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TOWARD MORE EQUITABLE FACULTY SERVICE:

Recommendations towards Recognizing, Valuing, and Making Service Visible at UBC

2022

THE REPORT

This report was produced as part of a 2019-2021 UBC Equity Enhancement Fund project. The report is drafted by UBC faculty and staff and is an independent assessment of what is needed to ensure equitable consideration of faculty service in tenure and promotion, and merit. For the summary of the report, please see here: https://equity3.sites.olt.ubc.ca/files/2022/05/Summary_UBC_April_20_2022.pdf

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PROJECT GOALS

We received an Equity Enhancement Grant in 2019 to identify the diverse ways in which faculty service is understood, recognized, and rewarded across UBC in order to inform programmatic and policy change with considerations of equity front-of-mind. We were interested, in particular, in how service plays a role in Tenure and Promotion (T&P) decisions and in allocation of Merit and PSA pay.

This project's time coincided with parallel discussions of faculty service at the level of the Faculty Association that resulted in some essential changes in the Collective Agreement for 2020–2022. Based on the analysis of the collected data, this report makes recommendations on what steps are needed to support these changes, and on more inclusive language, practices, and policies around faculty service that could further equity, diversity, and inclusion at UBC.

PROJECT BACKGROUND

Service is often treated as the third pillar of faculty work alongside teaching and research and is still frequently expected to constitute 20% of a tenure-track/tenured professor's time (see, e.g., Jonker & Hicks, 2014). The mythical 40/40/20 formula for the professorate stream, and what service actually means, are a constant source of curiosity, confusion, and, as PhD comics illustrate, comic relief:

Figure 1: How professors spend their time [1]
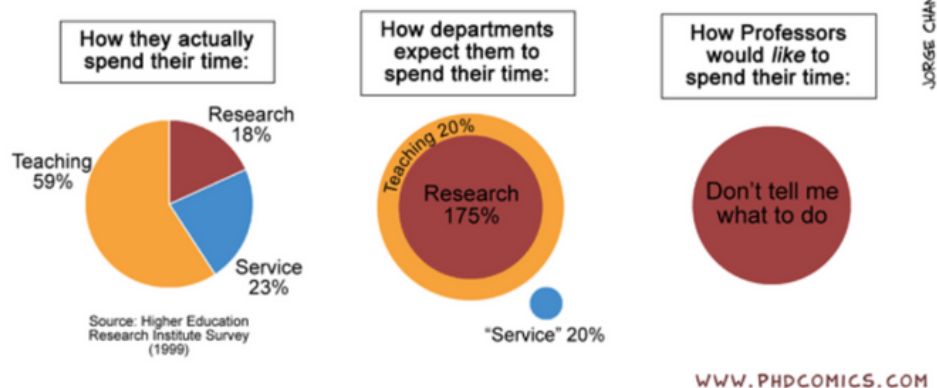
With new social contexts expanding the mission of academia, many factors might be affecting the conceptualization of faculty service at a Canadian research university:

- a growing emphasis on research
- further diversification of the faculty and student body and the increasing attention paid to equity and inclusion issues

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[1] Taken from http://phdcomics.com/comics/archive_print.php?comicid=1060

- Indigenization and the growing role of Indigenous communities in university practices
- an increased emphasis on engagement with local and international communities and serving their interests.

This project grew out of a concern expressed especially by minority faculty—whether racialized, Indigenous, and/or women in male-dominated departments—that they were being asked to serve by their units or/and university at large, or were needing to serve to respond to the demands of the diversifying student population and communities, yet not being rewarded or supported in doing so (see also Dengate et al., 2019; Guarino & Borden, 2017; Harley, 2008; O'Meara et al., 2017). We were more generally interested in exploring the questions of: inequitable workloads and the weight of some jobs being carried by some people a lot more than others; a lack of policies and understandings of best practices in allocating and recognizing service; and, an absence of consensus on what does or does not count as service.

PROJECT DATA & ANALYSIS

This project drew on four sets of data:

1. Exploration of a vast body of literature on faculty workload, faculty service, and issues and inequalities associated with the allocation of faculty workload (see Literature Review).
2. An examination of policy documents on faculty workload and faculty service from U15 universities[2] (see Faculty Service at Other U15 Universities)
3. An analysis of UBC documents including UBC's current Collective Agreement 2019 – 2022; SAC Guidelines; UBC's Strategic Plan; Policy documents related to service at the Faculty of Art and Faculty of Education and selected departments (see Faculty Service at UBC; Faculty Service in the Faculties of Arts and Education).
4. Interviews conducted with 11 senior administrators across UBC and 13 academic leaders in the Faculty of Arts and Faculty of Education (referred to as *knowledge holders* or *interviewees* in this report) (for details see Faculty Service at UBC; Faculty Service in the Faculties of Arts and Education; see Appendix for the questions asked during semi-structured interviews).

The following questions guided our policy analysis and interviews:

- How is faculty service defined? What is the language around service? What sections of existing policy specifically refer to faculty service?
- How do policies address the diversity of service work and the realities of diverse faculty?
- How is faculty service recognized and rewarded in T&P and Merit?

Policies were analyzed with the express purpose of lifting out passages that related to service to examine its conceptualization and how it was being accounted for in tenure, promotion, and Merit allocation decisions. Interviews were held primarily over Zoom or Skype (though three interviews were conducted in-person before the pandemic lockdown), lasting anywhere from 30-90 minutes (45 minutes on average), and following a basic set of questions (see Appendix) regarding

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[2] U15 universities comprise 15 of the top research-intensive institutions across Canada, which, together, "undertake 80% of all competitive university research in Canada." See http://u15.ca/about-us

participants' understanding of i) service ii) policies on regulating and rewarding service iii) equity issues, and iv) "best practices" on assigning, accounting for, and rewarding service. The recordings were viewed, transcribed, and thematically analyzed by one of the project team in collaboration with other members.

PROJECT TEAM

The project team comprised: Jude Walker (Associate Professor in Educational Studies—Project PI), Shauna Butterwick (Professor Emerita in Educational Studies), Gillian Creese (Associate Dean of Arts, Faculty & Equity), Lena Ignatovich (PhD Candidate in Educational Studies), and Maryam Nabavi (Strategist, Equity & Inclusion Office).

DEFINING FACULTY SERVICE

We included the PhD comics strip above (Figure 1) because it captures some of the complexity and confusion around faculty service. The comic suggests that service: a) can really cover everything that does not fit under research or teaching b) could be anything that a department head or dean asks a faculty member to do on top of everything else, and c) is not really considered part of the job of being a professor yet expected nonetheless. So, what does the literature in higher education say about service?

Service is a catchall term which has multiple interpretations that in some cases contradict each other. As the mission of higher education institutions is to serve people, everything the university does could be considered service (Oldfield & Baron, 2000). The shift to conceiving the university as a private economic good rather than a public asset has led to faculty members being referred to as service providers to student customers to enhance the brand of the university (see, e.g., Cohan, 2018; Waring, 2013). Simultaneously, the calls for higher education institutions to serve the wider community is increasing, putting an additional pressure of moral responsibility on faculty members to serve outside of the academy (Renwick et al., 2020; Welch & Plaxton-Moore, 2017). Service, as it pertains to a faculty member's job, *is* confusing. It has been referred to as "everything that is neither teaching, research, nor scholarship" (Blackburn & Lawrence, 1995, p. 222), and our analysis shows that this approach is widely used in many Canadian research universities. Yet, as we know, service also encompasses community-based research, community-service learning, and work-integrated learning (Alperin et al., 2019; Banerjee & Hausafus, 2007; Bates, 2011).

In 1990, Boyer proposed considering all components of academic workload as holistic scholarship. In Boyer's (1990) four-component model that includes discovery, integration, teaching and application, service appears as application or "scholarship of engagement" (Boyer et al., 2016; Ward, 2003), sometimes referred to as "scholarship of practice" (Rice, 1991), "faculty professional service" (O'Meara, 2002), and "intellectual service" (Boyer et al., 2016; O'Meara, 2002). Scholarship of engagement can refer to "a special kind of faculty work [that involves one] sharing their expertise with communities and schools" (O'Meara, 2002, pp. 1-2), as well as "the application of knowledge to the problems of society" (Rice, 1991, p. 125). There is also a longstanding tradition in academia to view service as "institutional citizenship" that includes student advising, committee work, or other involvement in the institutional operation, and "disciplinary citizenship," such as contributions to a disciplinary or professional association (Hammer et al., 2019; Lynton, 1995). Faculty service can be conceived of as incredibly expansive or relatively narrow. While we know that faculty service may include activities undertaken within and outside the academy—and for the institution, profession, and society—there is a lack of consensus on the definition, purposes, nature, and contributions of faculty service.

CATEGORIZING FACULTY SERVICE

Our literature review suggests that there are several ways of categorizing service. The most broadly used approach is to distinguish between *internal* and *external* service. *Internal service* is understood as service "supporting [the] institutions through involvement in institutional governance roles" (Ward, 2003, p.69), and might include "performing 'for the good of the organization,'...meeting with a board committee, speaking to an alumni association gathering, arranging a visiting-lecturer series, sponsoring a student organisation, entertaining advisees at your home" (Baez, 2000, p. 364). *External service* might be viewed as public service and "the functions and activities professors perform outside their college or university, ...[including] paid consulting, 'pro bono' work (i.e., service with remuneration), and professional service (i.e., service given to a disciplinary specialty)" (Baez, 2000, p. 365) that involves "making teaching and research relevant and connected to community and societal needs" (Ward, 2003, p. 69). Another way of distinguishing different avenues of service is presenting it as a triad of *"university, professional, and public service"* (see Alperin et al., 2019).

Hanasono et al. (2017) suggest differentiating task-oriented and relationally-oriented service to account for invisible service workloads. *Relationally-oriented service* supports students' success and careers, and includes providing letters of recommendations, reviewing graduate student manuscripts and other activities that do not normally appear on one's CV (Hanasono et al., 2017, p.90). Close to *relationally- oriented service* stands *emotional labour* (Babcock et al., 2017; Hanasono et al., 2017; Misra et al., 2011; Vescera, 2019), *organizational climate control* (Babcock et al., 2017), and *managing colleagues' interpersonal conflicts* (Hanasono et al., 2017) all of which are rarely recognized in the academy. In terms of acknowledgement, scholars distinguish *recognized* and *unrecognized* service (Hurtado & Figueroa, 2013; Turner, 2002; O'Meara et al., 2018). Some scholars speak about *intractable, invisible, secret* and *undocumented service* (Hanasono et al., 2017; O'Meara et al., 2018), pointing to the labour that goes unnoticed by colleagues or the institution. None of the existing service typologies, however, seem to fully satisfy the growing need to embrace multiple visible and invisible service dimensions holistically.

SERVICE IN FACULTY WORKLOAD

Limited studies have explored how faculty workload is allocated and how much time service takes in the whole picture of one's workload. Ziker's study (2014) at Boise State University, for example, showed that the 30 research professors he studied had an average 61-hour week and spent 17% of their time in meetings, including "everything from advising meetings with students (which could be considered part of teaching or service depending on the department) to committee meetings that have a clear service function," 13% on emails, 35% "on activities traditionally thought of as teaching, [and] [o]nly three per cent of our workweek day was spent on primary research and two per cent on manuscript writing." (para 22). One of the most time-consuming activities in faculty service workload can be committee work (Fitzpatrick et al., 2016; Porter, 2007). In another example, Porter (2007) found that the typical faculty member reported participating in 3.7 to 3.9 committees per year with an average of 3.9 to 4.8 hours per week spent on committee work.

Another study by Fitzpatrick et al. (2016) of faculty working at a College of Pharmacy with a team-based learning curriculum found that service took a minimum of 17% up to 48% of faculty time while scholarship activities constituted between 14% to 22%. These studies suggest that research, teaching, and service allocations differ depending on the discipline and institutional arrangements as well as on what is meant and understood by "faculty service."

The diversity in how service is defined challenges the traditional 40/40/20 formula still in place in academia as well as the traditional division of work into teaching, research, and service. As studies show, these three areas tend to diffuse and overlap (Bacci et al., 2016; Osei-Kofi, 2012).

EQUITY IMPLICATIONS OF SERVICE

The literature on gender and racialized inequalities in academia suggests that faculty service is an area with many explicit and hidden equity issues (Henry et al., 2017; Hutchins & Kovach, 2019; Kelly & McCann, 2014; Vescera, 2019).

Previous research has indicated that women, Indigenous, and racialized faculty may have disproportionately heavy workloads on average. For example, data from the US' National Center for Education Statistics shows that "associate women of colour spend[ing] the most time on these [service] activities, and associate white men the least" (Misra & Lundquist, 2015, para 10). Other research indicates most service time is taken up on committee work (Fitzpatrick et al., 2016), with many service activities going unsupported and unrewarded (Henry et al., 2017). Both women and racialized faculty are more likely, on average, to be stalled at the rank of Associate Professor, and many studies show that among other professorial ranks, associate professors tend to be the most unsatisfied and "overworked" (Acker et al., 2012; Henry et al., 2017). Osei-Kofi's (2012) study shows that neoliberal (market and profit-driven; market principles of productivity and output) and neoconservative (us vs them; academic tradition) ideologies in academia can present serious barriers for junior faculty of colour and for fighting discrimination in academia in general.

DIVERSIFYING COMMITTEE WORK AS AN EQUITY ISSUE

Inequities in committee work appear to be of particular concern. Based on "substantial underrepresentation of Indigenous and racialized faculty, especially in some disciplines" (Henry et al., 2017, p.123), Indigenous and racialized faculty are often asked to serve on multiple committees, and some feel that they are being treated as "tokens" in the university. Henry et al. (2017) point to the fact that "it is the commonly held stereotypic perception of minority faculty that all of them are alike and would bring common perspectives and experiences to the table." (p.125). Furthermore, inclusion on various committees does not guarantee the representation of voices; in fact, some Indigenous and racialized faculty report that they "get marginalized on the various committees… [and] are pressured to behave." (p.125).

In some cases, representation on committees might turn into racism when the body rather than the expertise and voice are needed (Henry et al., 2017). Heavy involvement in committee work might also become a barrier for demonstrating leadership competencies that keep racialized and Indigenous faculty from leading projects and/or committees based on their own interests. Henry et al. (2017) argue that there is "[a] lack of leadership diversity in the academy… racialized minorities, rarely women, have cracked the concrete ceiling and currently serve in top leadership positions in only 7% of Canadian universities." (p.292).

GENDER INEQUALITIES IN SERVICE

Women constitute around 40% of full-time academic teaching staff in Canada and continue to lag behind men in salary (Statistics Canada, 2017). Recent studies from the U.S suggest women may be less likely than men to receive tenure in many disciplines, probably due to unconscious mechanisms (Weisshaar, 2017). Despite many advances in recent years, many women faculty continue to face an uphill battle, and service is likely a key consideration. There is good evidence that, on average, women faculty are asked more often than men to serve in positions that hold little to no prestige (O'Meara et al., 2017; Pyke, 2011), and perform more university service overall (Guarino & Borden, 2017; Misra et al., 2011). For instance, O'Meara et al.'s (2017) two-year-longitudinal study showed that female faculty reported not only performing more total campus service than men but also engaging in a higher number of service activities at the department and university levels compared to their male counterparts.

Women also disproportionately engage in research and teaching that involve large amounts of community or public service, i.e., community service learning and community-based research (see e.g., Wade & Demb, 2009). They also perform more unofficial mentorship of minoritized students (Dengate et al., 2019; Vescera, 2019), and do more relationally-oriented service that tends to be less valued than task-oriented forms of service (Hanasono et al., 2019). Furthermore, as women in any sector, women faculty tend to perform more service at home in caregiving and housework (Bingham & Nix, 2010; Schiebinger & Gilmartin, 2010), which has been especially true over the pandemic (Bennett, 2020). They are not only (still) doing about twice the amount of housework and childcare as men (Bianchi et al., 2012) but are putting in much more emotional labour, carrying higher mental loads, and performing invisible and largely unrecognized levels of domestic management and clerical work that goes along with managing a household (Hochschild cited in Schulte, 2014).

It is important to recognize the intersectionality of struggle in faculty work: being a woman, a mother, an immigrant, and a racialized minority is more likely to result in someone having "tenure troubles" (Acker, Webber, & Smyth, 2012) or being less successful in their academic careers, and service can play a key role in this (Haskins et al., 2016; Vescera, 2019). A study by Skachkova (2007) highlighted how immigrant women faculty members might perform more community service than other groups as a compensatory factor in lacking access to administrative and leadership positions.

SERVICE IN T&P

Our literature review shows that tenure and promotion are among constraints that might limit the type and amount of faculty service being performed. With the growing weight of research and publications in the tenure and promotion system (Alperin et al., 2019), public and community service receive very little attention, if any. Despite the increasing institutional call for a "commitment to public outreach" and "fulfilling the public mission" (Woolston, 2018), faculty members can distance themselves from participating in service due to the lack of a reward system and the low value placed on service (Acker & Webber, 2016; Jaeger & Thornton, 2006). In one example, a study of faculty perception of values regarding public service at a large U.S land-grant and research intensive institution showed that while over 80% of faculty thought their deans and department heads valued public service, only 35% of them believed service was valued in reappointment and T&P (Jaeger & Thornton, 2006).

FACULTY SERVICE AT OTHER U15 UNIVERSITIES

The second type of data we draw on in our efforts to understand and reimagine service are the collective agreements and T&P related documentation at other U15[3] universities (i.e., excluding UBC). We focus on U15 universities as there is a certain level of uniformity to them in the tripartite model of research, teaching, and service constituting the core activities of a faculty member's job, and in traditionally apportioning 20% of one's work to service. This also allows us to compare UBC against the other 14 institutions to identify commonalities and differences. Our analysis was guided by our general question: *How is [faculty] service described and understood, and how does it relate to workload and T&P?*

FACULTY WORKLOAD

Our analysis shows that most of the U15 view faculty workload as a traditional union of teaching, research, and service. In some policy documents, this triad is expanded to multiple-component models: e.g., the University of Saskatchewan (2019) describes

> the full range of academic responsibilities of individual employees [as] teaching, research, scholarly and/or artistic work, library work, outreach work, administrative work, service to clinical programs, the practice of professional skills, and public service and contributions to academic, professional bodies and the Association (p.10).

FLEXIBILITY IN FACULTY WORKLOAD

Some institutions allow a certain level of flexibility in individual faculty workload. The University of Alberta (2019) acknowledges that "there may be circumstances when it is in the interests of the Academic Faculty member and the university to vary the responsibilities for a specified period of time… not to exceed 3 years" (p.59) with the increase of some responsibilities and the decrease of others (p.59). This includes participation in the university's governance and other service responsibilities (p.60).

DEFINING FACULTY SERVICE

Our examination of university collective agreements across the other U15 universities indicates a variety of interpretations of service and multiple constructions at different institutions. In some universities, service is associated with activities that are not research/scholarship or teaching (University of Ottawa, 2018; University of Toronto, 2016; University of Waterloo, 2019); in others, service is defined as "scholarly activities" (University of Alberta, 2019). McMaster University (2012) even uses the term "university citizenship." (p.14).

There are cases, such as the University of Toronto (2016), where the concept of service is simplified and narrowed to assigned collegial and administrative activities that are mostly associated with committee work: "Faculty members perform service to the University of Toronto through participation in the decision-making councils of the University of Toronto, and through

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[3] U15 comprise 15 research intensive universities across Canada. When we use the term "U15" in this section, we are referring to all U15 except for UBC (i.e., 14 of the U15)

sharing in the necessary administrative work of their Departments, Faculties, the University of Toronto or the Association." (p.5). In others, like the University of Saskatchewan (2019), service is constructed as a multidimensional concept that includes administrative work and outreach activities, and public service and contributions to academic and professional bodies are considered aspects of faculty workload. The University of Ottawa (2018) identifies 11 specific activities recognized as academic service including administrative activities, committee service, service to the Association, AUCC, CAUT or OCUFA, counselling or advising students, chairing thesis committees, refereeing submissions to scholarly publications, editing scholarly publications, contributing to the effective operation of granting agencies or evaluation organizations and community projects which are related to the role of the university (p.141).

CORE AND PERIPHERY SERVICE

The majority of university policy documents construct their concept of service by drawing a cutline between *internal* and *external activities*, between *the university* and *outside university communities and the public*. This distinction is well captured in Dalhousie University's (2017) categorization of service as i) academic administration within the university and ii) "professional responsibilities outside the university" (p. 68). Below are the categories that universities use in their policies to distinguish and, in some cases, prioritize different types of service.

- **Institutional Citizenship.** There is one component that all universities seem to agree on, and that can be broadly defined as institutional citizenship. It is presented by multiple names, including administrative responsibilities (Queen's University, 2019; Western University, 2018), university service (University of Waterloo, 2019), academic governance and development (University of Calgary, 2019), academic administration (Dalhousie University, 2017), collegial and administrative activities (University of Toronto, 2016), and university responsibilities (McMaster University, 2012). Institutional citizenship is mostly associated with serving on various collegial bodies of a unit, Faculty, or at the university level.

- **Academic, Professional, and Community Service.** Most U15 collective agreements associate service with a broader list of activities and consider not only the university citizenship component but also academic, professional, and/or community service (University of Alberta, 2019; University of Calgary, 2019; University of Ottawa, 2018; University of Waterloo, 2019). However, the differences among these three types of service are not distinctive, and in many cases, academic, professional, and community service appear to mean the same type of faculty activities in different settings. Along these lines, some universities include detailed lists of activities that might be considered as service, while others leave it to units and departments to decide. Among the most frequently referred to activities are service on editorial boards, journals, or granting agencies (University of Calgary, 2019, 5; University of Ottawa, 2018, p.145); counselling or advising students; and contributing to university-related community projects (University of Ottawa, 2018, pp.145-146).

- **Mandatory vs Optional Service.** As the policy documents indicate, service continues to be a mandatory component of faculty workload; however, our analysis reveals that not all types of

service are compulsory. Institutional citizenship is positioned as a faculty *responsibility*, whereas other types of service, such as professional and community service, might be viewed as a faculty *right and responsibility* (University of Manitoba, 2018) or just a *right* as evidenced in this statement:

"Members…have the *responsibility* to meet administrative service responsibilities…Members have the right to engage in professional service to learned societies, associations, agencies, and organisations or to the community." (Queen's University, 2019, p.34). The idea of mandatory and optional service is also expressed in the dichotomy of "assigned" and "initiated" as in the University of Alberta's (2019) Collective Agreement: "The University of Alberta (2019) distinguishes assigned by the Department Chair and initiated by the Academic Faculty member service" (p.60).

WHO DETERMINES POLICIES ON SERVICE?

The Collective Agreements provide only general guidelines on what faculty workload comprises and how service is accounted for in T&P, Merit, and PSA. Most of the institutions acknowledge that service portfolios cannot be universal and will vary from one faculty member to the next, and within and across units and disciplines, and leave university units and departments the right or responsibility to specify the requirements. For example, the University of Saskatchewan (2019) states that "each academic unit shall be responsible for identifying the activities under the criteria" (p.10), including administrative work, outreach activities, the practice of professional skills, and public service and contributions to academic and professional bodies.

SERVICE VS TEACHING AND RESEARCH

As observed in a number of academic publications, with the rise of community research and learning—and in the context of a growing of demand from a diversifying body of students for mentoring, counselling and advising (Bates 2011; Jaschik 2015; Vescera 2019)—the boundaries between teaching, research, and service are blurring. Some universities indicate such shifts by acknowledging a service component in research and teaching (University of Alberta, 2019; University of Toronto, 2016); others include service activities related to teaching and research in the service portfolio: counselling or advising students (University of Manitoba, 2018; University of Ottawa, 2018; University of Waterloo, 2019); chairing examinations (University of Manitoba, 2018); and dissemination of knowledge to the general public (University of Alberta, 2019).

SERVICE IN TENURE AND PROMOTION

The majority of U15 universities discuss a role for service in tenure and promotion. The exception is the University of Toronto that, at least on paper, describes service as an optional component that *might* be counted "as a fourth factor in the tenure decision but should not, in general, receive a particularly significant weighting" (University of Toronto Governing Council, 2015, p.8), with the first three factors comprising: "achievement in research and creative professional work, effectiveness in teaching, and clear promise of future intellectual and professional development" (p.8). As is stated in its policy and procedures on academic appointments: "Only outstanding

performance with respect to University service should be given any significant weight and, even then, only if there are no substantial reservations relating to the research, teaching and future promise criteria" (p.9).

Most other U15 consider faculty service as "also important," giving it credit only after research and teaching receive enough points. For example, McMaster University (2012) states that the meritorious performance of service:

> shall not substitute for either effective teaching or scholarly achievement in the consideration for reappointment, tenure, permanence, and/or promotion; however, unsatisfactory performance in the discharging of these duties may be an important factor in the delaying or denial of tenure, permanence and/or promotion (p.17).

Whereas most U15 use the binary "satisfactory or unsatisfactory" to evaluate achievements in service, the University of Waterloo (2019) uses a nine-point numerical scale to evaluate each member's performance in teaching, scholarship, and service: 2.0 Outstanding; 1.75 Excellent; 1.5 Very Good; 1.25 Good; 1.0 Satisfactory; 0.75 Needs Some Improvement; 0.5 Needs Significant Improvement; 0.25 Needs Major Improvement; 0.0 Unsatisfactory (Section 13.-5.3).

RECORD OF SERVICE

Most of the U15 publish mandatory annual reports that contain a record of faculty service corresponding with the requirements of Collective Agreements and other similar regulations. However, our analysis has not revealed any practices of analysing and systematizing these records to learn who performs what service and what service is included and excluded.

ENSURING EQUITY IN SERVICE

Most of the U15 acknowledge the differences in service workload of junior and senior faculty members. The University of Manitoba (2018) included fulfilling gender-balance requirements on committees and implementing a reasonable workload adjustment. No other statements we read discussed equity issues so directly in the policy documents.

The recently conducted *UBC-Vancouver Faculty Survey on the Effects of COVID-19* (Quayle, 2020) among tenure track and non-tenure-track faculty members across eleven UBC Faculties and schools showed that, with the start of the pandemic, service workloads significantly increased, especially among tenure-track women faculty (p.13; see Figure 2). The data indicate that a) equity remains an issue in service allocation, b) among other faculty members, tenure-track faculty are the key service providers at university, and 3) service workloads across UBC are difficult to compare as their interpretation varies among different units and faculty members.

Figure 2: Service over COVID-19
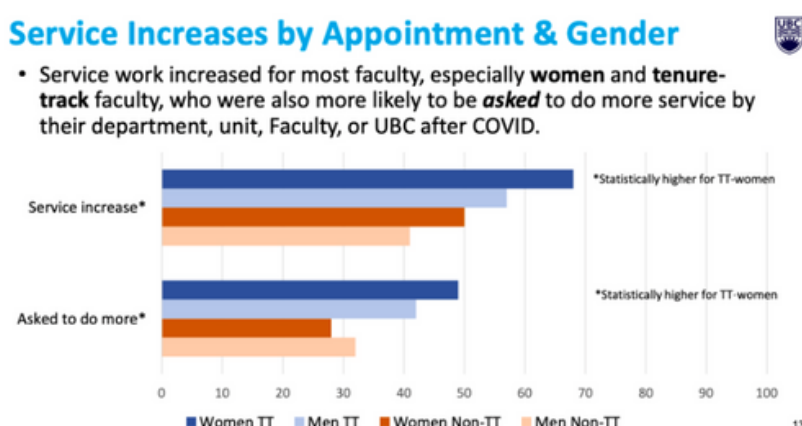
HOW SERVICE IS DEFINED AND UNDERSTOOD AT UBC

SERVICE AS PART OF FACULTY WORKLOAD

The key document that regulates faculty workload at UBC is the Collective Agreement (CA) between the University and the Faculty Association. According to its latest version updated in 2020, faculty service is considered as one of the key components of faculty workload alongside teaching, scholarly activity, and educational leadership (UBC, 2020b, p.14): UBC "strives to foster excellence in teaching, scholarly activity and service" (p.77). The CA acknowledges that "normal faculty workload" (including service) "will vary from one unit to another." (p.15); however, its allocation should accord with a number of principles including "a reasonable and equitable distribution of workload for faculty," transparency and flexibility of its allocation, and consideration of unit mission, policies and practices (p.15).

SERVICE IN T&P

The section of the CA on the criteria for appointment, reappointment, tenure and promotion states that "[c]andidates for appointment, reappointment, tenure, or promotion...are judged principally on performance in both teaching and either scholarly activity or educational leadership." (UBC,

2020b, p.65). It specifies that "[s]ervice to the academic profession, to the University, and the community will be taken into account but, while service to the University and the community is important, it cannot compensate for deficiencies in teaching, scholarly activity, or educational leadership." (p.65). In the requirements for Associate Professor, service is defined as "willingness to participate and participation in the affairs of the Department and the University" (p.64).

The CA specifies that service in T&P is "performed for the benefit of Departments, Faculties, the Centre for Extended Learning, or other parts of the University (including the Faculty Association), and for professional organisations and the community at large." (UBC, 2020b, p.68). The list of activities that may be considered as faculty service includes

> ...administrative or supervisory work, service on committees and university bodies, all continuing education activity in the community including professional education, special work with professional, technical, scholarly or other organizations or with scholarly publications not falling within the definition of scholarly activity, membership on or service to governmental or public councils and boards, **mentoring activities including for members of Indigenous, racialized, or other historically marginalized groups**, and other forms of academic, professional, and public service. **Service also includes professional, academic, and public service work done to advance all those who have been historically excluded based on gender, race, religion, sexuality, age, disability, or economic circumstance.** (UBC, 2020b, p.68)

The text in bold indicates the CA changes applied in summer 2020 and reflects the institutional commitment to equity, diversity, and inclusion. This change was the result of recommendations toward more equitable language and framing that the Equity & Inclusion Office made the year before.

Another change in the CA also added in 2020 is the definition of service in T&P as "a combination of assigned and self-directed tasks." As one of the UBC administrators we spoke to explained, this definition was included in the Collective Agreement to help the department heads in cases when "someone is saying, 'well, I do all this stuff with the community, so I do not have time to do the departmental service.' [N]ow it is assigned – 'basically, departments need you to do this.'"

Analysis of the CA shows that UBC simultaneously applies two approaches to defining service. Whereas service is considered a compulsory component of a 'regular' faculty workload, in T&P, it shifts into a supplementary component that might be considered but does not play any significant role. This gap opens a space for multiple interpretations of service in faculty workload and a conflict between a "normal" faculty workload and faculty performance in T&P.

HOW SERVICE IS REFLECTED IN THE CV

The SAC Guide is based on the CA and repeats its key messages. Additionally, it provides CV templates for different streams (e.g., lecturer, tenure-track research, tenure-track educational leadership etc.) to reflect the different areas of work including service: e.g., the Annotated CV for the research professoriate stream allows faculty to record their *Service to the University* under the headings (a) Areas of special interest and accomplishments, (b) Memberships on committees

(c) Other service (see UBC, 2020a, p.59). The section on *Service to the Community* contains nine subcategories regarding membership on scholarly and other societies (a-b), scholarly and other committees (c-d), editorships and reviewer service (e-f), external examiner (g), consultant (h), and other service to the community (see p.60). "Membership on committees" is the only form of service explicitly determined in *Service to the University* as well as the presence of at least two subsections on committee service in *Service to the Community*. The nine categories included in *Service to the Community* do not fully reflect all types of service listed in the updated CA. e.g., they do not include administrative work, all continuing education activity in the community,[4] collaboration with external organizations, "mentoring activities including for members of Indigenous, racialized, or other historically marginalized groups" (2020b, p.68).

The CV headings do not reflect another important addition to the CA made in 2020: "Professional, academic, and public service work done to advance the inclusion of all those who have been historically excluded based on gender, race, religion, sexuality, age, disability, or economic circumstance." There are activities in sections on teaching and service that overlap, e.g., the section on teaching suggests listing "activities where you delivered, presented or provided continuing education to professionals in your field." (UBC, 2020a, p.58). The CA (UBC, 2020b) defines service as "all continuing education activity in the community including professional education." This is an example of how continuing education as teaching and as service bleeds into one another making it difficult to evaluate. This difference in the interpretation of what continuing education activity is can create a case of inequality as it might have more weight when included in one's teaching portfolio and less when presented in the service section.

HOW SENIOR ADMINISTRATORS DEFINE & VALUE SERVICE

We noticed a spectrum of opinions regarding the definition of service in the CA among academic leaders. The majority of our respondents noted that service is vaguely defined in the Collective Agreement; however, the respondents assess this vagueness differently. While some administrators view a vague definition as confusing, others find it convenient for the departments to develop their own definitions, policies, and service practices.

Our study shows differences in how service is understood. Some leaders reduce service to committee work and attending department meetings; others understand it more broadly as a combination of department and community/public work. We identified four different approaches to understanding service:

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[4] Though outreach educational activities could be included under the Teaching section 8 d) Continuing Education Activities.

Figure 3: Four approaches to service

Service as required part of *the unit-faculty-university operation,* e.g., "coming to department meetings, doing one's work as a member of one's program area, belonging to committees, chairing them, …editorships" as opposed to "community engagement, service learning…. serving in women crisis centres… and all the other stuff people try to claim as service." Message: Everyone has to do their part in serving the institution to operate	Service as *voluntary work in the institution, profession, community that needs to be done.* "Academic work and scholarship rely enormously on volunteers, maybe foolish academics who work for publishing companies and do all that work for free. All the work that we do for journals, publishers, granting agencies – that is essential if we're going to keep the work of scholarship going." Message: Academics should be nice people and volunteer their time for service
Service as mostly *administrative work.* "There are a lot of roles and positions within the department, and we collectively understand service as doing the work that's connected to those roles." Message: Service is a form of governing; by serving, one governs the institution	Service as *professional impact or impact to the community* made by *activities outside of teaching and research/educational leadership* Message: Service is part of the academic profession and a tool for impacting academic and non-academic communities

These definitions do not necessarily contradict each other but reflect the complexity of the faculty service phenomenon and indicate that service encompasses several processes of different natures. We noticed that faculty members coming from different UBC units suggest different definitions of service, e.g., Faculty of Arts vs Faculty of Science; however, faculty members from the same units also have a range of understanding of what is meant by faculty service. The interpretation of service in many cases is also related to the understanding of what it means to be an academic. As one of our respondents noted, "the bottom line [for defining service is that] the person is still an academic in a research-intensive university."

Understanding of faculty service by UBC academic leaders can be presented as a continuum with committee work as a starting point to community and public service at its right edge:

Figure 4: Continuum of recipients of service

Program area	Department	Faculty	University	Academic communities	Non-academic communities	Public & society

We received different messages about the value of service, from:

> [s]ervice is an absolutely real and significant part of our job description and workload; …it's a required component of the score that faculty members get when being considered for Merit. It's a significant, real component of T&P files and letters that get written to support those cases.

to "You remember the stuff you didn't really enjoy? Your department meetings are service, but you know… just do it," as one person put it. One knowledge holder noted that

> Over the years, it's become harder and harder to get people to do [service]. I think people are busier with other things. The amount of pressure on people to get published and get grants has sky rocketed. Because of the fact that service is not weighed equivalently, it has increasingly been undervalued, and people try to get out of it. People don't see it as a valuable contribution.

Whereas most of our respondents supported giving more weight to service in T&P, one person felt that only research and teaching should matter.

TYPES OF SERVICE AND THEIR BENEFICIARIES

Compared to other U15, UBC does not explicitly distinguish between internal and external service; instead, it uses the dichotomy "service to the university" and "service to the community" and a trio "academic, professional and public service" (see UBC, 2020b, pp.65, 68). Our interviews show that different UBC academic leaders have different understandings of what these types of service mean. In some cases, service to the community is interpreted as limited to the academic community, e.g., peer-reviewing at academic journals; in others, it means serving various communities outside of UBC. For some, academic service is a wide concept encompassing all types of service that academics do with professional and public service included. For others, academic service is equal to internal service at UBC (service to academia) contrasted with service in one's profession (discipline) and service to the public. This spectrum of different understandings of service indicates a diversity of practices across UBC. However, unclarity in service definition might be a source of inequalities that could affect, especially, minority faculty and faculty with an international background.

HOW MUCH TIME DOES SERVICE TAKE?

There is a spectrum of opinions regarding 20% of the workload being service, with some considering this figure to be "too much" and others "too little":

> Some departments assumed 10%, others 20% [for service]. The departments that say 20%, they don't really think of that in terms of a day every week, 48 days a year.

> We still have that problem with lecturers and service. 80% teaching, 20% service. How do you deal with that? It's a lot.

> I've sat on Merit committees, and we would see that this person sits on three committees, which seems about right for your expectations of the 20%.

> In my sense, educational leadership stream faculty …are …expected to [do 20% of service], but they are doing way more than 20%.

Our analysis shows that in most cases, the perception of 20% as being smaller or larger than actuality is correlated with an understanding of service (in the former) as service on committees and traditional administrative work (a narrow definition) or (in the latter) as "service to university, discipline and academic and non-academic communities, including community engagement, outreach" (a broad definition).

SERVICE IN THE EDUCATIONAL LEADERSHIP STREAM

In 2010, UBC established Educational Leadership as a new stream. Many academic leaders noted that at the start of separating the Research and Educational Leadership streams, there were a lot of concerns regarding service:

> [T]here was a sense among some that [EL] was a failed research stream. But where do you see the results of having people who are even more than some of your best research/teaching stream focused on what it means to learn in a classroom, and what research on that looks like, and how to make learning more immersive and impactful? And we've seen this over ten years, that even the most reluctant departments get it, and then within a year or two, there are TLEF grants and others joining on. This is a virtuous circle produced through more than anything ELS and the grants and then through training. And then they become the leaders within the departments. (FoA)

The new stream's establishment showed that "some things that were called service were actually professional leadership and very high leadership contributions. So, we could bring it into the scholarly stuff as a scholarly professional contribution, which elevated it." (FoE)

Many participants pointed to the problem of distinguishing service and educational leadership, reframing service to ensure that the Educational Leadership faculty "are doing leadership and not just service," as one of the informants put it. Another added that "this is where UBC has a real struggle because it often overlaps with leadership in the leadership stream service." Some academic leaders also pointed to the Educational Leadership faculty being more involved in service than the research stream.

> In part, because there is fewer of them. In part, heads and administrators may say that is the opportunity for them to demonstrate educational leadership, even though it is not much of an opportunity in terms of real leadership.
>
> [L]eadership folks end up taking more of service tasks because research folks often are buying themselves out of courses or seeing their work as researchers or publishing academics as more important.
>
> [I]t's easy for people who are not in educational leadership to assume that everything they don't want to do counts as educational leadership. And as a result, leadership faculty end up doing more than their share of service.

One of our knowledge holders pointed to the fact that "many of the things I've done as service, that could only be recognized as service in the research stream, was actually educational leadership." Transferring service into educational leadership "felt really good" because all the work "in program development and curriculum development were not only my service to the unit or the university, but actually, part of that new thing that we're calling educational leadership." This is one more example indicating that service can have a very high value, but service activities are accounted more when seen as part of scholarship or leadership.

UBC experience with establishing the Educational Leadership stream points to a multidimensional nature of service: whereas some service types are operational, others require academic leadership. It also demonstrates that some forms of service become more visible and more valuable when considered as part of leadership or scholarship.

DEMANDS FOR FACULTY SERVICE

There is a growing demand for faculty service in UBC units that support university partnerships with communities and outreach, e.g., at the Office of Regional and International Community Engagement and the Centre for Community Engaged Learning, both working to support community engagement and partnerships. The CA acknowledges that faculty service can be performed for the benefit of the Faculty Association and the Centre for Extended Learning (see p.68), and there are many more newly established offices that demand faculty service. Moreover, the UBC strategic plan 'Shaping UBC's next century' contains at least four goals that specifically speak to faculty service, e.g.,

- Partner with Indigenous communities…to address the legacy of colonialism and to co-develop knowledge and relationships
- Lead globally and locally in sustainability and wellbeing across our campuses and communities
- Significantly expand student access, alumni networks and institutional partnerships to reinforce global and local connections
- Lead as a model public institution, fostering discourse, knowledge exchange and engagement.

However, we discovered no links between an increasing demand for faculty service at UBC and its acknowledgement and remuneration in UBC level policy documents.

INDIGENOUS FACULTY SERVICE

In this study, we talked to Indigenous faculty members who combine their faculty positions with academic leadership roles. Our non-Indigenous respondents also frequently referred to Indigenous faculty service as challenging due to at least two factors – heavy service loads to represent First Nations on the growing number of committees, and additional administrative, mentoring, educative and other service responsibilities emerging from the role that Indigenous faculty members increasing play at academia and within non-academic communities. Our study suggests,

as with previous studies (e.g., Henry et al, 2017), that Indigenous faculty often have to go the extra mile for T&P by serving on "prestigious committees" that strengthen their profile on the top of a lot of other activities that are not considered prestigious. As an Indigenous faculty member states,

> participation in recognisable committees, participation in search committees seem to be translated easily for review processes, and that's what you want to put your effort towards. But in the Indigenous studies context, much of your service is an interdisciplinary area of community-engaged work and consultation or even disciplinary kind of service where you're co-chairing a conference host committee.

RECORD OF SERVICE AT UBC

The University keeps a clear record of teaching and research indicated in the lists of courses recorded, numbers of student enrollment, how many courses faculty members teach, published papers, grants received etc. In contrast, however, our conversations with Knowledge Holders showed that despite documenting some service activities in annual reports, no data on faculty service is aggregated and systematized at UBC. Our interviews show that although complaints about unfair service load rarely appear in the Faculty Relations office, they do come into view in the offices directly advocating for faculty minorities (such as the Equity & Inclusion Office and Offices of Senior Advisors to the Provost and President on equity issues), which are addressed through mediations, for which there is no publicly available data.

HOW HAS FACULTY SERVICE CHANGED OVER THE YEARS?

Several Knowledge Holders argued that they have noted no changes regarding service over the last decade. Others have observed a growing imbalance in workload allocation with prioritizing research:

> I think there's a higher level of conservatism, a little bit more on the T&P from my observation, in terms of wanting to go much more on the counting route, for the impact factors and all of those, much more traditional academic route… I think the university is in a little bit of disconnect in terms of the trends of wanting to beat the ratings of the highly prestigious research-intensive universities and having all of these wonderful statements in our strategic plans that sound more aspirational.

> It's hard for me to gauge that. I do think that my colleagues and I feel that there's more need for faculty to do things "off the side of their desks." UBC grows and expands every year, in terms of new programs, issues that arise in equity and inclusion, new offices and initiatives… People feel that there is more and more pull on the faculty to give overtime.

Some also noted that more faculty members are adopting an equity, diversity and inclusion (EDI) perspective when it comes to service:

> When you talk to people, they understand. When I came it was sticking to tradition, "it's the way it is done". Now they are open to listening, to having input into decisions affecting them. People have changed, I think it's because of the new people coming in.

Sometimes divisions in these units would make it difficult for people to come together. When people come together and they're interested in something, you see a change in the way they receive the information. Also, when there is a deliberate attempt to engage faculty, they appreciate it. That has changed, people are willing to change.

I think the last decade has sparked a lot more conversation about it. And the Indigenous scholars have been able to press the issue in the ways that then benefit others. I think why that has happened – maybe it is this moment of visibility when moving forward Indigenous scholarship has been a priority of the wider university. We have all been able to articulate reasonably well why we are doing more and different service, and in some circles, it has sparked people years and made them rethink things they might have not otherwise done.

FACULTY SERVICE IN THE FACULTIES OF ARTS AND EDUCATION

Our study explored two Faculties at a Faculty level – the Faculty of Arts and the Faculty of Education—to learn a) how service is defined, accounted for, and rewarded, b) what data is collected and analyzed c) what policies are in place, and d) what issues are identified at the faculty level and in different departments, especially concerning equity issues. We analyzed policy documents and conducted semi-structured interviews with deans, department heads and their associates, and senior faculty members who had experience serving on SAC.

Our study shows that whereas both Faculties heavily rely on the Collective Agreement guidelines regarding service in T&P, their approaches to considering service as part of faculty workload slightly differ, as do departmental approaches to recommending Merit and PSA pay.

POLICIES IN THE FACULTY OF ARTS

The Faculty of Arts comprises 25 departments and schools, from very small (10-11 faculty) to large (~60 faculty) with a total of about 700 faculty members, and "they organize themselves very differently." Whereas some larger departments have professionalized some service activities, e.g., student advising is done by department administrative hires, other departments consider student advising tasks as part of faculty service. Many faculty members are engaged in a lot of external service, e.g., "sitting on publication committees, serving with their scholarly societies, or doing a report for their governing body." Some departments have a longstanding tradition of using a point system in accounting faculty workload and performance, including service, e.g., the Department of History.

FACULTY-LEVEL POLICIES ON ASSIGNING AND REWARDING SERVICE

Given a diversity of organizational approaches, the Dean's office established *The Faculty of Arts Statement of Principles for Allocation of Merit and PSA* to "ensure that service is counted" at a Faculty with heterogeneous practices and standardize the process of Merit and PSA distribution. Based on the document, each unit is to "have written Merit/PSA guidelines ("policy")" to assure transparency for the review process (p.1). Such policy must "outline the Merit Review Committee structure and procedures and explain the processes and assessment criteria underlying Merit/PSA determination" (p.1). The policy interprets service as specific activities outside of teaching and research tasks and an important component for all three streams: Research, Educational Leadership, and Lecturers (p.2) that should be evaluated alongside teaching and research in Merit and PSA (p.2). The policy states that the Merit and PSA committee has no power to give 100% weight to one of the components:

> assessment must be based on the duties expected of the faculty member in the period in question... [and] [t]hose who do not perform expected service will not normally receive Merit, while particularly stellar service may be grounds for Merit consideration (p.2).

The Faculty of Arts sometimes uses PSA to balance the salaries of those "who do a lot of administrative service but do[es] not get Merit," within the broader concern for overall achievement in the two other areas.

DEPARTMENT-LEVEL POLICIES OF ASSIGNING AND REWARDING SERVICE

We examined Merit and PSA guidelines at three departments: The Department of Geography, the Department of French, Hispanic and Italian Studies (FHIS), and the Department of Classical, Near Eastern and Religious Studies (CNERS). The guidelines are framed differently from a brief statement at the CNERS (2019) to detailed guidelines with a list of service roles, including committee chairs, advisors, editors and their associates, coordinators and organizers, unpaid consultants, reviewers, presidents of associations, public/community lecturers, as at the Department of Geography (2020).

We focus here on the *Merit & PSA Guidelines* at the FHIS (2020) as an example of a comprehensive policy. This document constructs faculty service as a unit of minimum and above minimum assignments. The *minimum* includes participating in "departmental and program meetings; appointments, reappointments, promotion, and tenure committee meetings (if eligible); job talks; other scheduled events" (p.11). It also includes "department service assignments...formally assigned by the Head at the start of the academic year" (p.11), and:

> additional responsibilities within the unit... in response to day-to-day operations of the department (such as comprehensive exams and graduate applications, in the case of faculty members in the Research stream), membership in ad hoc departmental committees, peer reviews of teaching, searches, etc. (p.11).

The Department recognizes **service to the Faculty and the university**, including "administrative work, activities for continuing studies, as well as service on committees and university bodies" (p.11), **service to the profession** done "for professional and scholarly organizations... that do[es] not fall under the category of scholarly activity."[5] (p.12), **public and community service**, including, "community outreach, open learning, public lectures, media work, and membership on or service to governmental or public councils and boards" (p.12), and **other service activities** that "can be highlighted in the faculty member's annual report" (p.12). With this said, the criteria on research also include "research transmission, translation and mobilization" (pp.6-7), and public scholarship (p.7) that, in some cases, intertwine with faculty service, indicating that some research and service activities are difficult to tease apart.

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[5] These guidelines have no definition of scholarly activity. The section on research includes publications; awards and prizes, grants and fellowships; research transmission, translation and mobilisation; and public scholarship.

POLICIES IN THE FACULTY OF EDUCATION

The Faculty of Education comprises four departments and one school, UBC's School of Kinesiology. There are approximately 120 tenure-track/tenured faculty members across the Faculty.

FACULTY-LEVEL POLICIES ON WORKLOAD & SERVICE

Our study identified several faculty documents on faculty workload and service, including Guidelines for Faculty Workload Planning (2020), Statement on Honoraria Paid to Faculty (2016), Faculty of Education Criteria and Processes for Making Off-Load Appointments (2011), FoE Procedures Related to Reduced Appointments (2009), Checklist for Promotion and Tenure Files for Heads/Director (2020), and sets of criteria for T&P for the Educational and Leadership and the Professoriate Stream referring to the Collective Agreement. We identified that all finance-related documents explicitly emphasize that faculty workload includes teaching, research, and service.

At the Faculty of Education, the *Guidelines for Faculty Workload Planning* (2020) regulate the distribution of time in a normal workload depending on its type, the number of annual credits for a teaching workload, teaching buyouts, and service (pp.6-8). The document sets a norm of 20% of service load for all ranks (Assistant Professor, Associate Professor, and Professor) in the Research and Educational Leadership streams (p.3). The Faculty of Education constructs service as activities that "must be performed to maintain the operations of the institution" (The Faculty of Education, 2020, p.8) and service to the community, academic, and professional organizations as "an important component of the faculty member's obligation." (p.8). The document emphasizes that "faculty members are expected by the University and the public-at-large to make their professional knowledge and skills available to the local community, province, nation and world" (p.8). It provides for rotation of service roles on committees, program coordination, and other leadership positions, establishing grounds for equity in operational service. Administrative appointments are considered service to the Faculty and University; in cases "when such appointments require significant amounts of time, the Dean will be responsible for distributing administrative buyout allocations" (p.8), distinguishing administrative appointments as a special type of service for which special conditions might apply. The last sentence of the subsection addresses service to the community, specifying that it "includes all activities that are directly related to the education profession beyond the University and are often unique to individuals and their areas of interest." (p.8).

DEPARTMENT-LEVEL POLICIES ON ASSIGNING WORKLOAD & REWARDING AND SERVICE

Similar to the Faculty of Arts, we examined guidelines for Merit and PSA at three departments: The Department of Educational Studies (EDST), the Language Literacy Education Department (LLED), and the Department of Curriculum and Pedagogy (EDCP).

The Boundaries between Service, Teaching, and Research. Our analysis shows that different units within one Faculty might have a different understanding of faculty service. This interpretation of service is closely related to the differentiation among service, research, and teaching. Among the units of the Faculty of Education, EDST (2020) seems to have the broadest understanding of service that includes service to

- the Program area in terms of committee work and leadership roles,
- the Department in terms of leadership and administrative roles, committee work, peer teaching reviews,
- the Faculty of Education and the University through committee work and offices held at the department,
- scholarly profession, including editorial and reviewing activities, conference organization;

to communities outside the university, including workshops and non-academic conference presentations, professional development workshops, professional consultations, and media presentations (pp.3-4).

EDCP differentiates between service outside of teaching and research, and research-informing service activities: "service activities are considered to be those activities for which one's expertise in one's discipline is not required and/or the rigour and accountability of traditional research, and professional development is neither expected nor required." (EDCP, 2019, p.16). Contrasted to EDST, EDCP treats editorial and reviewing activities, media presentations, e.g., television and radio interviews," as a contribution to research and scholarship (EDCP, 2019, p.17). In the same vein, workshops for non-academic communities, and professional development workshops are listed within teaching at EDCP (2019, p.17), but service at EDST (2020, p.3).

EDCP distinguishes between some forms of service and teaching based on the nature of the performed responsibilities:

Because coordination of undergraduate program areas includes both teaching and service aspects, the nature of each faculty member's coordination duties/responsibilities will determine to which area (service or teaching) it primarily contributes. When the coordination is primarily professional and/or academic support and mentoring, it will be considered a form of teaching; when the coordination is primarily administrative, it will be considered a form of service (EDCP, 2019, p.17).

EDST has a different approach and considers course coordination and oversight of teacher education cohorts, student supervision, advising, and mentorship as teaching; and program coordination and mentorship for colleagues as service (EDST, 2020, pp.3-4). Although the departments have different approaches to defining service activities, they allocate the same amount of time – 20% for service.[6]

Evaluating Merit. Different departments may be making Merit recommendations differently. Both EDST and EDCP state that faculty members must have achieved "extraordinary achievement" in two or more areas "one of which must include scholarship/educational leadership" (EDST, 2020, p.3). In contrast, LLED (2019) policy suggests that

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[6] Two of our knowledge holders noted that their departments adjusted the usual 40-40-20 to 40-30-30 with research receiving 30%. This was either a recommendation from the department to the head, or a collective decision.

> [t]o qualify for a Merit award recommendation, the Summary of Activities will demonstrate that a faculty member has met expectations in each of the following categories of scholarly activity, teaching, and service, and has exceeded expectations in at least one area (p.2).

Therefore, according to policy documents, LLED faculty members can expect to receive Merit if they have met expectations in all three aspects – teaching, research and service, and have exceeded expectations in any area, whereas, at least on paper, an EDST and EDCP faculty member can only expect Merit when they have met expectations in all three aspects and exceeded in research/ scholarship plus one other area.

APPROACHES TO AND THOUGHTS ON SERVICE ACCORDING TO KNOWLEDGE HOLDERS IN BOTH FACULTIES

SERVICE IN T&P

Our study showed that different departments across both the Faculties of Arts and Education use different definitions of service in T&P and Merit & PSA. For example, EDCP differentiates *service as non-scholarly and non-teaching-related activities of faculty members for Merit and PSA from service as part of scholarship for T&P:*

> For somebody who is organizing a conference ...you can see a lot of academic input. When [someone is] an editor, ... actually most of this work is scholarly. They are providing the service to that community or association, but the work they are doing is scholarly.

According to the majority of our informants, service does not play any significant role in T&P:

> I can't say that the volume and the quality of the discussion around service are high on tenure committees.

> Largely, service is not counted or being seen as much as excellence in teaching and research is. Not that it's not important, but following the lead of the Collective Agreement, it's not the fundamental determinant of why people get or don't get tenure.

One of the respondents explained that partly the reason why "at SAC, we almost never talked about service... [is] because of the language of the Collective Agreement, which doesn't say much of it." However, another informant argues that "[t]here is a fine balance in following what the agreement says: you don't want to overdo narrating the service, but you also want it visible."

Despite the little weight of faculty service in T&P, some units invest efforts in integrating service into the file.

> There has to be some semblance of trajectory from A to B. And the notion of coherence is something that we don't think about a lot when we think about service. How is your service reflecting leadership that moves along things like scholarship, teaching, and educational goals? It's important to demonstrate that.

This approach implies viewing service as part of scholarship rather than activities on top of teaching and research.

Service in Promotion. Our informants noted that if anywhere in T&P, some service might be accounted for in promotion decisions (i.e., in going from Associate to full Professor).

> There are informal ways in which [service] enters into the [T&P] process. Some service does become relevant around promotion. If you serve on the editorial board of a journal with high recognition within the discipline or serve on the nation-wide committees in your discipline. Those are service, but they are also esteemed factors, and they are relevant when you're talking about promotion (not so much tenure)

> [W]hether you're a good citizen or not is going to be on the mind of those who're going to review your application.

> Going from Associate to Full, that is when they are going to pay more attention: Is this a person who's been out for themselves only, or they are good in the community? When you get tenure, you should be able to get more active as a community member.

Several informants noted that high engagement in service might also play a negative role in promotion. "You know that most people will get tenure, so where it [high levels of service] affects them most is promotion; it delays it."

When Service Might Become Visible. Sometimes, an external reviewer for tenure or promotion might raise their concern about the absence of adequate service.

> The thing that might happen is when a file goes out for review to external referees - if they write back flagging that this person is not doing adequate service, the Head has to respond to that in the Head's letter. So that's where this is entering the conversation in a deeper way.

As another interviewee noted regarding tenure that service might become a problem when teaching and research are weak.

A Good Citizen. Some knowledge holders suggested that the main criterion for a service file is "being a good citizen:"

> Beyond the importance of service for making you a good citizen of the department, I don't think it has much of a formal role in the T&P process.

> The standards of service for T&P are extraordinarily low: just in some way, you need to show something that demonstrates at some level good citizenship.

> Service doesn't matter. If you're a good university citizen, it's just like icing on a cake.

When asked what the concept "a good citizen" means, and how that is perceived, one of our respondents defined it as "someone who contributes but doesn't rock the boat, someone who does a share of their work" and suggested that this concept

> often has very gendered dimensions, women are really encouraged to do some of the domestic duties of the departments. And they are sometimes seen to be disruptive when they say that they want to be on research committees or the committees that have some power.

Therefore, a concept of citizenship might also potentially reinforce some patriarchal models that still exist in academia and may disproportionately impact women and minority faculty. Moreover, "a good citizen" criterion is quite subjective and implies some reference to moral-psychological aspects of work that might be difficult to evaluate.

SERVICE IN MERIT & WORKLOAD

Annual Reports. The Faculty of Arts provides a unified template for annual reports for all departments comprised of a Faculty of Arts standard activity report and an optional narrative summary. The narrative summary can take the form of

> a brief statement (maximum 250 words) in response to the following questions: 1) What are your top two to three achievements this year? 2) Why should the Merit Committee prioritize these for consideration? 3) In what order would you prioritize your achievements in the merit categories?

Some departments at the Faculty of Education also extend their annual reports to reflect more faculty workload aspects, e.g., additional to filling in a CV, EDCP asks faculty members to complete a six-page non-structured annual report about the tasks that they have performed during the year: "what drives them in a broader perspective, what kinds of things engage them and why they engage in those things." These reports are designed to solve the problem of little detail in annually updated CVs. "In a CV alone, there are people who throw things there, 'this is service, this is not, this is scholarship.'" Six-page reports are found to be useful in identifying what things could be elaborated on and later included in the T&P portfolio.

The rationale of this approach is backed by some other interviewees who noted that "[y]ou've got to dig deeper; you can't speak from [faculty] CVs or annual reports;" context is needed.

A Point System. The Department of History at the Faculty of Arts has developed a point system for looking at each faculty member's service load over a period of time.

> It's for internal record keeping. Any faculty member could look at how many points they've done over the years. And we have a document that sets workload expectations (4 points over a 3-year period on average for pre-tenured faculty, and 7 points over a 3-year period for tenured). It's only departmental activities. That is a way of setting general expectations for service. When it comes to Merit, T&P, we do not draw directly on those points. It's a general guide to what our base expectations are for service. It's aimed at the quantity of work. In terms of quality, no written expectation will give us particular guidance on service performance.

Some other units at the Faculty of Arts use a modified point system. Our informants who work in these departments consider the point system

> extremely effective. It gives individuals more control and agency over their service. You can decide if you're teaching two courses you've taught long before, and they are not going to take up much workload, maybe you can sign up for a heavier service load this year, etc.

> [It] is a practical system that would have a significant impact. And even better if there was ...an annual tracking of administrative points by a faculty member. It is doable to say we require adequate performance on all three aspects, but it's not said in the Collective Agreement.

As one respondent noted, "the point system is really helpful," but it does not account for all types of service, e.g., "[t]he part about who students go to is much harder to deal with on a systemic level." The point system allows the unit to record the service points, "but they haven't been analyzed systematically" to monitor if women, Indigenous faculty, black faculty, other faculty of colour, LGBTQ+ and/or faculty with disabilities are involved in certain types of service more than others.

Rating Sheets and Rubrics. The Department of Educational and Counselling Psychology, Special Education (ECPS) uses

> a rating sheet for scholarly activity, teaching and service. If [a faculty member] got an "outstanding" for service on 30% of the ranking form, that's not bad, that would put them up. And because a lot of people in the department are doing a lot of service in the profession and internally, they do recognize the time it takes.

At the same time, one departmental academic leader explained that their unit rejected very detailed rubrics for Merit and PSA: "The rubric takes over your vision of people." Instead, the Merit committee is asked to rank all of the files from 1 to 20+ "using very basic guidelines: Did the person do more or less than what is expected?" Based on this evaluation, the committee identifies ten people "who absolutely must get Merit" and "picks those who 'Better luck next time.'"

SERVICE IN PSA

PSA is recommended at the discretion of the department head and is a form of bringing a faculty member up to a comparable salary compared to their peers when they are meritorious. Some heads and former heads recounted that it can be a way to counter inequalities:

> You're given a list of salaries as a Head. There's a mean salary for a cohort and a % and a $ value above and beyond that mean. We were encouraged to make a case for people who we felt were significantly below the mean. Often, it's gender- and race-related. There was a person in [our unit], who is one of our more accomplished scholars, who was $13,000 annually below the mean of [their] cohort. (FoE)

> There are deep inequities in how service is rewarded, and there's still a case where we have to use PSA as a catch for people who performed really well in their departments. Maybe their research and teaching fell a little bit behind, but they provided almost all leadership roles in their departments. And they otherwise tend to progress not as rapidly. When we note that, we often provide additional PSA to help them catch up. Sometimes that's triggered by the Head suggesting it; sometimes we see it as a pattern over the years. (FoA)

However, this approach may not be common practice across all departments. In many cases, PSA recommendations are linked to receiving Merit in the previous years:

> The PSA is tricky. ... We use a very simple formula for PSA: if the difference has been occurring because of not getting Merit, then PSA will not be used. If they negotiated salary and it came in at a much lower level, but they have been meritorious, then PSA is used to bring them to the minimum. (FoE)
>
> One of the problematic things is that if you don't get Merit for a couple of years, then that can penalize you in PSA. It's a vicious circle because you can then not arise out of that. (FoE)

SERVICE DOES NOT ALWAYS MATTER IN MERIT OR PSA

Whereas faculty service is accounted for in Merit and PSA at the level of the Faculty in both the Faculty of Arts and the Faculty of Education, our interviews showed that there are departments in which service (at least in some years) is still not really recognized. One informant noted that "[when] I was on the Merit committee, most of the conversations focused on the research, teaching played some role, service didn't really enter the conversation. I think the focus was on the areas where there is more variability." Another stated that "In making the decision about Merit, most of the calculation is based on research productivity and teaching records. Service is really not considered. It's: have they done it or not?"

COMPENSATING FOR SERVICE

There is a continuum of who receives course releases or monetary recognition in the departments in relation to service. At one of the large departments at the Faculty of Arts, with 50+ faculty members and a fairly elaborate structure with three Associate Heads, each of them gets some course release and a bursary or honorarium. As one of our Knowledge Holders noted, other departments consider administrative work in the Associate Head's position as part of service with a small compensation if any. In small units, all the functions of Associate Heads, Undergrad Chairs, and Grad Chairs may be performed by the Head. At some departments at the Faculty of Education, program coordinators used to receive a course release in the past. Some of our respondents noted that fewer service roles associated with administrative positions receive course releases now than they did in previous years.

EQUITY ISSUES IN FACULTY SERVICE

On the one hand, a small majority of our respondents within both Faculties commented that they had seen no equity issues in faculty service workload distribution, especially in recent years.[7] On the other, we noted a number of references made to heavy service loads of women, racialized, and Indigenous faculty, and some issues with service workload of faculty with disabilities. For example, one of our informants reported that many women faculty were heavily involved in helping students shift from campus-based to off-campus learning at the beginning of the pandemic, which included

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[7] When asked about equity issues in faculty service, our respondents referred to Indigenous and racialized faculty, women faculty, queer faculty, and faculty with disabilities.

consulting on well-being, not only for their own students but also for other grad students who often had male supervisors. Another interviewee reminded the project team about the woman/man ratio for Full Professor being stuck at 30:70 as a massive and worrisome failure at an institutional level. We were also informed about some unofficial data on engagement in community service learning and community-based research that show that women (across all professorial ranks and streams) are more often involved in this type of work than men. One Knowledge Holder gave an example of faculty members with disabilities "being directed around their service and [being] told what they can and cannot do" at units "where directed studies and graduate supervision is counted as service." As mentioned above, complaints about unfair service load were also reportedly appearing in the offices directly advocating for minority faculty such as at the Equity and Inclusion Office and Offices of Senior Advisors to the Provost and President on equity issues.

Some faculty data also reveal inequalities that might be related to service. For example, the *Faculty Report: Diversity and Equity 2015. Faculty of Education* shows that whereas women faculty in the Research stream comprised the majority (80 faculty members versus 60 men faculty), more than 60% of men held Full Professor positions compared to 45% of women faculty; more men held academic leadership positions (10 men to 6 women) and higher rank positions of Heads, Associate Dean, and Dean (6 men to 4 women), clearly indicating an imbalance between women and men academic leadership appointments at the time.[8] The report also revealed a 14-month difference in average time to tenure and promotion to Associate between men and women faculty. With the evidence in the literature that service is one of the factors that slow down women faculty careers[9] (see Barrett, 2011; Hanasono, 2019; Pyke, 2011), it is quite possible that a heavy service burden might be among the factors why women faculty in Education progressed more slowly to tenure and promotion in 2005-2015 and held fewer academic leadership positions by 2015.

Some department heads shared the struggles they face in balancing their desire for racial and gender diversity on committees with their concern for exacerbation of workload this might create for certain minoritized individuals. As one of our respondents stated:

> There's a very disturbing trend happening when black junior professors are asked to sit on committees because heads of the departments want to protect Indigenous faculty from doing this work. So, minority professors are being pitted against each other [and it] is another form of systemic racism.

Our study also indicates that faculty members in small units experience a problem of heavy service workloads more often than large ones.

Through our research, we saw no evidence of any department that systematically tracks their faculty members' workload from equity, diversity, and inclusion perspectives. Even the departments with a point system and extended annual reports admitted that no analysis of the coming data is done regularly.

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[8] We do recognize that these demographics may change as more junior women faculty rise through the ranks; this will be something to watch out for especially in regards to whether this translates into having more women at the very top ranks (e.g., Deans, Senior administrators in the Provost's office etc.)

[9] As well as service performed inside the home, child rearing etc.

JUNIOR FACULTY SERVICE

In our interviews, junior faculty members were frequently mentioned as a group of people who might "have a wrong understanding of service," as one of the informants stated, and be negatively impacted.

> If I talk to junior, pre-tenure folks, a lot of them think that service counts more than it actually does. They essentially think, 'I shouldn't say no to any kind of service commitments.' For example, service outside of the university to review articles for journals, and so on, and they are not turning those requests down. So, I actually advise my junior colleagues that they need to protect some time for themselves.

The significant administrative workload might negatively affect tenure and promotion by weakening research and teaching files, especially for junior faculty; e.g., having a course release for a significant administrative appointment while being on the tenure track might diminish one's teaching profile; spending time on service may mean the difference of not having time to publish one more article.

Some departments provide additional policies and establish practices supporting junior faculty, e.g., *The Guiding Principles for Supporting Pre-tenured Faculty* (2018) at EDST include *developing leadership capacity in service* (p.1). To follow this principle, EDST commits to encouraging pre-tenure faculty to develop service opportunities congruent with their strengths and interests, and to not place expectations on junior faculty to serve on Faculty and university level committees, unless they choose to, or to take on major administrative duties such as Head, Deputy Head, Graduate Advisor, Program area chairs, or chair major committees, such as the PhD or EdD Management Committees (pp.1-2).

WHAT COULD WE DO TO IMPROVE FACULTY SERVICE AT UBC?

In this section, we suggest several ways of improving faculty service, its perception, and recognition at UBC. Based on our literature review, interviews, and document analysis, we recommend actions be taken to achieve three goals: i) to document service, ii) to recognize and value service, and iii) to support service. We end this section with a broader discussion on iv) furthering equity, diversity, and inclusion based on our overall study. The following actions are recommended to help reach these goals:

i) Documenting Service

- **Transparent definition of faculty service in the Collective Agreement**

This report shows that a blurred definition of service in the CA provokes different interpretations among faculty members, sometimes coming from the same units. This variation in understanding of service might affect not only the Merit and PSA processes but also T&P with internal and external members of the committees for reappointment and T&P being likely to have a variety of opinions about what counts as faculty service. Therefore, we recommend work be done on more clearly defining service in the Collective Agreement to help us to gain a clearer understanding of what service means across UBC.

- **Tracking data on faculty service**

Part of making service valuable is making it visible. Our study revealed a lack of data on faculty service: Who is doing what? How are committee commitments decided upon? What kinds of service is and is not accounted for in T&P or Merit/PSA? How is the work of a faculty member being recorded and rewarded (as Service? Research? Teaching? Educational Leadership? Scholarship?). We suggest departments and Faculties begin to track data on who is doing what kinds of service over a five-year period and then track patterns over time.

A good place to start could be accessing and systematically analyzing data that already exist on faculty service found in Summary of Activities reports and CVs submitted for tenure and promotion. There is also a need to revise the already existing sources of information on faculty service such as annual reports, tenure and promotion portfolios to examine how they reflect the necessary data. Mechanisms of regular analysis covering all levels, from units to UBC, need to be established. We likely also want to start looking more at what other universities have done to study service and collect data. There are UBC level offices that coordinate, oversee, and support faculty teaching and research. It may not be entirely far-fetched to imagine an office or unit to support faculty service.

- **Sharing of policies and practices within and across Faculties**

To support a) a more equitable workload among faculty members regarding service and b) the diverse and important service-related work faculty members do, a culture of transparency is needed in how we assign work and how we account for service and assess faculty work in Merit/PSA and T&P. Seeing how other units approach these difficult questions can help us to reimagine our own processes.

ii) Recognizing and Valuing Service

- **Rethinking service: Unfolding the boundaries**

Service is seen as separate from teaching and research. However, these categories themselves have been changing in the past decade and rethinking service involves a rethinking of the meaning of teaching, research, and educational leadership.

One of the problems this study has revealed is the construction of boundaries used to define faculty service. The CA needs to reflect and address the growing complexity of differentiating among teaching, research, educational leadership, and faculty service that is likely to expand. Some of the examined department policies try to overcome this challenge by regrouping activities from service to teaching or research portfolios, e.g., peer-reviewing or editing at academic journals viewed as part of the research, and outside of degree programs as part of a teaching portfolio. The same is applicable to revisiting the boundaries drawn between "service to the university" and "service to the community"; and between "assigned service" and "self-directed activities." Thus, the introduced to the CA in 2020 "assigned" and "self-directed activities" seem to prioritize "assigned service" over "self-directed service." The CA needs to include a statement that both forms of service are equally valuable and accounted for. The importance and equality of both forms need to be acknowledged in department policies.

Our study also identified the need to provide greater avenues for reporting and recognizing community engagement as research, teaching, and service. In addition, there is need to assign greater value to various forms of scholarly dissemination including artistic activities, often seen as service, especially where community is concerned.

- **Increasing value of faculty service in T&P and in Merit/PSA**

The established practice of service having little, if any, weight in T&P needs to be revisited. Service plays an important role in a faculty member's academic activities. As *The UBC-Vancouver Faculty Survey on the Effects of COVID-19* (Quayle, 2020) suggests, tenure-track faculty members may be particularly susceptible to increasing service demands and expectations. This study showed a gap between accounting for service as a compulsory component of faculty's workload in their contract and inadequate weight placed on faculty service in T&P. In fact, UBC uses two different patterns to ensure faculty service as a regular practice and to support moving up the academic ladder as tenure-track faculty.

The study showed that the same CA's statement "[s]ervice to the academic profession, to the University, and the community will be taken into account...but...it cannot compensate for deficiencies in teaching and scholarly activity" begets contradictory interpretations among academic leaders.

Some of our respondents used it to illustrate that service does not have any value in T&P. An updated statement acknowledging that teaching and research cannot compensate for lack of service or poor service, and none of the components can compensate for insufficiencies in the other two is needed.

Our study showed that to compensate little weight of service in T&P profiles, some UBC departments tend to use Boyer's (1990; Boyer et al., 2016) concept of "scholarship of engagement" in T&P to reconceptualize the boundaries among teaching, research and service. Further rethinking of how Boyer's model can be applied to UBC service policies and practices in T&P is needed.

The current definition of service in the CA acknowledges a multidimensional character of faculty service by providing a list of different service activities of various natures, e.g., governance and administration, service to academic and non-academic communities, continuing education activity, membership and service at academic, public and government bodies, mentoring activities, service to advance historically marginalized individuals and groups (see UBC, 2020, p.68). This definition does not coincide with the SAC Guidelines and specifically with the template CVs for T&P. The SAC Guidelines need to be brought into compliance with the updated CA and reflect the changes introduced in summer 2020.

Among other solutions for strengthening the role of faculty service in T&P, one of the respondents suggested developing "a blended file" to capture all type of activities that a faculty member does. While we recognize that there tends to be greater recognition of service in Merit/PSA, our findings also suggest more consideration be given to the different types of service performed by faculty members when evaluating yearly Summaries of Activities.

- **Bringing UBC policies on faculty service closer to UBC's vision, purpose, and value statement, and its Strategic Plans**

The literature review pointed to a correlation between an institution's service mission and faculty workload (Jaeger & Thornton, 2006; O'Meara, 2002; Ward, 2003) that is rarely acknowledged in institutional policies. Ward (2003) links external faculty service to institutional service mission or outreach mission and suggests distinguishing the service of teaching and the service of engagement. Jaeger and Thornton (2006) point out that faculty service is viewed as low value when the reward system does not support the university service mission. The implementation of "promotion and tenure policies that assess service as scholarship can increase consistency between an institution's service mission, faculty workload and reward system; expand faculty views of scholarship; boost faculty satisfaction and strengthen the quality of an institution's service culture." (O'Meara, 2012, p.2).

UBC envisions itself as "inspiring people, ideas and actions for a better world" aiming at "pursuing excellence in research, learning and engagement to foster global citizenship and advance a sustainable and just society across British Columbia, Canada and the world" (UBC, 2020). Excellence in engagement entails excellence in faculty service, which may require fostering more of a UBC community to achieve these goals. As one of our informants noted in reflecting on their workplace even before the pandemic:

> You know how the building is empty. They can meet their student online, and since they have to be writing, they better be writing at home. The institutional dynamics, values, priorities, and the architecture of that place have created less of a sense of community. And you are less likely to feel that service to the community is valuable if you don't have a strong sense of the community.

There is a gap between i) UBC's Vision, Purpose and Value statement and its Strategic Plan 'Shaping UBC's next century," and ii) policies on faculty service in the CA and SAC Guidelines, and in those examined in the Faculty of Arts and Faculty of Education. The implementation of UBC's Indigenous Strategic Plan—and following other strategic goals such as leading in sustainability and wellbeing across UBC campuses and communities, expanding alumni networks and institutional partnerships, fostering discourse, knowledge exchange, and engagement—requires a lot of faculty service. Therefore, service must be recognized as a valuable component in all forms of faculty workload and performance assessment.

iii) Supporting Service

- **Consideration of greater supports for faculty service**

Course buy-outs, service reductions in recognition of other service work, administrative support, GAA or TA-support, are all important considerations in both ensuring greater equity in faculty work and in recognizing the time-intensive and important service work faculty members are doing.

- **Greater recognition of service**

Overall, our study suggests the importance of more formal recognition of service work of faculty members. This could involve the creation of service-directed grants, internal awards for service or mentorship, and space allocated for sharing one's achievements in relation to the activities associated with service.

- **Clear unit policies on service that ensure equal distribution of time-intensive roles**

The CA clearly states that service varies from one unit to another (p.68). Written department policies on workload—and its distribution, recognition, and reward, including faculty service—need to be developed with transparent criteria to increase equity and ensure equal rotation of service roles (Curcio & Lynch, 2018; O'Meara et al., 2018).

Several studies advocate for improving guidelines for service allocation (Alperin et al., 2019; O'Meara et al., 2018; O'Meara et al., 2019; Ward, 2003), showing that faculty members who report working at units with clear allocation of roles and responsibilities with rotations of time-consuming roles also express "workload satisfaction and perceptions of equity" (O'Meara et al., 2018; O'Meara et al., 2019). The main point of changing policies is ensuring an equal share of everyone in a group's collective work and avoiding "free-riding" (Curcio & Lynch, 2018; O'Meara et al., 2018). Uniformly applying transparent criteria increases reliance in "procedural and distributive justice" (O'Meara et al., 2018, p.3); therefore, one of the ways of changing the perception of inequality in service allocation is increasing transparency and accountability "in roles and expectations, and flexibility to acknowledge different contexts" (O'Meara et al., 2018, p.2). Although policy guidelines changes may not be enough, they still "can have a significant impact on how faculty choose to allocate their time and energy" (Alperin et al., 2019, p.26). However, if policies only aim at engaging everyone in collectively shared service, they might become an obstacle for recognizing and rewarding self-assigned, individually-directed and hidden service, which could likely disproportionately negatively impact Indigenous, racialized, and women faculty.

As definitions of service and service practices vary from unit to unit, it would be useful for Faculties or faculty units to develop policies reflecting their understanding of faculty workload, its allocation, recognition and reward, including service. These could include extended annual reports, a point system, and rating sheets, which could ideally be shared across campus so each department and faculty can learn more about what the other is doing.

- **Education on Service**

Educating academic leaders and faculty members around service—how it relates to policies, how it needs to be recorded and regulated, and how it involves equity issues—is one of the ways of increasing awareness of its importance and improving it.
Educating academic leaders and faculty members around service was one of the themes that appeared in our conversations with Knowledge Holders:

> One thing that institutions don't do well is clarifying for faculty members the definitions and the importance of service. If you looked at the Collective Agreement and the SAC guidelines, there's a vague paragraph in there.
>
> I think we could do a better job with educating new faculty. Then it's the education of every committee and the education of heads and directors of schools around how files can get articulated and narrated in a way that's helpful to the candidate.
>
> General advice to not to do [much service] until you're tenured is not realistic. It feels very dismissive. And your voice feels very silenced in that. People have to be educated around that in some ways. [Indigenous faculty member]
>
> People have to be educated around that in some ways.

> If we're looking at the problem: not well understood minimal standards, quality of service, let alone the volume of service; inequities in the service time people devote'; and we probably don't understand the extent of inequity in service.

Rethinking faculty service and designing departmental policy documents might become a form of mobilizing knowledge regarding service and allowing for sharing across campus.

Providing education on service could become part of the Academic Leadership Development Program for new departmental and faculty leaders, for example. Several Knowledge Holders pointed to a need to develop mentorship opportunities in leadership for junior faculty who seek to take on leadership roles that imply the decision making on important issues for their units rather than housekeeping. Some informants also suggested educating junior faculty on how to make healthy choices in service assignments.

iv) Prioritizing Equity, Diversity, & Inclusion in Service

Finally, in consideration of the fact this study started with equity concerns front-of-mind, and only happened because of the funding supplied by UBC's Equity Office, we advocate paying more attention to supporting greater equity in faculty service. Following Boyer's (1990, 1996) approach to reframing faculty service as a scholarship of engagement or application, some scholars suggest applying new perspectives to understanding service. For example, Baez (2000) conceptualized race-related service as service done by faculty of colour to support minority faculty in academia and suggests that "though significantly presenting obstacles to the promotion and retention of faculty of colour," service can be viewed as "the stage for faculty of colour to promote the success of racial minorities in the academy and elsewhere" (p.363). UBC has already taken a step toward recognizing equity and diversity-related service stated as

> mentoring activities including for members of Indigenous, racialized, or other historically marginalized groups, … professional, academic, and public service work done to advance all those who have been historically excluded based on gender, race, religion, sexuality, age, disability, or economic circumstance. (UBC, 2020, p.68)

As mentioned, these changes need to be reflected in the SAC Guidelines, including the template of CVs.

Our study indicates that many department heads and academic leaders are concerned with the problem of minority faculty having heavy committee workloads. Some of our informants suggested establishing basic standards in service similar to ones in teaching that would ensure that Indigenous and racialized faculty and women faculty are not overwhelmed with committee work and "pre-tenured faculty are not dumped with all the hard, time-consuming service jobs." As one person told us:

> And there should be caps on how many committees a person is to sit on. One of the complaints was from someone who sat on 6 hiring committees over the course of one semester, plus other regular committee.

Other recommendations included finding ways to provide formal recognition and reward for extra service along with providing more ways for people to "more comfortably say no."
Reasonable workload is front-and-centre here, and we concur with the thoughts of one of our Knowledge Holders regarding the potential role of the Faculty Association to ensure such a situation as the one described in the previous quote is less likely to occur:

> The Faculty Association could be more involved in helping to understand what constitutes a normal service workload. We know that for teaching, it's 4 courses a year. We know that in most disciplines there's some kind of standard for publications: 2-3 papers a year is reasonable in Education. But what is reasonable service in a given year"? [Departmental Head/ Associate Head of Unit]

We also believe there needs to be some flexibility, and equal concern with rewarding what could be considered service work. As one of our Indigenous Knowledge Holders told us:

> But if I'm one of very few Indigenous faculty members, I want to do this; I want to be providing my perspective. So maybe the best solution is trying to find the solutions to reward this stuff.

Additional research on faculty service is needed concerning Indigenous faculty service, faculty service of racialized faculty and other minority faculty (e.g., women in male-dominated departments such as Engineering; and maybe even men in female-dominated schools like Nursing). There is also a need identified to track the relationship between service and disability in terms of supporting the long-term wellbeing of faculty members. We stress again here the importance of gathering data so we have a much better sense of the situation. We need to be able to have a more robust sense of the gap (if any) between regular day-to-day faculty service workload according to one's contract and what appears on one's CV for T&P, and Merit and PSA across different Faculties and Schools at UBC. Another avenue of interest might be a media analysis of the news that celebrate service-related achievements of UBC faculty members and their role in promoting UBC as a community- and public-driven university.

CONCLUDING REMARKS

Over the past few years, UBC has solidified its vision and mission as a holistic, inclusive, innovative, social-justice oriented institution ready to serve Vancouver, the Province, Canada, and the World. It has also turned inward to examine how it can better meet the needs of the people who study and work here. Its Indigenous Strategic Plan is the first in Canada, directed to helping us to more thoroughly respond to the TRC's Calls to Action and work towards better serving—and ensuring the rights of—Indigenous communities here and elsewhere; its recently released Anti-Racism and Inclusive Excellence Task Force Report boldly puts forth 54 recommendations to address systemic racism against Indigenous, Black, and People of Colour students, staff, and faculty across UBC; and, its Inclusion Action Plan is directed to making inclusion more of a reality in our institution. We are conscious of the relevance of our study to the enactment of the Inclusion Action Plan, Indigenous Strategic Plan, and in responding to the Anti-Racism and Inclusive Excellence Task Force Report. Our findings connect directly to larger questions of recruitment and retention (and, indeed, satisfaction) of faculty members from all walks of life and interests.

This project focused on understanding how faculty service is conceptualized, recognized, and rewarded across UBC and what role it plays in T&P decisions and in allocation of Merit and PSA pay. The project aimed at informing programmatic and policy change with considerations of equity front-of-mind. The conducted study involved a literature review, the examination of faculty service at other U15 universities, an analysis of UBC policies and policies at the Faculty of Arts and Faculty of Education, and interviews with 24 senior administrators across UBC and academic leaders in the Faculty of Arts and Faculty of Education.

Our literature review showed that service is a broad term which has miscellaneous, in some cases contrasting, interpretations. Our analysis of Collective Agreements and documents regulating T&P at U15 universities revealed that different universities employ different strategies to address the growing complexity and contradictions in understanding faculty service, its acknowledgement and rewarding; however, the majority of universities do not give deserved credit if any to faculty service in T&P comparing to research and teaching.

The examination of UBC policies and practices indicated that UBC uses two different frameworks in accounting service in T&P and promotion and in day-to-day practices. Despite the recognition of faculty service as one of the key components of faculty workload alongside teaching, scholarly activity, and educational leadership in the CA (2020, p.14), service is considered in T&P and promotion only under the condition of efficient teaching and research. At the same time, faculty service remains a compulsory component of a 'regular' faculty workload and faculty contract.

Interviewing of senior administrators and academic leaders and our analysis of policy documents at Faculty of Arts and Faculty of Education and their units showed that there is a spectrum of opinions regarding the definition of service and approaches to its regulation. We examined differences and similarities in policy regulations and the understanding of service and suggested a number of recommendations that aim to improve faculty service at the UBC: documenting service, recognizing and valuing service, supporting service, and prioritizing equity in service.

Tenure-track/stream faculty members—along with others—keep this institution running. Faculty members want to serve students as well as the broader communities with which they interact. They want their work to matter, to be seen, to be recognized and rewarded. We hope our recommendations will be read, considered, and taken up by units across UBC as we work towards greater equity and recognition in faculty service. We also hope this study will lead to further research on the service work of non tenure-stream faculty: Lecturers, Adjunct, Clinical, and Sessional faculty. These faculty members perform more invisible service, experience varying levels of job insecurity, and, in certain units, experience untenable working conditions while serving both our students and our institutions. We can do more—in service to ourselves, our institution, and to our world.

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APPENDIX

QUESTIONS FOR KNOWLEDGE HOLDERS

We are currently undertaking an Equity Enhancement funded study of how faculty service is understood, rewarded, and recognized at UBC across different units, with particular consideration to processes of Tenure and Promotion. Our goal is to learn more about the diversity of faculty service and its recognition across different units and the possible equity and workload implications of faculty service. Our study will result in cross-sharing across the university and may inform changes in policy and practice of faculty service.

	Questions	Prompts/follow-up
Understanding of Service		
1	We are interested in hearing about your understanding of 'service' (as the third pillar of a faculty member's job) as it relates to your unit with regards to Faculty in both the research and educational leadership tenure streams?	
2	What are our experiences and thoughts about how service is recognised and rewarded in tenure and promotion conversations and decisions?	How have you or should we address the difference across service roles? In your unit and faculty, what kinds of service roles receive course buyouts, service buyouts? [Either at the department and Faculty levels?]
3	From your experience, how do you think faculty members understand service expectations regarding tenure and promotion?	At your unit level? At an institutional level?
Unit-level policies and processes		
4	Does your unit have any particular documentation or policies around defining, recognising, and expectations of service for tenure-stream faculty?	For tenure and promotion? For Merit or PSA?
5	How do you think understandings, definitions, operationalisations and expectations of service have changed over the decade(s) with regards to your unit and the university as a whole?	If so: - In what ways? - What do you think is driving these changes?
Equity in Service		
6	Do you have any data, or have you noticed, any differences in terms of service loads of faculty members within your unit with regards to rank, gender, racialized status, disability, sexual orientation and gender identity or any other factor?	If so: - What steps could be or have been taken to address these inequalities?