

### 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.
- Used Wayne SERVES and optional hidden workload spreadsheets to code research, teaching, and service.
- Analyzed core teaching and service items.

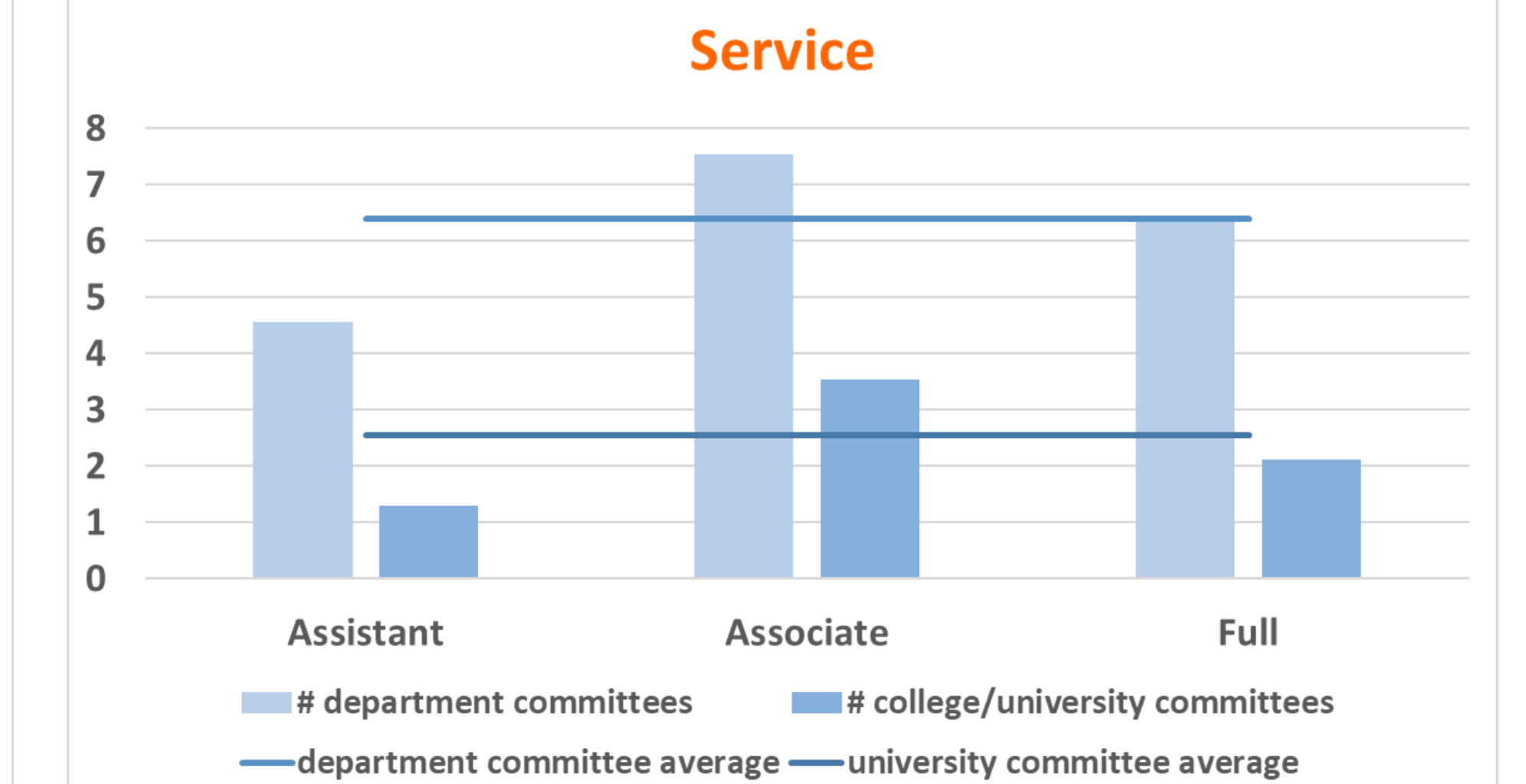
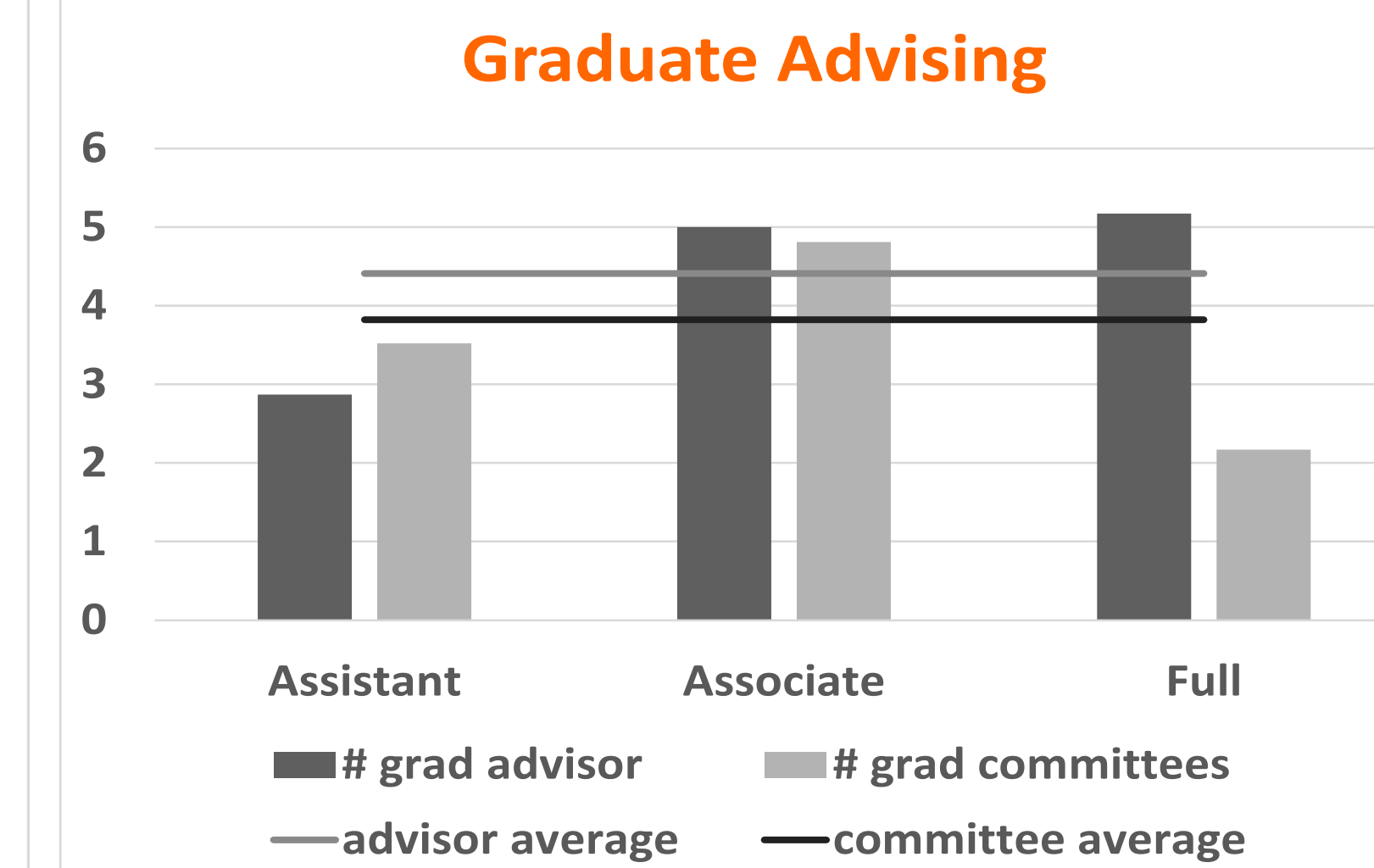
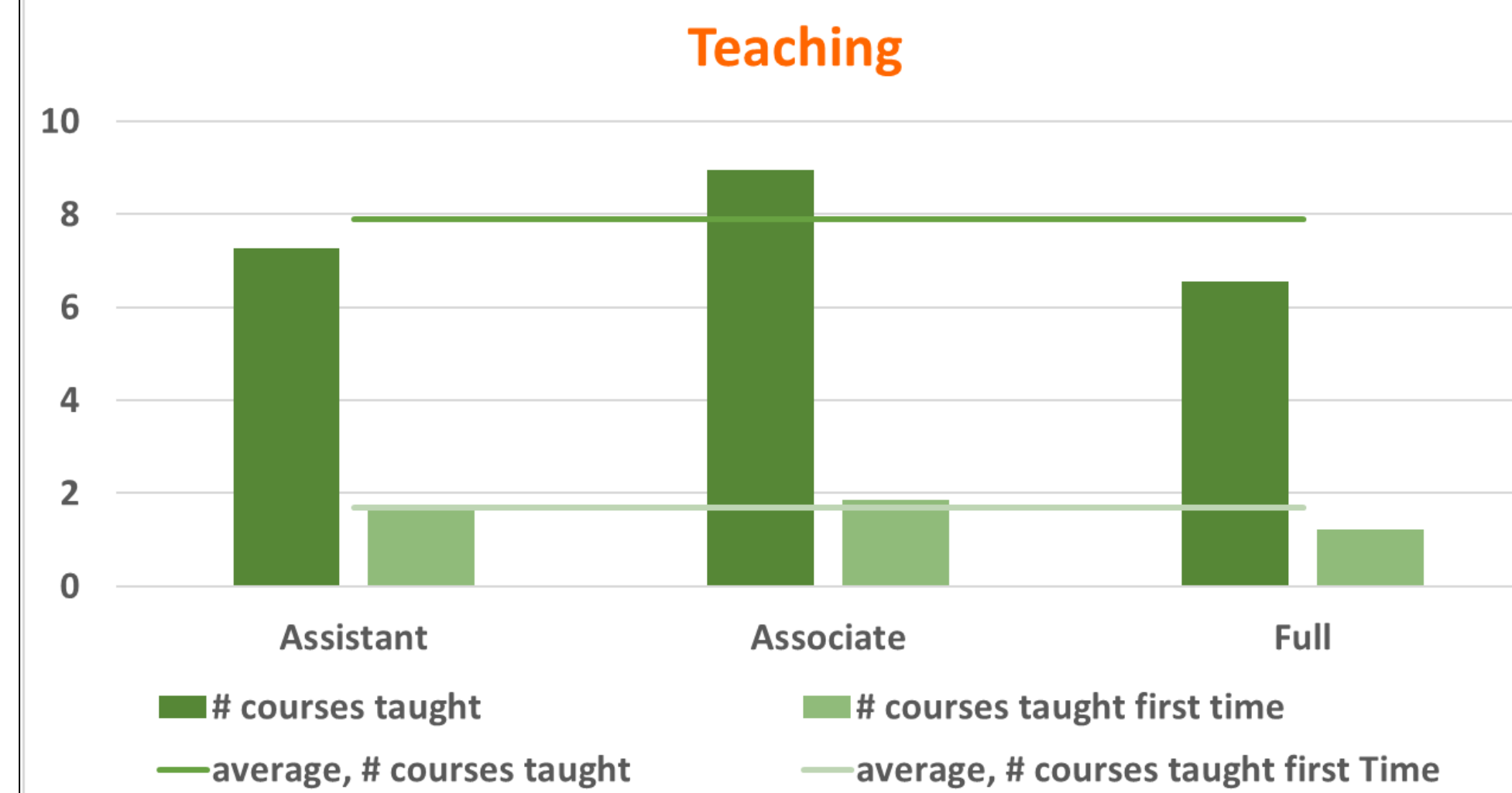
<b>Sample</b>	11 Departments STEM & Humanities	20% of eligible faculty (n=78/393)
<b>Data</b>	Professional Records from 2018-2021; Institutional Data	Core Items: <ul style="list-style-type: none"> <li>Teaching*</li> <li>Grad. Teaching/Advising</li> <li>Service</li> </ul> *undergraduate & graduate
<b>Findings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

### 3. Results: Core Items

Core Items by Gender (n=78)			
Core Item	Women (n=41)	Men (n=37)	Average
<b>Teaching</b>			
# 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
<b>Graduate Teaching/Advising</b>			
# grad courses	1.06	1.55	1.46
# grad advisor	3.93	4.95	4.41
# grad committees	3.76	3.89	3.82
<b>Service</b>			
# department committees	6.37	6.26	6.4
# college/university committees	3.02	2.03	2.55

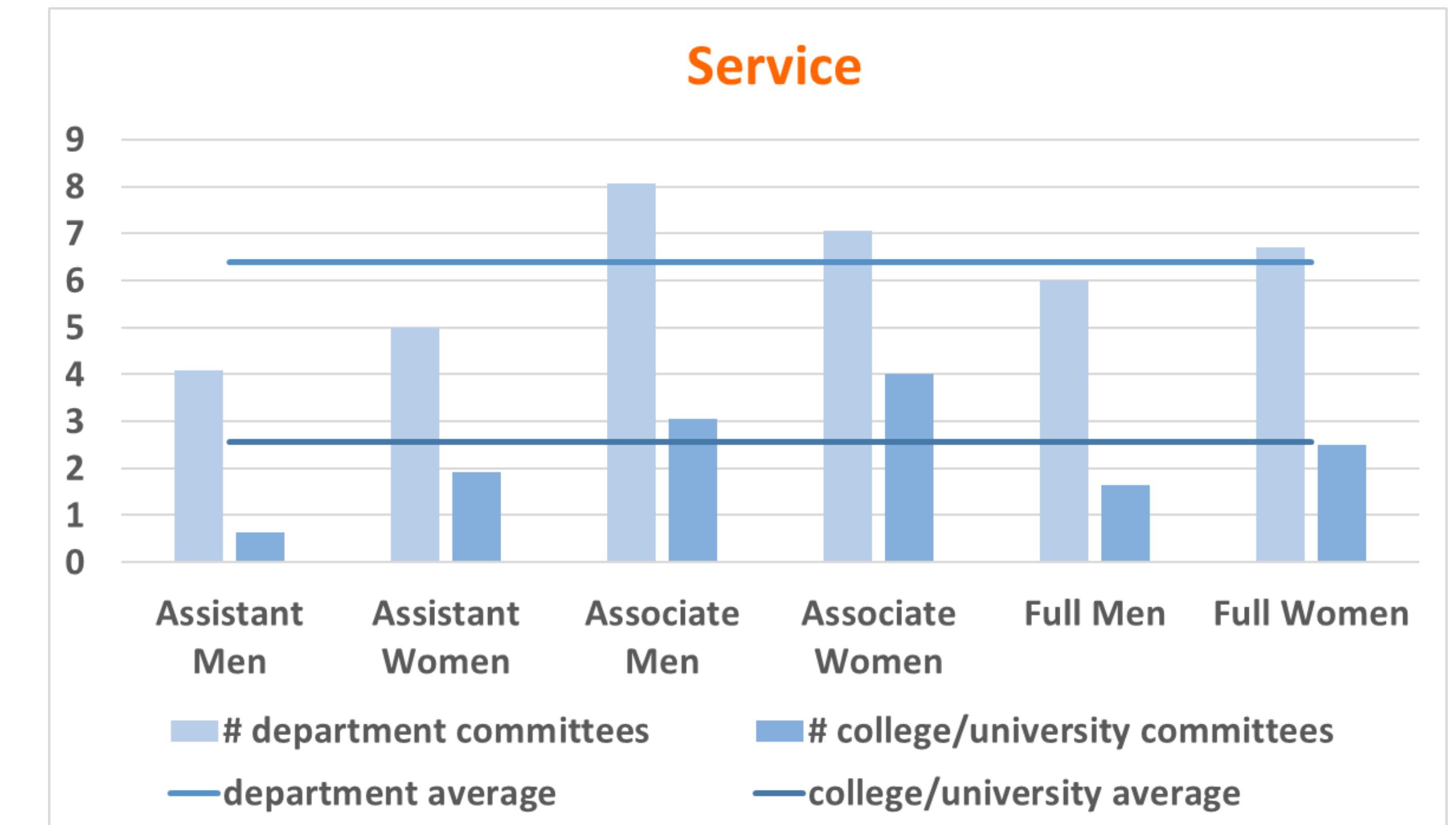
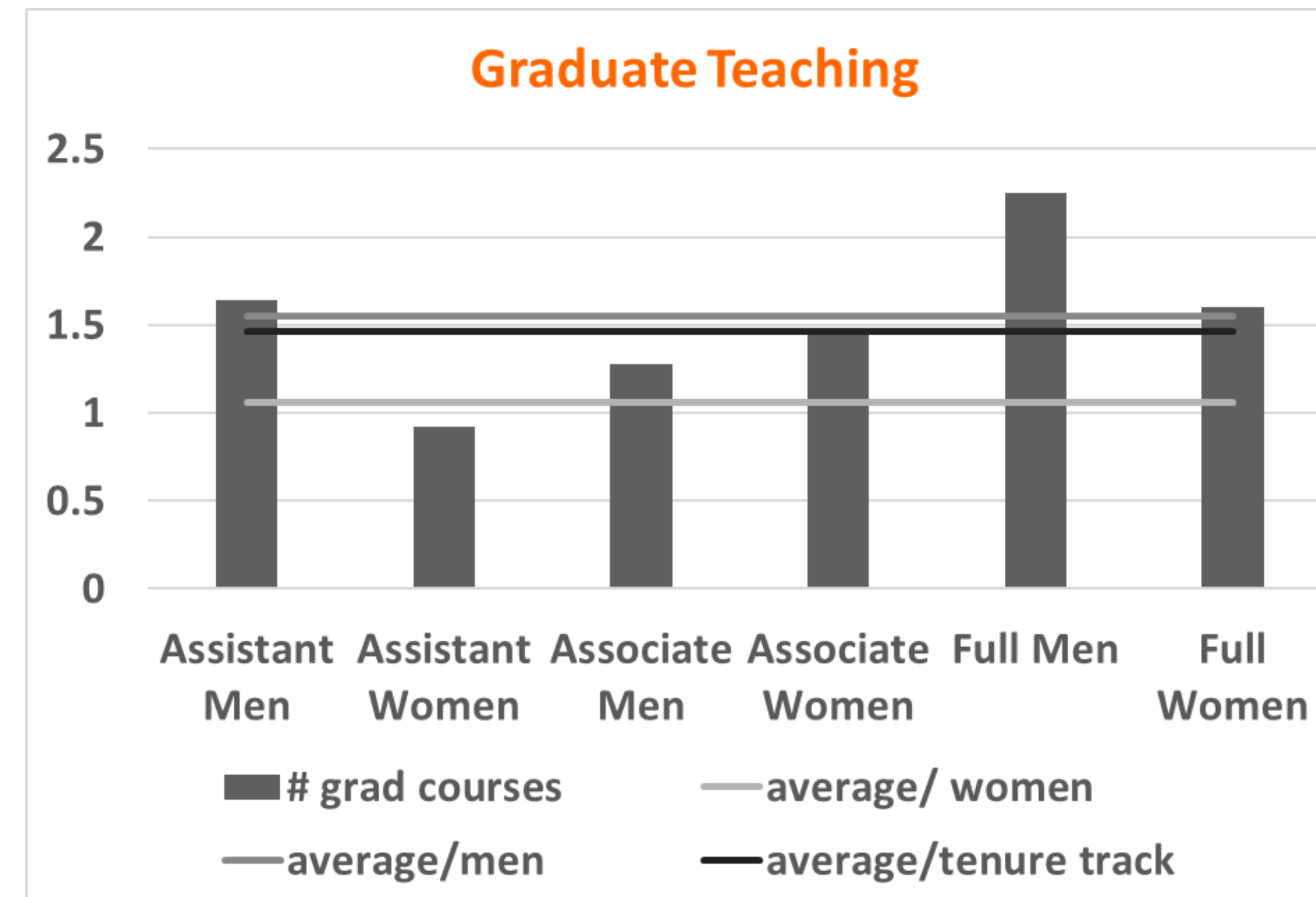
- Averages suggest **men** had a higher **teaching** workload; **women** had a higher **service** workload.

### 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/full** faculty similarly served as **graduate primary advisors**.
- **Associate** faculty served on more department, college, and university committees.

### 5. Results: Intersectional Observations



- **Men assistant/full** faculty taught more **graduate courses**.
- **Women associate** faculty taught more **graduate courses**.
- **Women assistant** faculty served as **members of graduate committees** at a similar rate to men associate faculty.
- **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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- WSU PhD student team: Salam Aboulhassan (Sociology), Fatima Albrehi and Keena Shante Neal (Communication)

