Workload Equity

ADVANCE Adaptation Grant

CSULB

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CSULB NSF ADVANCE TEAM

What is the National Science Foundation (NSF) ADVANCE program?

The goal of the NSF ADVANCE program is to increase the representation and advancement of women in academic science and engineering careers.

Focused on institutional and culture change to retain, promote, and advance women.

Our project is an adaptation grant developed from University of Maryland's "Faculty Workload and Rewards Project" which worked with 50 departments at three universities.

What is the problem we are trying to solve?

An assistant professor meets with her department chair because she is concerned that she may be on more university and college committees than other assistant professors and it is hurting her research time. Her department chair says it is hard to know; everyone is working hard. The chair does not offer to help her mediate the situation. She is not sure what to do next.

What are the problems with this scenario?

What the research shows...

Women spend more time on teaching and service activities, and less time on research (pronounced at Associate rank)

Women of color report more mentoring and diversity related work

Women & faculty of color asked more often and & for non-promotable tasks

Women of color are less likely to see their work as "counted" in rewards systems

Lesbian and bisexual women are more likely to report higher stress from their workload.

Faculty Surveys

Bozeman &Gaughan, 2011; Eagan & Garvey, 2015; Hurtado et al., 2012; Link et al, 2008; Misra et al. 2011, 2012; Mitchell& Hesli, 2013; Winslow, 2010; Misra etal. 2021

Faculty Activity Reports

O'Meara,Kuvaeva & Nyunt, 2017; Guarino & Borden, 2017

Interviews & Focus Groups

Acker & Armenti, 2004; Misra et al. 2011,2012; O'Meara, 2016; Hanasano et al, 2019

Experiments

El-Alayli et al., 2018;Babcock et al., 2017

Lack of inclusion of non-binary faculty in research

Equitable Workload Conditions

Transparency & Clarity	Widely visible information about faculty work activities available for departments members to see; clearly identified benchmarks
Fairness	Fairness in assigning workload, taking into account faculty preferences; workload is equally distributed
Credit	Recognition and rewards for faculty members who are expending more effort in certain areas.
Context	Acknowledgment that different faculty members have different strengths, interests, and demands that shape their workloads.
Accountability & Norms	Department has clear norms around sharing workload equitably; mechanisms to ensure faculty members fulfill their work obligations

Small Group Discussion

What is the most rewarding thing about your day-to-day work?

What is the most challenging thing about your day to day to work?

Are there any parts of your work that you value but are not being rewarded?

Project Design

GOAL: Ensure that department workload is taken up, assigned, and rewarded equitably through an action-based research project.

Work with STEM departments in CNSM, CLA, and COE to identify workload priorities for:

Teaching

Advising/Mentoring

Service

Train facilitators to lead department conversations

How is work assigned/distributed? Is there secret service?

What assignments require more work? Less work?

Are there changes to policies or practices that could increase equity? Offer better use of time?

Faculty Work Activity Dashboards:
A Strategy to Increase Transparency

By KerryAnn O'Meara, Elizabeth Beise, Dawn Culpepper, Joya Misra, and Audrey Jaeger

Project Design

Collect and share data on workload with department via activity dashboards

Collectively discuss which areas to improve workload

Develop and implementing new workload policies to address inequities

PROJECT Timeline

YEAR 1
- Pilot phase of three departments in CNSM, CLA, COE

YEAR 2
- Additional departments in these colleges will be able to participate

YEAR 3
- Sharing of project outcomes with the campus and CSU wide
- Recommendations for changes at the institutional level, including RTP policies.

Outcomes of Creating Equitable Workloads

Greater productivity

Less time to advancement

Retention, satisfaction

Sense of fairness

Sense of inclusion and belonging

Greater diversity among faculty & leaders

Table 3. Perceptions of Workload Equity, Department Commitment to Equity, & Fairness in Evaluating Workload (Misra et al., 2021) N= 555-617

Item	Strongly Disagree	Somewhat Disagree	Neither Agree or Disagree	Somewhat Agree	Strongly Agree
I think most people in our department feel work is distributed fairly.	23%	28%	19%	19%	11%
There is a strong commitment within our department faculty that workload be fair.	18%	19%	19%	22%	22%
The most important teaching, mentoring, and campus and community service work I do is credited within my department reward system.	24%	24%	21%	17%	14%
Our department has transparent information about faculty work activities for all department faculty to see (e.g., no of advisees, committees, size of classes).	26%	24%	17%	16%	17%

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Item	Strongly Disagree	Somewhat Disagree	Neither Agree or Disagree	Somewhat Agree	Strongly Agree
Our department has transparent information about compensation for key roles (e.g., support for taking on specific administrative roles).	32%	27%	17%	12%	12%
Our workload decisions tend to be informed by data that is visible and widely available to everyone.	33%	28%	20%	10%	9%
There is transparency related to faculty workload (e.g., data about faculty teaching, mentoring, and campus service activities available for public scrutiny).	34%	28%	19%	10%	9%

There are clearly identified benchmarks for expected campus service contributions.	**36%**	**28%**	**17%**	**12%**	**7%**
There are clearly identified benchmarks for expected advising contributions.	31%	28%	22%	12%	7%
Our department chair and faculty have discussed and agreed upon which roles faculty will be compensated for (with additional resources or reassigned time), and which are simply part of their jobs.	26%	26%	20%	14%	14%
Our department has consensus on a clear set of priorities for faculty time.	27%	29%	20%	14%	10%

Questions?

Thank you for attending today!

- Please take a few minutes to fill out our anonymous evaluation survey.

- This work is an adaptation of University of Maryland and UMASS Advance program materials.