CREATING EQUITABLE UNIVERSITIES: RECOGNIZING FACULTY WORKLOADS

Joya Misra

University of Massachusetts, Amherst

SF State TRANFORMS Initiatives

- Values - Addressing Service Inequities
  - *Addresses workload inequities, as well as how service is valued, and its roles in retention, tenure, and promotion*
- Expands – Research & Collaboration
  - *Research & Scholarship Hubs to provides opportunities to meet, exchange research ideas, and share on-going scholarship*
- Restores – Promoting Equity & Relationship among Colleagues
  - *Training faculty in how to address bias, through active listening, mediation, and restorative justice.*

Unequal Distribution of Faculty Work

- Women spend more time on teaching and service activities, and less time on research (particularly Associate Professors)

- Faculty of color report more mentoring and diversity related work

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

- Women of color are less likely to see their work as "counted" in rewards systems
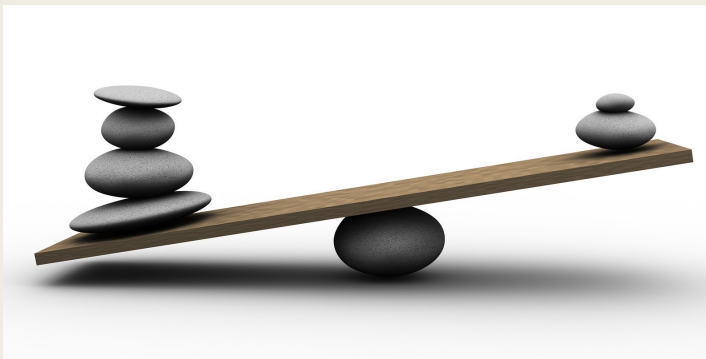
- Faculty Surveys (Bozeman & Gaughan, 2011; Domingo et al. 2020; Eagan & Garvey, 2015; Hurtado et al., 2012; Link et al, 2008; Misra et al. 2011, 2012, 2021; Mitchell &Hesli, 2013; O'Meara et al. 2018, 2019; Winslow, 2010)

- Faculty Activity Reports (O'Meara, Kuvaeva & Nyunt, 2017; Guarino & Borden, 2017)

- Interviews & Focus Groups (Acker & Armenti, 2004; Domingo et al. 2020; Misra et al. 2011, 2012; Hanasano et al, 2019; Hirschfield and Joseph 2012; O'Meara, 2016)

- Time Diary Studies (O'Meara et al., 2017)

- Experiments (El-Alayli et al., 2018; Babcock et al., 2017)

Survey Findings

- Men of color, white women, and particularly women of color report more time on service & mentoring work

- Time spent on service, mentoring and teaching reduce time spent on research
    - *Added impact of gender * parent of a child <12*

- White women are significantly less likely to see workload distributed fairly or think their department has a commitment to sharing workload equally

- Women of color are significantly less likely to see the work they consider important credited fairly in departmental rewards systems

Misra, Joya, Jennifer Hickes Lundquist, and Abby Templer. 2012. "Gender, work time, and care responsibilities among faculty." *Sociological Forum*, vol. 27(2): 300-323.

Misra, Joya, Alexandra Kuvaeva, Kerryann O'meara, Dawn Kiyoe Culpepper, and Audrey Jaeger. 2021. "Gendered and racialized perceptions of faculty workloads." *Gender & Society*35(3): 358-394.
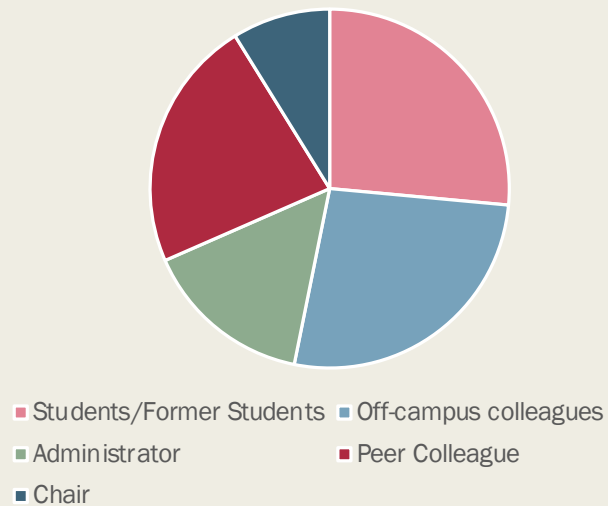
Faculty Activity Reports

	Dept	College	University	Other Unit	All
Women	+		+		+
Faculty of Color			-	+	-
Full Professors	+	+	+		+
Associate Professors	+	+	+		+

- Women report more total campus service, controlling for rank, discipline, and race

- Faculty of color report more service for "other units," for example departments or colleges to which they do not belong

O'Meara, KerryAnn, Alexandra Kuvaeva, and Gudrun Nyunt. "Constrained choices: A view of campus service inequality from annual faculty reports." *The Journal of Higher Education* 88.5 (2017): 672-700.
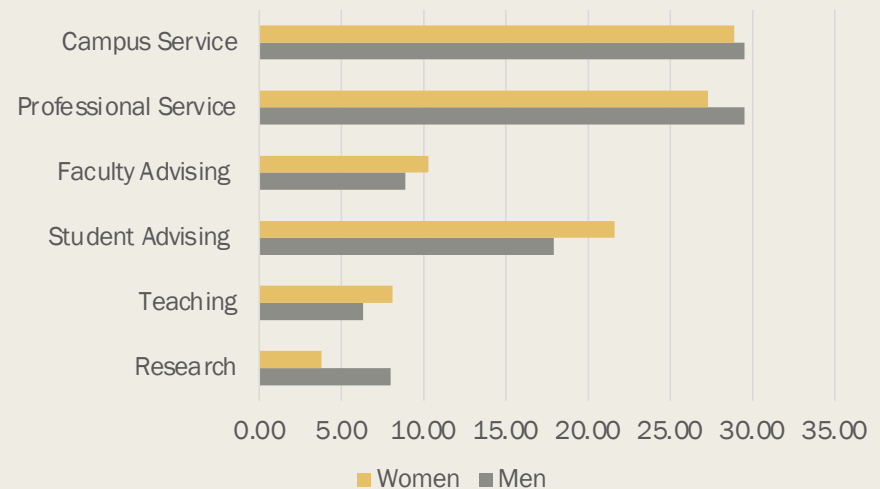
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Tracking Requests

Women receive 3.4 requests for every 1 request men receive!
Associate professors 4.26:1
Full professors 2.75:1

Who Makes Requests

- ■ Students/Former Students
- ■ Off-campus colleagues
- ■ Administrator
- ■ Peer Colleague
- ■ Chair

Gender Differences in Types of Requests

Campus Service
Professional Service
Faculty Advising
Student Advising
Teaching
Research

0.00 5.00 10.00 15.00 20.00 25.00 30.00 35.00
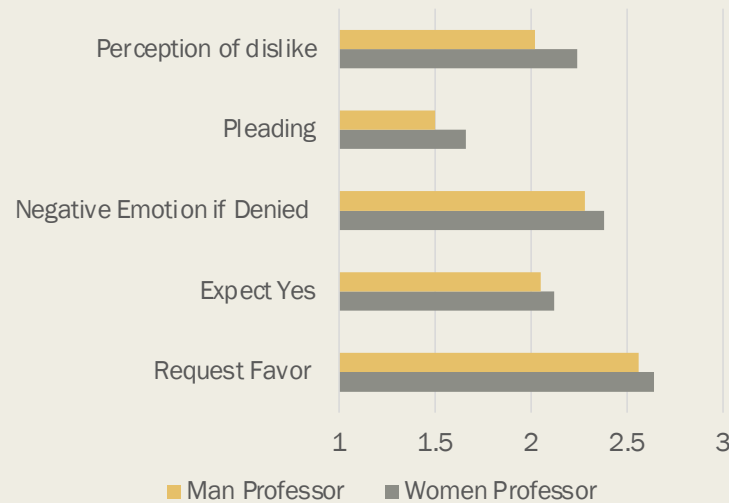
■ Women ■ Men

Men receive more requests from men
Women receive more requests from women

O'Meara, KerryAnn, et al. "Asked more often: Gender differences in faculty workload in research universities and the work interactions that shape them." *American Educational Research Journal* 54.6 (2017): 1154-1186.

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Experimental Results

Expectations by Professor Gender

Bar chart showing categories (top to bottom): Perception of dislike, Pleading, Negative Emotion if Denied, Expect Yes, Request Favor. X-axis: 1, 1.5, 2, 2.5, 3. Legend: ■ Man Professor ■ Women Professor

Students are more likely to

- ✓ Request a favor from a woman

- ✓ Expect a woman to say yes

- ✓ Feel negatively toward a women professor if she says no

- ✓ Plead for help if a woman says no

- ✓ Believe the professor dislikes them if a woman says no

El-Alayli, Amani, Ashley A. Hansen-Brown, and Michelle Ceynar. "Dancing backwards in high heels: Female professors experience more work demands and special favor requests, particularly from academically entitled students." *Sex Roles* 79.3 (2018): 136-150.

Interview results

I mean, I've had people say to me things like, you know, 'Could you have dinner with this job applicant? We need a woman, we need a black woman.'

Hirshfield, Laura E., and Tiffany D. Joseph. "'We need a woman, we need a black woman': Gender, race, and identity taxation in the academy." *Gender and Education* 24.2 (2012): 213-227.

I... just list "mentoring" and [how many] student I work with ... I have a two-hour meeting every week with these [students]. I'm not complaining. I'm also saying I do not think anyone that reads my vitae... would have a clue what [the mentoring labor] entails.

Hanasono, Lisa K., et al. "Secret service: Revealing gender biases in the visibility and value of faculty service." *Journal of Diversity in Higher Education* 12.1 (2019): 85.

And so, the example I have is I'm on four university-wide committees right now. And you know, and in the past, I've just, you know—we need somebody who's a woman. We need somebody who's a minor- ity. And so, I have the intersectionality.

Domingo, C. R., Gerber, N. C., Harris, D., Mamo, L., Pasion, S. G., Rebanal, R. D., & Rosser, S. V. (2020). More service or more advancement: Institutional barriers to academic success for women and women of color faculty at a large public comprehensive minority-serving state university. *Journal of Diversity in Higher Education*.

I've had to serve on so many such committees but there are other people in the college. So, I'm like just because I'm Black doesn't mean that I'm the only minority . . . They needed a Black person; they needed a woman, and they think [of] me.

Ghosh, Debaleena, and Kristen Barber. "The Gender of Multiculturalism: Cultural Tokenism and the Institutional Isolation of Immigrant Women Faculty." *Sociological Perspectives* (2021): 0731121420981098.

Gender Inequality Magnified by Covid-19

Total research productivity has increased, but women's productivity dropped by **13.9%** compared to that of men.[1]

A recent study of submissions to more than 2000 journals shows that (1) submissions are **1/3 higher** than in previous years; (2) men and women still accept reviews at the same rate (**56%**), but (3) **women submitted fewer** manuscripts in STEM.[2]

The decrease in time for research and writing is greater for women than men and greatest for women with young children.[3,4]

From Feb-April 2020, mothers with young children reduced work hours **4-5x** more than fathers.[5]
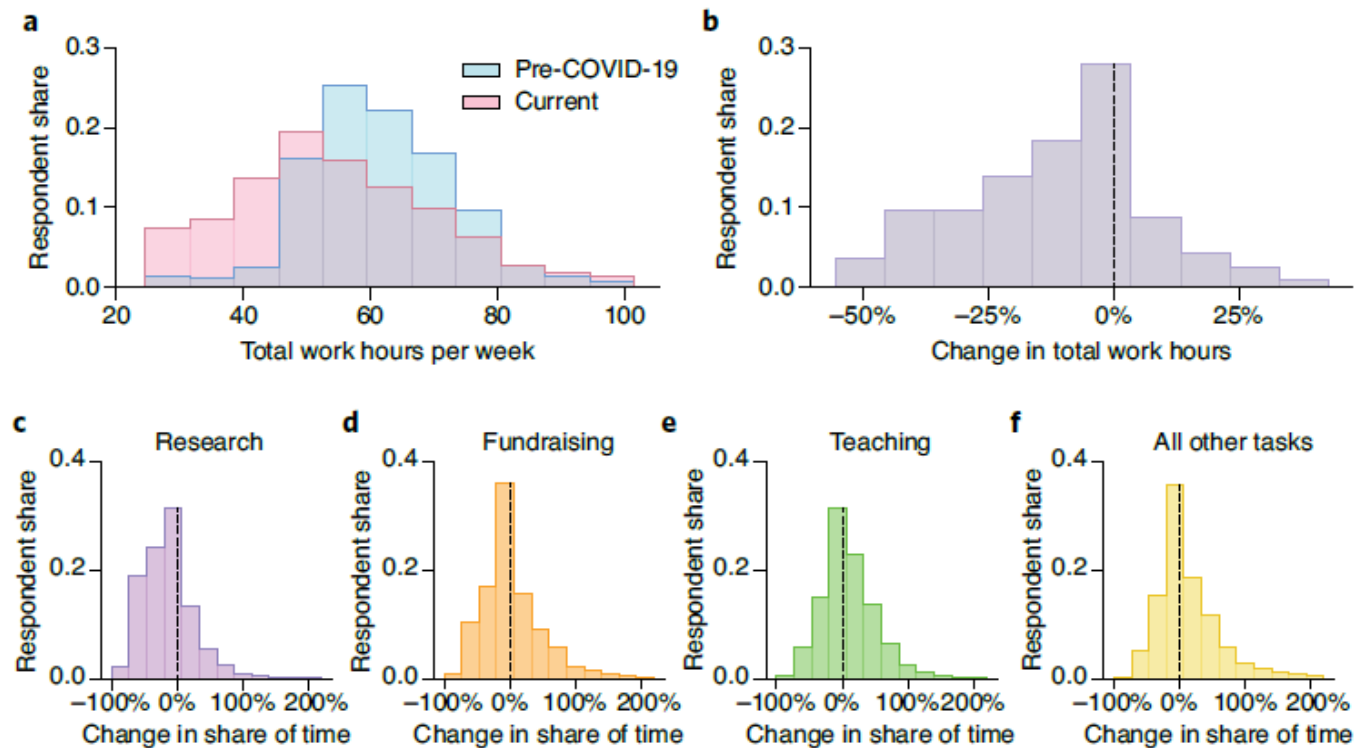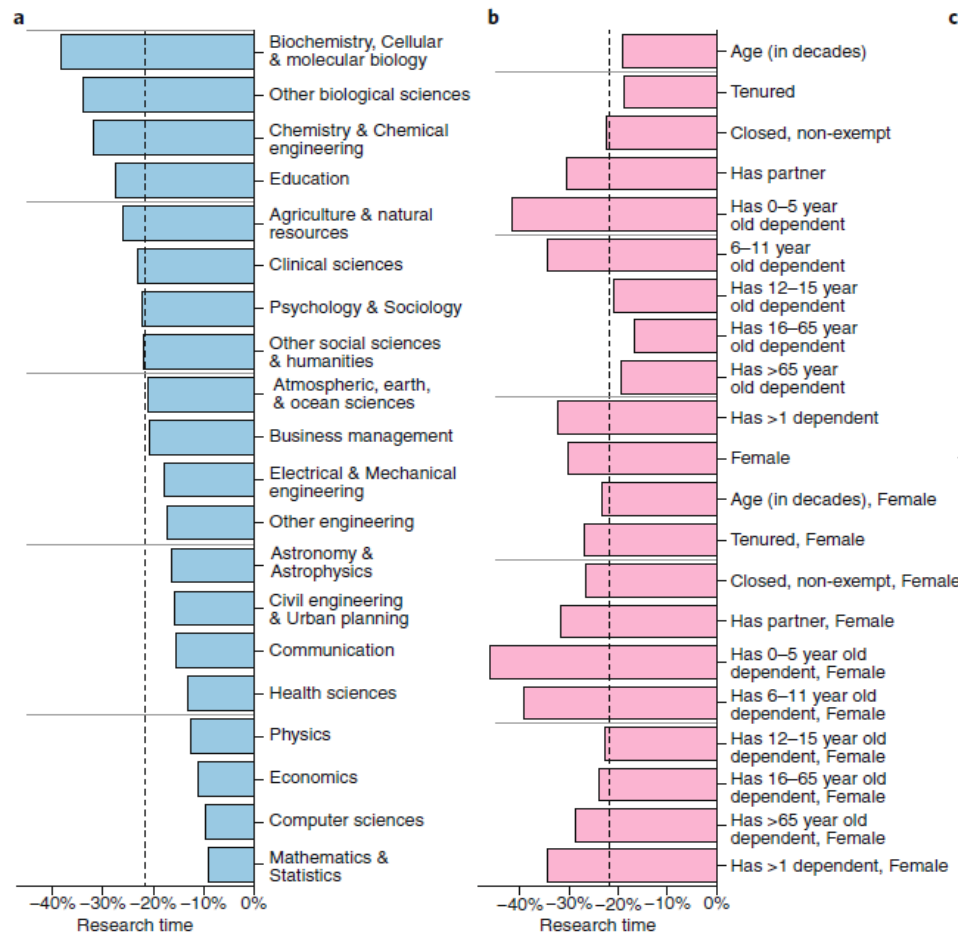
Changes in Work Time Allocation

Fig. 1 | Changes in levels and allocations of work time. a, Distribution of total hours spent on work

- By Fields
  - Biochemistry vs. computer science
  - Within fields: theorists vs. experimentalists

- By Status
  - Women
  - Faculty with children under 12
  - Women with dependents

Racial Inequality Magnified by Covid-19

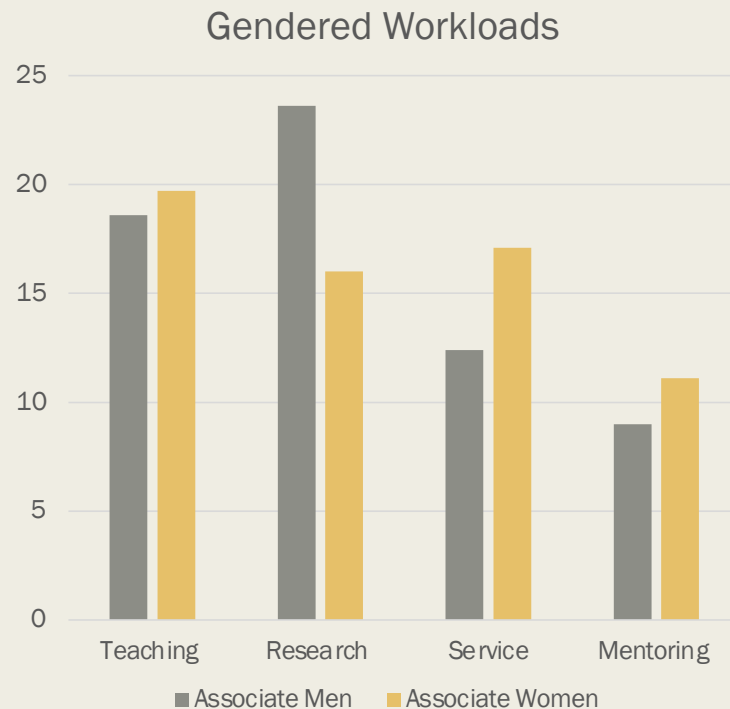Racial injustice creating disruptive distress for faculty of color.[6]

Faculty of color are doing more emotional labor through supporting students and performing service.[7]

Faculty of color engage in more care for extended family, and have bene more likely to experience losses among family and close friends, given racialized impact of COVID.

Black workers face two of the most lethal preexisting conditions for coronavirus – racism and economic inequality.[8]

Outcomes for Inequitable Workloads

Gendered Workloads

Bar chart showing Gendered Workloads with values from 0 to 25 for Teaching, Research, Service, and Mentoring categories, comparing Associate Men and Associate Women.

Higher service and mentoring roles reflect gender as well as race

- Faculty with higher service and mentoring loads spend less time on research
- Faculty with higher service and mentoring loads are more likely to take longer to be promoted

Misra, Joya, Jennifer Hickes Lundquist, and Abby Templer. 2012. "Gender, work time, and care responsibilities among faculty." *Sociological Forum*, vol. 27(2: 300-323.

Associate Professor Differences

Gender & Racial Difference in Progression to Full
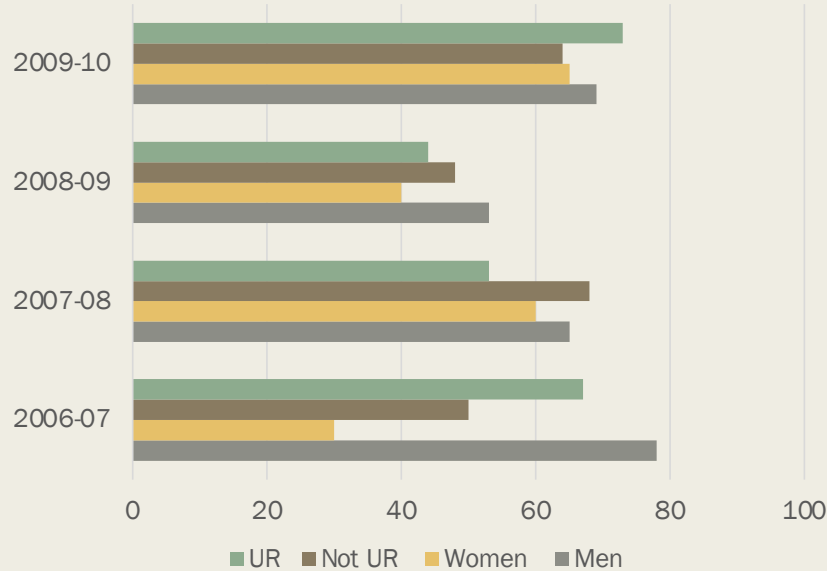
Domingo, C. R., Gerber, N. C., Harris, D., Mamo, L., Pasion, S. G., Rebanal, R. D., & Rosser, S. V. (2020). More service or more advancement: Institutional barriers to academic success for women and women of color faculty at a large public comprehensive minority-serving state university. *Journal of Diversity in Higher Education* .

Gender Difference in Service Roles
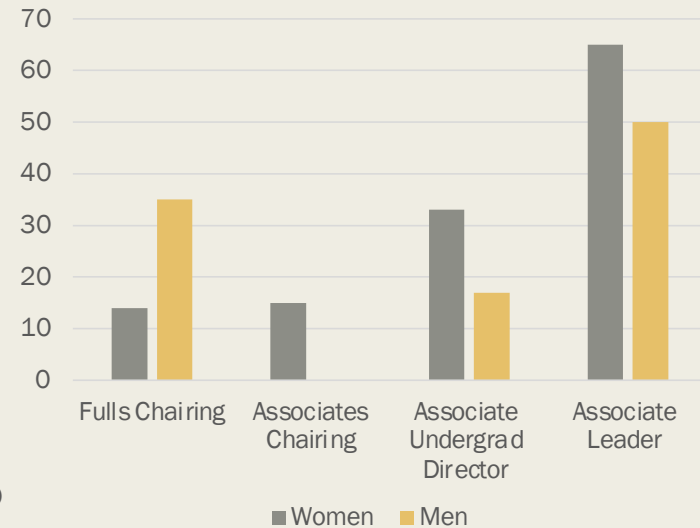
Misra, J., Lundquist, J. H., Holmes, E., & Agiomavritis, S. (2011). The ivory ceiling of service work. *Academe*, 97(1), 22-26.

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The Faculty Workload & Rewards Project
Culpepper, Jaeger, Kuvaeva, Lennartz, Misra, O'Meara

> "
> A goal
> without a plan
> is just a wish.
> "
>
> — Antoine de Saint-Exupéry

GOAL: Ensure that department workload is taken up, assigned, and rewarded equitably

PLAN:

- Make it collective
- Slow down the process
- Be intentional
- Use data & tools

Identify Priorities

- Measure and discuss workload concerns and departmental priorities

- What does the department value (e.g., DEI work)?

- What work no longer serves the department?

- What expectations are there for who does what work (role, rank, etc.)?

Discuss Variations in Workload: Pain Index

- What are the high, medium, and low time commitments?
  - *What courses require more work? (required courses, community-engaged, number of students, no TA support, etc.)*
  - *What service commitments require more time (hiring, promotion & tenure, etc.)?*
  - *How does chairing differ from serving on a committee?*

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Collect Data on Workload

- Collect data from existing sources (faculty review) or limited new data

- Be focused and intentional on areas of concern

Advice for Faculty Work Activity Dashboards

- Take a small wins approach!

- Publish simple tables that represent data on a few routine teaching and service activities

- Build on this with additional data later

Faculty Work Activity Dashboards:
A Strategy to Increase Transparency

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

Practical details for creating dashboards can be found in O'Meara et al. 2020 Change Magazine article!
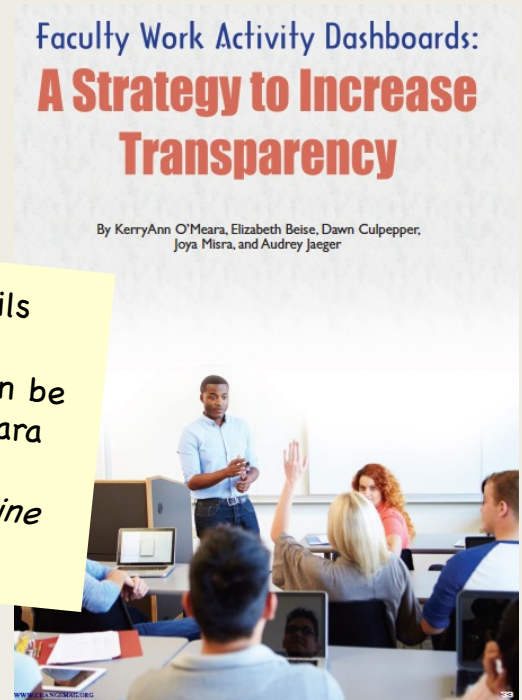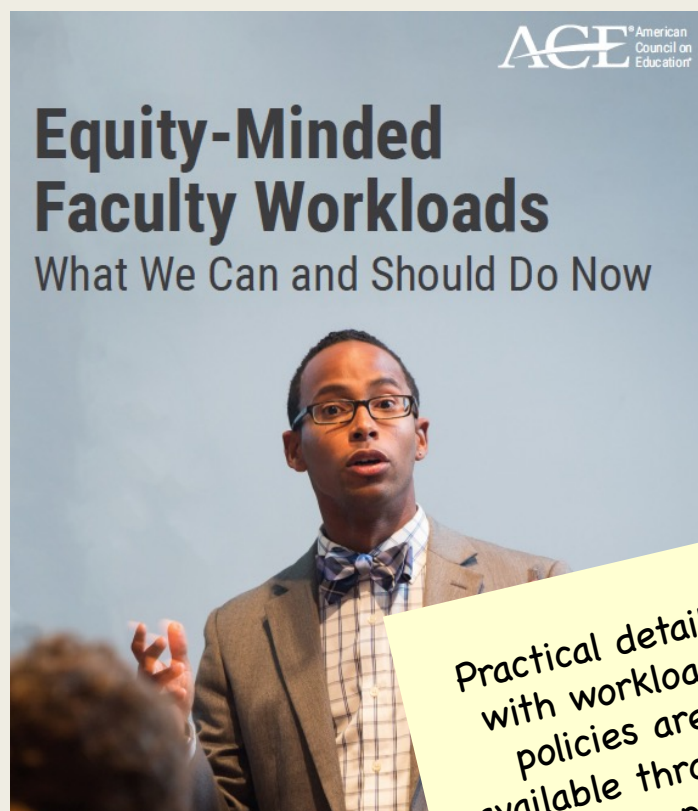
Use Data to Identify Workload Policies,

- Discuss the data
  - What are the problems it points out?
- Identify workload policies that address problem areas
- Identify proposed workload policies
- Present proposed changes to department

Common Issues
Worked not shared in equitable ways
Clarity of expectations/consequences
Process of teaching/service assignment
Visibility, credit, and reward for work
Social loafing/slacking
One-size-fits-all approaches to workload

Equity-Minded Faculty Workloads
Worksheet Booklet

Practical details with workload policies are available through two ACE reports!

Report:
https://www.acenet.edu/Documents/Equity-Minded-Faculty-Workloads.pdf

Worksheet Booklet:
https://www.acenet.edu/Documents/Equity-Minded-Faculty-Workloads-Worksheet-Booklet.pdf
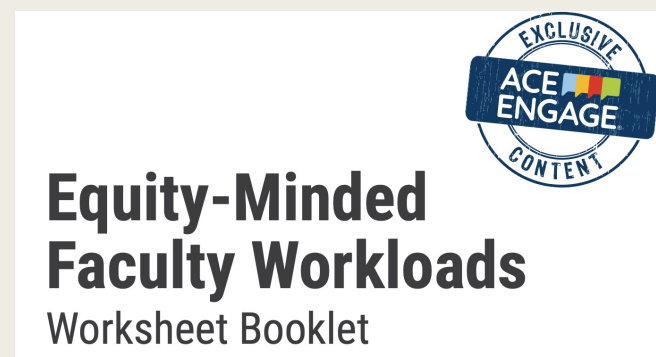
Equitable Workload Conditions

Transparency & Clarity	Widely visible information about faculty work activities available for departments members to see; clearly identified and well-understood benchmarks
Fairness	Fairness in assigning workload, taking into account faculty preferences; shared commitment to ensuring faculty workload is distributed fairly
Credit	Recognition and rewards for faculty members who are expending more effort in certain areas; ensuring important work is credited in promotion
Context	Acknowledgment that different faculty members have different strengths, interests, and demands that shape their workloads with workload flexibility to recognize this context.
Accountability	Mechanisms to ensure that faculty members fulfill their work obligations

Strategies for transparency & clarity

- Dashboards

- Rotations

- Expectations Guidelines

- Performance Benchmarks

- Restructuring Committees

- Credit Systems

Dashboards

Service Workload by Rank

Worksheet
Booklet pp. 1-4

Rotations/Service

Six-year schedule for 12 faculty: (John, David, Jane, Casey, Bob, Rose, Jesse, Oliver, Bill, Nathan, Leslie, Thomas)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Undergraduate Program Director	John	Jesse	Rose	Thomas	Bob	Leslie
Graduate Program Director	David	Oliver	John	Jesse	Rose	Thomas
Admission Chair	Jane	Bill	David	Oliver	John	Jesse
Promotion & Tenure Chair	Casey	Nathan	Jane	Bill	David	Oliver
Merit Chair	Bob	Leslie	Casey	Nathan	Jane	Bill
Representative to College Senate	Rose	Thomas	Sam	Leslie	Casey	Nathan

*Modification will be made annually for faculty on parental or sick leave; they will be placed back into the rotation when they return.

Worksheet
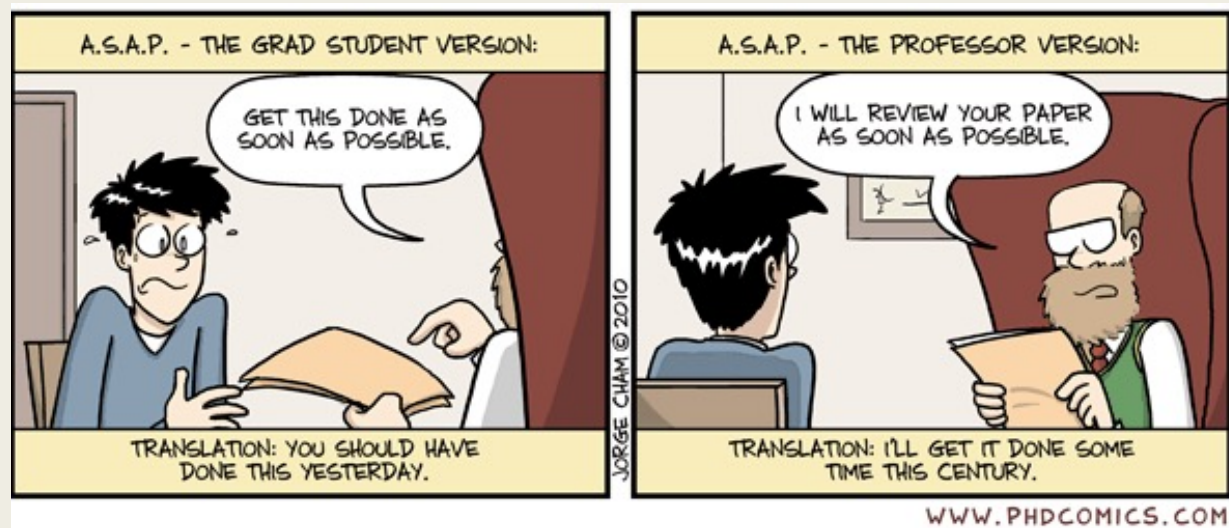Booklet p. 18

Expectations Guidelines

Worksheet
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Associate/Full Professor Rubric

	Teaching/Mentoring	Research	Service
Below Expectations	• teach *less* than 5.5 courses per year • teaching evaluations below college average • advise less than 10 undergrads; 3 MA; 4 doctoral students *(if 2 of these 3 bullets are met)*	• 0-1 peer reviewed publications per year • 0 conference presentations	• chair 0 department and/or other committees • serve on 0-1 university/college/ other committees
Meets Expectations	• teach 5.5 courses per year • teaching evaluations *consistent* with or *above* college average • advise 10 undergraduate; 3 MA; 4 doctoral students	• 2 peer reviewed publications per year • 1 conference presentation	• chair 1 department committee • serve on 2 other college/university or department committees
Above Expectations	• teach *more* than 5.5 courses per year • teaching evaluations *above* college average • advise *more* than 10 undergraduates; 3 MA; 4 doctoral students *(meet 1 of these)*	• 3 or more peer reviewed publications per year • 2 or more conference presentations • grant/award proposals submitted and/or accepted *(meet 1 of these)*	• chair 2 department and/or other committees • serve on 3 or more university/ college/ other committees *(meet 1 of these)*
Far Exceeds Expectations	• teach *more* than 6.5 courses per year • teaching evaluations *significantly above* college average • advise *more* than 12 undergraduates; 4 MA; 5 doctoral students • teaching or mentoring awards *(meet 1 of these)*	• 4 or more peer reviewed publications per year in top tier journals • 3 or more conference presentations • grants received • research awards *(meet 1 of these)*	• chair 3 department and/or other committees • serve on 4 or more university/ college/ other committees • recognition for service • played key leadership role in major effort (accreditation, chair of university senate, etc.) *(meet 1 of these)*

Performance Benchmarks

- Benchmarks that clarify expectations for teaching load, advising, and service workload by rank
  - *Connecting expectations not only to quantity, but also quality (such as cancelling many class sessions, not providing timely feedback to advisees, not completing service work)*
- Connecting Benchmarks to Merit Criteria

Restructuring and Reducing Committees

Worksheet
Booklet
pp. 26-28

- Meet to discuss committees in department

- Disband committees that no longer serve department

- Merge committees with similar charges

- Rework committee size in line with workload

Restructuring and Reducing Committees

Table 1. Committees

	Purpose of the Committee	How many times it meets and time of year	Number of Members	Assigned Roles of the Committee	Intensity
Merit Review	Make recommendations for merit; provide guidance on merit review materials	3 meetings in April each year	4 faculty	Chair, 3 members	High-intensity
Promotion & Tenure Sub-committee	Work with candidate as they prepare materials; review promotion and tenure applications; review and make recommendations regarding the promotion and tenure process	1 meeting in May to review timeline; review of materials online over summer, 1 meeting to review drafts, 1 meeting to confirm final case	4 faculty	Chair, 3 members; 3 members each focus on one area: teaching, research or service	High-intensity
Admissions and Fellow-ships	Facilitate the admissions process, including recruitment, review of applications, and selection of students; review fellowship applications and select recipients	1 meeting in fall to review timeline; 1 meeting in January to review files Submission of final decisions online	5 faculty, 2 doctoral students	Chair, 4 members Each faculty member presents an even number of candidates	High-intensity
Curriculum Review	Review, make recommendations, and oversee policies on curricular matters; review course proposals	1 meeting to review the process; ad hoc meetings every 6 weeks if proposals are submitted	3 faculty	Each faculty member rotates presenting the proposal and writing the letter	Medium-intensity

Worksheet Booklet pp. 26-28

Strategies to increase perceived fairness in assignments

- Policies for compensation of key role

- Service Audits/Preferences

- Policies for Service Assignments

- Policies for Teaching Assignments

- Rotations

Policies for Compensation of Key Roles

Table II. Standard vs. Compensated Roles

Standard Performance	Extra Effort Compensated Roles
Chair or member of Merit Review	Director of Graduate Studies
Chair or member of Promotion & Tenure Subcommittee	Director of Undergraduate Studies
Chair or member of Admissions & Fellowships	Associate Chair
Chair or member of Curriculum Review	Chair of Online MA Program
Chair or member of Workload Committee	Chair of Accreditation Team
Chair or member of Research & Grants	Chair of College Senate
Chair or member of Budget & Planning	
Chair or member of Rep to University Senate	
Chair or member of IRB Representative	

POLICY ON EXTRA EFFORT ASSIGNMENTS

Faculty members who are interested in taking on more time-intensive roles that require "extra effort" must submit a letter of interest, along with their CV, to their department chair by July 1 of the calendar year. Faculty who apply for more time-intensive roles will be required to attend an informational meeting, where specific policies around compensation for key roles will be reviewed in full, along with a review of how faculty members will be selected for these key roles, in order to create more transparency around the process. In some cases faculty will be asked to "shadow" the person currently in the role in the spring before they assume office. All faculty will be given an opportunity to serve in one compensated role over a five-year period.

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Service Audits

Worksheet Booklet Page 5-6

Faculty Service Expectations

Assistant Professors	• Serve on 2 college/university or department committees
Tenured Associate/Full Professors	• Chair 1 department committee • Serve on 2 other college/university or department committees
Instructional Faculty	• Chair 1 department committee • Serve on 1 or more other college/university or department committees

Please identify which service roles you are playing this year that continue into the following academic year.

_____

_____

_____

Please check boxes of any service roles you would prefer to play in the future. We encourage all faculty to check at least some boxes.

☐ Merit Review   ☐ Curriculum Review   ☐ Budget & Planning

☐ Admissions and Fellowships   ☐ Workload Committee   ☐ Rep to University Senate

☐ Promotion and Tenure Subcommittee   ☐ Research & Grants   ☐ IRB Representative

☐ Representative to College Senate   ☐ Professional Track Faculty Committee   ☐ Faculty Development Committee

Are you interested in chairing any committees? If so, which ones?

_____

_____

Policies for service/teaching assignments

Discuss and develop clear statements about teaching and service assignments. For example:

- Teaching assignments will include one graduate course every other year.

- Teaching assignments will take into account preferences of faculty member and department needs, and include one service course (defined as a required course, or a large course) each year. Teaching releases cannot be applied to service courses.

- Service assignments will take into account preferences of faculty member & committee chair.

- Service assignments will be made in consultation with the personnel committee, aimed at ensuring that service workload is fairly distributed.

Strategies to give credit and visibility

- **Credit Systems**

- **Merit Review**

- **Making Invisible Work Visible**

- Modified/Broader Criteria for Promotion and Tenure

- Dashboard

- Teaching credit swaps

Credit Systems

Instructional Faculty

	Standard Performance	Extra Effort	Policy
Teaching	• teach 7.5 courses per year	• taught 1/3 more • course size twice faculty average	• Faculty who provide extra effort in teaching for 2 years can receive a course release for the third year.
Advising	• advise 15 undergraduates • advise 1-2 MA • advise 0 doctoral students	• advise 20 or more undergraduates • advise 4 MA or more • advise 1 doctoral students or more	• Faculty who provide extra effort in advising can be exempted from committee service the following year.
Committee Service	• chair 1 department committee	• chair 3 department/ college/ university committees	• Faculty who chair 3 or more committees can be exempted from committee service the following year.
Search Committee Service	• serve on 1 search committee per year	• serve on 3 search committees per year or 6 over 2 years	• Faculty who serve on 3 search committees per year or 6 over 2 years receive a course release the third year or no department service for 1 year.

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Credit Systems

Activity	Nature of Release
Department Chair (term of 5 years or more)	2 course release during year serving; 1 semester sabbatical once term completed
Graduate Program Director (3-year term)	1 course release a year
Undergraduate Program Director (3-year term)	1 course release a year
Chair of Accreditation Review	1 course release in last year of external visit

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Revising Merit Review

One form of crediting faculty workload is recognizing it in merit review. For example, if faculty members spend 25% of their time on service, but only 10% of their merit is based on service – this mismatch can make people feel undervalued for their service work.

Research	Teaching	Service
75%	15%	10%
50%	25%	25%
40%	30%	30
33.3%	33.3%	33.3%

Making Invisible Work Visible

- Mentoring students (formal, informal)

- Mentoring Colleagues (formal, informal)

- Letters of recommendation

- Career guidance

- Social support

- Attending recruitment events/recruiting students

- Community service

- Advising student groups

Make this work visible in faculty reviews, promotion cases, and everyday emails.

Strategies for accountability

- **Reducing Committee Size & Increasing Accountability**
- **Mutual Expectations**
- Rotations
- Performance Benchmarks

I DON'T ALWAYS WORK WITH OTHERS

BUT WHEN I DO, I DON'T DO ANYTHING

Reducing committee size & increasing accountability

- Creating committees of one
  - *Building committee*
  - *Awards Nominations*

- Making large committees smaller

- Creating roles on each committee, with clear output required of each member

- Delegating work so that each person has equal workload

Mutual expectations

First step: Establish Faculty Expectations Guidelines by Rank

Second step: Development Statement of Mutual Expectations

Statement of Mutual Expectations: Shared Roles

1. **Shared Governance:** We each agree to do our fair share of the common tasks assigned to committees, including but not limited to attending meetings, writing reports, reviewing files, and scheduling meetings.
2. **Meeting Attendance:** We agree to attend our monthly department meeting regularly with primary exceptions being for illness or disciplinary conferences.
3. **Respectful Dialogue:** We agree to communicate by email respectfully and not make accusations or try to argue key points by email. We will save discussions of the pros and cons of key decisions for meeting discussions.

Strategies to recognize different contexts equitably

- Differentiated Workloads

- Teaching Credit Swaps

- Modified/Broader Criteria for Promotion

Differentiated Workloads

Tenured faculty work effort pathway:

	Teaching	Service	Research
Pathway 1 **Balanced** **Focus**	50%	30%	20%
	(7 courses per year)	(chair 1 department committee, serve on 2 other committees)	(moderate intensity, such as submitting a peer reviewed publication each year, and giving a conference presentation)
Pathway 2 **Research** **Focus**	30%	20%	50%
	(5 courses per year)	(serve on 2 committees)	(high intensity, such as submitting 2 or more peer reviewed publications, conference presentations, and submitting external grant proposals)
Pathway 3 **Teaching/** **Service Focus**	60%	40%	0%
	(8 courses per year)	(chair 2 department committees, serve on 2 or more other committees)	(research-inactive)

*Assistant professors were limited to Pathway 2 – Research Focus based on the need to keep research at a higher percent to achieve tenure.

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Teaching credit swaps

3-credit courses	1 course = 1 unit
	4 courses = 4 units
Pre-dissertation credits	3 students registered = 1 course unit
Dissertation writing credits	2 students = 1 unit
A BA or MA internship credit	4 students = 1 unit
MA seminar paper credits	2 students = .5 units

Worksheet
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	Standard Pathway A	Pathway B - Option 1	Pathway B - Option 2	Pathway B - Option 3
Teaching	4 courses per year (4 units)	3 courses per year (3 units)	3 courses per year (3 units)	3 courses per year (3 units)
Advising & Mentoring	1.5 unit in dissertation/ MA credits	2 students writing dissertations (1 unit), 4 BA/MA internship students (1 unit), 2 students for MA seminar papers (.5 units)	3 pre-dissertation students (1 unit), 2 students writing dissertations (1 unit), 2 BA/MA internship students (.5 units)	1 student writing dissertation (.5 units), 4 BA/MA internship students (1 unit), 4 students for MA seminar papers (1 unit)
Total Units	5.5 units	5.5 units	5.5 units	5.5 units

Modified or broader criteria for promotion/tenure

Modified or broader criteria could recognize a variety of factors that are valued by the university:

- Leadership roles (Director, Writing Center; Associate Dean for Equity; President, faculty union; Director Academic Fellows program)

- Research (Scholarship of teaching and learning, community engaged research, public engagement, grants focus)

- Other valued activities such as mentoring students or colleagues, unusual contributions to teaching, etc.

May include clarifications about who should be involved in assessing the case, both externally and internally.

Worksheet Booklet pp. 21-25

Implement Workload Policies

- Vote in and implement new policies

- Return to data, and consider other problems that need addressing

- Keep updating the dashboard and looking for new issues

Having the dashboard. . . made us more aware of how hard everyone was working especially in different areas."
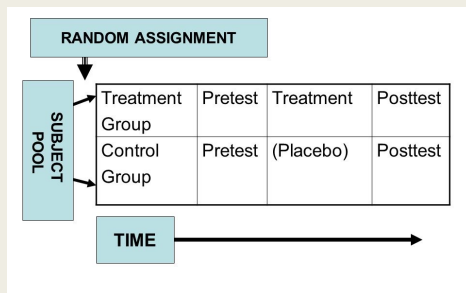
We ended up having a retreat to discuss teaching and what we wanted our guiding principles and goals to be for assigning future teaching responsibilities. One thing that surprised us was that some people were teaching things that they didn't necessarily want to be teaching, so we reconsidered those assignments.

This has given us a reference point for crafting a new tenure-track position advertisement and has prompted conversations about future junior faculty workloads. . .

Does it work?

Departments applied to engage in a workload equity project

- Randomly assigned to treatment & control groups

- Pre-test and post-test surveys of faculty

RANDOM ASSIGNMENT			
Treatment Group	Pretest	Treatment	Posttest
Control Group	Pretest	(Placebo)	Posttest

SUBJECT POOL

TIME

Treatment departments found improvement (relative to control) from pre-test to post-test on:

- There is awareness of implicit bias

- Faculty know strategies to improve fairness

- Faculty have concrete steps to ensure equity

- Faculty can use data to initiate discussions about workload

- Faculty can create benchmarks for work activities

- Distribution of teaching and service work is fair overall

- Faculty feel they can say no to requests

- Faculty feel comfortable asking for additional resources

O'Meara, KerryAnn, Audrey Jaeger, Joya Misra, Courtney Lennartz, and Alexandra Kuvaeva. "Undoing disparities in faculty workloads: A randomized trial experiment." *PloS one*13, no. 12 (2018): e0207316.

Does it work?

In departments where faculty perceive:

- Transparent workload data

- Clear workload policies

- Fair assignment of teaching/service

Race and gender differences in how they perceive workload equity disappear

Where faculty perceive equitable practices & conditions, faculty report:

- Greater satisfaction with workload

- Greater perception of fairness

- Lesser intent to leave

Misra, Joya, Alexandra Kuvaeva, Kerryann O'meara, Dawn Kiyoe Culpepper, and Audrey Jaeger. 2021. "Gendered and racialized perceptions of faculty workloads." *Gender & Society* 35(3): 358-394.

O'Meara, KerryAnn, Courtney Jo Lennartz, Alexandra Kuvaeva, Audrey Jaeger, and Joya Misra. "Department conditions and practices associated with faculty workload satisfaction and perceptions of equity." *The Journal of Higher Education* 90, no. 5 (2019): 744-772.

Outcomes for Equitable Workloads

- Greater productivity

- Less time to advancement

- Retention, satisfaction, sense of fairness

- Sense of inclusion and belonging

- Greater diversity among faculty & leaders

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Final Thoughts...

- We become cynical and develop a sense of learned helplessness if we do not have strategies to address equity issues

- These approaches will not solve all issues but they can make a difference

- Silence and inaction *is* a response

- There is much we can do

Thank you and reach out
misra@umass.edu

Peer-Review & Long-form Reports:

Misra, J., Kuvaeva, A., O'Meara, K., Culpepper, D., Jaeger, A. (2021). Gendered and Racialized Perceptions of Faculty Workload. *Gender & Society.* 35(3): 358-394.

O'Meara, K., Culpepper, D., Misra, J. & Jaeger, A. (2021). *Equity-Minded Faculty Workloads: What we Can and Should do Now.* Washington-DC. ACE Report.

O'Meara, K., Culpepper, D., Misra, J. & Jaeger, A. (2021). *Equity-Minded Faculty Workloads: Worksheet Booklet.* Washington-DC. ACE Toolkit.

O'Meara, K., Beise, E., Culpepper, D., Misra, J. & Jaeger, A. (2020). Faculty Work Activity Dashboards: A Strategy to Increase Transparency. *Change: The Magazine of Higher Learning*, 52:3, 34-42.

Culpepper, D., Kilmer, S., O'Meara, K., Misra, J., & Jaeger, A.J. (2020). The Terrapin Time Initiative: A workshop to enhance alignment between faculty work priorities and time-use. *Innovative Higher Education*. 45(2), 165-179.

O'Meara, K., Lennartz, C., Kuvaeva, A., Jaeger, A., Misra, J. (2019). Department Conditions and Practices Associated with Faculty Workload Satisfaction and Perceptions of Equity. *The Journal of Higher Education,* 90(5), 744-772.

O'Meara, K., Jaeger, A., Misra, J. Lennartz, C. & Kuvaeva, A. (2018, December 19). Undoing disparities in faculty workloads: A randomized trial experiment. *PLOS One* 13(12): e0207316..

Popular Writing:

O'Meara, K., Misra, J., Jaeger, A.J., Culpepper, D. (2019). Needed: Allies for equitable faculty workloads. Inside Higher Ed.

O'Meara, K. (2018). The Hallway Ask. Inside Higher Ed.

O'Meara, K. (2018). Undoing the Can of Worms. Inside Higher Ed

To learn more about the Faculty Workload and Rewards Project please visit: https://facultyworkloadandrewardsproject.umd.edu/

See 2 Minute Video: https://youtu.be/cBRxrVA8C_4

See 7 Minute Video: https://www.youtube.com/watch?v=RAFaK6wicF0