

**MEMORANDUM**

**Date:** May 25, 2018  
**To:** Appointed and Elected Leaders in CALS  
**From:** CALS Diversity & Inclusiveness Committee  
**Re:** Disproportionate Service & Emotional Labor Expectations for Underrepresented Minorities

Dear CALS School Directors, Department Heads, and Leaders,

Earlier this year, Dr. El-Alayli and her colleagues published a [paper in the peer-reviewed journal \*Sex Roles\*](#) that innovatively documented a gender bias in students' expectations and requests of faculty members. Their study's findings suggest that women were more likely to receive special requests from students (e.g., ask to redo an assignment to earn a better grade) and students were more likely to respond negatively if those requests were not met. Further, women are more likely to receive student requests that result in additional time and emotional labor (e.g., students discussing personal problems with faculty). These new findings add to the growing literature that documents that women are disproportionately asked to engage in service work compared to men in academia, as well as literature that clearly documents that students evaluate women and men differently on course evaluations. A [blog by Colleen Flaherty of InsideHigherEd.com](#) engages with this academic literature and discusses the critical implications of these disparate burdens and requests for women's professional success (e.g., service overload reduces time spent on research and teaching, students rating women faculty members more poorly on evaluations).

The CALS Diversity and Inclusion Committee requests that all CALS School Directors, Department Heads, and Leaders share and discuss Dr. El-Alayli's article, as well as the resources below, with their respective units. We believe that this article is a starting point to discuss disparities in service requests/obligations, emotional labor, and the realities of bias in evaluation. The ultimate goal is to increase awareness of gender bias (and other related biases, e.g., race, sexual orientation) in requests, evaluations, and time spent on service. We believe that it is important for all administrators, faculty, staff, and graduate students to be aware of these biases, particularly for those engaged in the annual performance review or promotion and tenure review processes.

In addition to Dr. El-Alayli's article, we have included below a list of additional resources that address service disparities and bias in evaluations. We aim to have a speaker in the 2018-2019 CALS Diversity and Inclusion Committee's Perspectives of Diversity and Inclusion Speaker Series in order to continue a dialogue about these salient issues.

**Additional news articles or blogs about service disparities and bias in evaluations:**

[Bias Against Female Instructors](#)

[Gender Bias in Academe: An Annotated Bibliography of Important Recent Studies](#)

[Recognizing Emotional Labor in Academe](#)

[The Invisible Labor of Minority Professors](#)

[What is Faculty Diversity Worth to a University? The invisible labor done by professors of color is not usually rewarded with tenure and promotion.](#)

**Empirical, peer-reviewed research on disparities in academia:**

[El-Alayli, A., Hansen-Brown, A., & Ceynar, M. \(2018\). Dancing backwards in high heels: Female professors experience more work demands and special favor requests, particularly from academically entitled students. \*Sex Roles\*. Advance online publication. doi:10.1007/s11199-017-0872-6](#)

[Guarino, C. M., & Borden, V. M. H. \(2017\). Faculty service loads and gender: Are women taking care of the academic family? \*Research in Higher Education\*, 58, 672-694. doi:10.1007/s11162-017-9454-2](#)

[MacNell, L., Driscoll, A., & Hunt, A. N. \(2015\). What's in a name: Exposing gender bias in student ratings of teaching. \*Innovative Higher Education\*, 40, 291-303. doi:10.1007/s10755-014-9313-4](#)

[Shavers, M. C., Butler, J. Y., & Moore III, J. L. \(2014\). Cultural taxation and the over commitment of service at predominantly white institutions. In F. A. Bonner II, a. f. marble, F. Tuitt, P. A. Robinson, R. M. Banda, & R. L. Hughes \(Eds.\), \*Black faculty in the academy: Narratives for negotiating identity and achieving career success\* \(p.41-51\). New York: Routledge.](#)

[Social Sciences Feminist Network Research Interest Group. \(2017\). The Burden of Invisible Work in Academia: Social Inequalities and Time Use in Five University Departments. \*Humboldt Journal of Social Relations\*, 39, 228-245.](#)