# Tracking Your Informal and Formal Service

## Purpose

*Service work is part of the faculty workload. Not all service work is equally valued or recognized. Women, URM faculty, and faculty from other marginalized groups disproportionately bear the brunt of service work. This workload distribution leaves certain groups with less time for research, other career advancement opportunities, and personal time. In STEM fields in particular, inequitable workload distribution is linked to slower tenure and promotion rates and greater career dissatisfaction for women.*

*This worksheet is a tool for you to audit your time spent on both formal and informal service. The results can help you understand and reframe your promotable and non-promotable tasks and workload.*

## Instructions

1. List all the ways you serve your department, university, and academic discipline (both informally and formally) that are important for their functioning. These service tasks may vary with respect to how heavily they are weighed in promotion decisions, with some tasks conferring little to no advantage and others conferring significant status. Think broadly! Here are some examples:

   **Informal Service:**
   - Planning community-building events
   - Tracking and recognizing people's birthdays
   - Resolving conflict among coworkers and students
   - Helping coworkers and students with personal problems
   - Onboarding, training, and mentoring non-advisees
   - Cleaning up after others
   - Organize weekly meeting
   - Ordering food for meetings/events
   - Taking minutes/notes in meetings
   - Proofreading others' work
   - Serving as a role model or safe space for coworkers and students from marginalized backgrounds
   - Mentoring and supporting coworkers
   - Nominating people for awards and recognition

   **Formal Service**
   - Serving on editorial boards
   - Involvement in professional committees
   - Serving on review panels
   - Conference organizing

- Member or leader of diversity committee
- Mentoring and advising students
- Recruiting efforts (emails, conversations, etc.)
- Graduate admissions committee chair/member
- Undergraduate program director
- Reviewing manuscripts

2. Group the tasks you listed into categories. For example, "Planning community-building events" and "Tracking and recognizing people's birthdays" could be grouped under "Social Facilitation."

3. Add these categories and the tasks in each to the "Tasks" column for either "Informal" or "Formal" service on the worksheet. Fill in the next 3 columns ("Hours/week," "How time consuming", "Promotability") to assess time effort and promotability of the tasks.
   a. To assess **time** effort:
      i. How many hours do you spend per category each week? Note that L = low (< 1 hour/week), M = moderate (2-5 hours/week), and H = high (> 5 hours/week)
   b. To assess **promotability**:
      i. First think about what your unit values and measures the most. This can be assessed by reading unit documents that outline their mission and criteria for promotions. You can also consider what type of work gets the most attention (e.g., accomplishments which are mentioned in meetings, emails, and conversations).
      ii. Next, evaluate to what extent the task aligns with the type of work your unit values, measures, and notices the most. Also, consider how visible the task is to others, if it uses specialized skills, and if it could help you develop skills and/or relationships to facilitate future *promotable* tasks. Based on this evaluation, decide whether the task has overall **high, moderate, or low promotability.**

4. In the "NPT" column, mark which tasks are non-promotable tasks.

5. In the "Value to You" column, rate the tasks on how much you want/don't want to do it.

**Sources**

- Babcock, L., Peyser, B., Vesterlund, L., & Weingart, L. (2022). *The No Club: Putting a Stop to Women's Dead-End Work*. Simon & Schuster.
- O'Meara, K., Culpepper, D., Misra, J., & Jaeger, A. (2021). *Equity-minded faculty workloads: What we can and should do now.* https://www.acenet.edu/Documents/Equity-Minded-Faculty-Workloads.pdf
- 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.

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# Non-Promotable Tasks Tracking Worksheet

## Informal Tasks

| Tasks | Hours/ Week | How time consuming? (L, M, H)* | Promotability[†] (L, M, H) | NPT? (Y/N) | Value to you (1, 2, 3)[±] |
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| **TOTAL HOURS PER WEEK:** |  |  |  |  |  |

*L = low (< 1 hour/week); M = moderate (2-5 hours/week); H = high (> 5 hours/week)
[†]Promotability criteria: directly tied to organizational currency (valued, measured), visible, requires specialized skills, develops new useful skills or relationships that could lead to future promotable tasks
[±]1 = a task you definitely want to do; 2 = task you don't mind doing but would be just as happy for someone else to do; 3 = task you would be relieved to hand off

Adapted from Babcock, L., Peyser, B., Vesterlund, L., & Weingart, L. (2022).
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# Non-Promotable Tasks Tracking Worksheet

## Formal Tasks

| Tasks | Hours/ Week | How time consuming? (L, M, H)* | Promotability[†] (L, M, H) | NPT? (Y/N) | Value to you (1, 2, 3)[±] |
|---|---|---|---|---|---|
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| **TOTAL HOURS PER WEEK:** | | | | | |

*L = low (< 1 hour/week); M = moderate (2-5 hours/week); H = high (> 5 hours/week)
[†]**Promotability criteria: directly tied to organizational currency (valued, measured), visible, requires specialized skills, develops new useful skills or relationships that could lead to future promotable tasks**
[±]**1 = a task you definitely want to do; 2 = task you don't mind doing but would be just as happy for someone else to do; 3 = task you would be relieved to hand off**

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