

Report on the Service Survey for Tenured and Tenure-track Faculty

June 2011

AGENDA COMMITTEE 2010-11

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Summary

The purpose of this survey was to collect information and increase awareness of the many kinds of service in which faculty at Wellesley participate, and to gather ideas for improvements. The service survey was sent to 183 tenured or tenure-track faculty, of whom 99 responded, for a 55% response rate. The survey respondents matched the general tenured/tenure track faculty population with respect to the proportions for gender, and groups A, B, C. There was a higher proportion of junior faculty (i.e., assistant professors) among respondents than in the general population, and a lower proportion of faculty of color.

A slightly modified survey was distributed to FIP faculty (Faculty on Term Appointment, Instructors of Science Laboratory, and Physical Education and Recreational Athletics faculty), which will be discussed in a separate report.

We first will summarize the results of the survey, and then present tables and figures giving more detail.

Total hours worked

Survey respondents reported working an average of 54 hours a week during the semester. This is exactly the same as the total of hours reported for faculty at liberal arts colleges in a national survey conducted by the National Center for Education Statistics (NCES) in fall 2003. (In this document “faculty” will mean “tenured or tenure track faculty”.) That national result was quite uniform across different types of institutions, including both liberal arts colleges and research universities. [See p. 15 for more details.]

¼ of Wellesley faculty report working 60 or more hours a week, and ¼ report working 45 hours or less per week.

During January and summers, our faculty report working about 45 hours per week. (All figures in the rest of this summary refer to time spent during the semester.) [See p. 18.]

Teaching/Research/Service proportions

Wellesley faculty reported dividing their time roughly in the proportions 60%-20%-20% for teaching, research, and service. [See pp. 16-17.] In particular, the median time spent by faculty on service is about 10 hours per week.

The proportion of research for Wellesley faculty is higher than the proportion reported by faculty from liberal arts colleges in the NCES survey, but lower than the proportion at private research universities. It would be interesting to know the comparable proportions at those liberal arts colleges we consider our peers.

Weight of Teaching, Research, and Service

In this survey, faculty were asked to estimate the weight given to teaching, research, and service in reappointment, tenure, promotion, and merit decisions. For the first three of these, such decisions involve recommendations by departmental Reappointments and Promotion (R&P) committees, and then decisions by the Committee on Faculty Appointments (CFA). Merit recommendations are made by the Merit Committee.

In addition to asking faculty their impressions of these weights, the survey also asked if the respondent had served on the CFA, or on the Merit Committee. (Until a few years ago, CFA members were automatically also on the Merit Committee, but that is no longer the case.) Thus the responses of the 17 CFA respondents or the 17 Merit respondents can be compared to those of faculty as a whole. However, the CFA and Merit respondents most likely include those who were on the committees quite a while ago, and should certainly not be taken as an accurate statement about the weighting that the current committee members would give.

For reappointment, according to CFA respondents the most weight is given to teaching, with research second, and service third. In the tenure decision, weights given to teaching and research are about equal, with service third, and this is also true for promotion and merit. For tenure the weights are roughly 45%, 45%, 10%. However, the weight given to service steadily rises from tenure to promotion to merit decisions (with the last as estimated by Merit Committee respondents).

In general faculty impressions of the weight for research in decision making is higher than that estimated by CFA/Merit, but not by a lot. There is a slight upward trend in the weight estimated for teaching as the rank of survey respondents rises. [See pp. 19-23.]

Distribution of service by individual

The median number of service hours per week reported is 10 hours, with the middle 50% reporting a range of 5 hours to 15 hours. But there are individuals who spent much more than 15 hours a week. [See p. 24.]

Time spent on different types of service

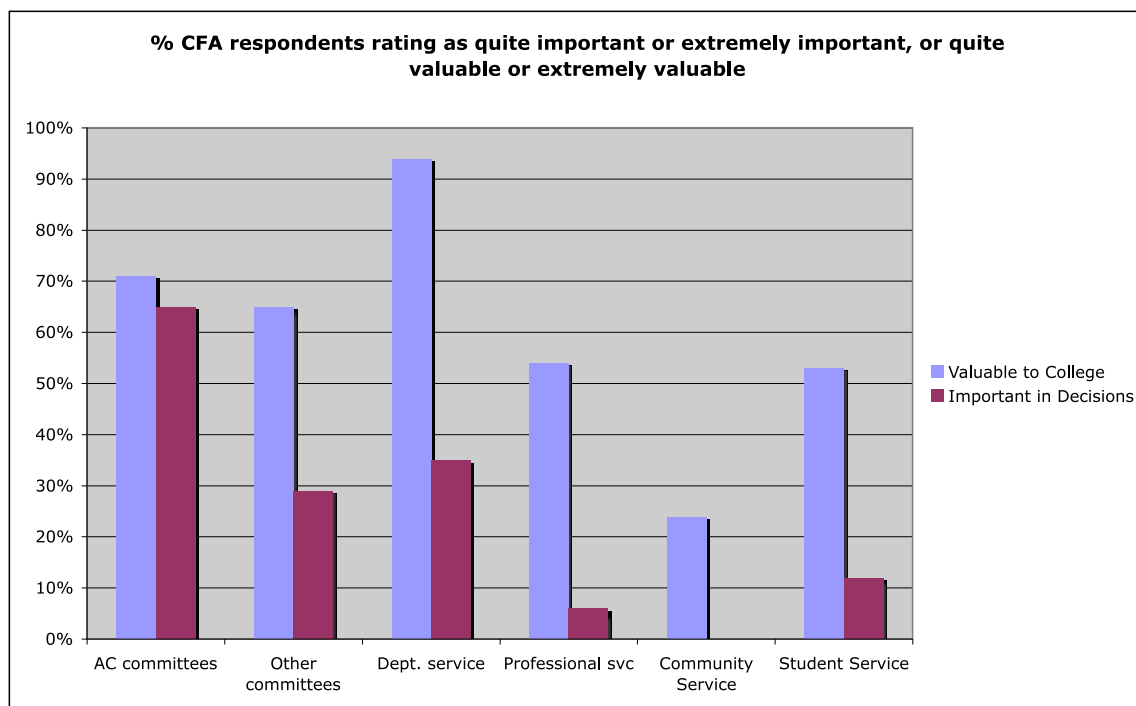
The survey indicates that time spent on Academic Council committees is less than 25% of total time faculty spend on service. More than half of service time is spent on the combination of departmental service and service related to students (other than in courses). There are also significant amounts of time spent on committees that are not Academic Council committees, on professional service, and on Wellesley-related community service.

For each of these categories, there is a sizable set of faculty who spend a large number of hours, far above the median. For example, for Academic Council committees, the median service is 15 hours per semester, but there are 9

respondents who spent more than 75 hours per semester. [See pp. 35-36 and pages 37, 41, 45, 49, 53, 57.]

Importance and value of each type of service

Perhaps the most important finding of this survey is that, according to CFA respondents, for types of service other than Academic Council committees, the degree of importance of such service in decisions about reappointment, tenure, promotion, and merit is much less than their perceived value to the College. The chart below illustrates the percentage of CFA respondents who rate each type of service as “quite important or extremely important” in decision making, versus “quite valuable or extremely valuable” to the College.



One might conjecture that the reason for this sizable difference is the difficulty of measuring contributions in some categories. For example, all would agree that writing student recommendations is valuable, but the number and quality is quite difficult to measure.

There is a similar pattern in the views of faculty as a whole. In both cases, except for Academic Council committees, the overwhelming view is that other forms of service that are very valuable to the College play a small role in decisions. This includes departmental service, student service, service on non Academic Council committees, professional service, and community service. [See p. 61.]

Variation in total hours of service per week

Below we discuss the variation of service by rank, gender, and minority status. We wish to stress that the survey is not a random sample, and any differences or lack of differences should be taken as suggestive, but not as “proving” that there is or isn’t a difference. There are many sources of variation, including the particular set of individuals who chose to participate, and errors in respondents’ memory of hours spent on particular tasks over the past year.

A rough measure of variability to be expected by chance in samples of the given size is shown by the areas shaded grey in the “boxplots” that appear later in this document. Even sizable differences in medians can be due to chance when there is large variation, so noticeable differences may not be “statistically significant”. To get a sense whether particular differences might be due to chance variability, please read the discussion that follows this summary [see p. 12] , and look at the relevant boxplots.

Variation of service by rank

For junior faculty (i.e., tenure track assistant professors), the median time spent on service is about 10% of total work time (about 5 hours per week). For associate professors that rises to 20% (about 10 hours per week), and for full professors 30% (15 hours per week). [See pp. 25, 38, 42, 46, 50, 54, 58.] This pattern isn’t surprising given that there are time-consuming tasks that only involve tenured faculty (R&P committees, the CFA), and others that most commonly involve full professors (chairs of departments, Merit Committee, decisions involving promotion to full professor). For chairs of some departments, being chair is accompanied by a reduced teaching load, so that additional service time may be at least partially balanced by less time spent on teaching, but this is not true for other chairs.

Variation of service by gender

The median number of hours of service reported per week for male and female faculty was the same (10 hours per week for each). However, the median number of hours of service reported by female full professors was 20 hours per week vs. 10 hours for male full professors. [See pp. 26-29, 39, 43, 47, 51, 55, 59.]

Variation of service by minority status

Faculty of color responding reported median total service hours per week the same as that for faculty as a whole. However, the median weekly hours of service for the five assistant professors of color among the respondents was 10 hours vs. 5 hours for all assistant professors. [See pp. 30-31, 44, 48, 52, 56, 60.]

Variation of service by groups A, B, C

The median time reported for service per week during the semester in groups A, B, C was 10 hours, 8 hours, 10 hours respectively. [See pp. 32-34.]

In hours per week spent on teaching during the summer, there was a large difference between groups (which seems likely to be due to students working with faculty on summer research).

Group A	Group B	Group C
5	6	12

Equity and burden

78% of respondents feel that service is not equitably distributed. Though “equitably” can be interpreted in different ways, we interpret this to mean at a minimum that the respondents feel service is not equally distributed. Indeed, as discussed above, there is a wide range of time spent on service. However, as several respondents pointed out, this leaves open the question of the most desirable distribution of service.

The following table shows that all segments of faculty agree that service is not equitably distributed. A majority of faculty feel overburdened by service, and that is particularly true of faculty of color, female faculty, and full professors.

	All	Male	Female	Faculty of Color	Assistant	Associate	Full
Inequitable distribution	78%	70%	83%	73%	78%	69%	81%
Overburdened	53%	43%	65%	73%	48%	46%	65%

Below we summarize the themes in comments that accompanied responses to this question. We’ve given rough estimates of the percentage of comments fitting each theme.

1) Same faculty members serve repeatedly; others rarely serve (34%)

“Too few people do too much. Too many do too little. Too many do nothing.”

2) Service not recognized/rewarded (23%)

“If someone takes initiative to do more than the minimum, it can take a lot of time, but that’s fine, it’s their choice. But the system then should reward that initiative.”

3) Junior faculty carry larger burden than senior faculty (20%)

“Junior faculty feel they have no choice but to do as much service as possible, so they

end up taking on far too much of it.”

4) Faculty of color/women serve more than others (15%)

“I think women and minorities do more service at the college, much of which is invisible. Some of it has to do with what students expect from women/minority advisors.”

5) Different committees vary widely in workload (8%)

“Some college-level committees are massively more burdensome than others.”

6) Service burden varies across departments (7%)

“In some large departments, we have at least one reappointment or tenure decision each year, and often one or more searches plus end of year meetings with junior faculty, NTT, and staff (our department has 7)”

“Smaller departments have fewer members to share the load, so inevitably each colleague has a larger share.”

Redistributing or eliminating work

55% of all faculty (67% of chairs of departments and directors of programs and interdepartmental majors) feel there are tasks now allocated to faculty that would be better done by staff.

53% of all faculty and 79% of chairs of departments and directors of programs and interdepartmental majors felt there are some tasks that could be eliminated.

About half of those responding answered “Don’t Know” to the question that asked if there are tasks now allocated to staff that would be better done by faculty. Of those that had an opinion, 2/3 answered no.

Here are the most common themes from the comments offered by respondents to these questions about redistributing or eliminating work.

1) Faculty on committees should be involved in setting policy, but not in routine application of those policies or in running events. For example, reduce the faculty role in running Ruhlman and Tanner, and in Wellesley internships, and on Faculty Awards. Reverse the recent changes that have transferred administrative committee work from staff to faculty members. (22%)

“Routine work on committees should be done by staff; the reduction in staff has moved things in the opposite direction.”

2) Reduce the amount of writing letters and reports. Have fewer internal letters of recommendation. Have staff write composite letters based on faculty recommendations. (17%)

“Eliminate letters of recommendation for internal student awards”

"I think that staff could do the job of compiling faculty recommendations for Rhodes/Marshall/Mitchell applicants into the official Wellesley recommendation letter."

3) Provide support for clerical tasks like copying, ordering, keeping web pages up to date, especially in small departments or programs with little or no administrative support (13%).

"I spend a lot of time photocopying and doing other routine office work because I have no administrative support. I have to do everything myself, including ordering supplies for my lab, etc."

4) Have more efficient meetings. Announcements should be posted or sent by email. Avoid meetings and committees that involve no decision making. Have electronic access to applications to be read. (9%)

"Meetings could be run more efficiently. There is no need for extensive announcements that could be distributed beforehand."

5) Have administrative assistants do event planning. (9%)

"I have spent far too much time doing "event planning" in recent years ... publicity, RSVPs, food ordering etc. Better done by staff."

6) Provide an efficient way to find out whom to contact to get things done. Restore the ability to call the Registrar's Office for an answer to a question instead of sending an email to the office. (7%)

"Not being able to call a live person for info (e.g., in Registrar's Office) is a significant loss that costs time."

7) Either eliminate advisory committees or give them the ability to have a significant impact on decisions. (4%)

"Reduce or remove "advisory" committees, if the College is not going to be bound by their recommendations in any case."

8) Have OIR carry out surveys instead of Academic Council committee members. (4%)

"Committees often need to seek information from the college community as a whole to inform decisions about the issues within their purview; I think surveys and focus groups could be more efficiently run by staff members trained in such methods (OIR?)."

9) Reduce the faculty role on the Board of Admissions (4%)

"Limit faculty involvement in admissions to reduce burden, since it can't be distributed temporally"

Other suggestions for change made by respondents

1) Find a way to recognize and keep track of all types of service, not just Academic Council service. (12%)

“A lot of service is not identified/interpreted as such, or recognized by the College.”

“There is an imbalance between department service and college service, with the former receiving little attention.”

2) Service that can be done by anyone should be distributed equally. Exceptional service should be rewarded, and lack of doing one's fair share of service should have consequences. (12%)

“It is good to distribute service work that can be done by any faculty member evenly, but to provide a structure that rewards service contributions beyond the minimum.”

3) The time spent on service should be reduced, so that there is more time for teaching and research. (10%)

“The burden of service should be less if faculty are expected to be top notch researchers and teachers.”

4) Service should count more than it does. (8%)

“It is given too little weight in tenure and reappointment decisions.”

5) Given their need to concentrate on research and teaching, junior faculty should be protected from demands for a large time commitment for service. (6%)

“Junior faculty are unduly burdened by service requirements before tenure.”

6) It is important that time invested on a task force not be wasted by having the recommendations have no effect. (4%)

“A great deal of effort goes into meetings of Wellesley's task forces and ad-hoc committees, and to the writing of reports. Often these don't have much if any impact on decisions in Green Hall.”

“I don't think brainstorming happens well in groups or that our current way with task forces makes good or efficient use of faculty time or produces the best results. Presumably, both administrators and long-time faculty members have been forming convictions over the years about what's most important for our students to learn at all levels. Task forces on Academic excellence, degree requirements, the first year etc, would do well not to start from zero, as it were, but from at least moderately well-formed proposals, put forward by people ready to argue for them, but also ready to see them shaped and modified by discussion.”

Correlation with size of classes and student service

Intuitively those who teach a large number of students might be expected to be asked for many letters of recommendation, and thus there would be a correlation

between number of students taught and hours spent on student related service. There is a small positive correlation (0.08), but that level of correlation only explains about 1% of the variation in student related service ($r^2 = .0064$).

Composition of the respondents

The proportion of male or female respondents matched the proportion in the general tenure/tenure track faculty precisely: 46% male, 54% female. The distribution among groups A, B, C in the survey respondents and general population were roughly the same.

Assistant professors were overrepresented among respondents compared to associate or full professors. (47% were assistant professors, while only 32% of the faculty are assistant professors.) In the general tenured/tenure track faculty population, 26% are faculty of color, while in the survey only 12% so identified themselves.

Conclusions

Our central conclusion is that we need to find a way to recognize types of service other than Academic Council committee service in proportion to their value, including service that is not very visible. One step in this direction recently initiated is giving department chairs the opportunity to comment on departmental service for merit decisions, but department chairs are not necessarily aware of involvement of particular individuals in all types of service.

We should also investigate ways to distribute service more evenly, and/or to reward extraordinary service. One step in this direction is the three years on/ one year off goal for appointments to Academic Council committees that was adopted this year.

The recent retention survey and the comments of respondents in this survey point out a perception that junior faculty, female faculty, and faculty of color end up with higher service burdens. The suggestion is made in the retention survey that we find out if these perceptions are accurate. The service survey results give some information in this regard.

Some in our community (e.g., junior faculty) are in vulnerable positions, and feel they can't say no to requests, in spite of the fact that all agree they should spend as much time as possible on teaching and research in preparation for their tenure decisions. Faculty of color often feel a particular responsibility to spend time mentoring current and former students of color, and to provide minority representation on College committees. Other faculty have heavy responsibilities outside the College. Some faculty because of their talents and willingness are continually called on for service time commitments above that of their peers.

Pressure to do "everything", and pressure to spend more hours than are available, are very stressful. We need to find ways to encourage and reward the valuable contributions being made by all segments of our community, while relieving the

stress imposed by conflicting demands for spending time on teaching, research, service, and outside commitments.

We do this for some chairs by giving released time, to keep total teaching + research + service expectations within reason. We might consider whether a similar principle should apply in other situations to keep total time commitments within bounds. For example, the very high time commitments needed for junior faculty to meet teaching and research expectations for tenure may merit some relief from current service expectations, e.g., not putting junior faculty on time consuming Academic Council committees. However, this needs to be carefully balanced with the many contributions junior faculty make to these committees currently, and by the requirements of current legislation.

In the merit system, we should strive for a model where we value contributions and talents in all areas, where we don't have "one size fits all" expectations, either in terms of abilities or time commitments. For example, the 1+1+1 point system for merit weights might be $1 + 1.5 + .5$ for a particular individual in a given time period. Unusually strong time commitments and/or achievements in one area could be balanced by lower time commitments in others. This would both make better use of all of our faculty, and help relieve the sense of being overburdened by total time commitments. To do "well" one should not have to "do it all".

Terminology and Explanation of Boxplots

In the remainder of this report, we give summary statistics for the various question responses, and graphs (often “boxplots”) to illustrate the numbers. Below is a brief explanation of the terminology and of boxplots.

Median and mean

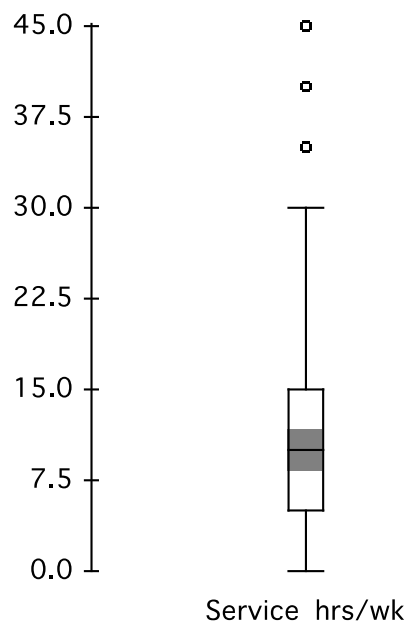
The *median* of a set of numbers is the middle one. For example, the median of the numbers 1, 3, 4, 5, 7 is 4, while the median of 1, 3, 4, 5 is halfway between the two numbers in the middle: 3.5. The *mean* is the average: add the numbers and divide by how many numbers there are. So the mean of 1, 3, 4, 5 is $(1+3+4+5)/4 = 3.25$.

In questions involving hours of service, we have generally focused on the median, which has the virtue that a few individual responses that are far above or below other responses (“outliers”) don’t have much effect.

Other common measures are the 25th percentile and the 75th percentile (also called the first and third quartiles). By definition $\frac{1}{4}$ of the responses are below the first quartile, and $\frac{1}{4}$ are above the 3rd quartile.

Explanation of boxplots

A boxplot gives a visual summary of data. Here is a boxplot describing the weekly hours of service for survey respondents, together with a summary in table form.



Count	Mean	Median	St.Dev.	Variance	Range	Min	Max	IQR	25th%	75th%
94	10.968	10	8.757	76.676	45	0	45	10	5	15

In the boxplot, the bottom of the box is at the 25th percentile (5 hours per week), and the top of the box indicates the 75th percentile (15 hours per week). The median (10 hours) is indicated by a horizontal line.

Some individual responses are unusually far above or below the median. These are called “outliers” and are indicated by open circles or asterisks.* In the boxplot above, these represent individuals who spend an unusually large amount of time on service – for example, perhaps someone who is department chair in a large department, is on multiple R&P committees, and is also on a very time consuming Academic Council committee.

Variability visualized in boxplots

In the boxplot above, can we conclude that the median weekly service hours for all faculty was exactly 10 hours? There are several reasons this is unlikely to be correct. First, the survey was not a random sample, and those who took the time to fill out the survey may not be representative of faculty as a whole. Secondly, even if respondents were randomly selected, different samples would by chance have different results. Third, respondents’ memory of the number of hours worked each week is unlikely to be precisely accurate. Thus it is better to think of the survey as indicating that the true median figure is approximately 10: it might be a little higher or a little lower.

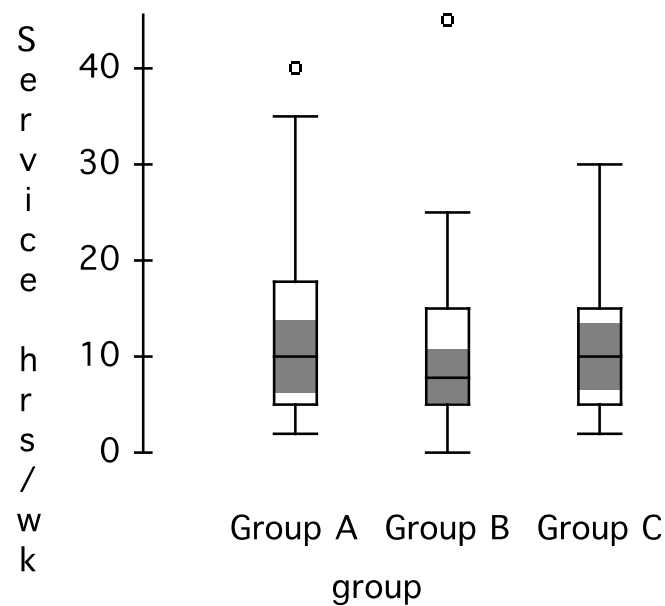
How close to 10 can we be confident that the true median lies? A rough answer is given by the shaded region in the graph**, which in the boxplot above, extends from 8 hours a week to 12 hours a week. (This gives a sense of the amount the survey median might differ from the true population median due to chance, but doesn’t reflect the other sources of error discussed above.)

Using boxplots to compare group responses

Boxplots give a nice visual way to compare responses of two groups to the same question. For example, below are boxplots for weekly hours of service reported for faculty in groups A, B, C.

* The horizontal lines that in the “T” above the box and below it indicate the traditional boundary between data values viewed as outliers and the rest of the data. These lines are called “fences” and the vertical lines connecting them to the box are called “whiskers”.

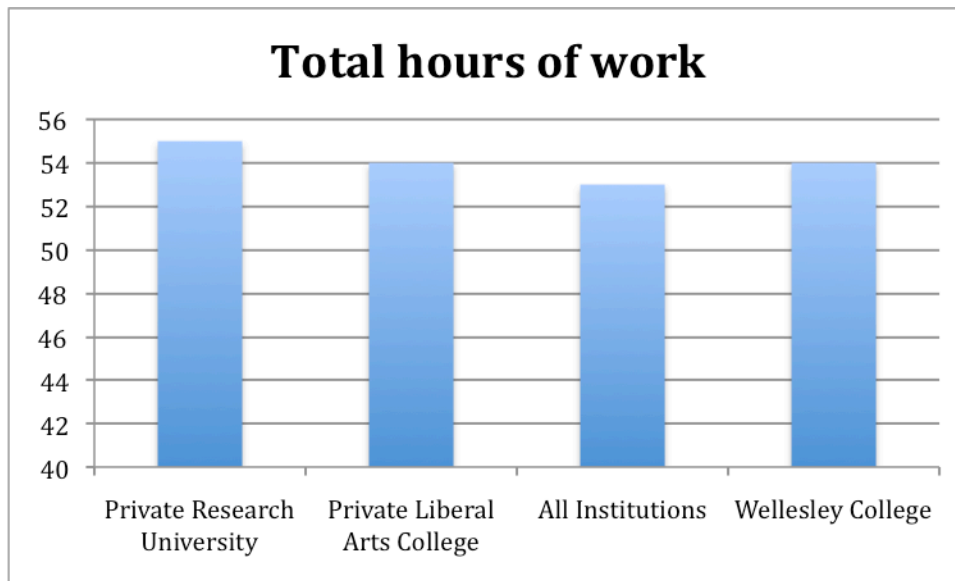
** For random samples with this number of participants, selected from a much larger population, this shaded region is called a 95% confidence interval for the median. One can think of “error bars” extending from the median line to the top and bottom of the shaded area.



Group	Count	Mean	Median	Std Dev	Variance	Range	Min	Max	IQR	25th%	75th%
Group A	32	12.344	10	9.557	91.33	38	2	40	11.5	5	16.5
Group B	33	10.545	8	8.959	80.256	45	0	45	10	5	15
Group C	22	11.136	10	8.049	64.79	28	2	30	10	5	15

The median weekly hours of service for respondents in groups A, B, C is 10, 8, 10 hours respectively. The fact that the shaded regions overlap suggests that the observed difference in medians could be due to chance. Thus we can't conclude that the true medians for faculty in groups A and C are larger than for B. It should be stressed that this doesn't mean there is no difference: rather, only that the data doesn't show that there is a difference. This could happen, for example, if the number of respondents is too small, or there is too much individual variability among individual respondents.

Total hours worked

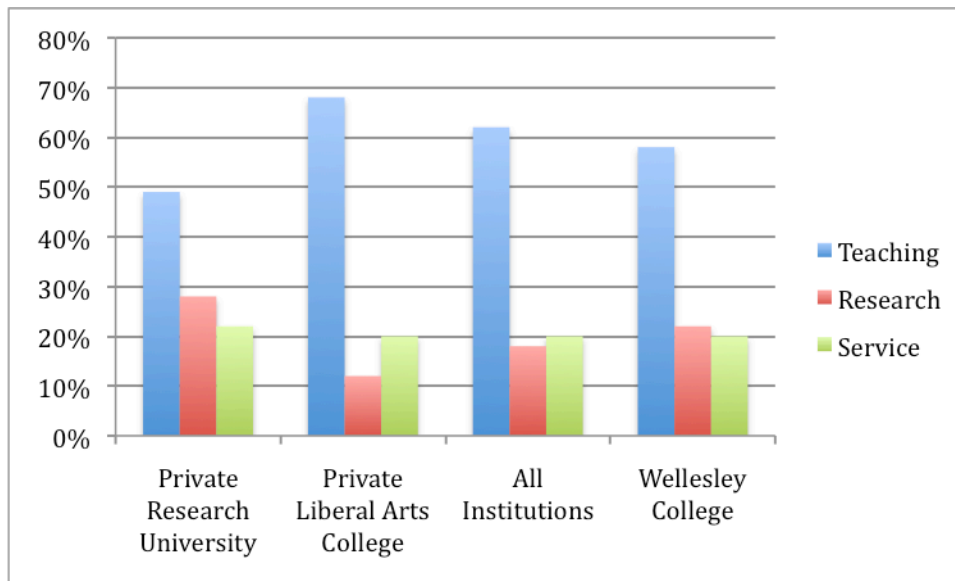


Total hours per week (NCES survey fall 2003, and Wellesley Service Survey)

Private (not for profit) research universities	55
Private (not for profit) liberal arts colleges	54
All institutions in the survey	53
Wellesley	54

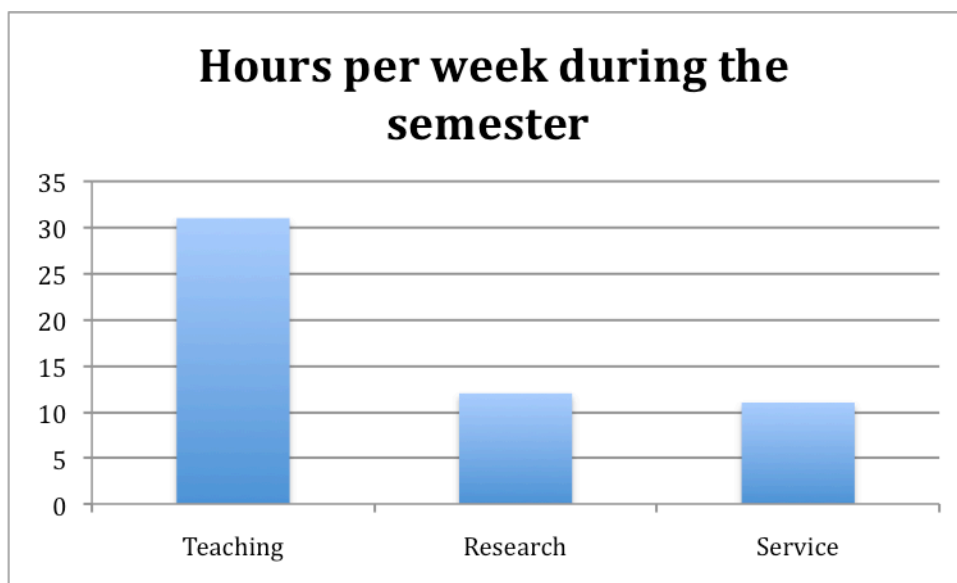
Teaching, research, and service Wellesley vs. national study

The NCES (also called NSOPF) 2003 survey has three categories: teaching, research, “administration and other”. The distribution of time spent (in percentages) among those categories of work done at the institution is below.

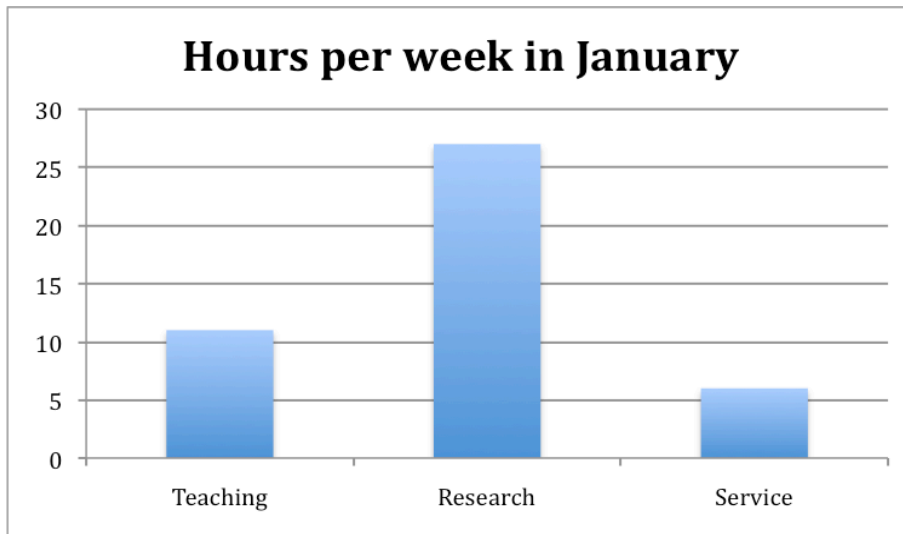


	Teaching	Research	Administration and other activities
Private research universities	49%	28%	22%
Private liberal arts colleges	68%	12%	20%
All institutions	62%	18%	20%
Wellesley (in semester)	58%	22%	20%

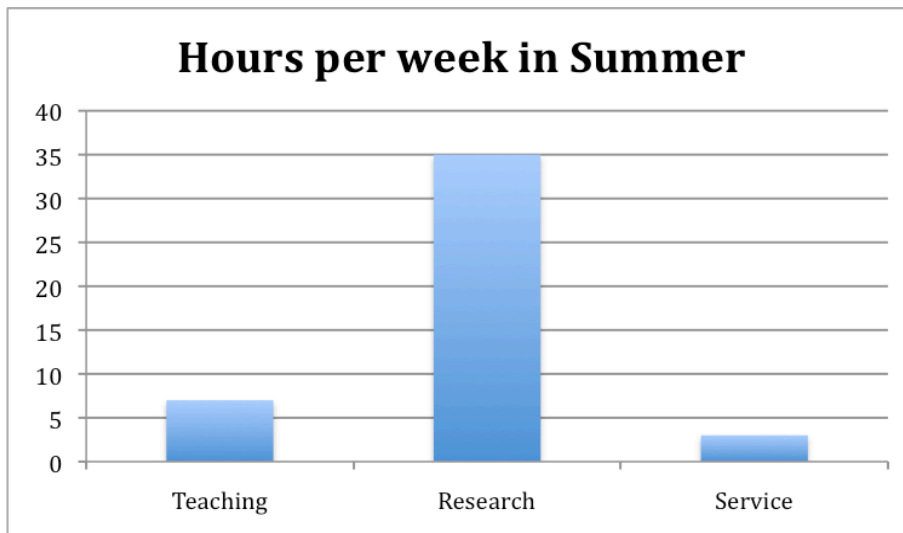
Teaching, Research, Service Hours in Semester, January and Summer



Wellesley (in semester)	Teaching	Research	Service	Total
Hours	31	12	11	54
Percentages	58%	22%	20%	

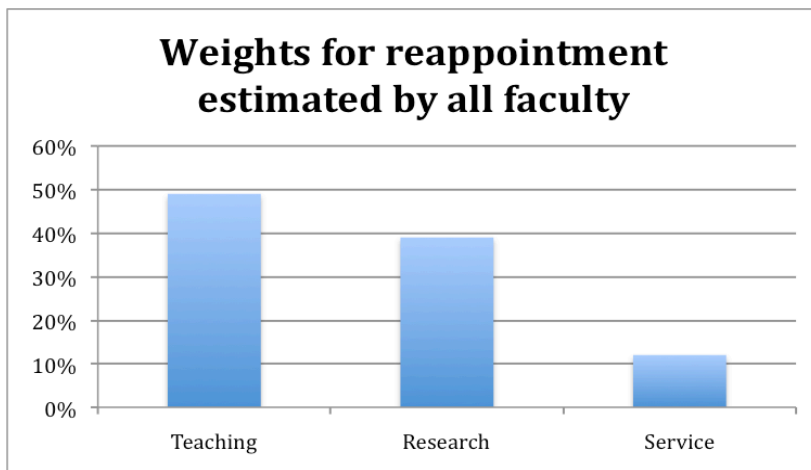
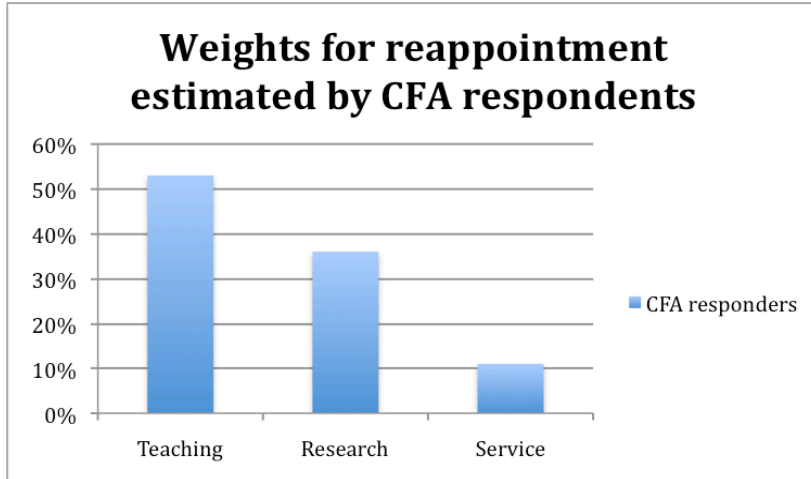


	Teaching	Research	Service	Total
January hours per week	11	27	6	44
January %	25%	61%	14%	



	Teaching	Research	Service	Total
Summer hours per week	7	35	3	45
Summer %	16%	78%	7%	

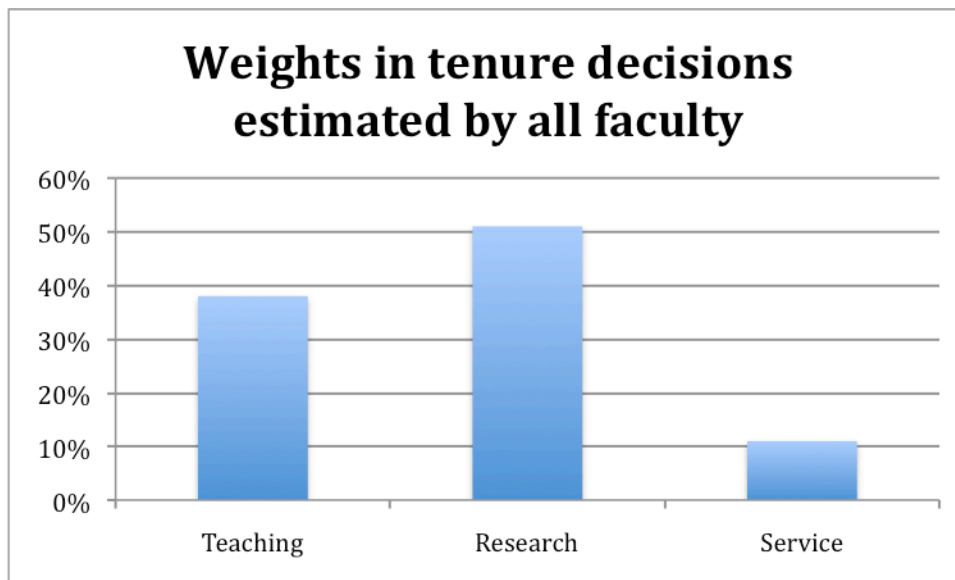
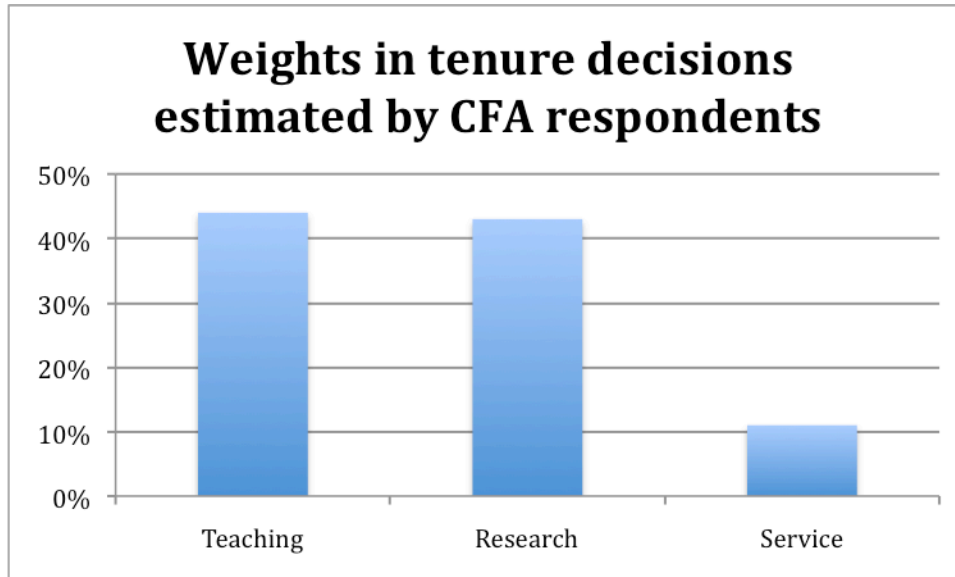
Estimated Weight of Teaching, Research, and Service at Reappointment



Weights for reappointment

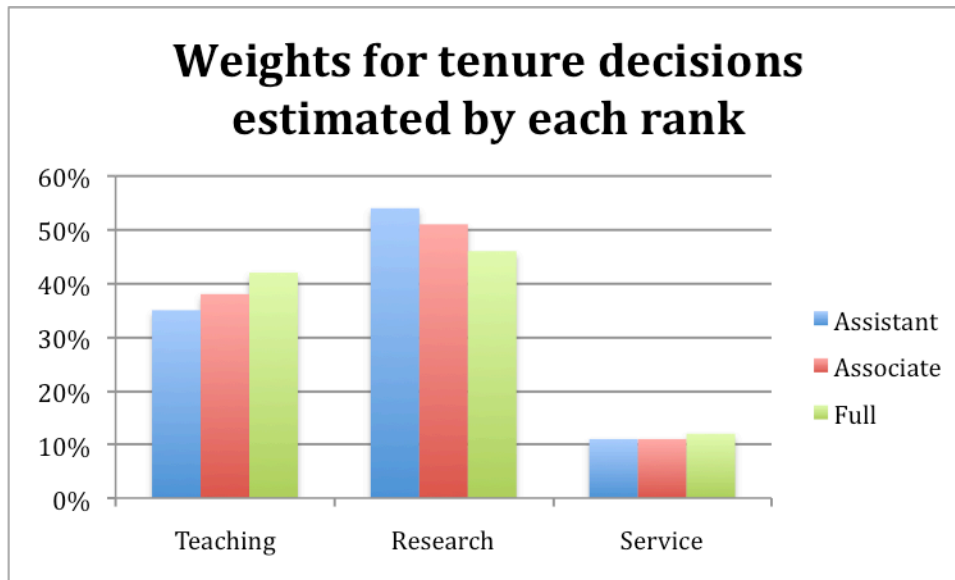
	Teaching	Research	Service
All faculty	49	39	12
CFA responders	53	36	11

Estimated Weights for Teaching, Research, Service in Tenure Decisions



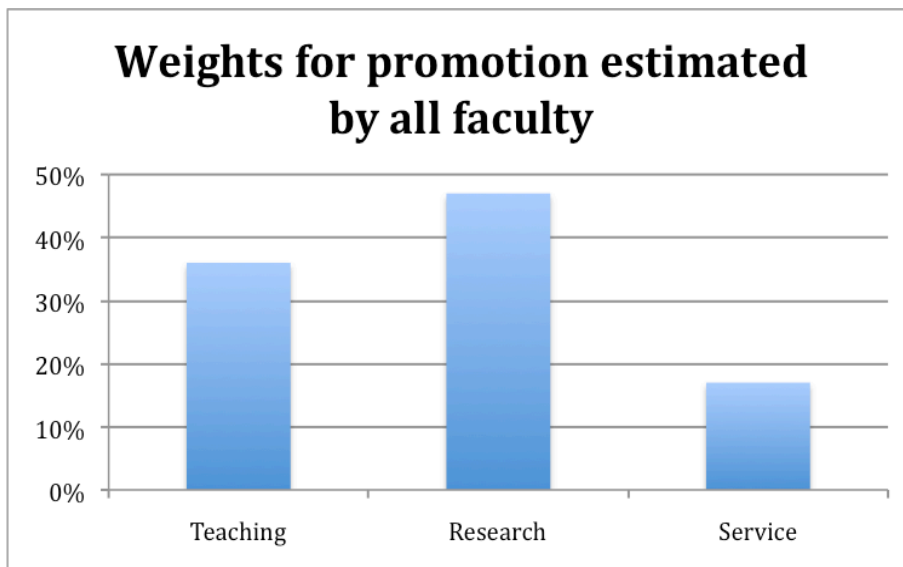
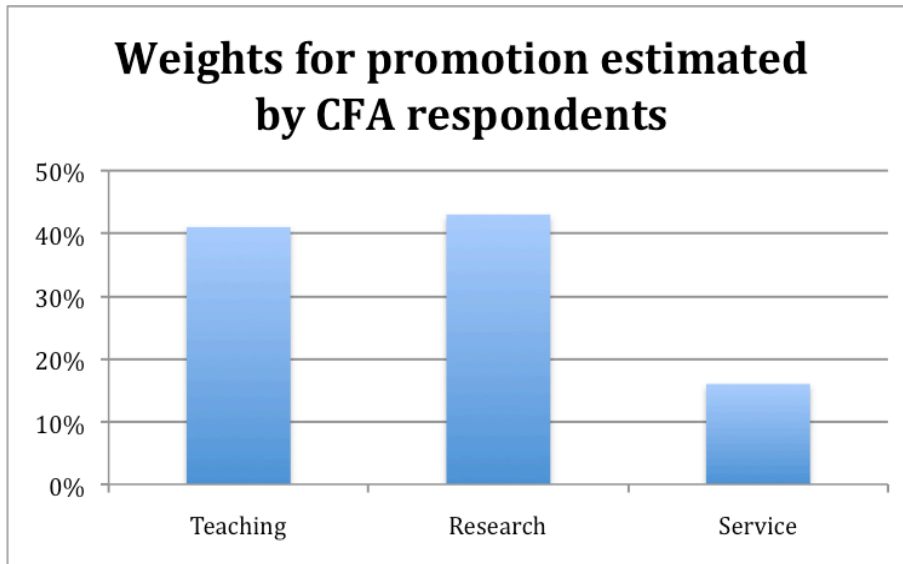
Weights for tenure

	Teaching	Research	Service
All faculty	38%	51%	11%
CFA responders	44%	45%	11%



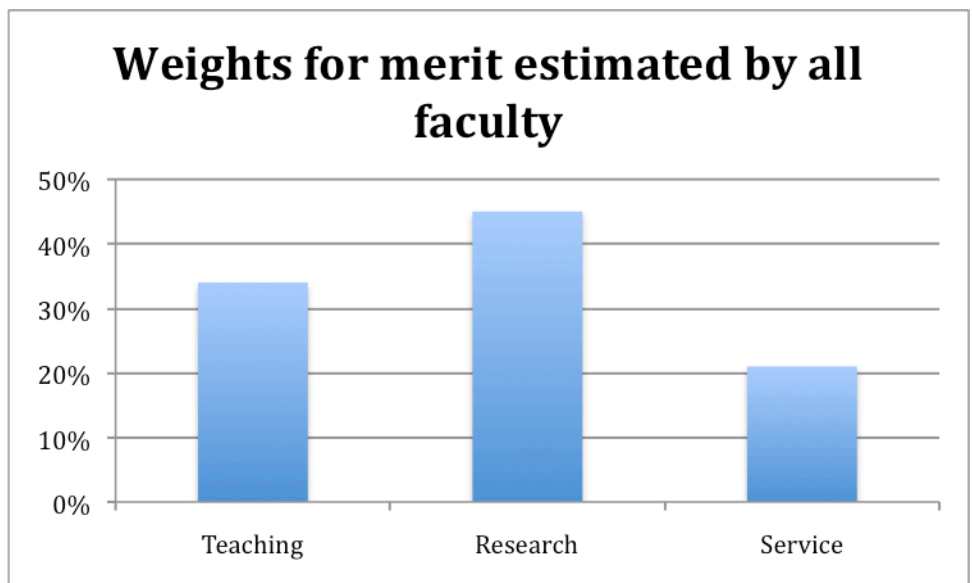
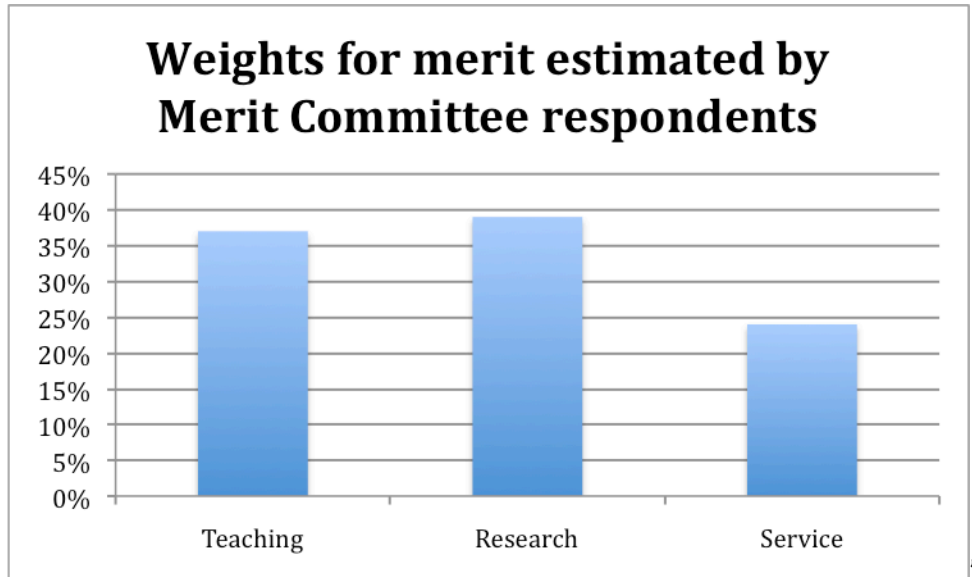
Remark: Note that junior faculty estimate the weight of research to be higher than other ranks. Junior faculty are also somewhat overrepresented in survey respondents, which has the effect of slightly overestimating the research weight in the “all faculty” weights in the previous table.

Estimated Weights for Promotion



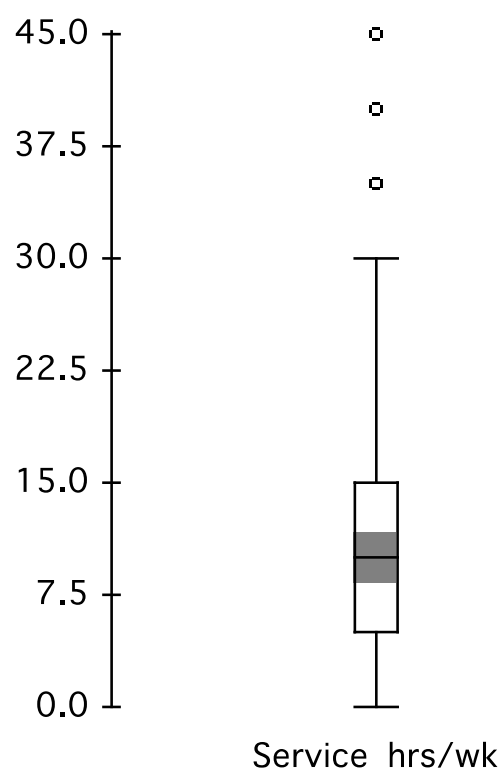
	Teaching	Research	Service
All faculty	36%	47%	17%
CFA responders	41%	43%	16%

Weights for merit



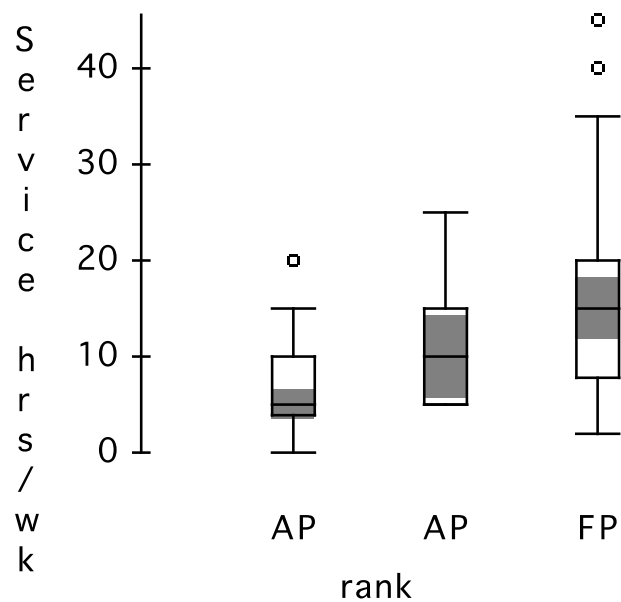
	Teaching	Research	Service
All faculty	34%	45%	21%
Merit responders	37%	39%	24%

Total service hours per week



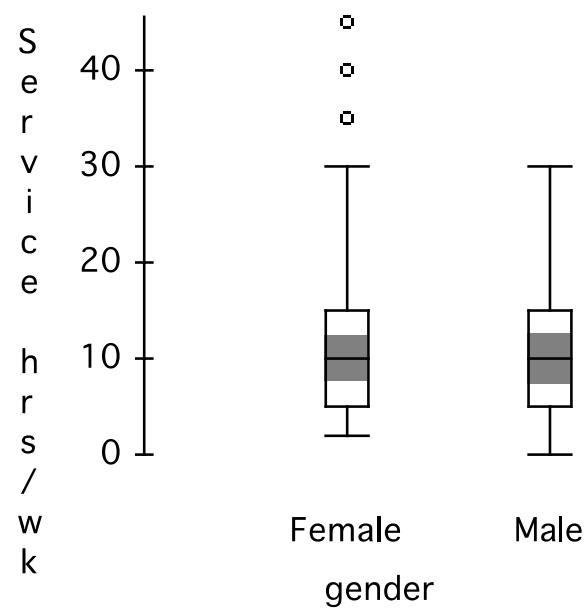
Count	Mean	Median	St.Dev.	Variance	Range	Min	Max	IQR	25th%	75th%
94	10.968	10	8.757	76.676	45	0	45	10	5	15

Service total by rank



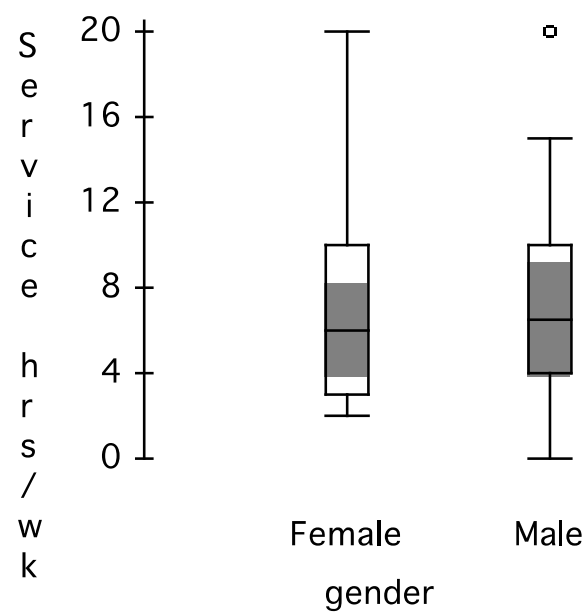
Group	Count	Mean	Median	Std Dev	Variance	Range	Min	Max	IQR	25th%	75th%
Assistant Professor	41	7.537	5	5.025	25.255	20	0	20	6.25	3.75	10
Associate Professor	13	10.077	10	6.062	36.744	20	5	25	10	5	15
Full Professor	34	16.265	15	10.961	120.14	43	2	45	12	8	20

Service total by gender



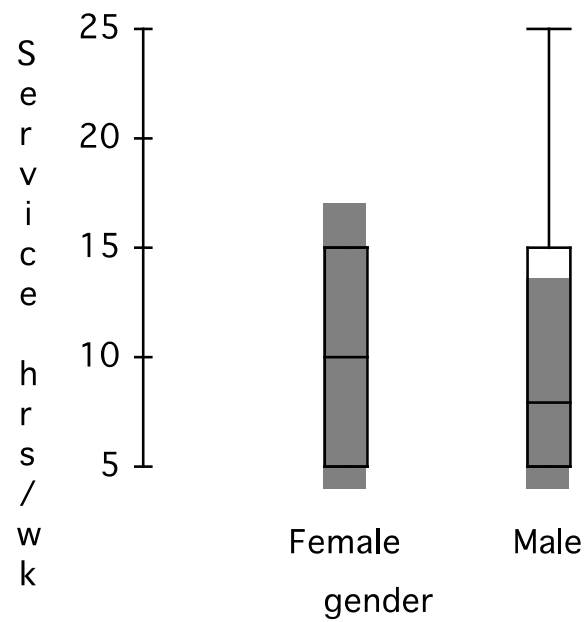
Group	Count	Mean	Median	Std Dev	Variance	Range	Min	Max	IQR	25th%	75th%
Female	45	12.111	10	10.227	104.601	43	2	45	10	5	15
Male	39	10.513	10	7.093	50.309	30	0	30	10	5	15

Service total, assistant professors, by gender



Group	Count	Mean	Median	Std Dev	Variance	Range	Min	Max	IQR	25th%	75th%
Female	25	7.2	6	4.509	20.333	18	2	20	7	3	10
Male	12	8	6.5	5.461	29.818	20	0	20	5.5	4.5	10

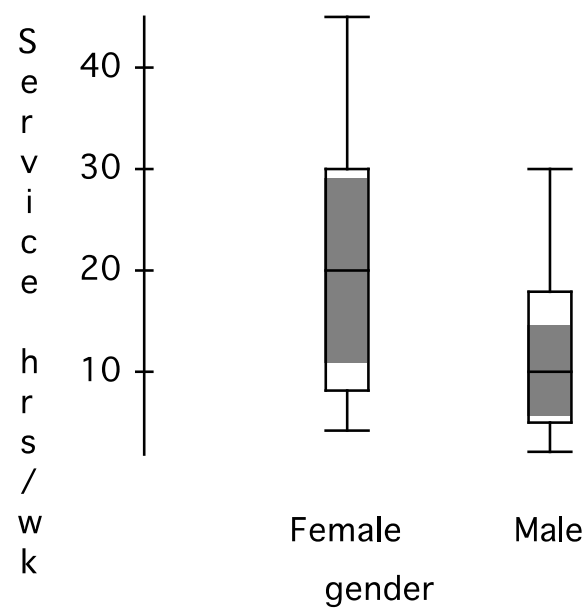
Service total, associate professors, by gender



Group	Count	Mean	Median	Std Dev	Variance	Range	Min	Max	IQR	25th%	75th%
Female	5	10	10	5	25	10	5	15	10	5	15
Male	8	10.125	8	6.978	48.696	20	5	25	7.5	5	12.5

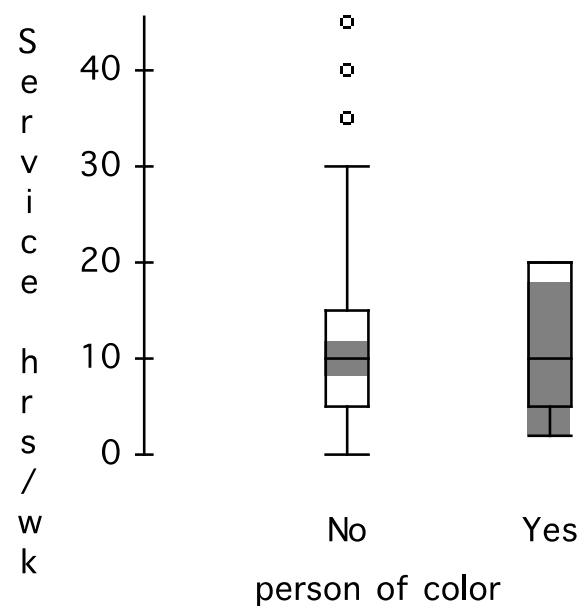
Remark: the program that generated these boxplots didn't plot three of the "fence and whisker" pairs above.

Service total, full professors, by gender



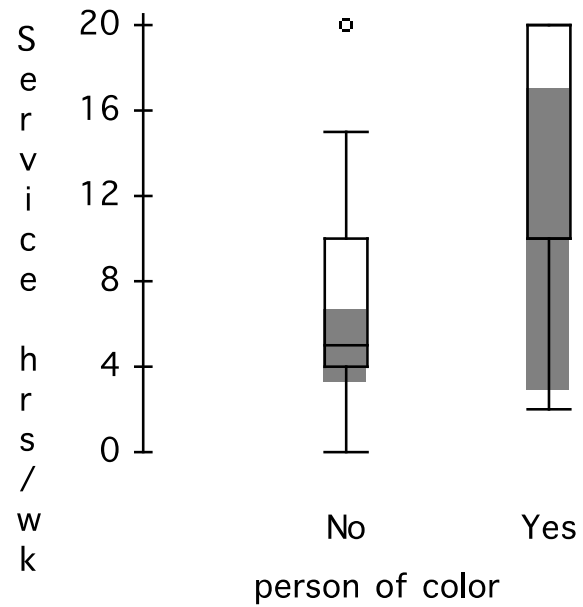
Group	Count	Mean	Median	Std Dev	Variance	Range	Min	Max	IQR	25th%	75th%
Female	15	21	20	12.547	157.429	41	4	45	19	9.75	28.75
Male	19	12.263	10	7.845	61.538	28	2	30	12.25	5	17.25

Service total, by minority status



Group	Count	Mean	Median	Std Dev	Variance	Range	Min	Max	IQR	25th%	75th%
No	76	11.5	10	9.186	84.387	45	0	45	10	5	15
Yes	9	11.222	10	7.172	51.444	18	2	20	15.25	4.75	20

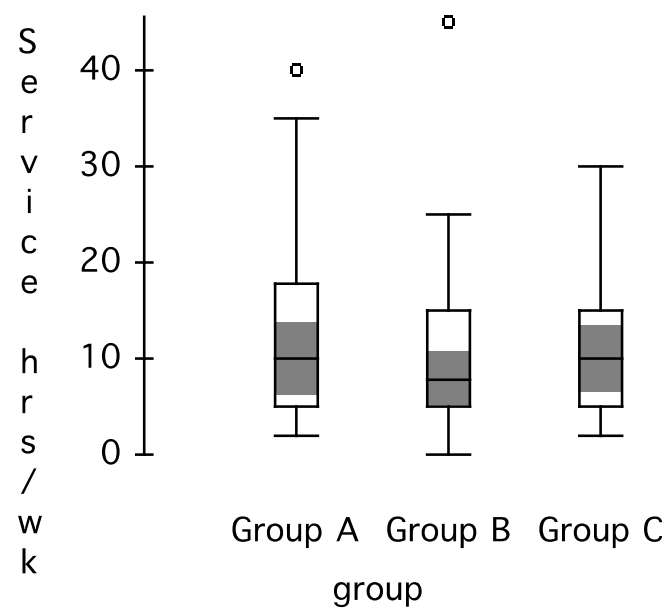
Service total, for assistant professor, by minority status*



Group	Count	Mean	Median	Std Dev	Variance	Range	Min	Max	IQR	25th%	75th%
No	34	6.882	5	4.319	18.652	20	0	20	6	4	10
Yes	5	12.4	10	7.668	58.8	18	2	20	12	8	20

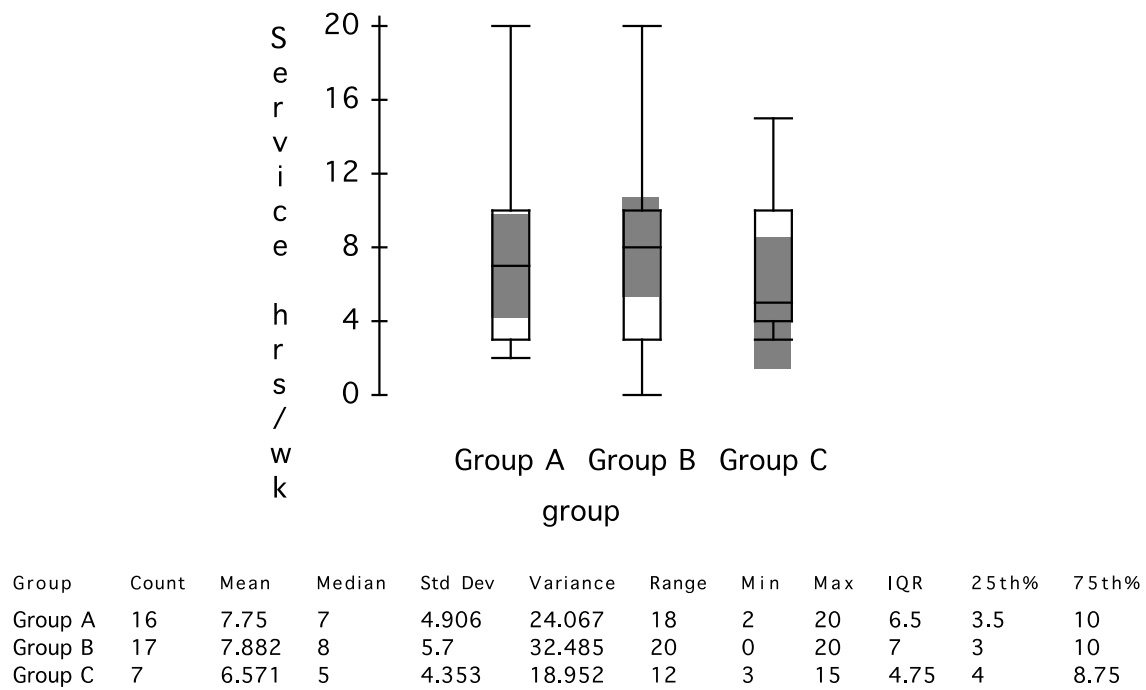
* To preserve confidentiality, we have not included comparisons for associate or full professors since there would have been fewer than five respondents for some of the comparison data.

Service by group (A, B, C)



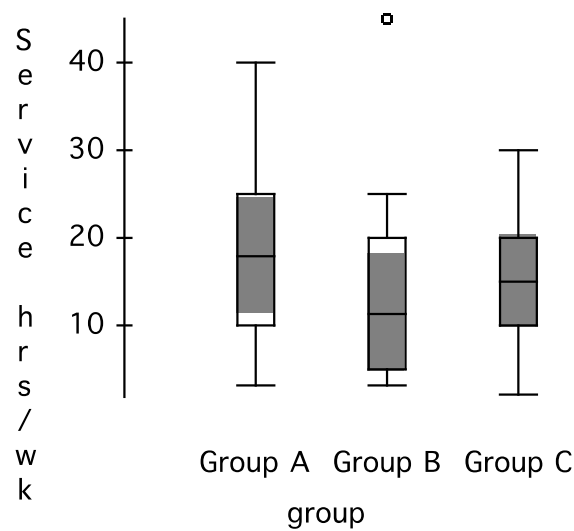
Group	Count	Mean	Median	Std Dev	Variance	Range	Min	Max	IQR	25th%	75th%
Group A	32	12.344	10	9.557	91.33	38	2	40	11.5	5	16.5
Group B	33	10.545	8	8.959	80.256	45	0	45	10	5	15
Group C	22	11.136	10	8.049	64.79	28	2	30	10	5	15

Service by assistant professors, by group^{*}



^{*} To preserve confidentiality, we have not included comparisons of associate professors by group, since there would have been fewer than five respondents in some of the groups being compared.

Service by full professors, by group



Group	Count	Mean	Median	Std Dev	Variance	Range	Min	Max	IQR	25th%	75th%
Group A	13	18.462	18	11.523	132.769	37	3	40	16.25	10	26.25
Group B	12	14.917	11.5	12.124	146.992	42	3	45	15	5	20
Group C	9	14.889	15	9.034	81.611	28	2	30	12.5	8.75	21.25

Mean time spent by faculty on different categories of service

Category of service	Total service hours per semester	Percentage of service
Academic Council Committees	37	23%
Other Committees	12	8%
Department service	48	30%
Professional service	20	12%
Community service	11	7%
Student service	31	19%
Total	159	

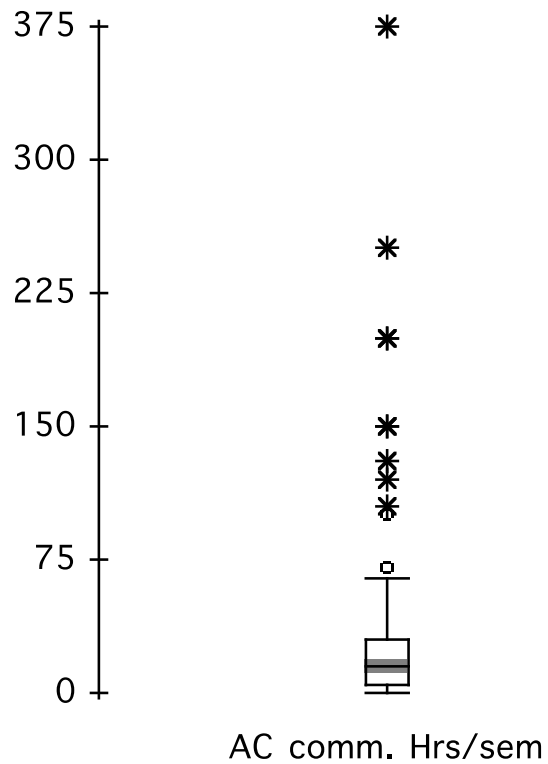
The figures above are for means, which take into account the large number of hours some faculty spend on particular types of service. Below are the comparable figures for medians, which may be thought of as describing the percentage time spent by a typical faculty member on each category of service.

Median time spent by faculty

Category of service	Total hours per semester	Percentage of service
Academic Council Committees	15	21%
Other Committees	5	7%
Department service	20	28%
Professional service	3	4%
Community service	5	7%
Student service	24	33%
Total	72	

Comparing medians and means suggests that professional service is very significant for some individuals, and that student service is the largest service commitment for a typical faculty member.

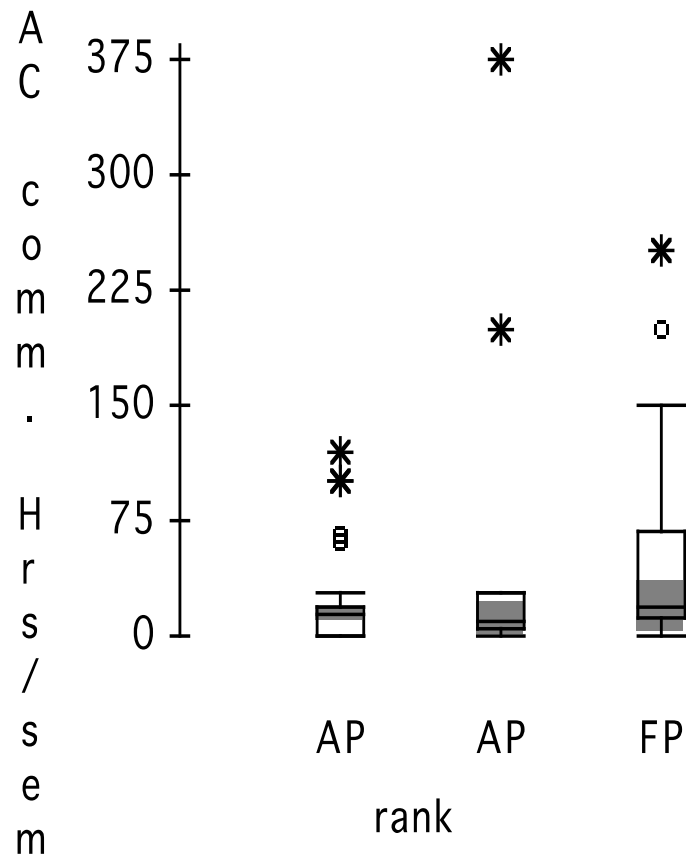
Academic Council Committee service



Count	Mean	Median	St.Dev.	Variance	Range	Min	Max	IQR	25th%	75th%
88	37.159	15	60.85	3702.733	375	0	375	24.5	5.5	30

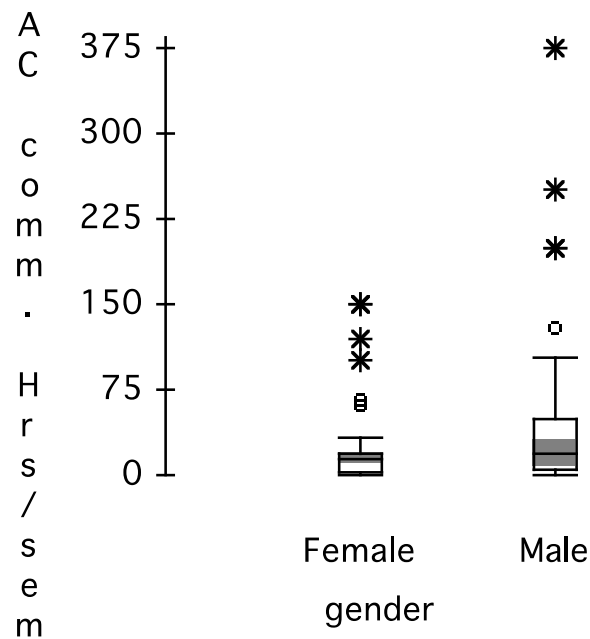
Remark It is striking how many outliers there are. The data shows that there is a substantial group of faculty whose hours spent in Academic Council committees is far above the median of 15 hours per semester.

Academic Council Committee service, by rank



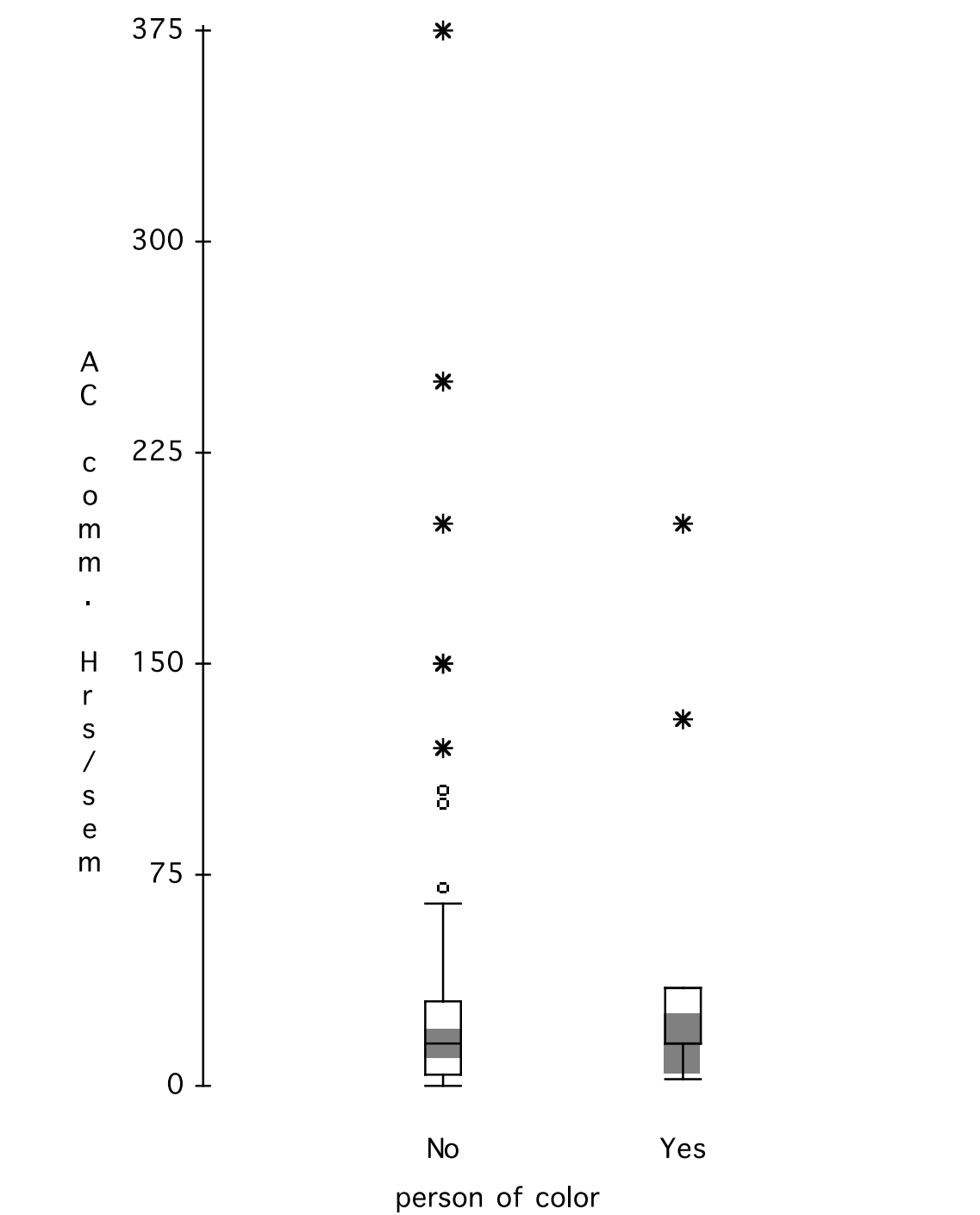
Group	Count	Mean	Median	Std Dev	Variance	Range	Min	Max	IQR	25th%	75th%
Assistant Professor	42	20.619	15	28.026	785.461	120	0	120	18	2	20
Associate Professor	12	57.417	11	114.086	13015.538	375	0	375	19.5	5.5	25
Full Professor	31	52.581	20	63.777	4067.518	250	0	250	54	13.5	67.5

Academic Council committee service, by gender

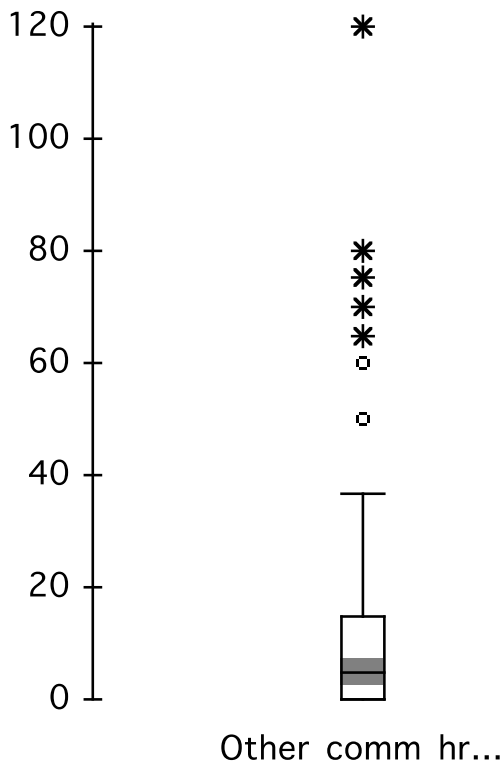


Group	Count	Mean	Median	Std Dev	Variance	Range	Min	Max	IQR	25th%	75th%
Female	44	24.659	15	36.773	1352.23	150	0	150	15.5	4.5	20
Male	37	51.568	20	81.458	6635.474	375	0	375	46.75	5.75	52.5

Academic Council committee service, by minority status

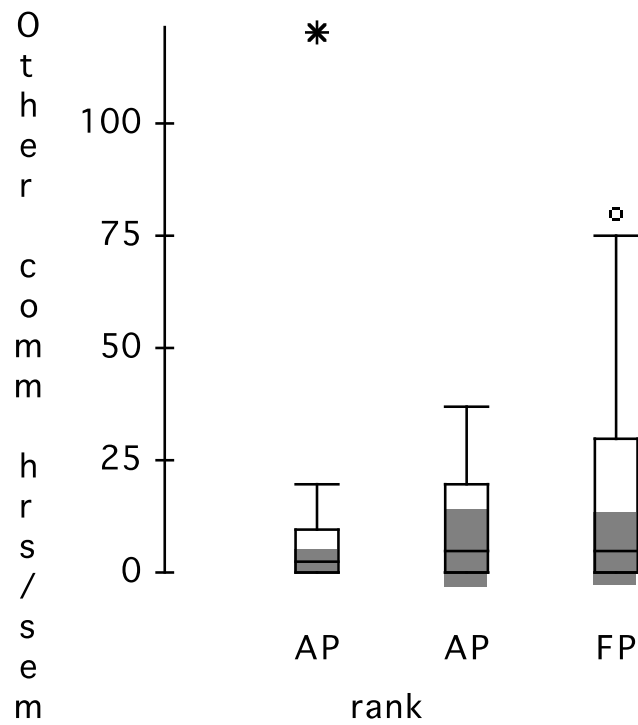


Service on other committees (hours per semester)



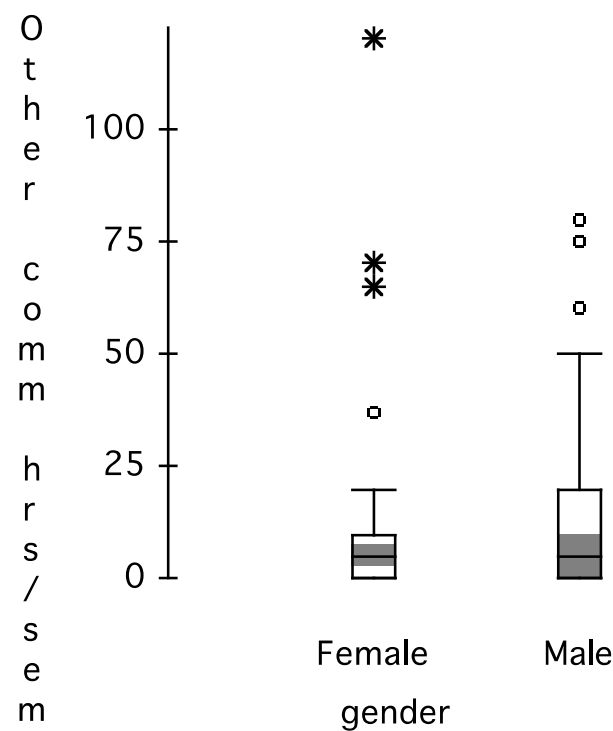
Count	Mean	Median	St.Dev.	Variance	Range	Min	Max	IQR	25th%	75th%
90	12.222	5	20.838	434.22	120	0	120	15	0	15

Service on other committees, by rank



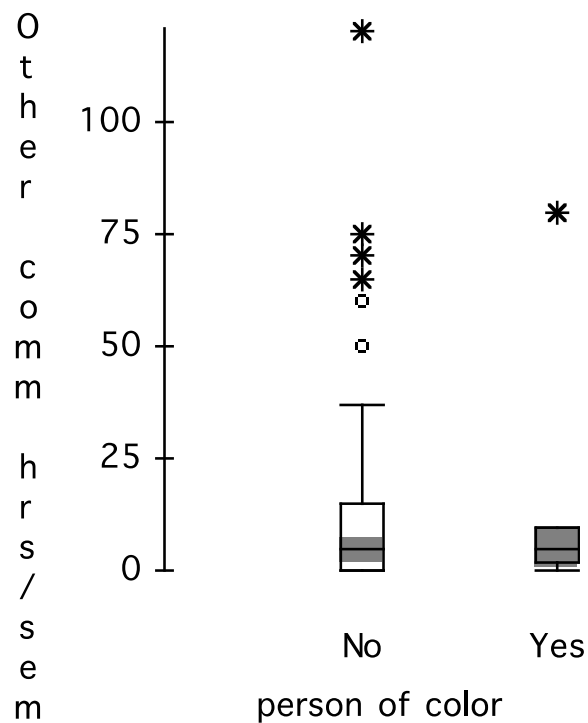
Group	Count	Mean	Median	Std Dev	Variance	Range	Min	Max	IQR	25th%	75th%
Assistant Professor	42	8.024	2.5	18.775	352.512	120	0	120	10	0	10
Associate Professor	13	11	5	12.981	168.5	37	0	37	20	0	20
Full Professor	32	17.812	5	25.454	647.899	80	0	80	25	0	25

Service on other committees, by gender



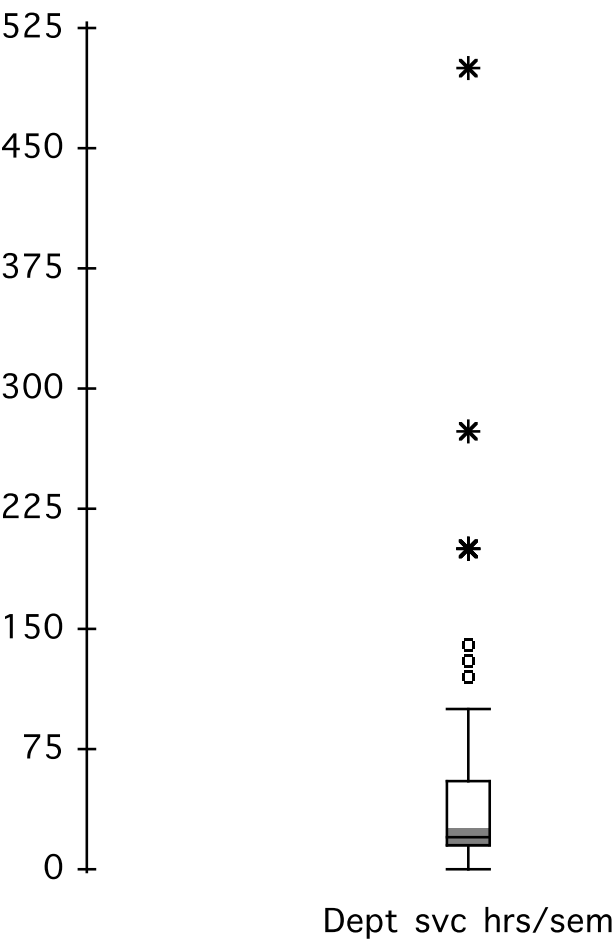
Group	Count	Mean	Median	Std Dev	Variance	Range	Min	Max	IQR	25th%	75th%
Female	44	11.273	5	22.476	505.18	120	0	120	10	0	10
Male	39	13.667	5	20.514	420.807	80	0	80	18.75	0	18.75

Service on other committees, by minority status



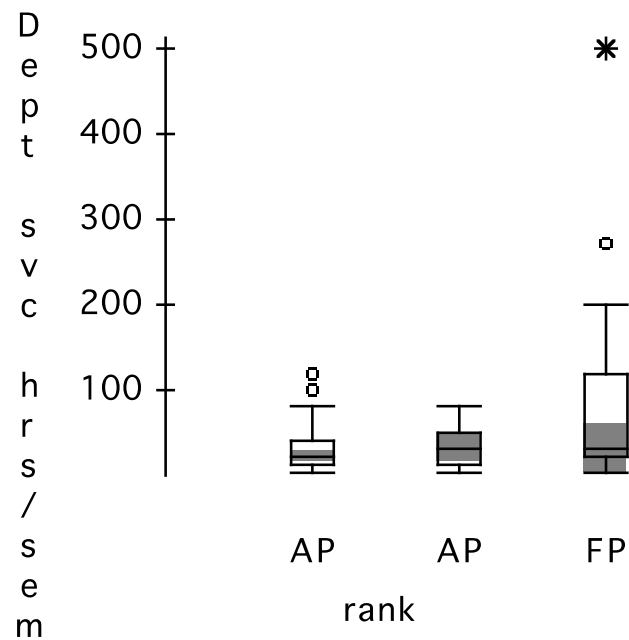
Group	Count	Mean	Median	Std Dev	Variance	Range	Min	Max	IQR	25th%	75th%
No	75	12.173	5	21.118	445.983	120	0	120	15	0	15
Yes	9	13.222	5	25.337	641.944	80	0	80	8.5	1.5	10

Departmental service, hours per semester



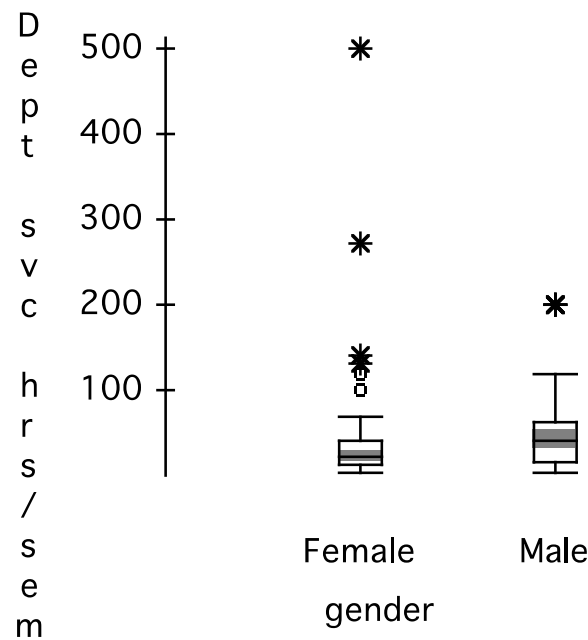
Count	Mean	Median	St.Dev.	Variance	Range	Min	Max	IQR	25th%	75th%
91	48.385	20	70.617	4986.75	499	1	500	42.5	15	57.5

Departmental service, by rank



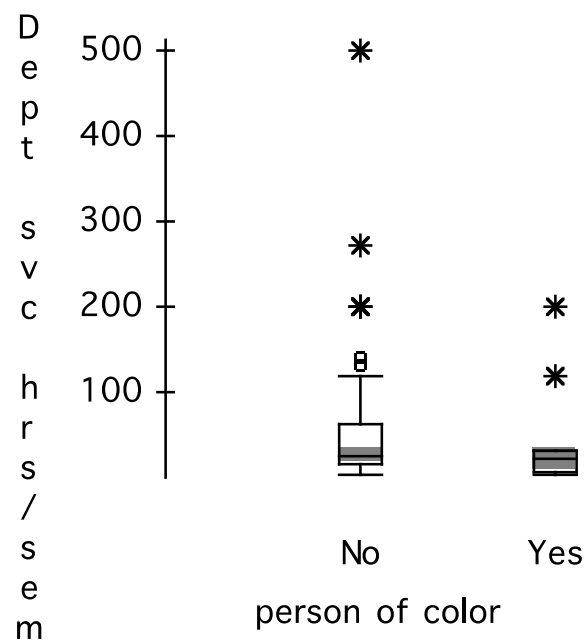
Group	Count	Mean	Median	Std Dev	Variance	Range	Min	Max	IQR	25th%	75th%
Assistant Professor	42	28.595	20	28.718	824.735	119	1	120	30	10	40
Associate Professor	13	32.923	30	24.123	581.91	78	2	80	41	11.5	52.5
Full Professor	33	81.03	30	104.931	11010.593	498	2	500	103.75	18.75	122.5

Department service, by gender



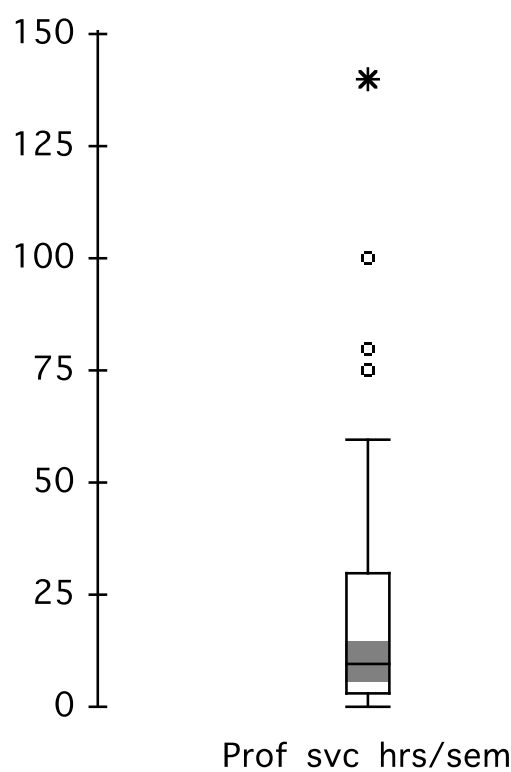
Group	Count	Mean	Median	Std Dev	Variance	Range	Min	Max	IQR	25th%	75th%
Female	45	46.089	20	84.858	7200.901	499	1	500	31.75	10.75	42.5
Male	39	53.769	40	57.299	3283.13	198	2	200	43.75	16.25	60

Department service, by minority status



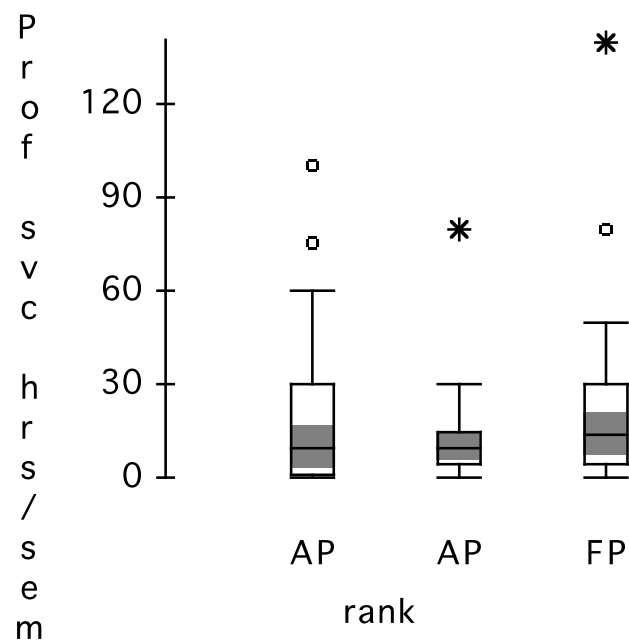
Group	Count	Mean	Median	Std Dev	Variance	Range	Min	Max	IQR	25th%	75th%
No	75	50.4	24	74.232	5510.378	499	1	500	45	15	60
Yes	10	44.3	20	64.412	4148.9	198	2	200	24	6	30

Professional service, hours per semester



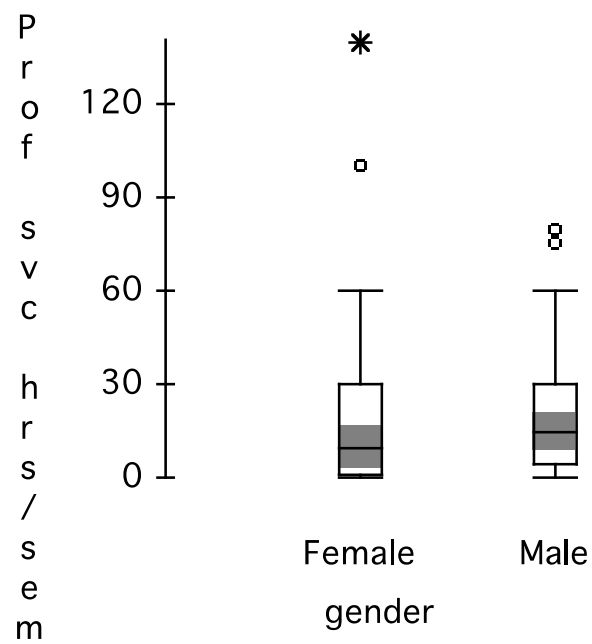
Count	Mean	Median	St.Dev.	Variance	Range	Min	Max	IQR	25th%	75th%
90	19.689	10	24.333	592.082	140	0	140	27	3	30

Professional service, by rank



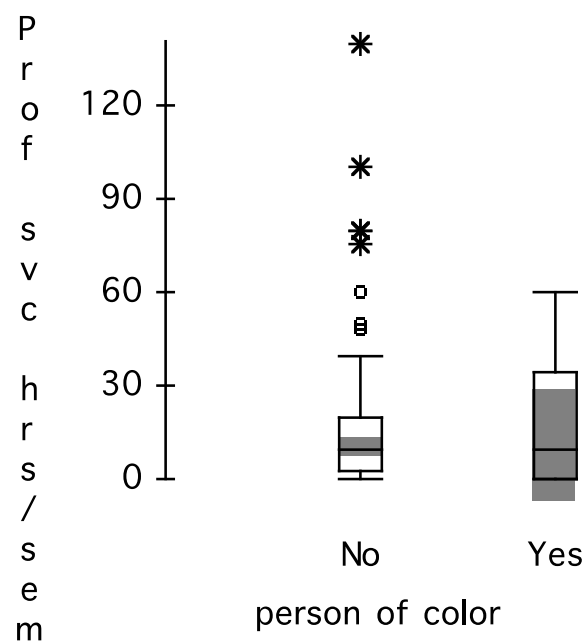
Group	Count	Mean	Median	Std Dev	Variance	Range	Min	Max	IQR	25th%	75th%
Assistant Professor	42	19.714	10	23.199	538.209	100	0	100	29	1	30
Associate Professor	13	15.154	10	20.999	440.974	80	0	80	11	4	15
Full Professor	32	21.312	14	28.317	801.835	140	0	140	20	5	25

Professional service, by gender



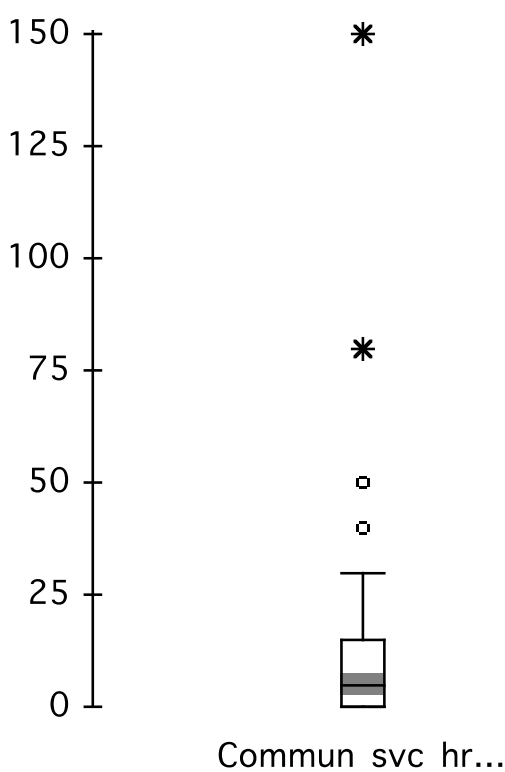
Group	Count	Mean	Median	Std Dev	Variance	Range	Min	Max	IQR	25th%	75th%
Female	44	19.182	10	27.786	772.059	140	0	140	23.5	1.5	25
Male	39	20.692	15	21.913	480.166	80	0	80	23.75	5	28.75

Professional service, by minority status



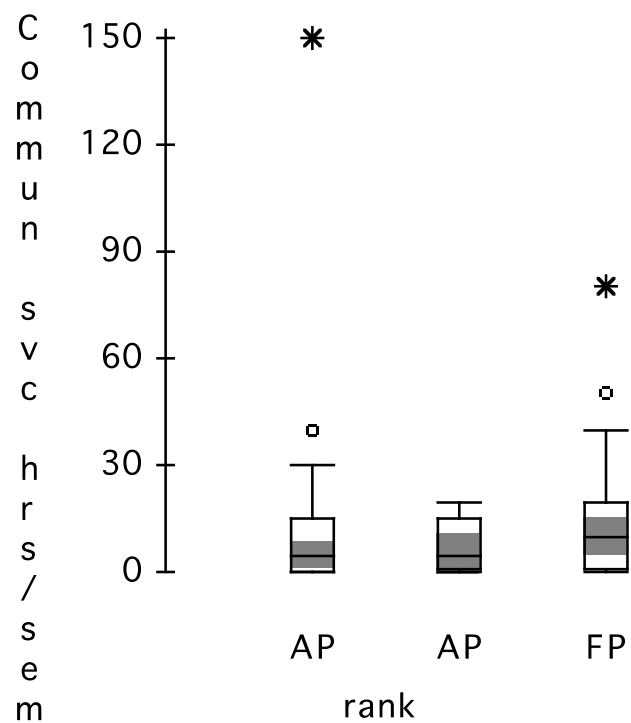
Group	Count	Mean	Median	Std Dev	Variance	Range	Min	Max	IQR	25th%	75th%
No	75	19.493	10	25.478	649.118	140	0	140	16.5	3.5	20
Yes	9	17.222	10	22.236	494.444	60	0	60	36.25	0	36.25

Community service related to Wellesley, hours per semester



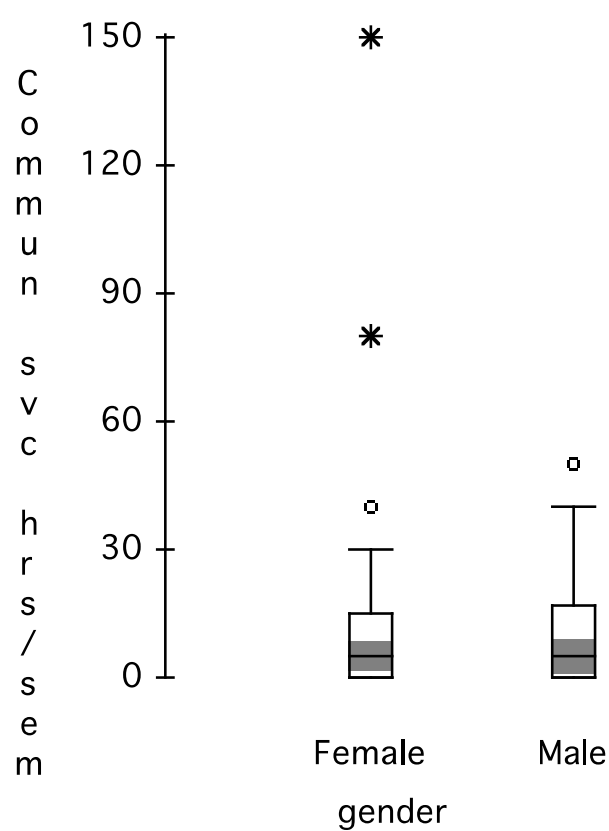
Count	Mean	Median	St.Dev.	Variance	Range	Min	Max	IQR	25th%	75th%
89	11.034	5	19.967	398.669	150	0	150	15	0	15

Community service by rank



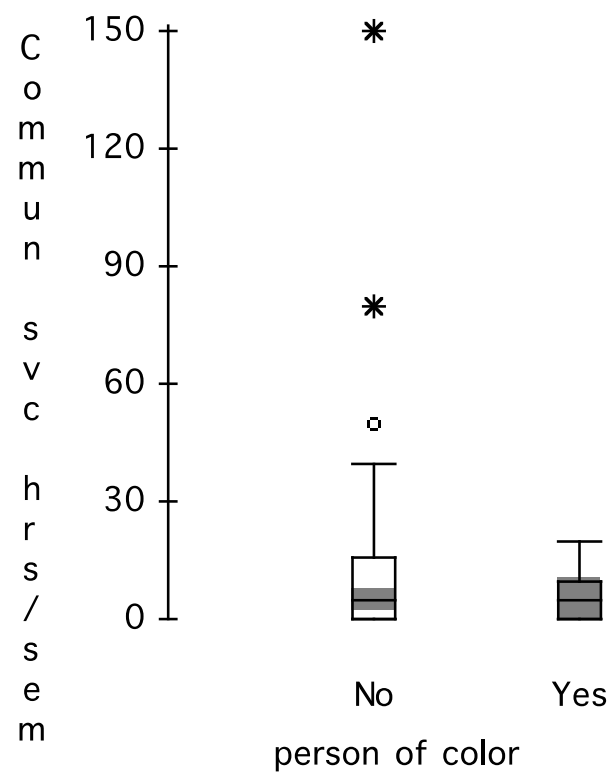
Group	Count	Mean	Median	Std Dev	Variance	Range	Min	Max	IQR	25th%	75th%
Assistant Professor	42	10.762	5	23.965	574.332	150	0	150	15	0	15
Associate Professor	13	7.615	5	7.974	63.59	20	0	20	15	0.75	15.75
Full Professor	31	13.323	10	18.571	344.892	80	0	80	17.25	1	18.25

Community service by gender



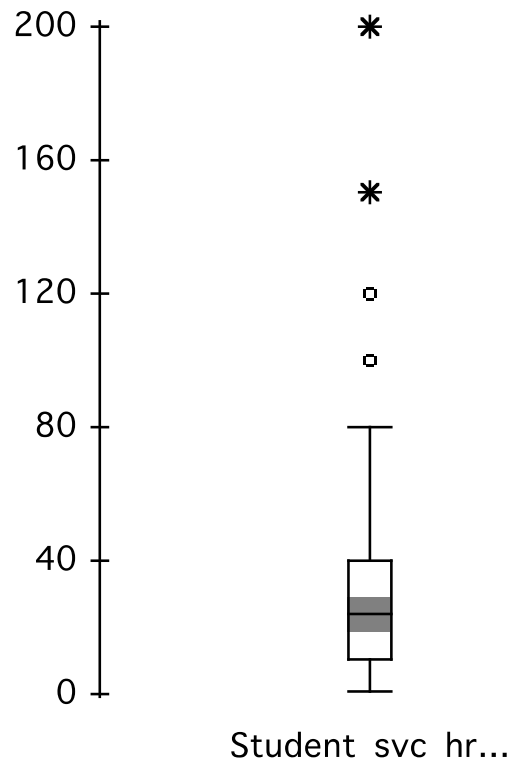
Group	Count	Mean	Median	Std Dev	Variance	Range	Min	Max	IQR	25th%	75th%
Female	44	12.409	5	25.6	655.364	150	0	150	14	0	14
Male	38	10.447	5	13.021	169.551	50	0	50	17	0	17

Community service by minority status



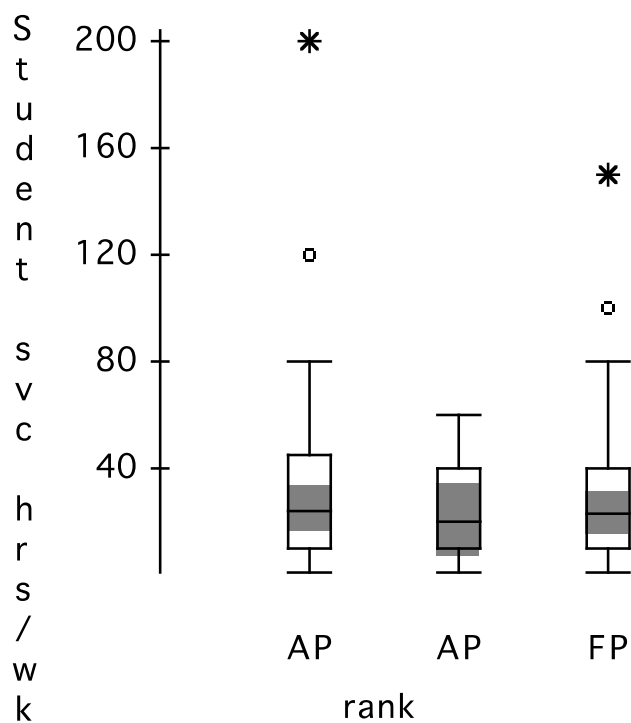
Group	Count	Mean	Median	Std Dev	Variance	Range	Min	Max	IQR	25th%	75th%
No	74	12.122	5	21.558	464.738	150	0	150	16	0	16
Yes	9	6.889	5	8.115	65.861	20	0	20	12.5	0	12.5

Student service (not course related), hours per semester



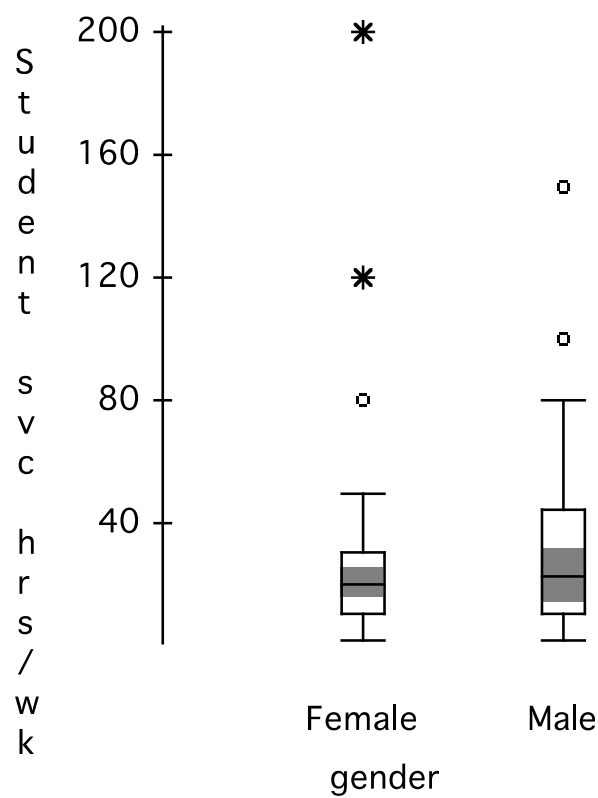
Count	Mean	Median	St.Dev.	Variance	Range	Min	Max	IQR	25th%	75th%
91	30.89	24	31.55	995.432	199	1	200	29.5	10.5	40

Student service, by rank



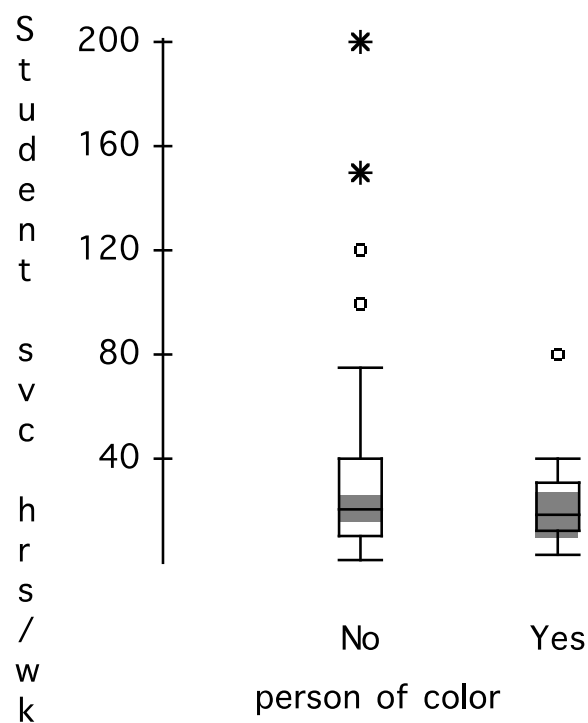
Group	Count	Mean	Median	Std Dev	Variance	Range	Min	Max	IQR	25th%	75th%
Assistant Professor	43	32.186	24	35.301	1246.155	199	1	200	33.25	10.5	43.75
Associate Professor	13	24.462	20	18.351	336.769	59	1	60	30	10	40
Full Professor	32	31.688	22.5	32.109	1030.996	149	1	150	28.5	11.5	40

Student service by gender



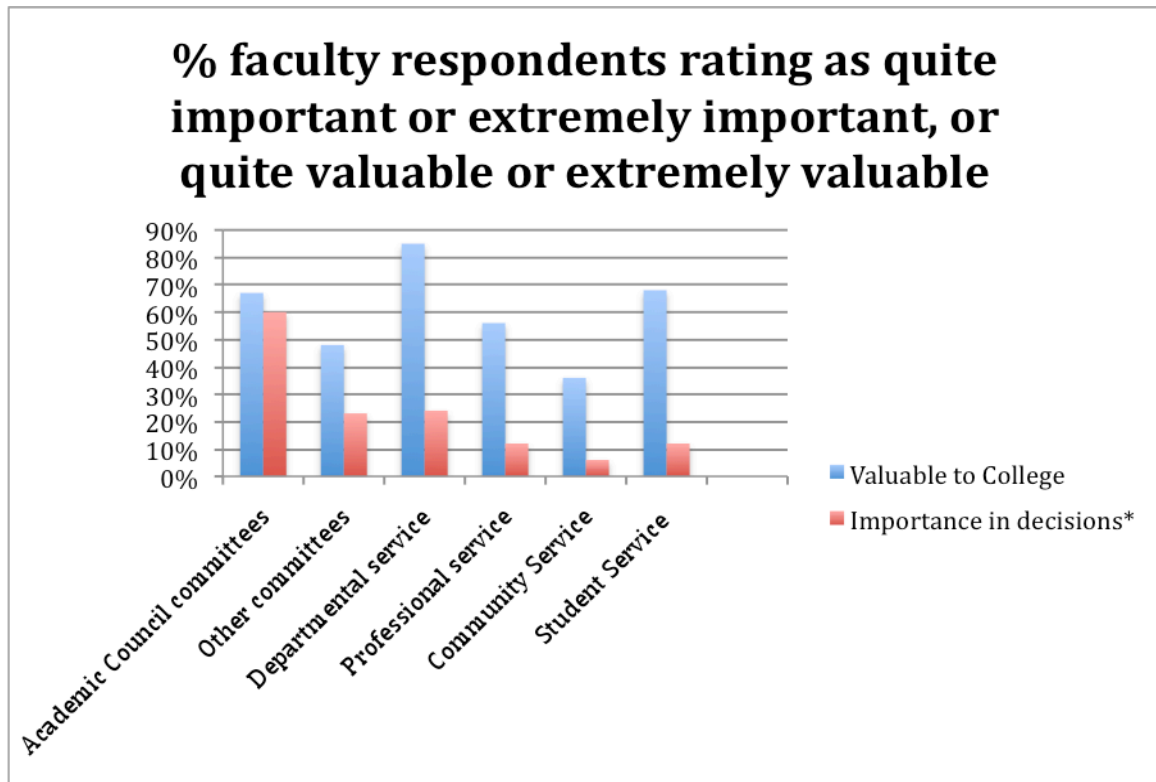
Group	Count	Mean	Median	Std Dev	Variance	Range	Min	Max	IQR	25th%	75th%
Female	44	28.659	20	34.693	1203.579	199	1	200	20	10	30
Male	40	32.6	22.5	29.825	889.528	149	1	150	31.5	11	42.5

Student service, by minority status



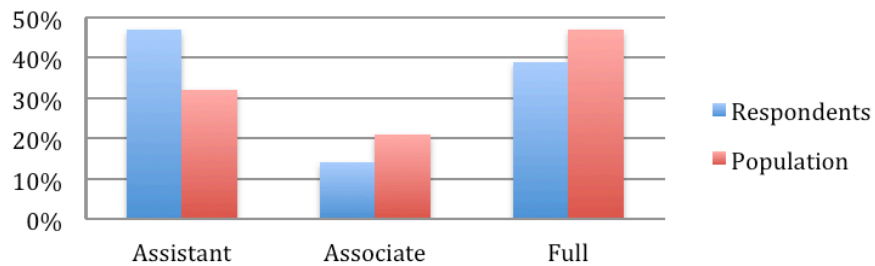
Group	Count	Mean	Median	Std Dev	Variance	Range	Min	Max	IQR	25th%	75th%
No	75	31.04	20	33.252	1105.715	199	1	200	30	10	40
Yes	10	25.3	17.5	22.076	487.344	77	3	80	18	12	30

Respondents rating types of service as quite important or extremely important in decisions, versus quite valuable or extremely valuable to the College



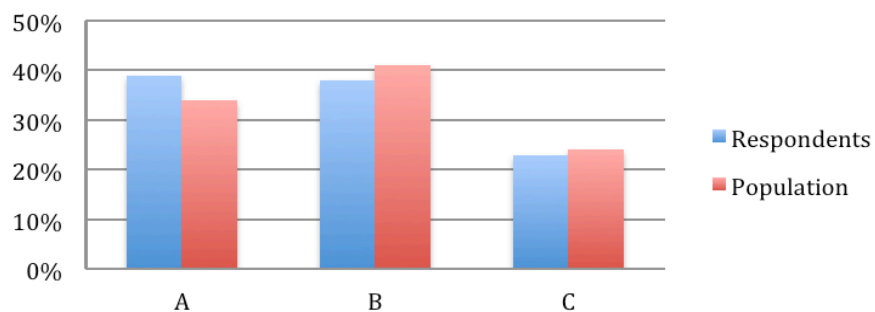
Background of respondents in this survey

Distribution of rank of respondents compared to distribution of ranks for all faculty



	Assistant	Associate	Full
Respondents	47%	14%	39%
Population	32%	21%	47%

Distribution of respondents in groups A, B, C compared to distribution for all faculty



	A	B	C
Respondents	39%	38%	23%
Population	34%	41%	24%

Survey Questions

Wellesley Service Survey

1. Introduction

Faculty are involved in many kinds of service in addition to service on Academic Council committees. The Agenda Committee is asking all tenure-track or tenured faculty to take this survey to provide data on all types of faculty service, so that all are more aware of that service and so that, if appropriate, steps can be taken to improve aspects of service. (A slightly modified survey will go to FIP faculty.)

Unless otherwise indicated, all questions refer to this academic year, 2010-2011.

You may skip any question and/or return to earlier questions up to the point where you click "Submit" at the end. To return to an earlier part of the survey, use the "prev" button at the bottom of each page rather than your browser's "back" button. We estimate the survey will take about 15 minutes.

Thanks for taking part in this survey!

2. Allocation of Work Time

Over the course of any given week, we all divide our time between teaching, research, and service-related activities. The following questions ask about how you divided your work time in 2010-2011 during the semester, in January and over the summer. For each activity, provide the number of hours you estimate you devoted to it **in an average week**. (The survey does not accept decimals so please use whole numbers.)

How many hours in an average week in 2010-2011 did you devote to teaching? You should include any work specifically related to the classes you are assigned to teach-- prep time, actual teaching time, grading, and working with students outside of class on class assignments. Also include time spent working with students on individual research projects, including 350s, 360s, and 370s.

During the semester	<input type="text"/>
January	<input type="text"/>
Summer	<input type="text"/>

How many hours in an average week in 2010-2011 did you devote to research? You should include time spent attending conferences, networking with colleagues in your field, and any other work designed to enhance your scholarly skills, reputation and portfolio.

During the semester	<input type="text"/>
January	<input type="text"/>
Summer	<input type="text"/>

How many hours in an average week in 2010-2011 did you devote to service? You should include service on committees of Academic Council, other College committees, department service, professional service, service to the Wellesley community, and student service not related to courses.

During the semester	<input type="text"/>
January	<input type="text"/>
Summer	<input type="text"/>

Wellesley Service Survey

3. Allocation of Service Time

There are many types of service. In the following questions, please estimate the **total number of hours** during the indicated period--a whole semester, a whole summer, or a whole January term--you devoted in 2010-2011 to these aspects of service. Don't worry about being precisely consistent with your previous answers, an estimate is fine, and remember that the survey only takes whole numbers.

How many total hours during the indicated period in 2010-2011 did you spend serving on an Academic Council Committee (for example the CFA, ER&D, Faculty Awards)?

Per Semester	<input type="text"/>
January	<input type="text"/>
Summer	<input type="text"/>

How many total hours during the indicated period in 2010-2011 did you spend serving on Other College Committees (for example task forces, internship committees, Ruhlman, Tanner)?

Per Semester	<input type="text"/>
January	<input type="text"/>
Summer	<input type="text"/>

How many total hours during the indicated period in 2010-2011 did you spend on Departmental or Interdepartmental Program Service (for example search committees, department meetings, honors thesis coordinators, colloquium chairs)?

Per Semester	<input type="text"/>
January	<input type="text"/>
Summer	<input type="text"/>

How many total hours during the indicated period in 2010-2011 did you spend on Professional Service (for example journal editorial duties, professional association governance, conference chairing)?

Per Semester	<input type="text"/>
January	<input type="text"/>
Summer	<input type="text"/>

How many total hours during the indicated period in 2010-2011 did you spend on Community Service for Wellesley College (for example alumnae outreach, community lectures, supervision of students involved in community activities)?

Per Semester	<input type="text"/>
January	<input type="text"/>
Summer	<input type="text"/>

Wellesley Service Survey

How many total hours during the indicated period in 2010-2011 did you spend on Non-Course Related Student Service (for example first-year advising, major advising, letters of recommendation)?

Per Semester	<input type="text"/>
January	<input type="text"/>
Summer	<input type="text"/>

4. Service Allocation

In your perception, is service equitably distributed at Wellesley?

- ☐ yes
- ☐ no

5. Service Allocation

Please explain what you think is inequitable about the distribution of service:

Do you feel overburdened by service activities?

- ☐ yes
- ☐ no

6. Service Evaluation

In your perception, how does the College weight research, teaching and service at reappointment? Please divide your answer into percentages, so that the three categories together equal 100.

Teaching	<input type="text"/>
Research	<input type="text"/>
Service	<input type="text"/>

Wellesley Service Survey

In your perception, how does the College weight research, teaching and service at tenure? Please divide your answer into percentages, so that the three categories together equal 100.

Teaching	
Research	
Service	

In your perception, how does the College weight research, teaching and service at promotion? Please divide your answer into percentages, so that the three categories together equal 100.

Teaching	
Research	
Service	

In your perception, how does the College weight research, teaching and service at merit review? Please divide your answer into percentages, so that the three categories together equal 100.

Teaching	
Research	
Service	

7. Service Evaluation

In your perception, when considered for reappointment, tenure and promotion, the College views these types of service as:

	Not at all important	Slightly important	Somewhat important	Quite important	Extremely important	Don't know
Committees of Academic Council	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other College Committees	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Department Service	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional Service	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community Service for Wellesley College	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Service, Non-Course Related	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Wellesley Service Survey

In your perception, when considered for merit, the College views these types of service as:

	Not at all important	Slightly important	Somewhat important	Quite important	Extremely important	Don't know
Committees of Academic Council	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other College Committees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Department Service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional Service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community Service for Wellesley College	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Service, Non-Course Related	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How valuable do you feel each type of service is to the College?

	Not at all valuable	Slightly valuable	Somewhat valuable	Quite valuable	Extremely valuable
Committees of Academic Council	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other College Committees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Department Service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional Service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community Service for Wellesley College	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Service, Non-Course Related	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Service Reforms

The following questions ask your opinions about changes in the way service is allocated at Wellesley.

Are there some tasks now allocated to faculty that would be better done by staff?

- ☐ Yes
- ☐ No
- ☐ Don't Know

Wellesley Service Survey

Are there some service tasks now allocated to staff that would be better done by faculty?

- ☐ Yes
- ☐ No
- ☐ Don't Know

Are there some tasks that could be eliminated or done more efficiently?

- ☐ Yes
- ☐ No
- ☐ Don't Know

If you answered yes to any of the above questions, please make specific suggestions about changes in service tasks. What would you change?

Is there anything else you would like to add about service at Wellesley College?

9. Your background

Our final questions ask you to place yourself into demographic or professional categories. We understand that some of these questions are personal. However, given Wellesley's commitment to supporting a diverse faculty across all disciplines, we wanted to see if there were any patterns in the responses people have to the questions above by gender, race, field or rank. For this reason, we would appreciate your responses.

What is your rank?

- ☐ Assistant Professor
- ☐ Associate Professor
- ☐ Full Professor

For the purposes of Academic Council elections, everyone is a member of groups A, B, or C. Generally those in humanities departments are in group A, social sciences in group B, physical sciences and mathematics in group C. In which group are you?

- ☐ Group A
- ☐ Group B
- ☐ Group C

Wellesley Service Survey

How many years have you been at Wellesley College?

- ☐ Less than 1
- ☐ 1-5
- ☐ 6-10
- ☐ 11-15
- ☐ 16+

Are you currently serving as a chairperson of a department or director of an interdepartmental major?

- ☐ Yes
- ☐ No

Are you currently serving as chairperson of a committee of Academic Council?

- ☐ Yes
- ☐ No

Check the boxes below if you have served on these committees.

- ☐ The Merit Committee
- ☐ The Committee on Faculty Appointments (CFA)

On average, how many students do you teach, in courses or in independent studies, in a semester?

Students

Are you male or female?

- ☐ Female
- ☐ Male

Do you identify as a person of color?

- ☐ Yes
- ☐ No

10. Thanks

If you wish you can go back to previous questions by hitting the "prev" button below. Otherwise, simply hit the "submit" button.

Thanks for your participation in this survey!

