

**Gender Equity Project Colloquia and Workshops**  
**Balancing Responsibilities and Evaluation at Work**  
**Activities and Discussion**

Handout: What you can do: Suggestions for specific situations (Caplan, 1994).

Read: The academic marathon: Controlling one's career (Taylor & Martin, 2004). Focus on pp. 371-375 and 378-383. Although the tips offered are targeted for early professionals, they may prove useful at any point during your career.

Discussion questions

1. How do you balance among teaching, research and service? To which of these are you most devoted?
2. Of teaching, research, and service, which does your department value most? Is this also what you commit the most time to? Why or why not?
3. Of teaching, research, and service, which do you value most? Do you commit as much time to this as you'd like? Why or why not?

Activity 1: Identify one imbalance in how you manage your responsibilities at work that you would like to change (e.g. having only 4 hours a week of solid writing time, spending 3 hours a night prepping for class, etc). Working in a group of three, generate at least one concrete solution to help each person in the group better balance her responsibilities at work.

Activity 2: Identify one area in which you would like to improve your department chair's evaluation of, or perceptions about your work. Identify any specific (even if unofficial) criteria used by the chair to evaluate faculty in this area. Working a group of three, generate at least one concrete step to help you better address these criteria.

References

Caplan, P. J. (1994). What you can do: Suggestions for specific situations. In *Lifting a ton of feathers: A woman's guide to surviving in the academic world* (pp. 136-149). Toronto: University of Toronto Press.

Taylor, S. E., & Martin, J. (2004). The academic marathon: Controlling one's career. In J. M. Darley, M. P. Zanna, & H. L. Roediger, III (Eds.), *The compleat academic: A career guide* (2<sup>nd</sup> ed., pp. 363-392). Washington, DC: American Psychological Association.