and committees that faculty serve on, and examine what could be discontinued, downsized, streamlined, or if essential, be done, at least in part, by administrative staff. The findings of the audit should be reviewed with the faculty to determine productive changes.[8]
- Undertake an audit of departments/units to determine where additional, or higher-grade, administrative staff support may be needed to directly support the faculty.

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[8] Examples include streamlining recommendation letters for internal student prizes and fellowships or reducing the number of faculty representatives on standing committees.

- Undertake an audit of the Harvard University Information Technology (HUIT) systems and systems provided by external contractors that are used by the faculty, to determine where user interfaces can be improved and where systems can better communicate and cross-populate.
- Expand the ladder faculty and continue to increase its diversity.

B. Foster Workload Equity

Below, we propose a plan for fostering workload equity. In subsequent sections of this report, we expand on aspects of this plan, such as the workload of tenure-track faculty, recognition, accountability, performance management, data collection and transparency, retirement, and culture and expectations. FWC recommends a three-step process for this plan:

1. Increase transparency about non-research workloads by sharing with the faculty data that the FAS collects regarding non-research work.
2. Establish clear expectations about the amount of non-research work faculty should undertake.
3. Monitor the distribution of non-research work; use data and expectations about workload to allocate non-research work equitably; and recognize faculty who exceed expected levels of work and provide feedback to faculty who underperform.

While the FAS Leadership uses non-research work to inform salary-setting, and the Tenure-track Review Committee has recently strengthened the importance of non-research work in the associate promotion and tenure promotion process, many faculty still do not believe that non-research work is valued in the FAS/SEAS, or, at least, not to the same extent as research work. Thus, the committee recommends that the following principles should be uniformly embraced:

- At every level, from the FAS to the divisions/SEAS to departments/areas, it should be clearly communicated and demonstrated in practice that faculty non-research work is expected, recognized, valued, and rewarded.
- The relationship between non-research work and research work should be clearly stated as follows: Faculty research is not a substitute for non-research work, and tenured faculty should not be relieved from non-research work to enable them to increase their research productivity, as this requires other faculty to increase their non-research work or leave other important tasks undone.
- To reduce inequities in the distribution of non-research work, the FAS Leadership should set clear expectations and standards in every area of faculty non-research work and hold faculty accountable to these expectations and standards.
- With such expectations and standards in place, the FAS Leadership should protect faculty from disproportionate amounts of non-research work, appropriately reward faculty who surpass norms, and provide feedback to, and hold accountable, faculty who are not contributing at the expected level. The importance of faculty contributions to non-research work should also be clearly articulated in, and influence decisions about, internal promotion and external hiring.

FWC recognizes that developing efficiencies and creating a more equitable distribution of non-research work will require a short-term investment in effort. However, FWC hopes that the long-term benefits of reducing work, more equitably distributing labor, and building trust will eventually outweigh this initial investment.

FWC recommends the following measures, at three levels: (1) the FAS level, (2) the Divisional/SEAS level, and (3) the department/area level.

1. FAS Level:
- The FAS Leadership should track in real-time each faculty member's committee assignments (including non-FAS committees). This recommendation is described in greater detail below. (Please see Section V.E, "Data Collection and Transparency.")
- The FAS Leadership should clearly define what is, and is not, a course (e.g., should a graduate lunch workshop, a seminar series with guest speakers, or an administrative role that does not include regular interactions with students be counted as a course?). Standardizing definitions and using data to understand effort will promote equity in teaching loads.
- The FAS Leadership should clarify whether non-Harvard service (e.g., serving as president of a professional organization, or writing tenure review letters) counts towards non-research work recognition, and how much, if any, substitution between Harvard and non-Harvard non-research work is acceptable.
- The FAS Leadership should promote, recognize, and incentivize appropriate levels of non-research work and hold accountable those faculty who do not meet expectations.
- The FAS Leadership should establish a more robust feedback and recognition loop to ensure that faculty are held accountable and rewarded for their non-research work. (For more on this recommendation, please see Section V.D. "Recognition, Accountability, and Performance Management.")
- In several ways, the FAS Leadership should be accountable for the non-research work it requests from faculty.
    - If patterns emerge showing that faculty are avoiding or are reluctant to take on aspects of non-research work, the FAS Leadership should review these tasks and determine how to rethink, eliminate, make more efficient and less burdensome, or reward them more generously.
    - The FAS Leadership should ensure that all extra-departmental/area committees have clearly stated expectations for participation and effort.
    - When seeking faculty for FAS committees or administrative work, the FAS Leadership should look beyond the "usual suspects" and implement a system of "asking everyone once before some people are asked twice."
    - The FAS Leadership should coordinate across units (divisions/SEAS/College/Graduate School of Arts and Sciences (GSAS)/Library, etc.) when asking faculty to serve on committees, to ensure that the faculty member's total workload is reasonable.
    - The FAS Leadership and the University should coordinate with a faculty member's department/area before providing teaching relief for committee or administrative work, and should check on the faculty member's current level of

non-research work before asking them to take on additional committee or administrative work.

- The FAS-wide policy that faculty who are on leave should not be expected to serve on committees but should still advise their graduate students and postdoctoral fellows should be uniformly upheld.
- The FAS Leadership should increase the diversity of the Faculty. This is important because, while all aspects of Harvard life should benefit from a diversity of perspectives reflective of the student body and of society at large, requiring that all committees have gender and racial/ethnic diversity puts an unsustainable burden on female and historically minoritized faculty, given the current serious lack of gender, ethnic and racial diversity among the Harvard faculty. Until we have a more diverse faculty, the FAS Leadership should prioritize involvement of faculty from historically underrepresented groups in important, strategic committee work (e.g., search committees, or committees that allocate resources), and/or committees to which they feel particularly drawn.

2. Divisional/SEAS Level:
- The Divisional/SEAS Deans should promote, recognize, and incentivize faculty members' contributions to non-research work.
- Divisions/SEAS should establish high-level workload expectations for non-research work. These expectations, as well as accountability and reward mechanisms, should be clearly communicated to all faculty.
  - Course loads and what counts as a "+1" should be clearly defined and standardized across a division.[9] Determining the equity of teaching loads must include considering all data on teaching within a department. For example, some departments count co-teaching as a full course, while others do not.
  - Norms for committee and administrative loads should be established, and divisions/areas should require that departments provide *service matrixes* and *service equity plans* detailing these loads (see the "Department/Area Level" section below for more information).
  - Teaching and administrative tradeoffs should be standardized (e.g., should serving as a Director of Graduate Studies consistently be compensated with one course of teaching relief, or should the size of the program be considered?).
  - These expectations should be established with the understanding that different departments/areas may have different needs. The details of implementing workload expectations and balancing workload will take place at the department/area level.
- Once these expectations are established, the FAS Dean should ensure equity across divisions/SEAS. A clear explanation of where and why expectations vary across departments/areas and divisions/SEAS should be provided to the faculty.
- Divisional/SEAS Deans should work with their department/area chairs to ensure the equitable distribution of non-research work. The Divisional/SEAS Deans are ultimately responsible for an equitable distribution across their division/SEAS.

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[9] A "+1" is something less than a standard course (seminar or lecture) but is still a pedagogical contribution.

(3) Department/Area Level:
- Department/area chairs should promote, recognize, and incentivize the importance of faculty members' contributions to non-research work through the following mechanisms:
  - Departments/areas should create a *service matrix* that defines the expected time commitment for each committee (e.g., light, medium, or heavy time commitment) and that includes a few sentences about what each committee does. (Please see Appendix VII.F for an example of a service matrix.)
  - Each department/area chair should create a *service equity plan* as part of the academic planning process. This plan should highlight areas where non-research work inequities exist and lists concrete steps towards creating equity. Subsequent plans should also report on progress towards resolving previous areas of inequity. A template for these equity plans should be developed by each Division/SEAS. (Please see Appendix VII.G for an example of a service equity plan.)
  - Departments/areas are encouraged to use, as a planning tool, a *service rotation plan* (i.e., a list of faculty and their committee assignments for three to five years), with the understanding that departments/areas may not always be able to accurately predict what will happen in future years. (Please see Appendix VII.H for an example of this plan.)
- Each department/area chair should ensure that non-research work is allocated equitably within the department/area. In cases where the department/area chair is having difficulty, the Divisional/SEAS Dean should help. Some substitution among types of non-research work should be allowed, to consider faculty strengths and preferences, as well as the needs of the department/area. Ordinarily, teaching should not be traded against other types of non-research work. However, intense tasks, in rare instances, may call for teaching relief.
  - When assigning committee and administrative responsibilities, departments/areas should take heavy advising and mentoring loads into account, including advising and mentoring that have not been traditionally recognized, such as supporting struggling students who may not be formal advisees.
  - In some fields, Ph.D. research advising contributes directly to a faculty member's research productivity, and in others it does not. This difference should be taken into account when considering a faculty member's non-research workload.
- FWC supports the freedom of faculty to create and design their own courses. However, we also recognize the difficulties that chairs, DGSs, and DUSs may face when trying to execute the departmental/area curriculum. As such, departments/areas should be empowered by the Divisional/SEAS Deans to draft faculty to teach specific courses, to ensure that the teaching needs of the department/area are met and equitably distributed across the department/area.
- For faculty in two or more units, the chairs of all those units should have data on all aspects of the faculty member's workload.
- To increase transparency, departments/areas should add a page to their website that lists all departmental/area committees and the faculty members who serve on them, and this page should be regularly updated by the Department/Area Administrator or their designee. Previous committee members should also be recorded by the Department/Area Administrator, so that this information is on file. This task, which can begin with present

members, will allow departments/areas to capture institutional knowledge and ensure the equitable distribution of non-research work in the department/area over time.

C. Clarify Expectations for Tenure-track Faculty

The expectations placed on tenure-track faculty require special attention. As they develop as members of the community, it is important for tenure-track faculty to participate in all aspects of faculty non-research work: teaching, advising, and mentoring, and committee and administrative work. However, tenure-track faculty should undertake less committee and administrative work than tenured faculty, to protect their time for research. As such, FWC recommends that:

- Departments/areas should clearly articulate the non-research work expectations of tenure-track faculty and how these differ from those of tenured faculty, with the understanding that this type of work will increase throughout the career of the faculty member.
- Tenure-track faculty should not be excused from all committee service, as currently happens in some departments/areas. However, tenure-track faculty should be mentored on what type of committee/administrative roles may be most valuable for them (e.g., admissions committees, or committees that are highly interactive).
- Tenure-track faculty should be regularly advised and protected by their chairs and supported in turning down requests when necessary. If a tenure-track faculty member turns down a request, they should not be asked again or pressured to reconsider.
- In some departments/areas, tenure-track faculty serve on dissertation committees and may end up doing more work than the chair but do not receive credit for this extra effort. In other cases, tenure-track faculty do not officially serve on a dissertation committee but spend a lot of time advising the student, as a type of "shadow adviser." Departments should consider how to ensure that tenure-track faculty who serve as graduate advisers should always receive credit for this work, even if they may share this responsibility with a tenured colleague(s).
- Tenure-track faculty should generally not serve in administration-intensive positions such as Director of Graduate Studies or Director of Undergraduate Studies. If a department/area has no other faculty member who can undertake one of these roles, the department/area chair must seek an exception from the Divisional/SEAS Dean to appoint a tenure-track faculty member to the position.

D. Introduce Accountability, Recognition, and Performance Management

Even if the recommendations in this report are accepted and implemented, there will continue to be variations in faculty effort regarding teaching, advising, mentoring, and committee and administrative work. As such, FWC recommends the following:

- The FAS Leadership should find ways to recognize faculty who are high-performing in committee and administrative work, advising, mentoring, and teaching, and ameliorate losses to their research time (e.g., give more paid research leave time to high-performing faculty and less to faculty who underperform relative to expectations).[10]

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[10] Paid research leave is synonymous with "sabbatical leave" and refers to a semester or year of time off from regular University responsibilities, including teaching and administrative service, to focus on scholarly research.

- The FAS Leadership should provide feedback to faculty who underperform in committee and administrative work, advising, mentoring, and teaching, and should give them lower (or zero) merit salary increases than higher-performing faculty.
  - Divisional/SEAS Deans should meet with underperforming faculty to discuss the feedback on their performance and how they can improve.
  - Constructive feedback should be cited in the faculty member's salary letter, so that the faculty member can improve.
- The FAS Leadership should use four-year, non-research work data when determining salaries. A multi-year approach supports equity for faculty who may have been excused from committee, administrative, and/or teaching, mentoring, and advising duties while on leave for parental, medical, or other personal reasons. However, compensation bonuses recognizing extraordinary non-research work within the last year may still be based on single-year data.

E. Collect and Share Data

Data transparency is essential to help faculty understand their level of contribution relative to their colleagues, create accountability, and capture hidden labor. FWC recommends the following approach to improve both the collection and transparency of non-research work:
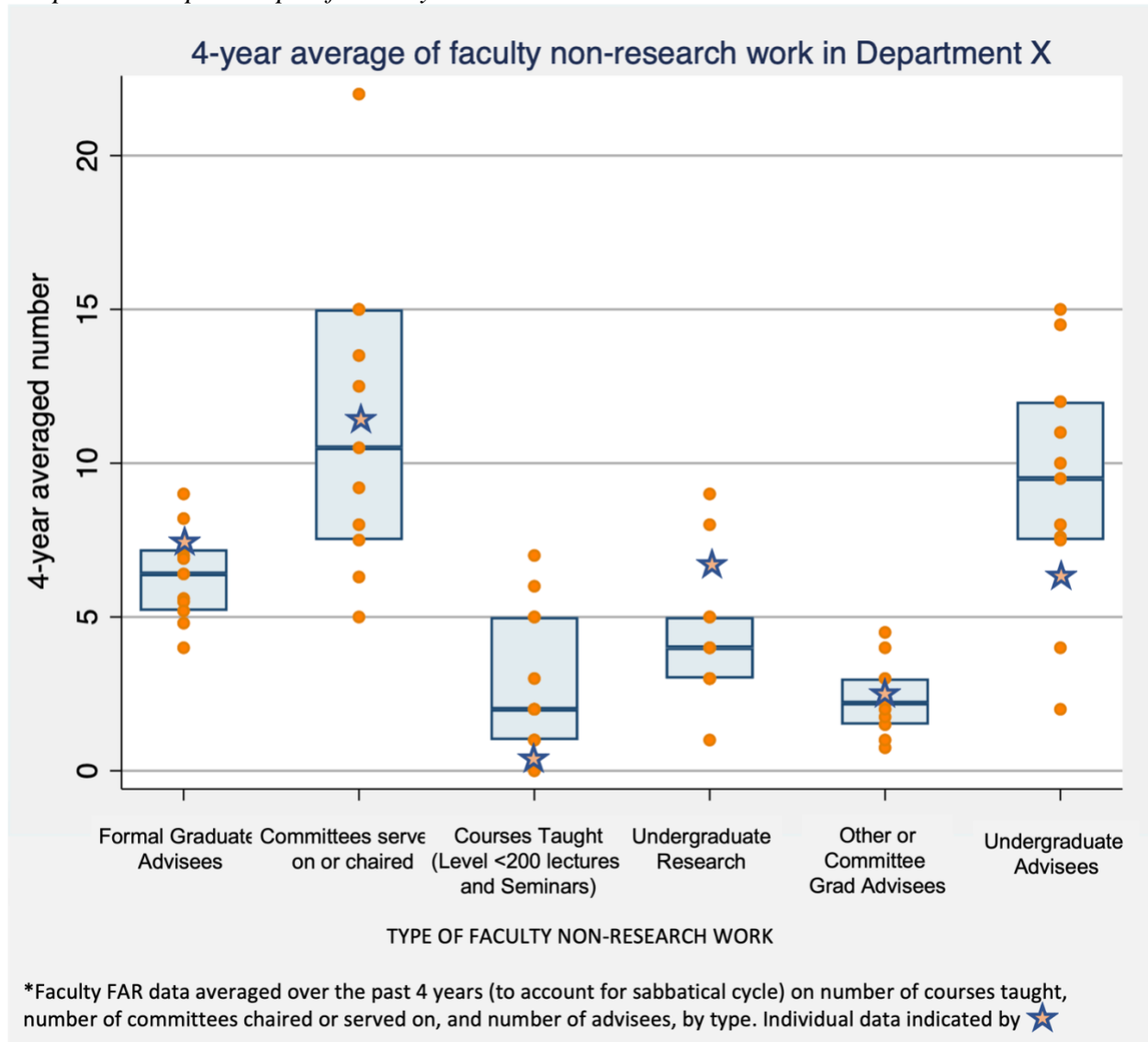
- The Faculty Activity Report should be revised and also open for faculty to input information during the entirety of the academic year. Some faculty report that completing the FAR is demoralizing, as they do not have items to report for every category; or they feel the categories do not correspond well to the extent of their efforts as researchers, teachers, advisers, mentors, and citizens of the University and the profession, which conveys to them that their work is not recognized by the University. Changes to the FAR should include:
  - providing a more informative, introductory description of how FAR data is used;
  - improving the automated collection of teaching, committee and advisee data so that faculty spend less time completing or correcting these sections;
  - including other categories for work not previously captured by the FAR, such as, but not limited to:
    - progress on book projects
    - progress towards a research project that is ongoing or did not come to fruition
    - writing letters of recommendation
    - writing external tenure review letters
    - reading senior theses
    - serving on Ph.D. qualifying committees
    - service to professional organizations, journals, and other non-Harvard entities
    - organizing speaker series
    - supporting the creation of new programs or initiatives

Teaching relief refers to a semester in which a faculty member is relieved of some or all their teaching duties. During both teaching relief semesters and research leaves, faculty are expected to continue to advise and mentor their graduate students and postdoctoral fellows.

- ■ engaging the wider public
  - o encouraging faculty to list other work not asked about by the FAR;
  - o allowing faculty to note which aspects of their non-research work feel particularly burdensome, and what could help to alleviate this burden.
- A dashboard of FAR data should be available to the FAS Leadership and department/area chairs.
- Benchmarking visuals using summarized data should be provided annually to all faculty for their department/area. This would show their contribution in non-research work relative to that of their colleagues and to departmental/area benchmarks. An example of this (using made-up data) is Graph 2 below, where each box represents one aspect of non-research work, averaged over several years, and each individual point is a faculty member. The categories are illustrative and should represent what a department or area considers to be important for non-research work, and make appropriate distinctions (e.g., light, medium, vs heavy time commitment committees).

Graph 2. Example Graph of Faculty Non-research Work

4-year average of faculty non-research work in Department X

*Faculty FAR data averaged over the past 4 years (to account for sabbatical cycle) on number of courses taught, number of committees chaired or served on, and number of advisees, by type. Individual data indicated by ⭐

○ This visual would allow each faculty member to "mouse over" the data points and see their and their departmental/area colleagues' names (their own data is visualized as a star).

○ The visual would include 4-year averages for each department/area member. Four years is appropriate because it takes into account a sabbatical cycle.

○ FWC discussed this recommendation in depth and acknowledged the potential pitfalls of this level of transparency. As such, it is extremely important that departments/areas handle this information with thoughtfulness and sensitivity, particularly regarding faculty taking medical or parental leaves and the amount of non-research work undertaken by tenure-track faculty. Additionally, discussions of the data should be contextualized to account for the fact that this kind of quantitative data cannot fully capture the time or effort faculty spend on a particular task.

- As discussed in Section V.B ("A Plan for Fostering Workload Equity"), FWC recommends that committee assignments be tracked in real-time to coordinate committee and administrative work arising from different units, both inside and outside the FAS (e.g., the FAS Dean's Office could see the current departmental/area committees on which a faculty member is serving before asking them to serve on an FAS committee).
    - This tracking system could also be used to pre-populate the Faculty Activity Reports and lessen the faculty burden of filling out these reports.
    - Committee and administrative work should also be "binned" relative to the effort they require. For example, committees could be designated as "low," "medium," or "high" effort.

F. *Appropriately Address Retirement*

Retirement age is an individual choice and makes sense at different ages for different people. Just as retirement age varies, faculty's productivity varies over time. While there will be dips and peaks in workload over a tenured faculty member's career, we expect, on average, faculty to maintain a high level of productivity over all aspects of work throughout their career, until they retire. Some departments, particularly in the Sciences and SEAS, usually have a reduced course load, to account for faculty efforts fundraising for grants and running their research laboratories. In these departments, if a faculty member later in their career reduces their research productivity in a sustained way, they should take on more non-research work— ordinarily increasing their teaching – to continue their important overall contributions to Harvard.

G. *Change Culture and Expectations*

The structural changes suggested in this report are designed to clarify expectations, establish greater equity in how non-research work is distributed across the faculty, provide more useful information about the non-research work that faculty do, and respond to and reward that work accordingly. If implemented these changes have the potential to promote a shared culture where faculty strike a productive balance between research and non-research work, where being a good citizen of the University is prized and rewarded, and where the work of the institution can get done.

VI. Conclusion

FWC strongly believes that the FAS must address the increasing volume of non-research work and the inequitable distribution of that work. If both issues are not addressed, the FAS risks faculty burnout, lowered research productivity, less time and energy for teaching and advising, and more challenges related to mental health and work-life balance among the faculty. The recommendations in this report provide an important step in the right direction, but only careful implementation and consistent evaluation will show if these measures are successful.

VII. References

Misra, J., Kuvaeva, A., O'Meara, K., Culpepper, D., & Jaeger, A. (2021). Gendered and Racialized Perceptions of Faculty Workloads. *Gender & Society, 35*(3), 358-394.

O'Meara, K., Culpepper, D., Misra, D., & Jaeger, A. (2021). *Equity-Minded Faculty Workloads: What We Can and Should Do Now.* Washington, DC: ACE-ENGAGE Report.

O'Meara, K., Jaeger, A., Misra, J., & Lennartz, A. (2018). Undoing disparities in faculty workloads: A randomized trial experiment. *PLoS ONE, 13*(12).

Appendix A. FWC Charge

In keeping with the goals of the FAS strategic planning process launched by Dean Gay, the FAS Faculty Workload Committee (FWC) is charged with evaluating workload expectations and distribution within and across FAS departments/areas and making recommendations to ensure greater transparency, equity, and recognition for exceptional contributions. Workload, in the context of this charge, includes service, teaching, advising, and mentoring.

Preliminary data show workload disparities within the FAS. For example, an initial analysis of Faculty Activity Report (FAR) data shows that, on average, female ladder-faculty members serve on more committees than male ladder-faculty members. In addition, the teaching, advising, and mentoring loads within departments/areas are unequally distributed.

Workload disparities have many serious consequences, including: 1) shifting work to a small group of overburdened, public-spirited colleagues, 2) lowering both the morale and research productivity of faculty carrying heavier loads, 3) motivating faculty with disproportionate loads to seek jobs at other universities, and 4) in some cases, delaying faculty retirement decisions.

Some questions the Faculty Workload Committee may wish to address include:

- What constitutes service? How do we define and track "invisible labor"? And how should overall workload, including teaching, mentoring, advising and service, be evaluated?
- What do we mean by equitable distribution of work? Should departmental/area, divisional/SEAS, or FAS benchmarks for service, teaching, advising, and mentoring be established or re-evaluated?
- Does the current FAR system accurately capture faculty members' service, teaching, advising, and mentoring activities? If not, what changes need to be made?
- How can FAR data be more effectively shared, to increase transparency, ensure more equitable distribution of work, and support recognition of exceptional efforts? In addition to FAR, what other metrics can be used to proactively aid decision-making?
- What forms of support and recognition are appropriate for faculty who go above and beyond?

The committee will consult with faculty and administrators across the FAS and will prepare recommendations for the FAS Dean's consideration by the end of the academic year.

Appendix B. FWC Meeting Agendas

Meeting 1
February 2, 2022

Agenda
   I.   Introductions (10 minutes)
  II.   What are the goals of this work? (10 minutes)
 III.   Initial thoughts on, and answers to Charge questions (50 minutes)
 IV.   Are we asking the right questions? What other questions do we want to ask? What feedback/data/discussions do we need to answer these questions?(15 minutes)
  V.   Next steps (5 minutes)

Meeting 2
March 11, 2022

Agenda
   I.   Feedback from outreach meetings (10:00-10:20)
        a. Key takeaways
  II.   Revisit recommendations (10:20-11:10)
 III.   Retirement (11:10-11:30)

Meeting 3
March 29, 2022

Agenda
   I.   Recommendation discussion (9:00-10:00)
  II.   New data (10:00-10:20)
 III.   Next steps (10:20-10:30)

Meeting 4
May 4, 2022

Agenda
   I.   Discuss report comments and finalize approach
  II.   Outstanding issues
        a. Point system
        b. FAR
 III.   Implementation discussion

Appendix C. Faculty Activity Report Instrument

Faculty Activity Report

Activity Report Status				

Name	Department(s)	Report Status	Updated on	Updated by

Courses

Please review the below information for courses taught **in calendar year 2021** and indicate any corrections or additional notes in the space provided immediately below the courses list.

Term	Course No.	Course Title	*Enrollment (UG/GR)	Co-Instructors

* Enrollments do not include students from other Harvard schools who did not register directly through the FAS Registrar's Office. 300 and 3000 level courses are not displayed.

Notes on courses taught **in calendar year 2021**. Please indicate any corrections or additional notes in the space provided below. Please explain any course relief.

Briefly describe any new courses you developed; significant revisions to existing courses; and any new pedagogical experiments or teaching improvements you have undertaken. Number of new courses (if any): 0

0

To assist future planning, it would be helpful if you would indicate whether you anticipate any potential change in your teaching availability, whether for reasons of sabbatical, retirement, or otherwise, over the course of the next three academic years. Please check any applicable boxes below.

	2022-23		2023-24		2024-25	
	Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
Sabbatical / Research Leave						
Retirement						

If there are any other reasons that may change your teaching availability during this timeframe, please explain them here:

Would be interested in having a discussion about planning for retirement? ☐

Advising

Undergraduate students for whom you were a freshman advisor					

Undergraduate students for whom you were a sophomore advisor					

Undergraduate students for whom you were a concentration advisor					

Undergraduate students for whom you were a secondary field advisor					

Undergraduate students you advised in some other capacity					

Undergraduate students for whom you were a senior thesis advisor					

Graduate students for whom you were a primary research advisor (e.g. primary thesis adviser or co-adviser).	
Student Name	Student Graduate Program

Graduate students for whom you were a dissertation committee member but not a primary research advisor					

Graduate students you advised in some other capacity (e.g., as an academic advisor but not a thesis advisor)					

Postdoctoral fellows for whom you were an advisor					

Notes or comments on advising, including any other mentoring activities you engaged in with students that you would like to highlight (e.g., freshmen advising, concentration advising, house activities, undergraduate research projects, TF training, etc.)

Research and Scholarship

If applicable, please list your Open Scholar URL:
(e.g. https://scholar.harvard.edu/username)

If applicable, please list your Google Scholar Citations URL:
(e.g. https://scholar.google.com/citations?hl=en&user=B7vSqZsAAAAJ)

If applicable, please list your ORCID:
(e.g. 0000-0002-1122-1478)

Works published, produced, exhibited, or performed in calendar year 2021:

Type of Work*	Citation	Link to published article	Year of Publication	Notes

*Types of Work: Journal article, Conference proceedings article, 1st edition book, monograph, Reissued or translated book, Book chapter or article in collection, Edited collection, Working paper, technical report, or unrefereed publication, Commentary or review, Unpublished conference paper, Article in general interest publication, Musical composition, Gallery or museum exhibition, Performance, Film or video production, Artwork, Fiction, Poetry, Patent, Dataset/database, Other, Work in progress

Invited talks at other institutions **in calendar year 2021**.

Scholarly honors, awards, and named lectureships **in calendar year 2021** (indicating the granting organization).

Conferences organized or chaired **in calendar year 2021**.

Other scholarly projects **in calendar year 2021**.

Service

Service to Harvard undertaken in calendar year 2021:

Committee / Center / Initiative Name	Type (University, FAS, SEAS, Divisional, Departmental, Other)	Committee Chair? (Yes/No)

Departmental Roles:

☐ Department Chair
☐ Director of Undergraduate Studies/Head Tutor
☐ Director of Graduate Studies
☐ Assistant Director of Undergraduate Studies
☐ Assistant Director of Graduate Studies
☐ Director of Center or Initiative

☐ Area Chair (SEAS)
☐ Director of Studies (SEAS)
☐ Chair, Committee on Higher Degrees (SEAS)

Please list the name(s) of tenure-track faculty for whom you served as a formal mentor. Formal mentoring involves a department or administrative group specifically assigning you to serve as a mentor to a tenure-track faculty member:					

Please list the name(s) of tenure-track faculty for whom you served as an informal mentor. Informal mentoring relationships have some regularity and are based on a shared understanding that the tenure-track faculty member can turn to you for advice and guidance:					

Please list the name(s) of non-ladder faculty for whom you served as a formal or informal mentor:					

Please list those faculty (both within and outside your department) who served as a formal mentor to you. A formal mentor is someone who was specifically assigned to you by a department or administrative group:					

Please list those faculty (both within and outside your department) who served as an informal mentor to you. Informal mentoring relationships have some regularity and are based on a shared understanding that you can turn to the faculty member for advice and guidance:					

Please describe any other FAS service undertaken in **calendar year 2021** (e.g. Diversity, Inclusion, and Belonging efforts).

Please describe any professional service undertaken in **calendar year 2021**, including, but not limited to committees, editorships, refereeing, mentoring.

Please describe any other activities undertaken **in calendar year 2021** you would like to include (e.g., leading a study abroad program, teaching in the Summer School, etc.).

Sponsored Support (Harvard University and Other Affiliations)

Active Grants (Internal to Harvard University):

Agency/Source	Sponsor Award Number	Grant Title	Role	Grant Start Date*	End Date	Obligated Amount	Anticipated Amount

Note that the dates shown above represent the "Anticipated" start and end dates (as opposed to the "Obligated" start and end dates).

Active Grants (External to Harvard University):

Institution	Agency/Source	Sponsor Award Number	Grant Title	Role	Start Date	End Date	Amount	% Effort Commitment

Notes on grants **in calendar year 2021**. Please indicate any corrections or additional notes in the space provided below, including any grants or awards that are not listed above.

Pending grant proposals (Internal and External to Harvard University):

Institution (Harvard or Other)	Agency/Source	% Effort Commitment	Grant Title	Comments

Notes on pending grants.

Please list any review panels, study sections, or advisory boards you served on during **calendar year 2021** (e.g. NIH, NSF, etc.):

Inventions reported and patents issued in calendar year 2021:

Case # of Patent # (if issued)	Title	Status (Invention submitted to OTD, Patent Issued)

Outside Activities:

In early 2021, Harvard University will implement a new system for reporting outside professional activities and interests. To reduce the need for duplicate entry, the section for information that was previously shared in this part of the Faculty Activity Report has been removed and will need to be shared in the new system in the new year. Visit https://vpr.harvard.edu/OAIR for more information about the coming process changes.

☐ I confirm that the information I have provided here within is accurate and complete

Comments

Please add any other information about your activities **in calendar year 2021** that you would like to share:

[Optional] Please list any work-related activities that had to be postponed or cancelled in **calendar year 2021** due to COVID, such as: 1) any research projects, and 2) talks, other events, etc.

Appendix D. Data Methodology

After reviewing both the external and internal research described above, FWC analyzed data from the Faculty Activity Reports (FAR), which faculty complete each year. These reports allow faculty to list[1] the following items from the previous calendar year: each course they taught, the enrollment for those courses, the undergraduate and graduate students and postdoctoral fellows they advised, publications and other scholarly accomplishments, committees on which they served or chaired, administrative positions, colleagues they formally or informally mentored, professional service, and "any other activities undertaken." It is important to note that this data is self-reported, and that not all faculty complete the FAR (the response rate is approximately 90%). As such, any analyses are subject to the inherent biases of self-reported data, including, but not limited to, selection bias, human error, and differing interpretation of questions or definitions.

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[1] Some, but not all, fields in the FAR are pre-populated.

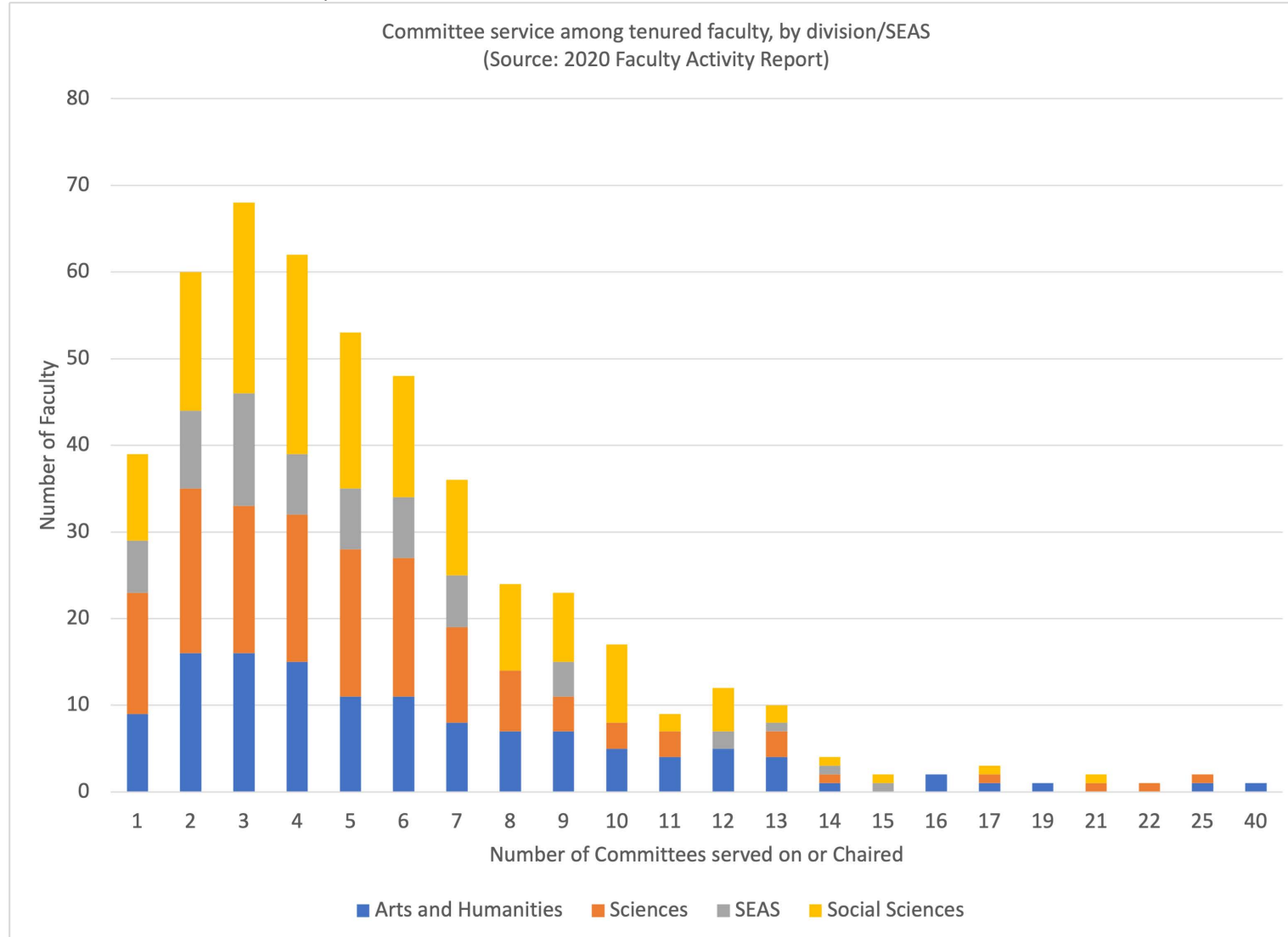**Appendix E. Data Analysis**

Table 1. Committee service by division

Committee service among tenured faculty, by division/SEAS
(Source: 2020 Faculty Activity Report)

Table 2. Regression models predicting non-research work

	Model 1: Committees (2020 Calendar Year)			Model 2a: All Advisees (2020 Calendar Year)			Model 2b: Undergrad, Graduate Committee and "other" Advisees only (2020 Calendar Year)		
	Coef.	**Std. err.**	**P>|t|**	**Coef.**	**Std. err.**	**P>|t|**	**Coef.**	**Std. err.**	**P>|t|**
tenure-track	-2.785	0.400	0.000	-6.710	1.454	0.000	-2.231	1.100	0.043
female	1.340	0.343	0.000	2.161	1.238	0.081	2.007	0.936	0.032
Race/Ethnicity (white ref.)									
Asian	-0.328	0.436	0.452	-0.017	1.590		-0.006	1.202	0.996
B, AA, H, L, AI, NA, 2+[1]	0.874	0.564	0.122	-2.762	2.054	0.179	-1.097	1.553	0.480
Division (Arts & Humanities ref.)									
SEAS	-1.155	0.534	0.031	19.991	1.951	0.000	12.907	1.475	0.000
Science	-0.818	0.423	0.053	6.917	1.514	0.000	3.105	1.145	0.007
Social Science	-0.631	0.409	0.123	2.381	1.479	0.108	0.995	1.119	0.374
Constant	5.837	0.342	0.000	16.739	1.236	0.000	10.011	0.935	0.000
N	596			649			649		
R-Square	0.105			0.188			0.128		

	Model 3: Graduate Enrollments (4-year average)			Model 4: Undergrad Enrollments (4-year average)			Model 5: Number of Courses (4-year average)		
	Coef.	**Std. err.**	**P>|t|**	**Coef.**	**Std. err.**	**P>|t|**	**Coef.**	**Std. err.**	**P>|t|**
tenure-track	-1.494	0.998	0.135	-15.063	6.417	0.019	-0.403	0.136	0.003
female	-2.400	0.846	0.005	-4.942	5.434	0.363	-0.157	0.115	0.175
Race/Ethnicity (white ref.)									
Asian	2.655	1.081	0.014	-12.731	7.012	0.070	0.053	0.148	0.722
B, AA, H, L, AI, NA, 2+[1]	-1.681	1.385	0.225	-5.369	8.926	0.548	-0.033	0.189	0.863
Division (Arts & Humanities ref.)									
SEAS	3.954	1.314	0.003	15.618	8.486	0.066	-1.009	0.181	0.000
Science	-0.804	1.038	0.439	4.969	6.608	0.452	-1.330	0.141	0.000
Social Science	3.890	0.991	0.000	13.436	6.445	0.038	-0.542	0.137	0.000
Constant	9.154	0.830	0.000	43.792	5.367	0.000	3.139	0.114	0.000
N	618			630			637.0		
R-Square	0.078			0.028			0.141		

[1] B, AA, H, L, AI, NA, 2+ refers to Black or African American, Hispanic or Latinx, American Indian or Alaskan Native, or two or more race/ethnicities.

Table 3. Correlation Model

	Model 6: Predicting Committees		
	Coef.	**Std. err.**	**P>|t|**
Total N of Advisees[1]	0.110	0.015	0.000
tenure-track	-2.491	0.401	0.000
female	1.071	0.346	0.002
Race/Ethnicity (white ref.)			
Asian	-0.248	0.434	0.568
B, AA, H, L, AI, NA, 2+[2]	1.037	0.553	0.061
4 yr. avg. N of courses	0.016	0.121	0.898
4 yr. avg. graduate enrollments	-0.025	0.017	0.133
4 yr. avg. UG enrollments	-0.001	0.003	0.780
Division (Arts & Humanities ref.)			
SEAS	-2.497	0.572	0.000
Science	-1.214	0.451	0.007
Social Science	-0.615	0.412	0.136
Constant	4.851	0.515	0.000
N	568		
R-Square	0.186		

[1] Includes undergraduate advisees and graduate committee or "other" advisees. Does not include graduate primary advisees or post-doctoral fellows.

[2] B, AA, H, L, AI, NA, 2+ refers to Black or African American, Hispanic or Latinx, American Indian or Alaskan Native, or two or more race/ethnicities

Appendix F. Example Departmental Service Matrix

Adapted From: O'Meara, K., Culpepper, D., Misra, J. & Jaeger, A. (2021). *Equity-Minded Faculty Workloads: Worksheet Booklet.* American Council on Education.

Committee	Summary of Work	How many times it meets and when	Number of Members	Membership Structure	Intensity
Graduate Admissions	*Review applications, select students, review fellowship applications*	*2 meetings in Fall, 1 in January, additional meetings as necessary*	*4 Faculty, Department Administrator*	*Chair, 3 members*	*High*

Appendix G. Example Service Equity Plan

Adapted From: O'Meara, K., Culpepper, D., Misra, J. & Jaeger, A. (2021). *Equity-Minded Faculty Workloads: Worksheet Booklet.* American Council on Education.

Please complete the following questions as part of your annual report

1. Background context regarding non-research work in our department/area:

2. Department conditions report (based on proposed 4-year data given to faculty): Note the most important findings as they relate to department/area satisfaction with non-research work equity:

3. Equity issues to be addressed moving forward (both those designed to address specific issues, and those designed to promote future equity):

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

5. Intended Outcomes:

Appendix H. Example Service Rotation Plan

Adapted From: O'Meara, K., Culpepper, D., Misra, J. & Jaeger, A. (2021). *Equity-Minded Faculty Workloads: Worksheet Booklet.* American Council on Education.

	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Director of Graduate Studies	Philomena	Philomena	Jack	Jack	Karl
Director of Undergraduate Studies	Qing	Darcy	Kristofer	Natasha	TBD
Assistant DUS	Stephen	Stephen	Ro	Ro	Mercy
Graduate Admissions Chair	Jack	Karl	Mercy	Philomena	Qing