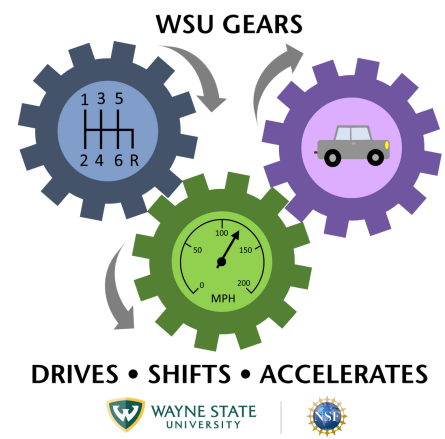


FACULTY WORKLOAD: CHALLENGES AND SOLUTIONS

A workshop presented by NSF WSU-GEARS
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1. WORKLOAD EQUITY PILOT PROJECT

Uses evidence-based strategies to eliminate the barrier of hidden and unequal workloads to hire, retain, and advance women in STEM.

- Promotes transparency.
- Makes hidden work visible and gives credit.
- Creates clarity in teaching and service expectations.
- Acknowledges individual and larger context.
- Develops department norms and practices.

2. METHODS

- Recruited faculty members to share workload data.
- Coded items for research, teaching, and service.
- Analyzed core teaching and service items.

Sample	11 Departments STEM & Humanities	20% of eligible faculty (n=78/393)
Data	Professional Records from 2018-2021; Institutional Data	Core Items: <ul style="list-style-type: none"> Teaching* Grad. Teaching/Advising Service *undergraduate & graduate
Findings & Analysis	Descriptive Statistics: Frequencies, ranges, averages	Analysis by Faculty: <ul style="list-style-type: none"> Gender Rank Gender & Rank

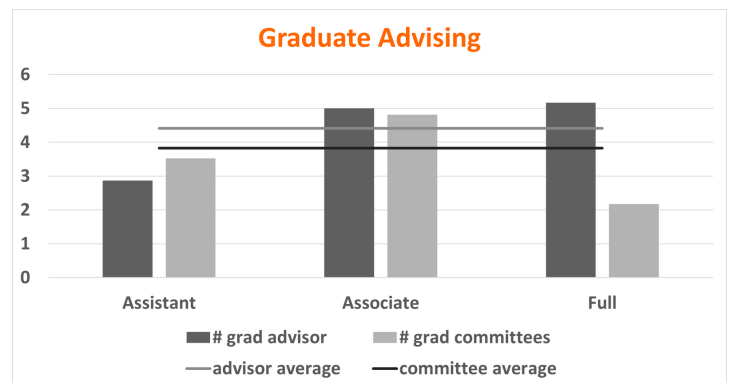
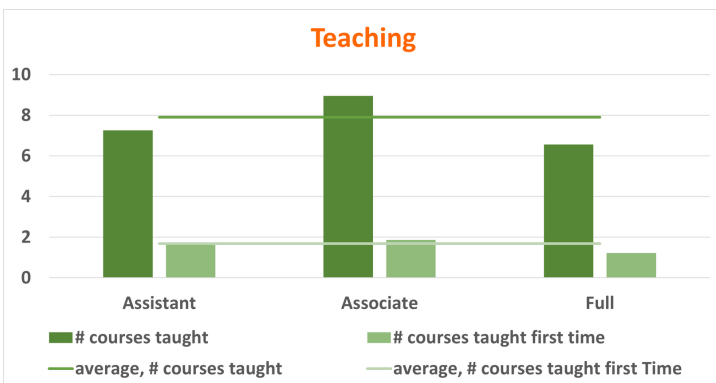
3. RESULTS: CORE ITEMS

Averages suggest that

- men had a higher teaching workload,
- women had a higher service workload.

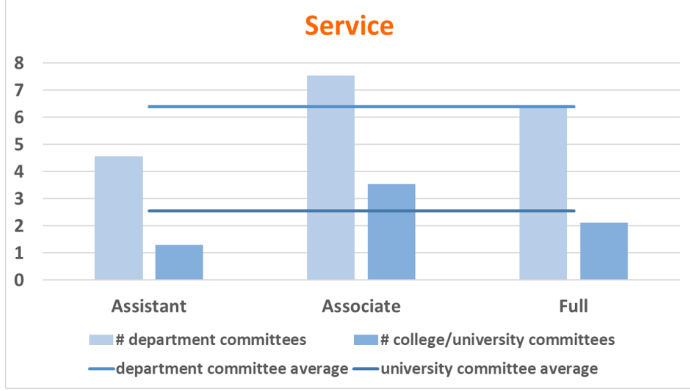
Core Items by Gender (n=78)			
Core Item	Women (n=41)	Men (n=37)	Average
Teaching			
# courses taught first time	1.65	1.18	1.68
# courses taught	6.13	7.82	7.9
# students taught	244.37	275.13	296.95
Graduate Teaching/Advising			
# grad courses	1.06	1.55	1.46
# grad advisor	3.93	4.95	4.41
# grad committees	3.76	3.89	3.82
Service			
# department committees	6.37	6.26	6.4
# college/university committees	3.02	2.03	2.55

4. RESULTS: RANK OBSERVATIONS



- Associate faculty taught more courses and more courses for the first time than assistant and full faculty.
- Associate faculty taught more students than assistant and full faculty.

- Associate faculty served as graduate committee members more than assistant and full faculty.
- Associate and full faculty similarly served as graduate primary advisors.

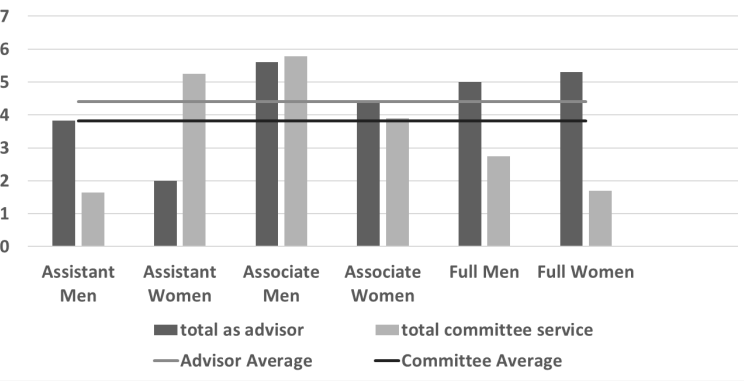


4. RESULTS: RANK OBSERVATIONS, CONT.

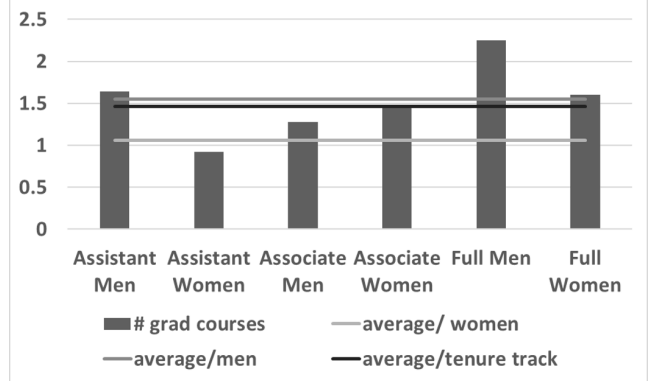
- Associate faculty served on more department, college, and university committees.

5. RESULTS: INTERSECTIONAL OBSERVATIONS

Graduate Advising



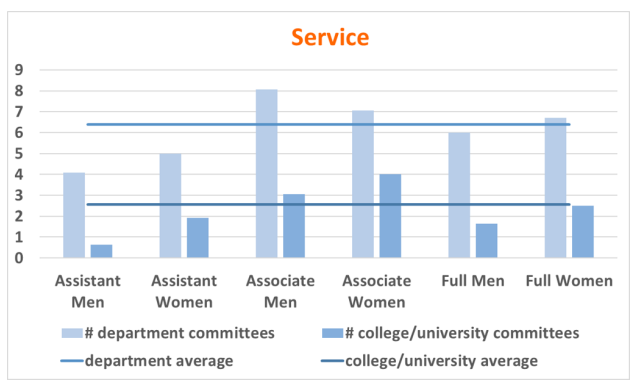
Graduate Teaching



- Men assistant faculty served as primary advisor more than women assistant faculty, and at a similar rate to women associate faculty.
- Women assistant faculty served as members of graduate committees more than assistant men and at a similar rate to men associate faculty.

- Men assistant/full faculty taught more graduate courses than women assistant/full faculty.
- Women associate faculty taught more graduate courses than men associate faculty.

Service



- Women faculty at all ranks did more service work than men, particularly college and university level service.

6. CHALLENGES

- Gain consensus on effort levels of service work.
- Address context differences.
- Recruit more faculty.
- Provide professional development and advancement for women across ranks.

7. ACKNOWLEDGEMENTS

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