

UD ADVANCE: Matching Effort to Workload Panel
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Question: When thinking about workload, how can you say no? How can you say no and still look like a team player?

- Ask for time to think about it before agreeing. It may be easier to say no once you've had time to think about it.
- Describe your current commitments that prevent you from saying yes.
- Offer an alternative, "I can't do X, but I could do Y".
- If you really want to do something, offer to trade and ask for help in stopping something else.

Question: What does a healthy balance of service, teaching and research look like for you?

- I'm a panelist, but I'm still working on it!
- Watch yourself on which area you're feeling overwhelmed by. Take some time and audit your schedule to see if you can adjust.
- The balance of workload has looked different over time in the career. Service does increase with associate and full appointments. Teaching typically is more consistent, so a real struggle is usually between service and scholarship. Create distinct time periods for scholarship and make sure to protect that time. If a large service role is presenting itself, ask yourself if you're able to shift scholarship, for example, writing smaller pieces instead of a book.
- Try to create rigid boundaries for your scholarship
- Balance may be a misnomer, you'll go through seasons that are different, so try to equate it over time.
- If you really want to do something, but you know it's a heavy load, ask yourself "what would it be like if nothing happened on this issue?", depending on that answer you'll know how to respond.

Question: What happens if you're in a department that often assigns workload in an unequal manner?

- Try to understand reasons behind the ask – were people on sabbatical? Are you known for special skills? Ask for an arrangement in the future to balance the more immediate need. A teaching release may be possible.
- Suggest someone else who would be really good at it.
- Demand a limited term for any new asks. Or ask to renegotiate your workload.

Question: How should you prioritize departmental, college, university and national service when you're mid-career?

- Make sure you know your workload and what promotion criteria are.
- At mid-career, doing national service is more important. Organizing a conference or serving on a board may be very different workloads. Ask a ton of questions before you agree to anything outside UD. Ask for a time commitment and expectations.

- If your passions are more local, it's great to push more locally. However, other people may want to push on national issues. Make sure you address your criteria for promotion.

Question: How do you address gendered or racial inequities in the view of service? A woman doing a ton of service may be normalized, but a man doing service may be regarded as excellent. Can you ask, "Have my male colleagues been asked to do this?"

- Talk to your chair about how you feel like you're getting asked to do extra – especially people of color are asked to often do more things and go to more events. There isn't transparency about how other people's efforts are being judged. If things can be documented, ask for things to be more transparent.
- If you get told you're not doing enough in a specific area, make sure you track your time. Show someone how many hours are going into something to make sure perception of how you're doing something is the same as the actuality of how you're doing.
- Bring the information to the people in charge.
- Time spent mentoring is accounted for. It's critical and takes a lot of time. Make sure you document. Share this with your chair and mentors.

Question: Are there any efforts to make workload more transparent in departments?

- Departments can spend entire faculty meetings on things like service to make sure people understand what everyone is doing and acknowledge what is happening.
- COACHE showed that the "nature of work – service" is an important issue at UD and there is a subgroup working on it.

Question: I asked my chair to increase my workload for service, but the chair told me that tenure track faculty shouldn't have a high service percentage, but I'm spending half my time on a service role?

- Others have tried to do this, and it took serious efforts in documentation to get things changed.
- Things seem to differ chair by chair, so it's worth talking to people to find examples to follow and sharing them with others.
- Pre-promotion you do need to be sensitive to the criteria. An adjustment of 5% may be reasonable, a 40% adjustment may be harder. At the time of appraisal, discuss your workload, you may have to rebalance and step away from things to ensure that you are able to achieve promotion.

Question: Thinking about mid-career, what should mentoring look like at this stage and what workload category do you include it in?

- Working with graduate students on your scholarship can be rolled into research/scholarship. Remember that investing in a graduate student usually reinvests in your research. Use IDP (individualized development plans) with your students to build some framework for student mentoring.
- Formal advisees count as teaching. Let informal advisees go into service.

Question: How do you avoid not letting mentoring slide into your personal time?

- Like any relationship, boundaries are really important. Set clear boundaries and what and when you're willing to do things. Develop a relationship that these things

can be discussed openly. Students may not know what the norms or expectations are.

- Outsource as needed to the graduate college or your college student success office. For undergraduates, there are lots of units to help as well from student wellness to tutoring to career services, etc.
- Remember students are watching us to set examples for them. The pandemic certainly changed some things, in particular with international students not being able to get home. Consider being flexible and tailoring your relationships. Remember you're serving as a model to them.

Question: How can you align your career to your passion? Can you move from what you needed for promotion to more of what you're passionate about? What resources are available to do that?

- Post tenure is the opportune time to seek out your passion and take a risk. You're not under a time crunch, you're established. Take a sabbatical to make your shift.
- Step back a bit and take a 10,000 ft view. Can you see synergy across your workload? Can you align your service and scholarship? Look for gaps – what would you want in the next 5 years? Be patient. It may not be instantaneous. Ask what you'd like to continue, start or stop?
- Resources: UD is part of the NCFDD (<https://www.facultydiversity.org>) and they have a Pathfinders program. Campus leadership programs can also assist. Target people doing what you want to do and recruit them to be your mentors, make sure you find multiple people. Seek out mentoring.
- Talk to people at development about ideas you have. They may be able to find donors or foundations to support your work.
- Mentoring doesn't stop at the associate level. Be sure to seek them out and use them!
- Service is a required part of the job: You'll have to pick your poison, if you don't pick it yourself someone will pick it for you.

Additional resources:

<https://sites.udel.edu/diversity/accountability-program/>

<https://sites.udel.edu/advance/>

<https://www.facultydiversity.org/>

<https://provost.udel.edu/faculty-affairs/>

<https://sites.udel.edu/generalcounsel/responsible-office/vice-provost-for-faculty-affairs/>

<https://aaupud.org/index.php/people/>

<https://www.udel.edu/academics/colleges/grad/current-students/professional-development/professional-dev-initiatives/>

<https://www.udel.edu/students/career-center/>