

# Leading Equity-Minded Reform of Academic Divisions of Labor What We Can and Should Do Now

KerryAnn O'Meara, University of Maryland

Principal Investigator, Faculty Workload and Rewards Project

An NSF-ADVANCE IHE PLAN Action Research Project

Presentation at Kansas State University

February 5, 2019



# Discussion

- One thing you find frustrating about faculty workloads and reward systems (in your own unit and/or generally)
- One thing that would be present in your “ideal” workload and reward system.



# The Faculty Workload & Rewards Project

## “Big Hairy Audacious Goal”

Organized and intentionally created equity in how work is taken up, assigned and rewarded in academic departments

*Note—this goal does not solve all problems and perception of equity is subjective, but it is associated with many positive outcomes for departments including:*

- Productivity
- Retention, satisfaction, sense of fairness
- Sense of inclusion and belonging, diversity



# People Involved



**KerryAnn O'Meara**

PI of Faculty Workload &  
Rewards Project



**Elisabeth Beise**

Co-PI of Faculty Workload &  
Rewards Project



**Audrey J. Jaeger**

NC State Leader for the Faculty  
Workload & Rewards Project



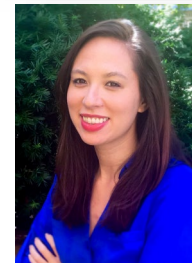
**Joya Misra**

MA State Leader for the Faculty  
Workload & Rewards Project



**Courtney Lennartz**

Research Assistant for the Faculty Workload  
& Rewards Project



**Dawn Culpepper**

Research Assistant for the Faculty  
Workload & Rewards Project

# Goals of this Session

**Part I:** Share the latest social science research on distribution of labor in academic departments & the specific ways in which workload becomes unequal—diagnose the process, and consequences for faculty \*\*

**Part II:** Share conditions, policies, and practices that shape equity—such as transparency

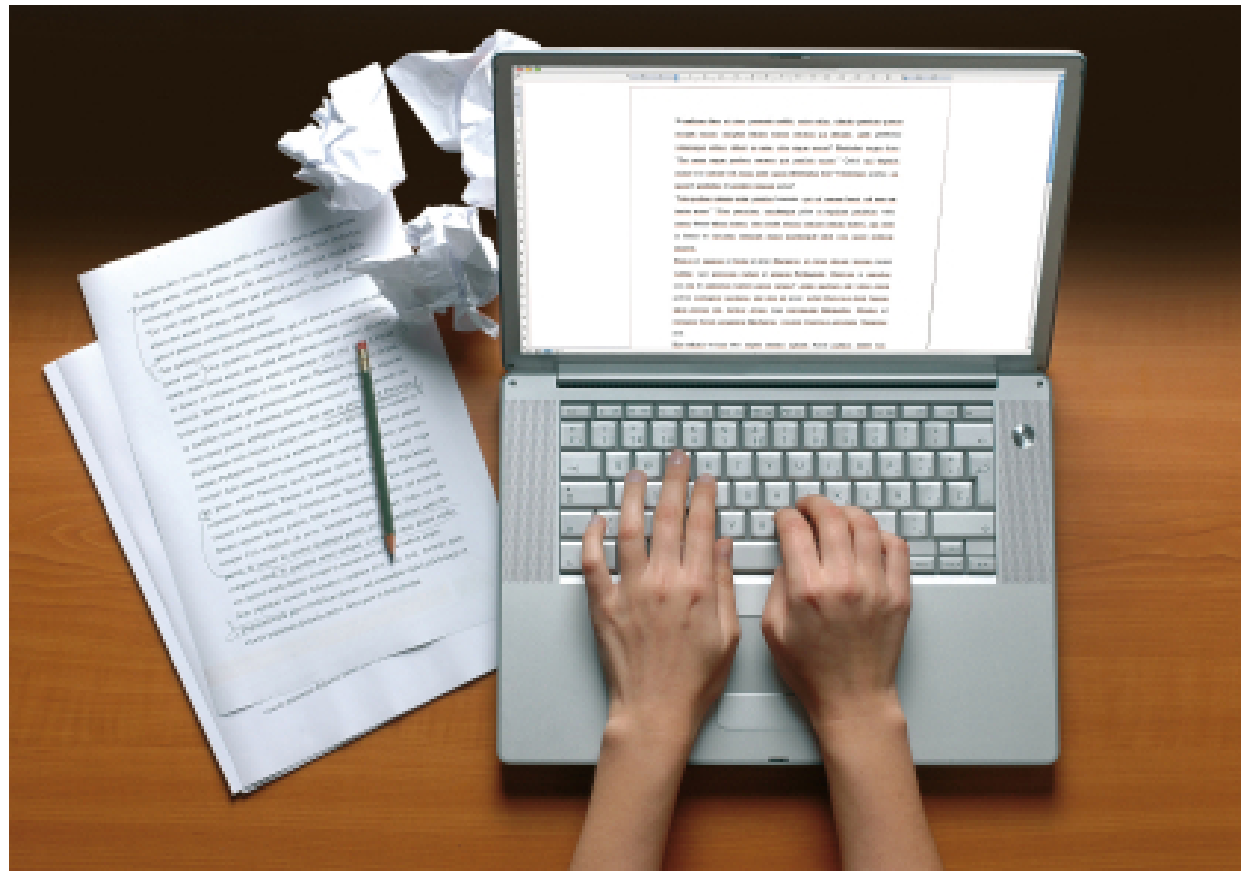
**Part III:** Consider equity-minded strategies for your departments



# Tuesday Morning In Box

You open your email and can do three of these things.

- Which ones will you do?
- Why?



# Tuesday In Box

## Key Points

- Faculty have **COMMITMENTS** that shape choices
- Faculty sometimes feel they **Do NOT** Have Choices
- Some faculty will be **ASKED** more often



# Unequal Distribution of Faculty Work

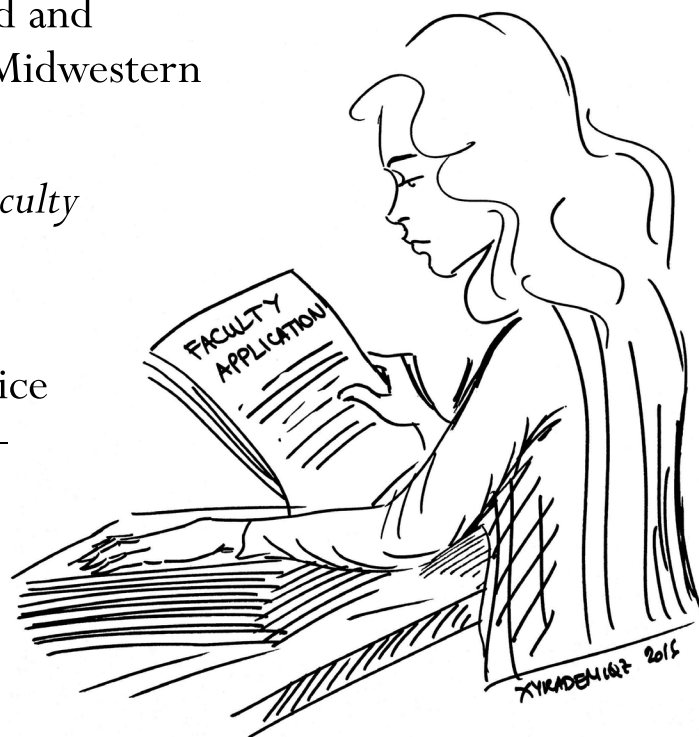
- Women spend more time on teaching and service activities
- Women spend less time on research
- URM's report more mentoring; diversity related work
- Women asked more often, & for non-promotable tasks
- Faculty Surveys (Bozeman & Gaughan, 2011; Hurtado et al., 2012; Link et al., 2008; Mitchell & Hesli, 2013; Eagan & Garvey, 2015; Winslow, 2010)
- Faculty Activity Reports (O'Meara, Kuvaeva & Nyunt, 2017; Guarino & Borden, 2017)
- Interviews & Focus Groups (Acker & Armenti, 2004; Misra et al., 2011; O'Meara, 2016)
- Time Diary Studies (O'Meara et al., 2017)
- Experiments (El-Alayli et al., 2018; Babcock et al., 2017)





# Faculty Service Load & Gender: Are Women Taking Care of the Academic Family?

- Data from a large national survey of faculty at more than 140 institutions in 2014 and an online annual performance reporting system for tenured and tenure-track faculty at two campuses of a large public, Midwestern University in 2012
- Evidence in both data sources that, on average, *women faculty perform significantly more service* than men, controlling for rank, race/ethnicity, and field of department
- Male-female differential is driven more by internal service (i.e., service to the university, campus, or department — than external service (i.e., service to the local, national, and international communities) although significant heterogeneity exists across field and discipline in the way gender differentials play out



Guarino, C. M. & Borden, V. M. H. (2017). Faculty service load and gender: Are women taking care of the academic family?. *Research in Higher Education*, 58(6), 672-694.

# Critical Mass and Gender

- Women in male-dominated disciplines spent more time on research, had more publications, had lighter teaching assignments in comparison to counterparts with higher women presence (Xu, 2012).
- However, within male dominated disciplines, women faculty spend more time on teaching and service than male colleagues (Carrigan et al, 2011; Link, Swann & Bozeman, 2008).



# Constrained Choices:

## A View of Campus Service Inequality From Annual Faculty Reports



- Examination of 1,146 records of faculty campus service during 2 years
- Women faculty reported more total campus service than men while controlling for race, rank, STEM, and the critical mass of women in a department.
- Women reported higher numbers of service activities at the department and university levels.
- Women in male-dominated fields tended to have service workloads more like their peers and less like women in non-STEM fields.

O'Meara, K., Kuvaeva, A., & Nyunt, G. (2017). Constrained choices: A view of campus service inequality from annual faculty reports. *The Journal of Higher Education*, 85(5), 672-700.

# Otterbein College: Acker & Bouchard (2014)

NSF IT Catalyst Award (HRD-1208986)

- Undergraduate University-Masters Comprehensive (2479 Undergrad; 440 graduates); 170 FT faculty
- Service Audit: 576 reports from 179 faculty annual review analyzed over a 5 year window
- Women and associates least satisfied: STEM and Social Science women found to be doing more overall service—not including service to students
- Women in STEM and Social Science *more involved in student service (advising, serving on committees)*
- Created “service statements” to make expectations transparent

# Why? Imagine a Hallway

**Dan:** Associate Professor, good research, tends to say no to protect time for research.

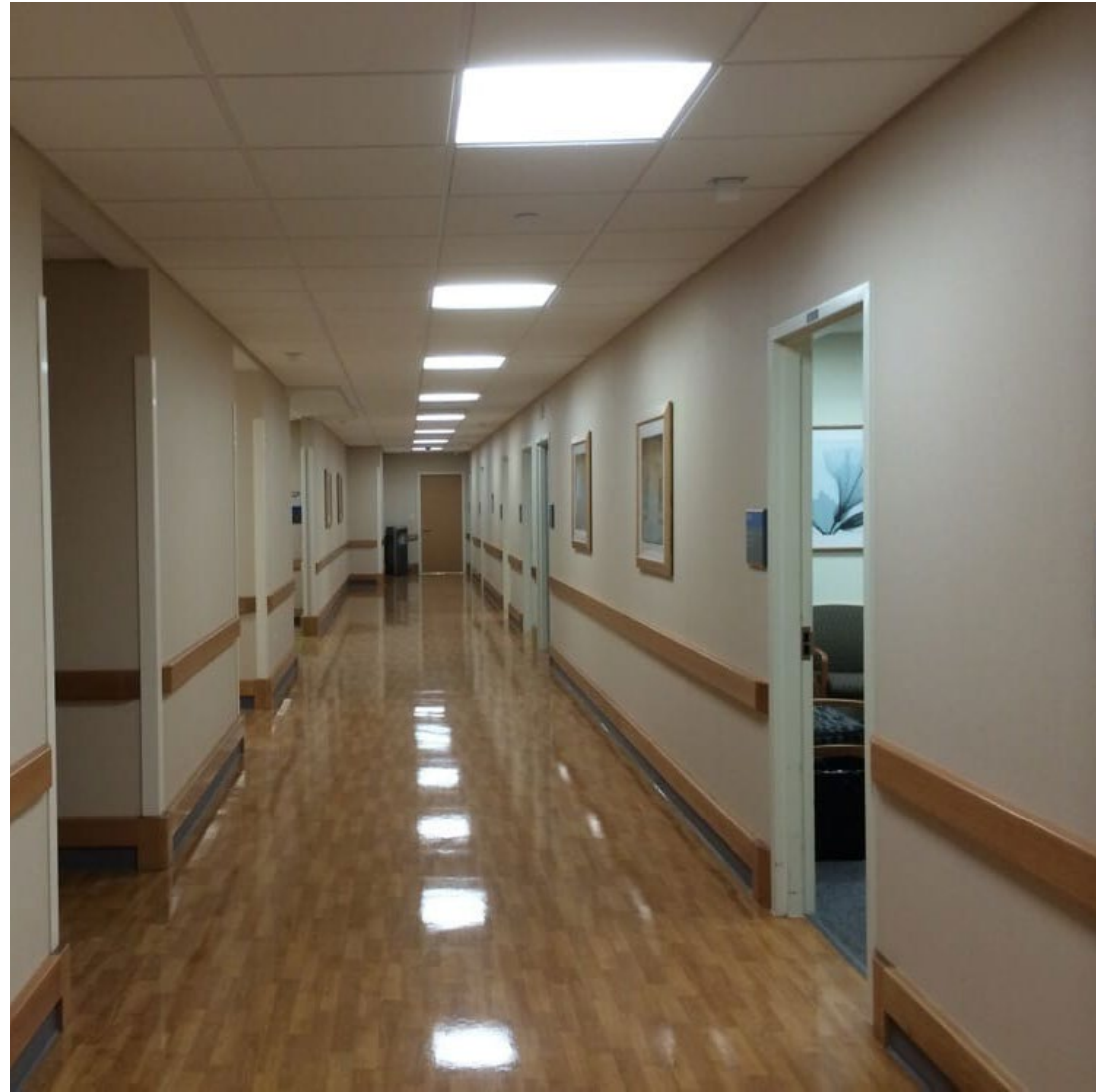
**Amanda:** a Full Professor, strong research, abrasive teacher and committee member, but also detailed and good at getting things done.

**Elizabeth:** Associate Professor with strong research who everyone likes, is likely to say yes, and completes work well.

**Maria:** Closed Door

**Donte:** Closed Door

**Roger:** Closed Door



# Deconstructing the Hallway Ask “System”

- Who would not be chosen? Why for each one?
- What are the operating principles for the decision?
- How would you describe this system?
- Are some faculty benefitting more than others—and if so, why and how?

# Deconstructing the Hallway Ask



- I. It occurs in a situation that is “unscripted” and “foggy” thus ripe for implicit bias to shape outcomes.
- II. Conditions, policies, and practices are not ensuring equity in how work is taken up, assigned, and rewarded.
- III. There is a lack of consensus & commitment to equity in distribution of work.



# Unscripted Interactions in Foggy Climates

## Unscripted interactions

Ridgeway and Correll (2004) observe, “Behavior in the workplace that is relatively shielded from the reinforcing or suppressing effects of administrative structures and procedures—the less bureaucratically scripted—is more open to subjective interpretation” (p. 525).



## “Foggy Climate”

Beddoes, Schimpf, & Pawley (2014) coined term foggy climate as used here noting:

Inequity and biases operate more in environments with ambiguous evaluation criteria, whereas environments with concrete, objective evaluation criteria, “mitigate the operation of prejudices” and inequity (p. 5)

Implicit bias and gender norms and logics are most likely to emerge and shape behavior when work conditions are ambiguous (Babcock, Laschever, Gelfand, & Small, 2003; Beddoes & Pawley, 2014; Dovidio, 2001; Heilman, 2001).



# Diagnosis

How and why does the allocation of work become unfair?

Especially, among well-intentioned people who consider themselves allies of basic fairness?



# Asked More Often

- Time-diaries from associate and full professors in Big 10 universities over 4 weeks
- Participants recorded actual work activities and workplace interactions that shape faculty workload.
- Women faculty spent more time on campus service, student advising, and teaching-related activities and men spent more time on research.
- Women received more new work requests than men.
- Men and women received different kinds of work requests.

O'Meara, K., Kuvaeva, A., Nyunt, G., Waugaman, C., & Jackson, R. (2017). Asked more often: Gender differences in faculty workload in research universities and the work interactions that shape them. *American Educational Research Journal*, 54(6), 1154-1186.



# Dancing Backwards in High Heels

- Female professors get more requests for “special favors” and students have greater expectation they will say yes (especially among privileged students).



- Special favors: asking to redo assignment for higher grades, take notes for student who missed classes.

El-Alayli, A, Hansen-Brown, A.A., & Ceynar, M. (2018). Dancing backwards in high heels: Female professors experience more work demands and special favor requests, particularly from academically entitled students. *Sex Roles*, published online January 3, 2018. <https://doi.org/10.1007/s11199-017-0872-6>

# Gender Differences

## in accepting and receiving requests for tasks with low promotability

- Multiple experiments exploring men and women's behavior in volunteer for, accepting, and receiving different types of tasks



- Finding: Women, more than men, volunteer, are asked to volunteer, and accept requests to volunteer for tasks that everyone prefers to be completed by someone else (e.g., writing a report, serving on a committee, etc.)
- Important driver: belief that women, more than men, say yes to asks with low promotability

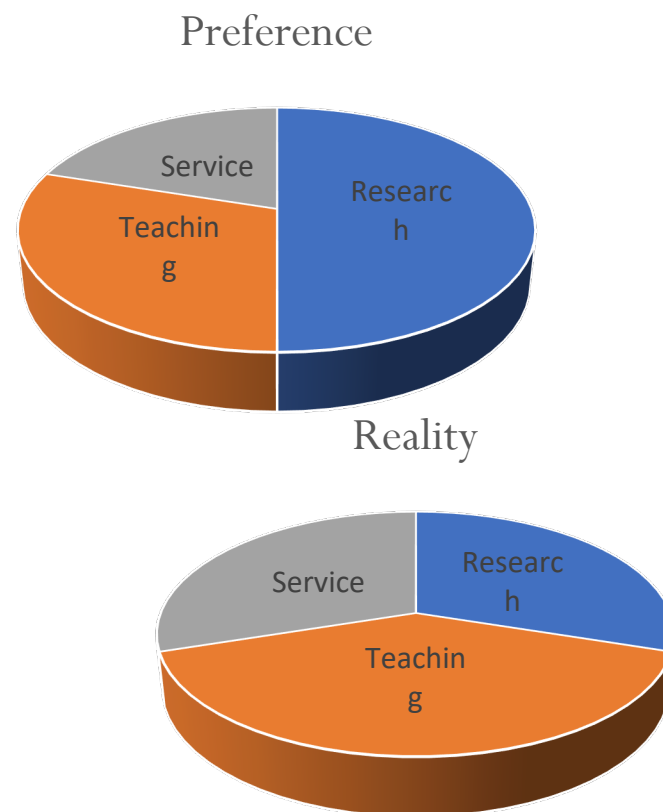
- If women hold tasks that are less promotable than those held by men, then women will progress more slowly in organizations



Babcock, L., Recalde, M. P., Vesterlund, L., & Weingart, L. (2017). Gender differences in accepting and receiving requests for tasks with low promotability. *The American Economic Review*, 107(3), 714-747.

# Gender Inequality and Time Allocations Among Academic Faculty

- Data from the 1999 National Study of Postsecondary Faculty
- Women faculty prefer to spend a greater percentage of their time on teaching, while men prefer to spend more time on research, although these preferences are themselves constrained.
- Women faculty members spend a greater percentage of their workweek on teaching and a smaller percentage on research than men; gaps cannot be explained by preferences, educational, and institutional differences.
- *Women faculty members have larger time allocation mismatches than men.*



Winslow, S. (2010). Gender inequality and time allocations among academic faculty. *Gender & Society*, 24(6), 769-793.



# What is the Process?

## Some faculty volunteer more often

- Baez, 2000
- Winslow, 2010
- O'Meara, 2016
- Eagan & Garvey, 2015

## Some faculty are asked more often

- Mitchell & Hesli, 2013
- O'Meara et al, 2017
- El-Alayli, Hansen-Brown, & Ceynar (2018)

## Some faculty say yes more often & some negotiate

- Mitchell & Hesli, 2013 found women say yes more often when asked
- O'Meara et al (2017) found women did not say yes more often

## Different "asks" and different credit & rewards

- Women more likely to be asked to engage in non-promotable work activities (Babcock et al., 2017; Mitchell & Hesli, 2013)

# The Structures, Cultures & Design of Faculty Work

Accountability: Some work is not assigned, or required within the role, so considered discretionary and is unregulated.

Transparency: Some work is not transparent, visible to colleagues, available for public scrutiny.

Ambiguity: Some work is not counted and so there are no benchmarks for performance (what gets measured gets managed).

Preferred roles: There are things no one wants to do because there are no rewards for them; some tasks considered unskilled; some roles add visibility.

Equity as a priority: There are no department practices, consensus, commitment, or accountability for workload equity.

# Thinking, Fast and Slow (Kahneman, 2011)

- Status Quo: We have the tendency to keep things as they are, because the fear of loss is more prominent than the advantages of change.
- Confirmation: We seek out information or interpret evidence based on our existing beliefs.
- Recency: We recall events that happened more recently easily, and we believe these events are more important for making predictions about the future.
- Anchoring: We make judgements based on pre-conceived reference points.
- Stereotyping: We hold widely accepted beliefs about the traits of that different categories of people possess, and beliefs about what behaviors are appropriate for individuals in a given category.

(Bodenhausen et al., 2000; Correll & Benard, 2006; Friedlander & Phillips, 1984; Kahneman, Knetsch, Thaler, 1991; Nickerson, 1998; Tversky & Kahneman, 1974)



# Bias: Perfect Storm Conditions

- Wishful thinking—lack of bias awareness
- Lack of clear standards, open criteria
- Lack of accountability for actions & feedback
- Lack of transparency
- We are rushed, distracted, stressed in deciding  
(Dovidio, 2001; Casey et al., 2012)



# Bias is proven pervasive in higher education

- Hiring (review of CVs, interviews)
- Letters of Recommendation
- Workload
- Mentoring, Admissions
- Awards
- Interviews and Interruptions
- Student evaluations of faculty and each other
- The peer review process
- Assigning credit to collaborative articles
- Assessment of research abstracts

# Biases in How Faculty Work is Assigned, Taken Up, and Rewarded

- Bias in who we ask to do which tasks
- Bias in how we react when someone we ask says they cannot complete a task
- Bias in how we react to person making a request
- Bias in what we volunteer to do
- Bias in how often we approach certain individuals and why
- Bias in tendencies to negotiate resources for additional work for offer resources to some
- Bias in evaluation of performance and contributions
- Bias against seeing bias/wishful thinking

(Faculty Workload & Rewards Project, 2017)

# Consequences of Unfair Workload

For faculty careers...

- Advancement and time to advancement
- Performance evaluation and recognition
- Satisfaction
- Stress, Burnout, Withdrawal

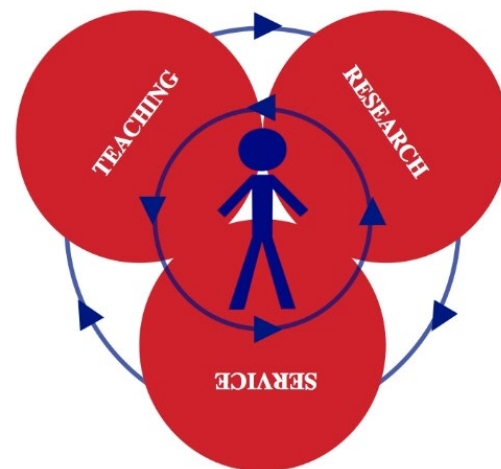
For departments

- Retention
- Productivity
- Fewer women and URMS to assume leadership positions



# Seemingly Small Gender Differences

- Women faculty report, on average, 0.6 hours more per week on service activities than men; 1.4 more service activities per year (Guarino & Borden, 2017)
- Men reported 16.13 hours per week on research; women 10.21 (O'Meara et al., 2017)
- Women spent 25% of time on research, men 37% on research (Misra et al., 2011)
- \*Women spent about 3% less time on research and 5% more time on teaching, in a 42 hour work week, this about 1.25 less hours on research and about 2 hours more on teaching (Carrigan, Quinn, & Riskin; 2011)



“We might be tempted to dismiss the incident. We might be tempted to tell the woman not to make a mountain out of a molehill...

Although a single course assignment is a small thing, small things add up... In the long run, a molehill of bias creates a mountain of disadvantage.”

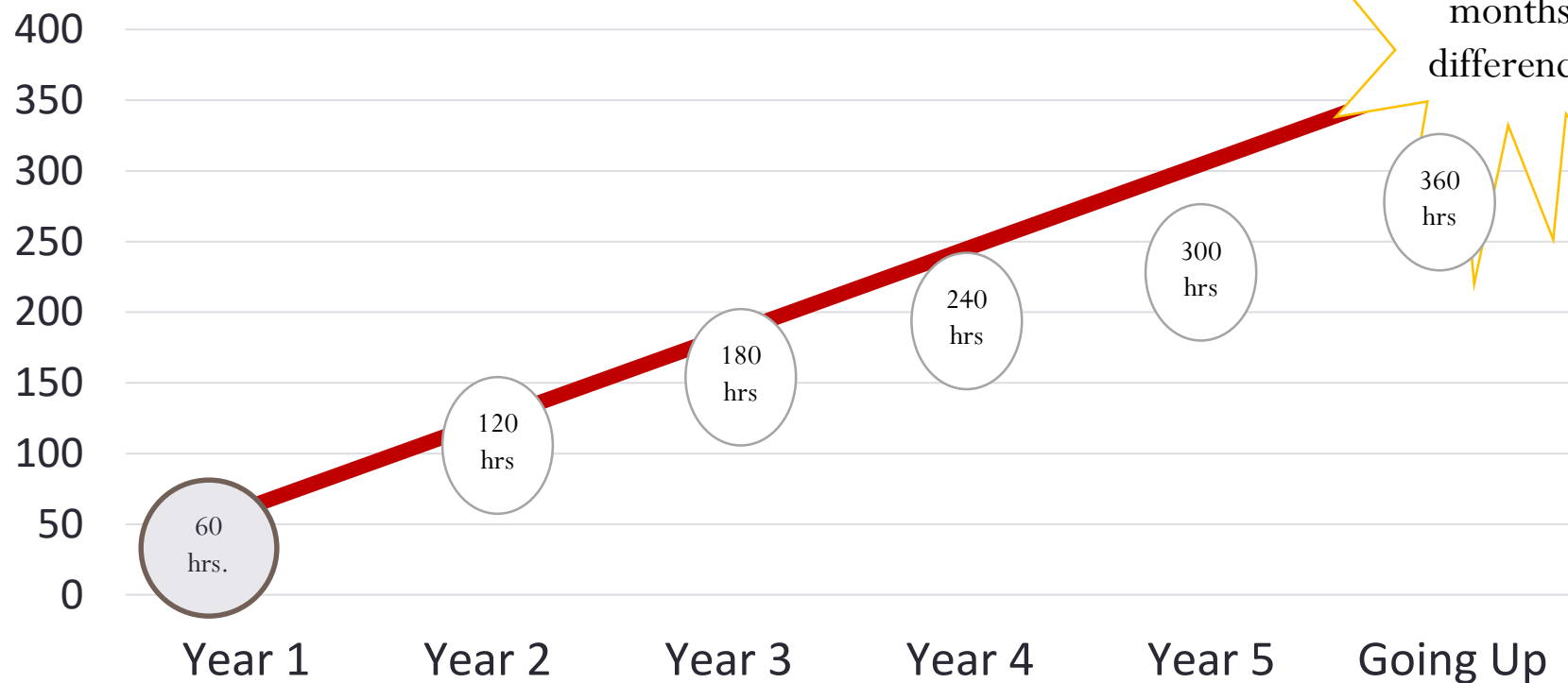


**Virginia Valian, PhD**

Distinguished Professor of  
Psychology at Hunter College

# Small Workload Bias Over Time

Hours More Men Spend on Research





# The Ivory Ceiling of Service Work



- Surveys and focus groups with 350 faculty members at the University of Massachusetts Amherst in 2008-2009
- Differences in when and what type of service men and women faculty take on as associate professors
- Certain service roles (e.g., undergraduate director) are associated with longer time to promotion
- Differences in how much time associate professor men and women spend on service vs. research, even though both men and women express a preference for research

Misra, J., Lundquist, J. H., Dahlberg Holmes, E., & Agiomavritis, S. (2011). The ivory ceiling of service work. *Academe*, 97(1), 22–26.



# Shift in Conceptualization

**Old Framework:** If there was no intent, but the outcomes systematically disadvantage a particular group—it is not bias—we are not accountable.

**New Framework:** Regardless of intent or not, we are accountable for aspects of our workplaces that systematically disadvantage particular groups.

We have to proactively organize toward the kind of equity we want....

# Equity-Minded Reform

Term coined by Estela Bensimon, USC

Equity is an actionable concept, not just a theory, and is the process involved in achieving equality (Bensimon, 2006; Nieto & Bode, 2009).

Equity minded reform:

- is aware of the socio-historical context of exclusionary practices in higher education
- takes ownership and responsibility for equity in process and outcomes



# Changing the “Choice” Architecture

We take up, assign, and reward some work in a rushed way that can result in less than ideal decisions (influenced by our own biases) and a lack of perceived and real equity

- (a) Unit priorities are not front and center
- (b) Too little data on faculty workload
- (c) Few decision-rubrics (e.g. what are minimum standards, reward for high performers?)



**GOAL:** slow down process, be intentional, use data & tools

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Kahneman, D. (2011). *Thinking, fast and slow*. New York, NY: Farrar, Straus & Giroux.

# The Faculty Workload & Rewards Project

## FWRP Project Activities

- Workshop sharing research on implicit bias & documented workload inequity
- Creation of Faculty Work Activity Dashboard
- Examination and adoption of organizational policies & practices that support equity
- Professional development for individuals to align time and priorities
- Department routine *work practices* that support equity
- Department *conditions* that support equity
- Department faculty *action readiness*: awareness of and self efficacy to use concrete strategies to create equitable workloads

Positive predictors of workload satisfaction and intent to leave

O'Meara, K., Jaeger, A., Misra, J. Lennartz, C. & Kuvaeva, A. (2019). Undoing disparities in faculty workloads: A randomized trial experiment. *PLOS One*.

# Equity-Minded Faculty Workload Conditions



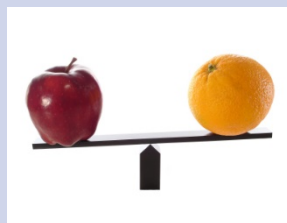
To increase  
transparency



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To acknowledge  
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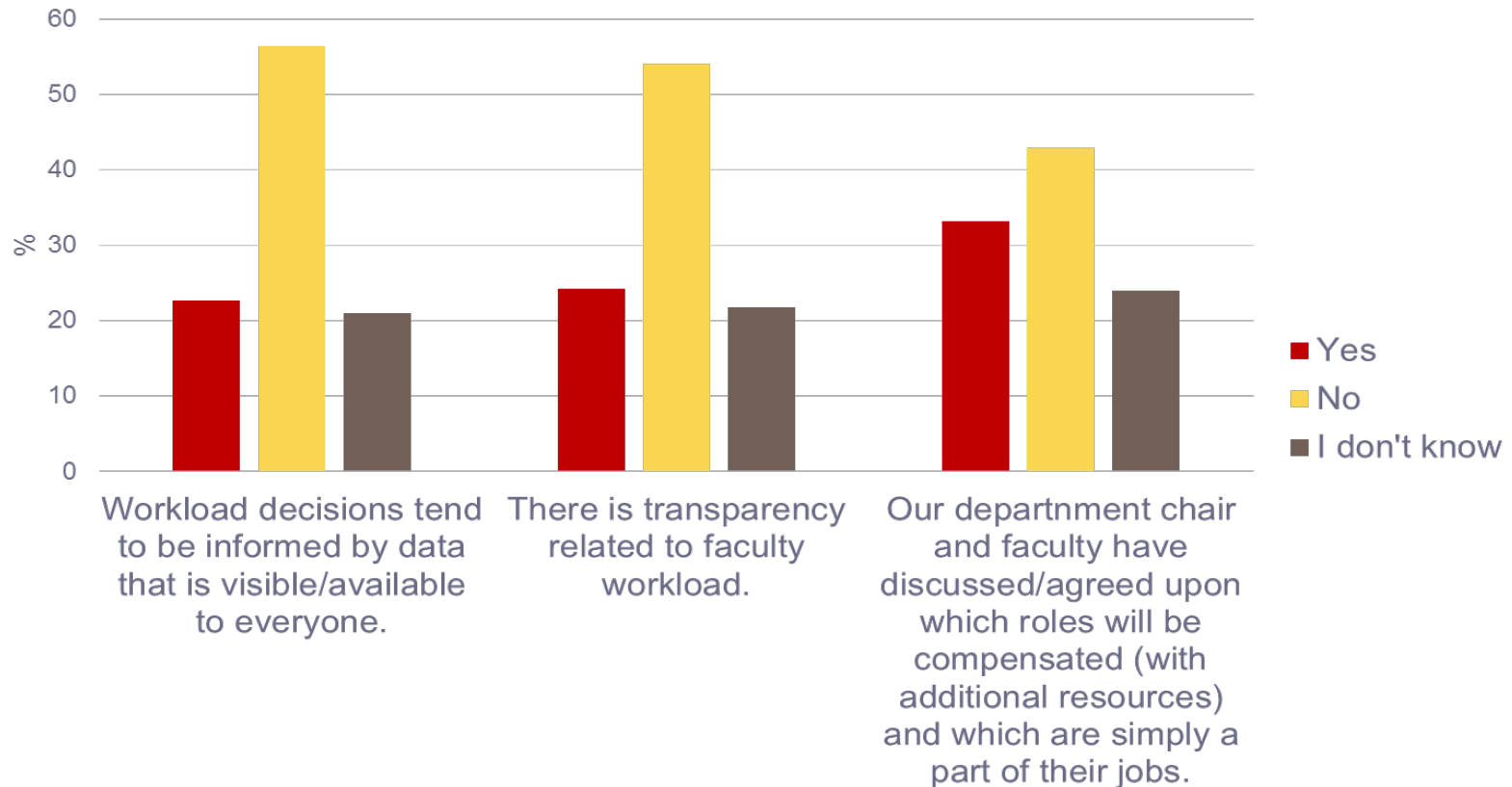


To increase collective  
commitment to equity



To increase awareness  
of implicit bias and  
faculty readiness to  
mitigate against it.

# FWRP Survey: Transparency



## Before Faculty Work Activity Dashboards...



An assistant professor meets with her department chair because she is concerned she is on more university and college committees than other assistant professors ( $N=6$ ) and it is hurting her research. Her department chair says it is hard to know; everyone is working hard, and does not offer to help her mediate the situation.

# The dark fosters uncertainty





# A Solution: Transparency in Faculty Work Activities

- “Sunshine” on faculty work activities increases trust, agency, fairness.
- Transparency increases sense of accountability, trust between members & leaders, facilitates perceptions of procedural & distributive justice, & leads to greater organizational commitment (Bilimoria, Joy, & Liang, 2008; Daly & Dee, 2006; Neyland, 2007; Norman, Avolio, & Luthans, 2010).
- The Athena SWAN project (Athena Forum, 2018) found departments that routinely make faculty work activity data accessible promote perceptions that workloads are transparent and fair.

# Faculty Work Activity Dashboard: Goals

- Create transparency about faculty work activities, including some that are important and but less visible
- Provide context and benchmarks for current faculty to see their effort
- Allow members reviewing the data to identify equity concerns
- Show the relationships between individual faculty effort and department collective effort
- Dispel myths, get faculty using data to make decisions

# Diagnosing Equity – Committee Service

Title	N	Average # low service committees	Average # medium service committees	Average # high service committees
Assistant Professor	5	2.00	1.00	0.00
Associate Professor	9	3.00	3.67	2.89
Full Professor	5	1.60	3.00	2.80
<b>Gender</b>				
Male	12	1.75	2.00	1.92
Female	7	3.43	4.14	2.43

**Key:**

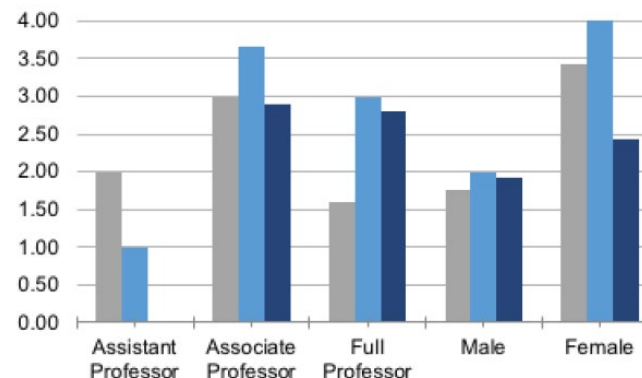
Low service committees= 1-5 hrs/sem

Medium service committees= 5-15

hrs/sem

High service committees= 15+hrs/sem

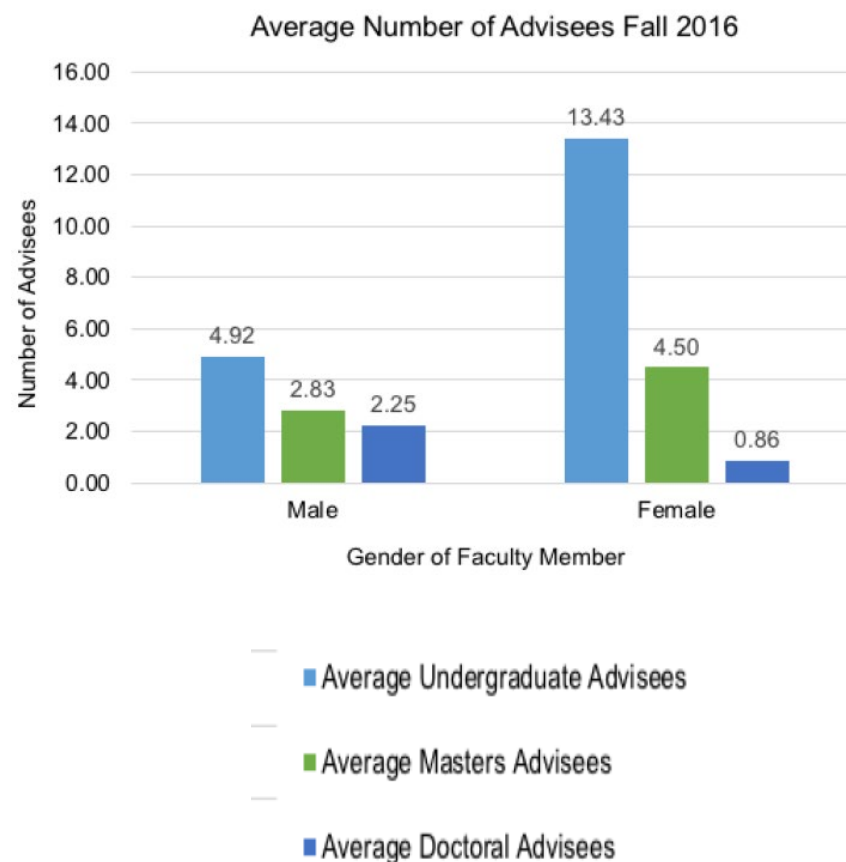
**Average Number of Committees Served for Academic Year 2015-16**



- Average # low service committees
- Average # medium service committees
- Average # high service committees

# Diagnosing Equity Issues: Advising

Title	N	Average Undergraduate Advisees	Average Masters Advisees	Average Doctoral Advisees
Assistant Professor	5	4.20	2.60	0.60
Associate Professor	9	10.78	3.78	2.00
Full Professor	5	7.00	3.20	2.40
Gender				
Male	12	4.92	2.83	2.25
Female	7	13.43	4.50	0.86



# After Faculty Work Activity Dashboards...



The same assistant professor returns to meet with her department chair. This time she has printed out a table from the ADVANCE work activity dashboard that shows the average # of university committees for an assistant professor in her college is 2. Her department chair agrees to help her stay on only 2-3 committees where her expertise is most needed.

## Organizational Practices that Script . . .

1. Performance Benchmarks
2. Credit Systems
3. Differentiated Workload
4. Rotations of service roles
5. Rotations of preferred class times
6. Making teaching and service count more
7. Course Assignments
8. Advising Assignments
9. Teaching credit swaps
10. Mutual statement of expectations
11. Credit for diversity and inclusion work
12. Re-structuring service and reducing committee size
13. Service audit
14. Policies on compensation for key roles
15. Modified criteria for promotion and tenure (teaching)
16. Modified criteria for promotion and tenure (engaged scholarship)
17. Alternative pathway to full



# Leadership

Although a key role of leaders is to help set new default settings, new collective ways of organizing that produce equitable outcomes....

Leaders play a critical role in:

- (a) Making sure faculty work is made visible and recognized
- (b) Helping to show the meaningfulness of the work
- (c) Recognizing the potential role of biases and communicating a desire for equitable outcomes and the consequences of the alternative
- (d) Enacting accountability



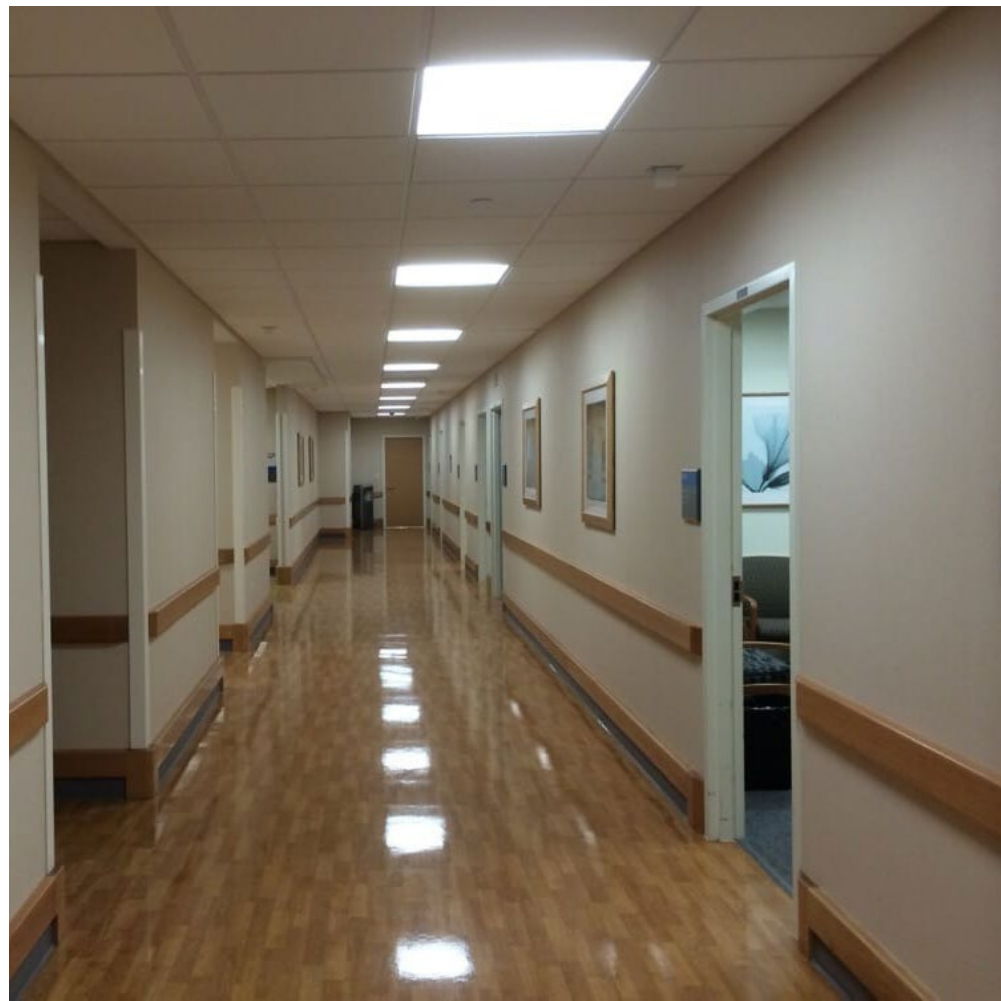
# Rationales

- Equity-Minded & Fairness Arguments—Perceived and Actual
- Efficiency, accuracy—need to align our data and reward system—make sure they connect—or speak (performance management system)
- Moving invisible work into “what counts”
- Leadership development, human capital (rotations)
- New Realities of the Workplace
- Valuing people—everyone is needed, everyone counts
- Retention, Satisfaction, Morale



# Returning to the Hallway: How might this be different?

- Create a collective commitment to fairness in how work is shared and willingness to intervene to create that outcome.
- Create conditions to facilitate equity (e.g. transparency, clarity, accountability).
- Enact policies and practices to facilitate equity (e.g. clear standards and criteria, opt-out default practices, crediting differences, rotations).





# Thank you

To learn more about the Faculty Workload and Rewards Project please visit:

<https://facultyworkloadandrewardsproject.umd.edu/>

To see O'Meara publications visit my faculty webpage

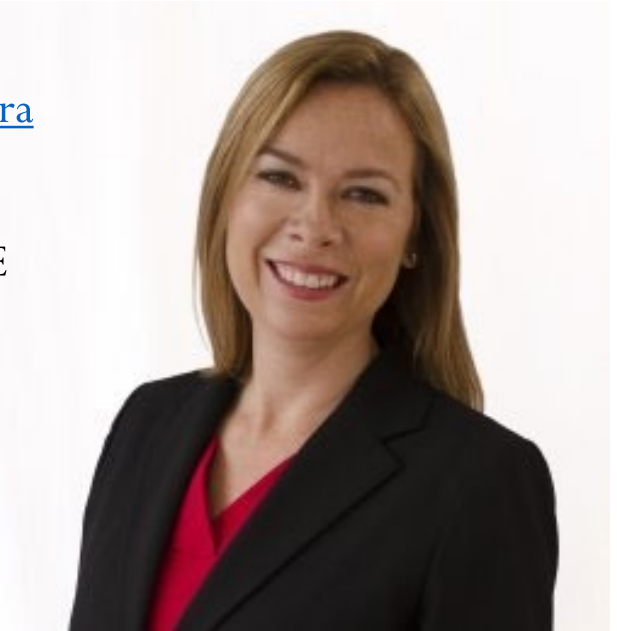
<https://education.umd.edu/directory/kerryann-omeara>

To learn more about University of Maryland ADVANCE

<https://advance.umd.edu/>

To learn more about my workshops see:

<http://www.kerryannomeara.com/>



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Presentation at Kansas State University

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# Goals

**Part I:** Share the latest social science research on distribution of labor in academic departments & the specific ways in which workload becomes unequal—diagnose the process, and consequences for faculty

**Part II:** Share conditions, policies, and practices that shape equity—such as transparency via work activity dashboards\*

**Part III:** Consider equity-minded strategies for your \* departments





# The “Hallway Ask”

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# Equity-Minded Faculty Workload Conditions



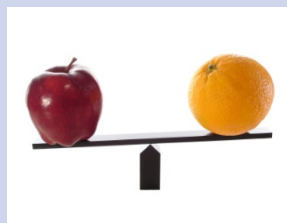
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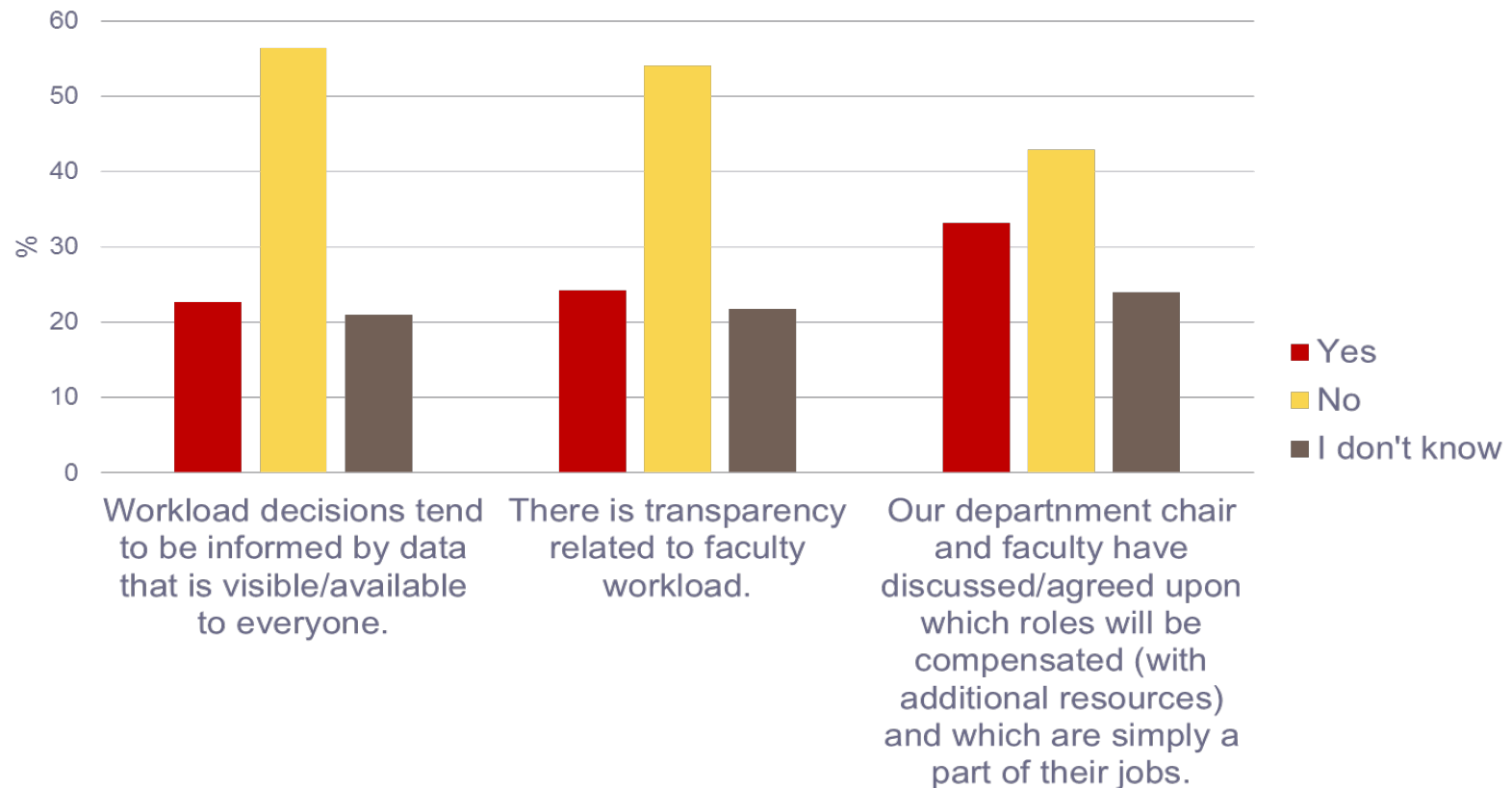


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faculty readiness to  
mitigate against it.

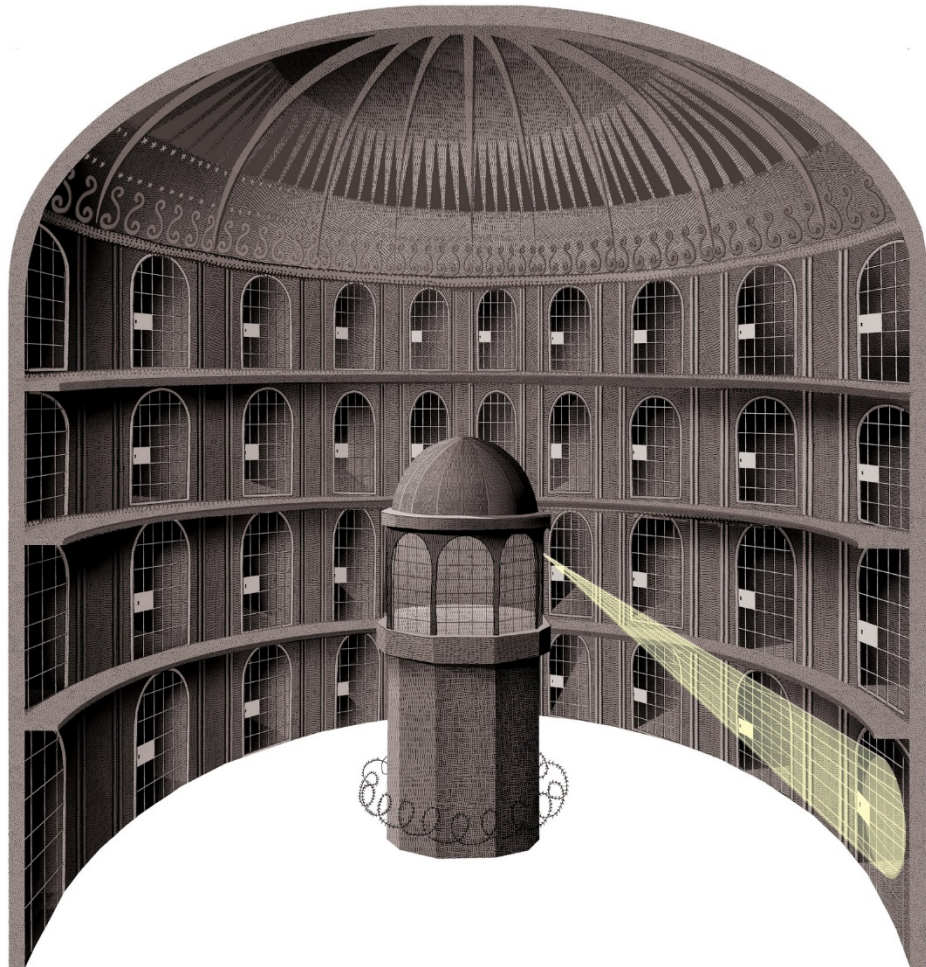
# FWRP Survey: Transparency





# The Problem

- Academic departments experienced as a panopticon—you know what you are doing, but not what others are doing—no way to benchmark
- A lack of transparency and fog hurts women and URM careers more than other groups, invites perceptions of favoritism, dissatisfaction and distrust



## Before we created Faculty Work Activity Dashboards...



An assistant professor meets with her department chair because she is concerned she is on more university and college committees than other assistant professors ( $N=6$ ) and it is hurting her research. Her department chair says it is hard to know; everyone is working hard, and does not offer to help her mediate the situation.



# The dark fosters uncertainty



# I. A Solution: Transparency in Faculty Work Activities

- “Sunshine” on faculty work activities increases trust, agency, fairness.
- Transparency increases sense of accountability, trust between members & leaders, facilitates perceptions of procedural & distributive justice, & leads to greater organizational commitment (Bilimoria, Joy, & Liang, 2008; Daly & Dee, 2006; Neyland, 2007; Norman, Avoolio, & Luthans, 2010).
- The Athena SWAN project (Athena Forum, 2018) found departments that routinely make faculty work activity data accessible promote perceptions that workloads are transparent and fair.

# Faculty Work Activity Dashboard: Goals

- Create transparency about faculty work activities, including some that are important and but less visible
- Provide context and benchmarks for current faculty to see their effort
- Allow members reviewing the data to identify equity concerns
- Show the relationships between individual faculty effort and department collective effort
- Dispel myths, get faculty using data to make decisions

# Dashboard Strategies

1. Benchmarking
2. Differentiating Effort (Chair / Member)
3. Making Invisible Work Visible & Assigning Credit
4. Seeing the Whole Picture

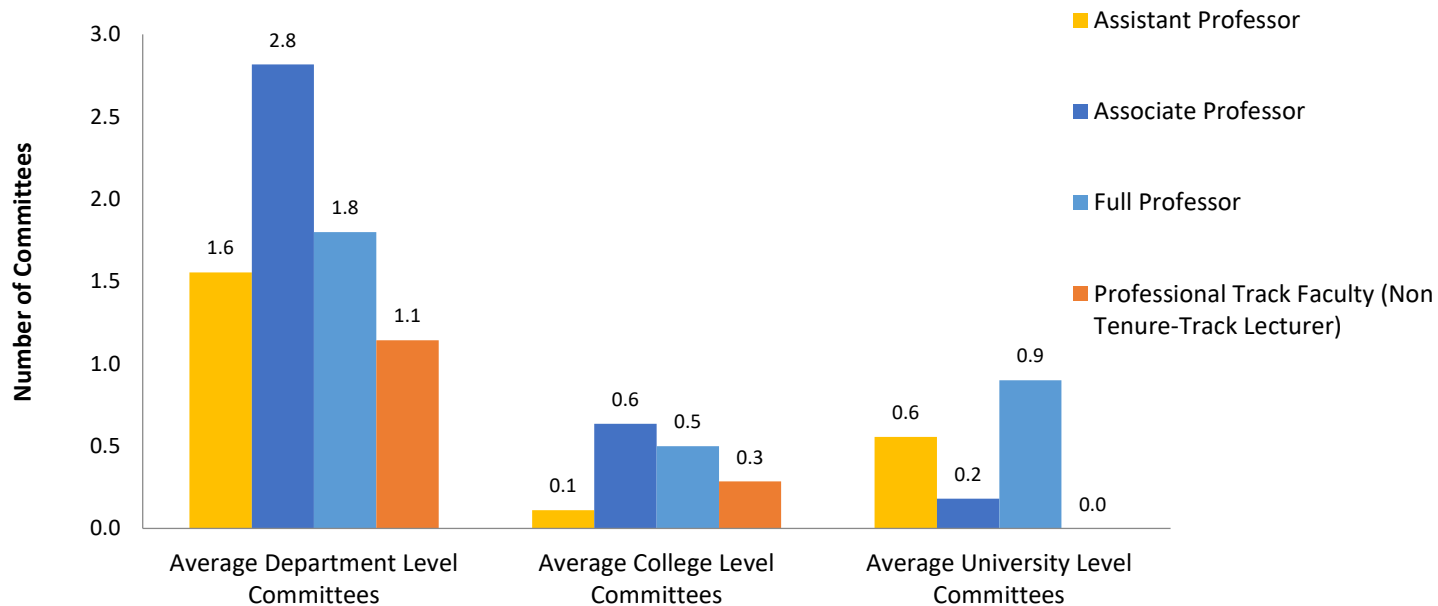
## Benchmarking: *Service Example*

Example: Average numbers of committees on which faculty served

Title	N	Average Department Level Committees	Average College Level Committees	Average University Level Committees
Assistant Professor	9	1.6	0.1	0.6
Associate Professor	11	2.8	0.6	0.2
Full Professor	10	1.8	0.5	0.9
Professional Track (Non Tenure-Track Lecturer)	7	1.1	0.3	0.0
<b>Gender</b>				
Male	19	2.4	0.6	0.7
Female	20	1.4	0.2	0.2

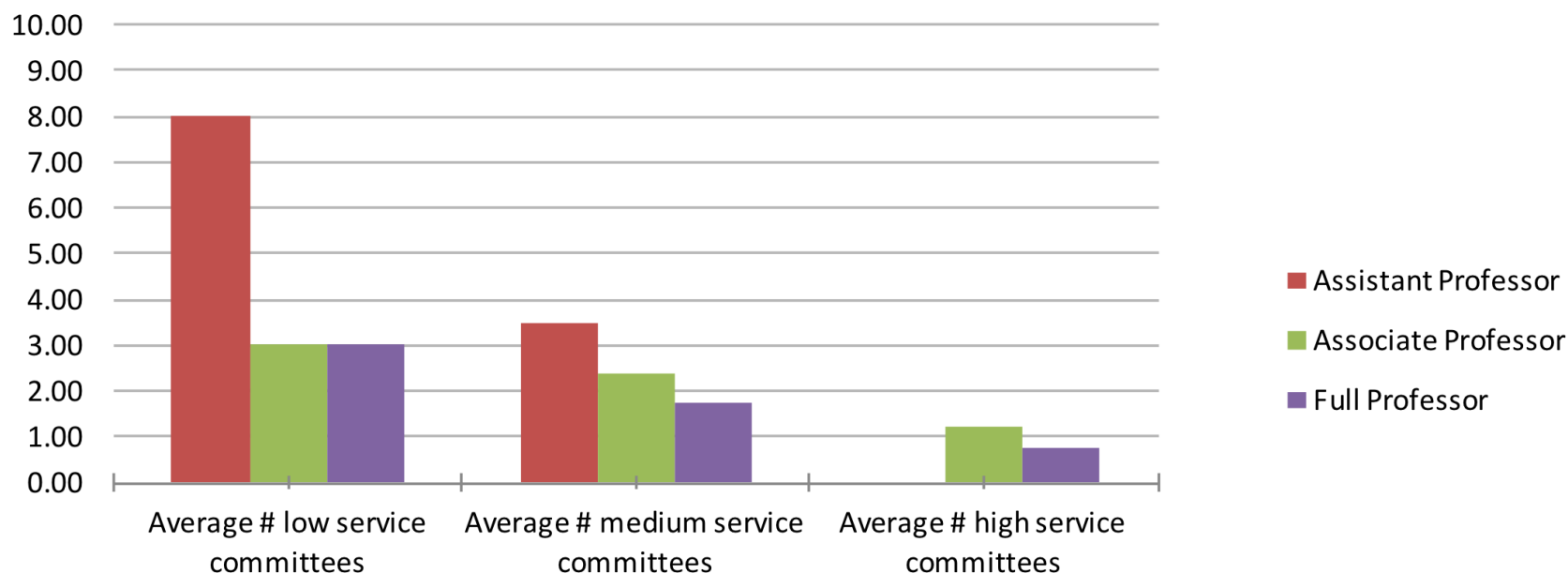
## Benchmarking: *Service Example*

Example: Average Number of Committees on Which Faculty Served



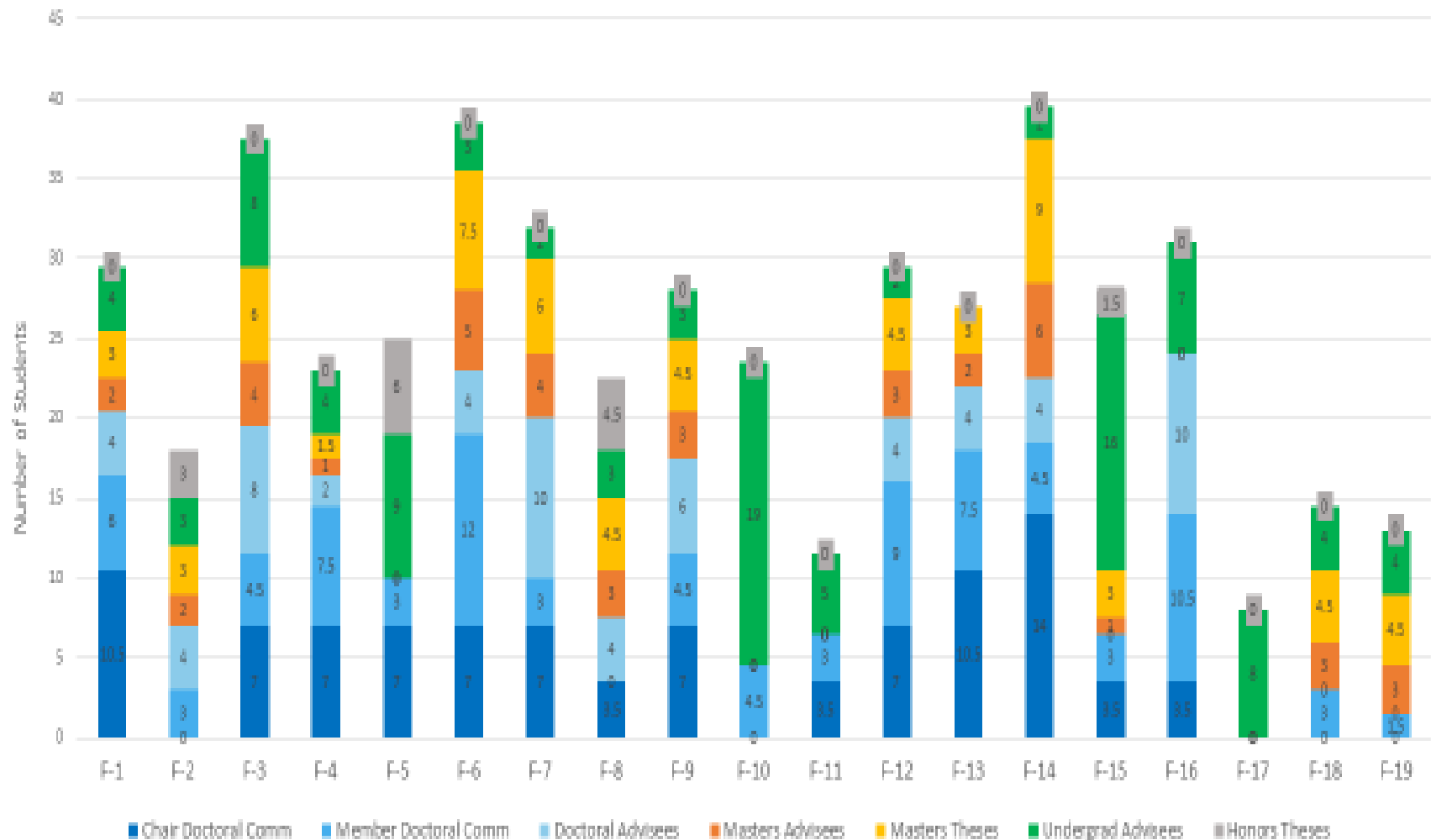
## Differentiating Effort

Average Number of Committees Served for Academic Year 2015-16





## 3. Making the Invisible, Visible: Department Advising Responsibilities



## Assigning Credit

Example: Calculating service based on hours spent per week for different service commitments

Faculty	LOW (1 POINT)					MEDIUM (2 POINTS)				HIGH (3 POINTS + 1 for CHAIR)							Total Comm	Total Points
	Faculty Sponsor	Seminar Series	Curriculum, Enrollment & Distance Education Committee	Events committee	Handbook revisions	Promotion/Tenure Review	Budget committee	Faculty Senate	Newsletter	Assessment Committee	Faculty Workload and Rewards Committee (NEW)	MA Admissions	Search	Student Club	Undergrad supervisor	Grad Supervision		
Number needed	1	1	4	2	2	3	3	3	2	6	6	7	4	1	1	1	47	
F-1			1							1					1		3	7
F-2																	0	0
F-3			1		1							1					3	6
F-4						1		1		1							3	8
F-5											1	1	1				3	9
F-6										1			1	1			3	9
F-7						1	1				1						3	7
F-8	1											1	1				3	7
F-9			1				1						1				3	6
F-10					1							1					2	4
F-11				1							1	1					3	7
F-12					ex-off		1		1	ex-off	1	ex-off					3	8
F-13			1							1							2	4
F-14			1													1	2	4
F-15																	0	0
F-16										1		1	1				3	10
F-17		1		1				1				1	1				5	11
F-18							1				1		1				3	8
F-19																	0	0
F-20			1					1			1		1				4	9

# Seeing the Whole Picture: Overall Department Workload

Faculty	Research		Teaching		Service		Advising		Total	
	Units	Percent of Total	Units	Percent of Total	Units	Percent of Total	Units	Percent of Total	Units	Percent of Total
F-1	17.00	16.83%	3.00	3.75%	13.00	30.23%	29.50	6.15%	62.50	8.50%
F-2	6.00	5.94%	2.00	2.50%	1.00	2.33%	18.00	3.75%	27.00	3.67%
F-3	8.00	7.92%	3.00	3.75%	2.50	5.81%	37.50	7.82%	51.00	6.94%
F-4	3.00	2.97%	3.00	3.75%	2.50	5.81%	23.00	4.80%	31.50	4.29%
F-5	1.00	0.99%	4.00	5.00%	1.50	3.49%	25.00	5.21%	31.50	4.29%
F-6	5.00	4.95%	4.00	5.00%	5.50	12.79%	38.50	8.03%	53.00	7.21%
F-7	7.00	6.93%	4.00	5.00%	5.00	11.63%	32.00	6.67%	48.00	6.53%
F-8	10.00	9.90%	6.00	7.50%	3.00	6.98%	22.50	4.69%	41.50	5.65%
F-9	4.00	3.96%	5.00	6.25%	3.50	8.14%	28.00	5.84%	40.50	5.51%
F-10	1.00	0.99%	3.00	3.75%	0.00	0.00%	23.50	4.90%	27.50	3.74%
F-11	9.00	8.91%	1.00	1.25%	1.00	2.33%	11.50	2.40%	22.50	3.06%
F-12	8.00	7.92%	3.00	3.75%	3.50	8.14%	29.50	6.15%	44.00	5.99%
F-13	4.00	3.96%	2.00	2.50%	0.00	0.00%	27.00	5.63%	33.00	4.49%
F-14	16.00	15.84%	3.00	3.75%	1.00	2.33%	39.50	8.24%	59.50	8.10%
F-15	2.00	1.98%	9.00	11.25%	0.00	0.00%	28.00	5.84%	39.00	5.31%
F-16	7.00	6.93%	6.00	7.50%	11.50	26.74%	31.00	6.47%	55.50	7.55%
F-17	3.00	2.97%	5.00	6.25%	2.50	5.81%	8.00	1.67%	18.50	2.52%
F-18	2.00	1.98%	5.00	6.25%	3.50	8.14%	14.50	3.02%	25.00	3.40%
F-19	1.00	0.99%	9.00	11.25%	1.00	2.33%	13.00	2.71%	24.00	3.27%
<b>Sum</b>	<b>101.00</b>	<b>100.00%</b>	<b>80.00</b>	<b>100.00%</b>	<b>43.00</b>	<b>100.00%</b>	<b>479.50</b>	<b>100.00%</b>	<b>735.00</b>	<b>100.00%</b>

# Dashboard ADVICE

1. Meaningful data in key areas of faculty work
2. Clear and easy to understand; categories clearly defined—simple is best
3. Sustainable... Can be updated annually using same source & posted internally
4. Enough information to benchmark against department averages
5. Enough information to identify/monitor potential equity issues



## Dashboard ADVICE

6. Gain consensus on level of transparency (O'Meara vs #12 vs. average of full profs)
7. Do not make the perfect the enemy of the good (no kitchen sink!)
8. Use Existing Institutional Data Sources for 80% of data
9. Identify a few areas to make visible, credit, differentiate
10. Analyze by relevant groups only as N allows

# Benefits of Creating a Dashboard

Jackie Urla: University of Massachusetts Amherst:

<https://youtu.be/el6EQvJlAFw>

# Reflections on the Benefits of Creating Faculty Work Activity Dashboards

“The dashboard is helpful for junior faculty in supporting each other when it comes to saying yes/no on service commitments based on better knowing what the expectations are for junior faculty service in the dept.”

“The dashboard led us to a good discussion about how everyone should be contributing to the department. 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. Having the dashboard though made us more aware of how hard everyone was working especially in different areas.”

“Keeping dashboard data available for all faculty to examine will maintain transparency in teaching and service responsibilities as well as research productivity. This data has given us a reference point for crafting a new tenure-track position advertisement and has prompted conversations about future junior faculty workloads that we have not previously had before commencing a search.”



# After Faculty Work Activity Dashboards...



The same assistant professor returns to meet with her department chair. This time she has printed out a table from the ADVANCE work activity dashboard that shows the average # of university committees for an assistant professor in her college is 2. Her department chair agrees to help her stay on only 2-3 committees where her expertise is most needed.

## Exercise: Identifying Equity Issues

### Discussion

Your department has just collected data for a dashboard. The results are in front of you. As you review the data, what kinds of potential equity issues do you see, if any?



## II. “Script” the Unscripted



“Behavior in the workplace that is relatively shielded from reinforcing or suppressing effects of administrative structures.... the less bureaucratically scripted, the more open [it is] to subjective interpretation.”

*Ridgeway & Correll (2004)*

# Areas of Faculty Roles & Work that are increasingly “scripted”

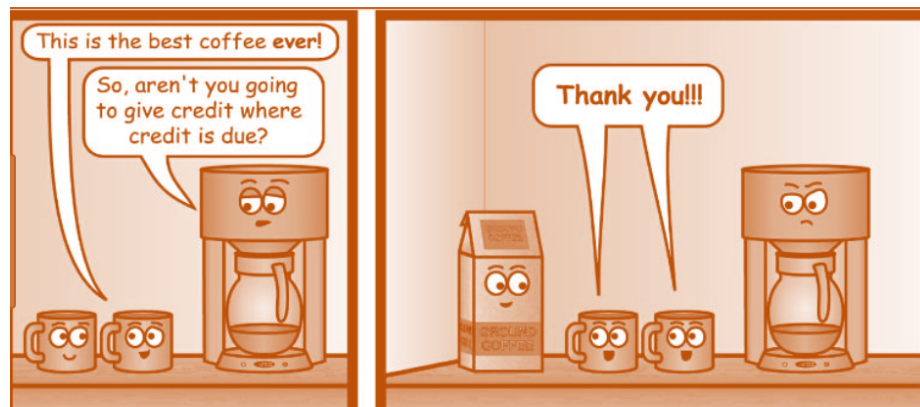


- Parental leave & external reviewers
- Interviews for faculty candidates
- Syllabi

# Organizational Practices that Script . . .

We created 2 page worksheets of 17 organizational practices, collected actual policies in a workbook, and are creating video descriptions.

- |   |  |  |
|---|--|--|
| 1. Performance Benchmarks                 | 11. Credit for diversity and inclusion work            | 15. Modified criteria for promotion and tenure (teaching)            |
| 2. Credit Systems                         |  |  |
| 3. Differentiated Workload                | 12. Re-structuring service and reducing committee size | 16. Modified criteria for promotion and tenure (engaged scholarship) |
| 4. Rotations of service roles             |  |  |
| 5. Rotations of preferred class times     | 13. Service audit                                      |  |
| 6. Making teaching and service count more | 14. Policies on compensation for key roles             | 17. Alternative pathway to full                                      |
| 7. Course Assignments                     |  |  |
| 8. Advising Assignments                   |  |  |
| 9. Teaching credit swaps                  |  |  |
| 10. Mutual statement of expectations      |  |  |



# Equity-Minded Faculty Workload Conditions



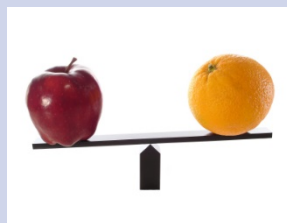
To increase  
transparency



To add clarity



To increase  
accountability



To acknowledge  
differences in context  
appropriately



To increase collective  
commitment to equity



To increase awareness  
of implicit bias and  
faculty readiness to  
mitigate against it.

# Faculty Types in Divisions of Labor perceived as unfair

The “Porter”: carries the burden for the unit over and over

The “Free-Rider”: tries to skate by with the least work possible

The Protected: (Junior, Rock-Star, Difficult)

The Disengaged: (Burned Out, No Relevant Carrots/Sticks)



The  
Porter



The  
Free-  
Rider



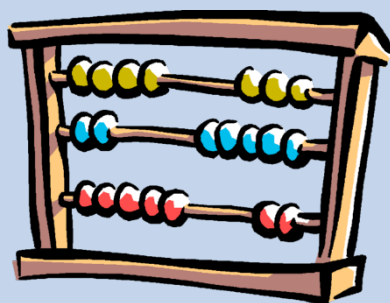
The  
Protected



The  
Disengaged

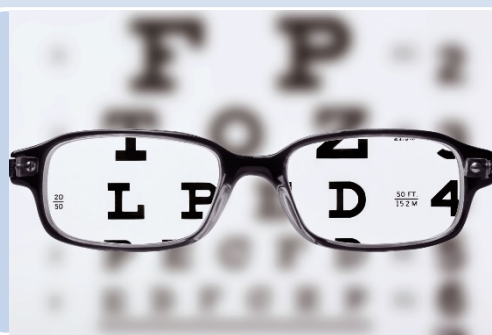


# Identifying Kinds of Equity Issues



## I. Amount of Teaching or Service

- How much?



## II. Clarity and Consequences

- What is expected? What happens when...?



## III. Process of Teaching or Service Assignments

- How it is divided; perceived favoritism

# Identifying Kinds of Equity Issues



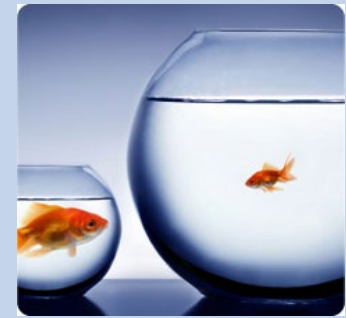
## IV. Visibility, Credit & Reward for Work

- What is seen?  
Especially high  
effort



## V. Social Loafing and Slacking

- How it is taken  
up?

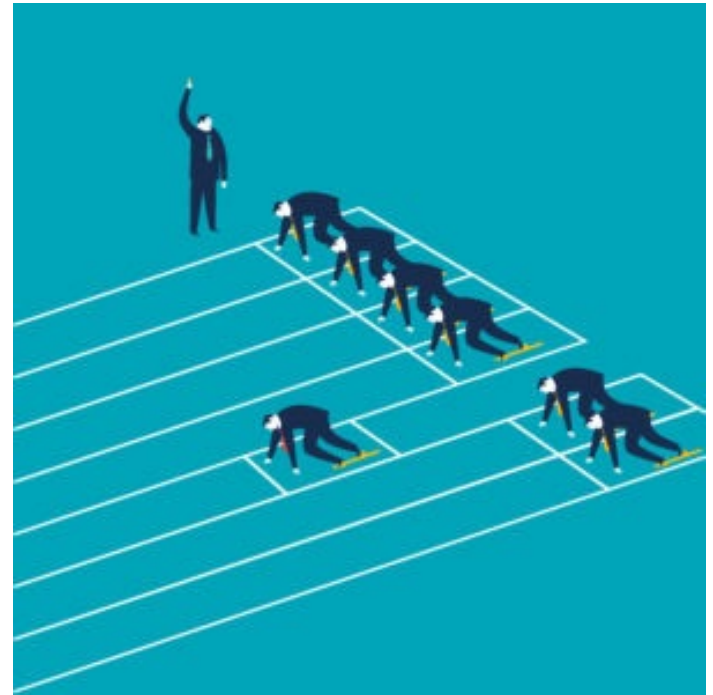


## VI. One Size Fits All Systems

- How is context  
accounted for?

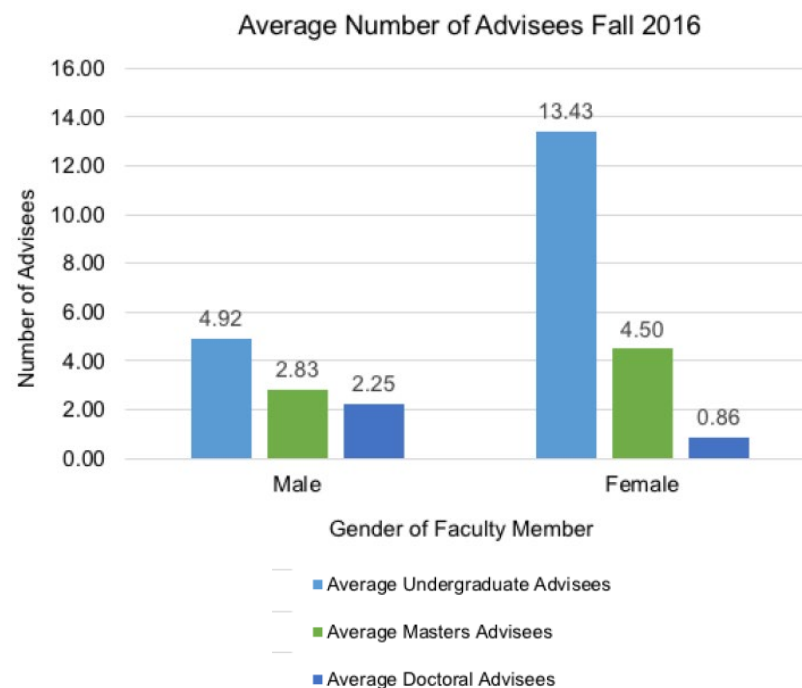
# I. Equity Issue: Amount of Teaching & Service

- Within same appointment type and rank, you have faculty doing very different amounts of work.
- Career consequences, morale consequences, department productivity consequences



## Diagnosing Equity Issues: Example 1 - Advising

Title	N	Average Undergraduate Advisees	Average Masters Advisees	Average Doctoral Advisees
Assistant Professor	5	4.20	2.60	0.60
Associate Professor	9	10.78	3.78	2.00
Full Professor	5	7.00	3.20	2.40
<b>Gender</b>				
Male	12	4.92	2.83	2.25
Female	7	13.43	4.50	0.86



## Diagnosing Equity Issues: – Committee Service

Title	N	Average # low service committees	Average # medium service committees	Average # high service committees
Assistant Professor	5	2.00	1.00	0.00
Associate Professor	9	3.00	3.67	2.89
Full Professor	5	1.60	3.00	2.80
<b>Gender</b>				
Male	12	1.75	2.00	1.92
Female	7	3.43	4.14	2.43

### Key:

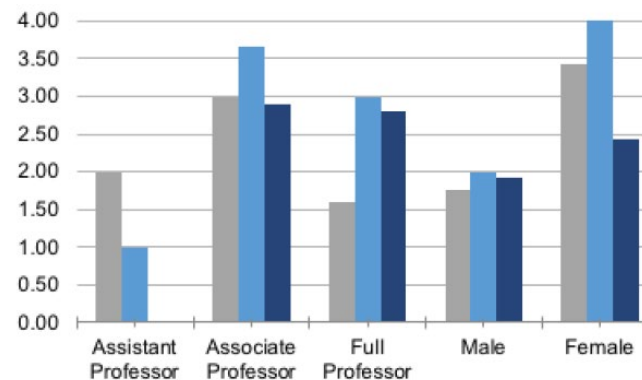
Low service committees= 1-5 hrs/sem

Medium service committees= 5-15

hrs/sem

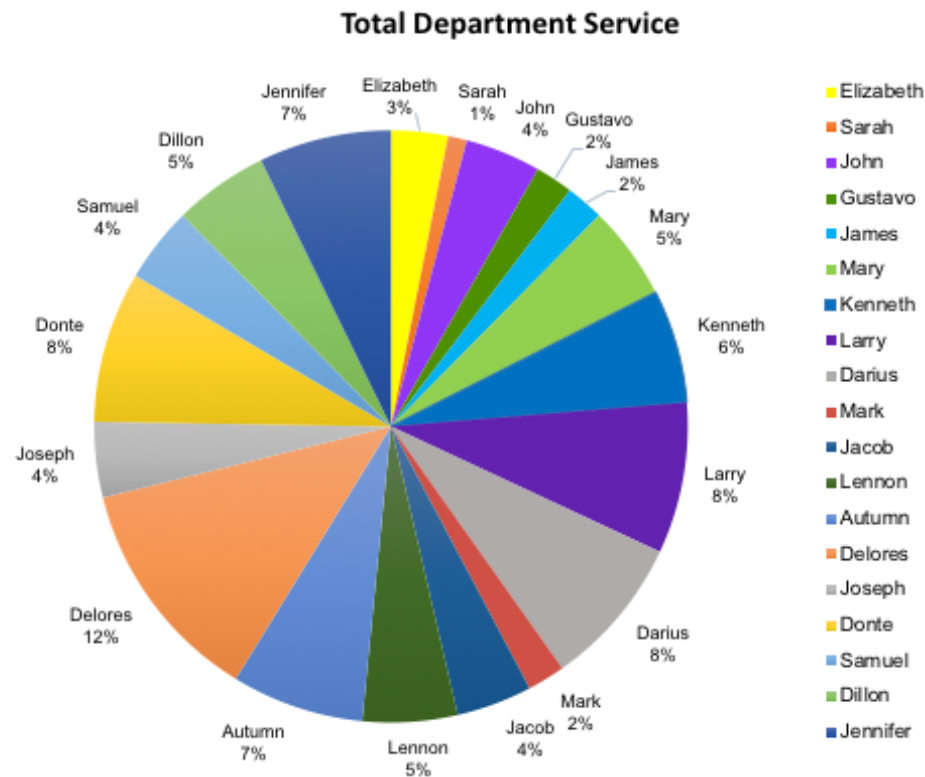
High service committees= 15+hrs/sem

**Average Number of Committees Served for Academic Year 2015-16**



- Average # low service committees
- Average # medium service committees
- Average # high service committees

# Diagnosing Equity Issues: Total Department Service



# Strategies to share work more equitably

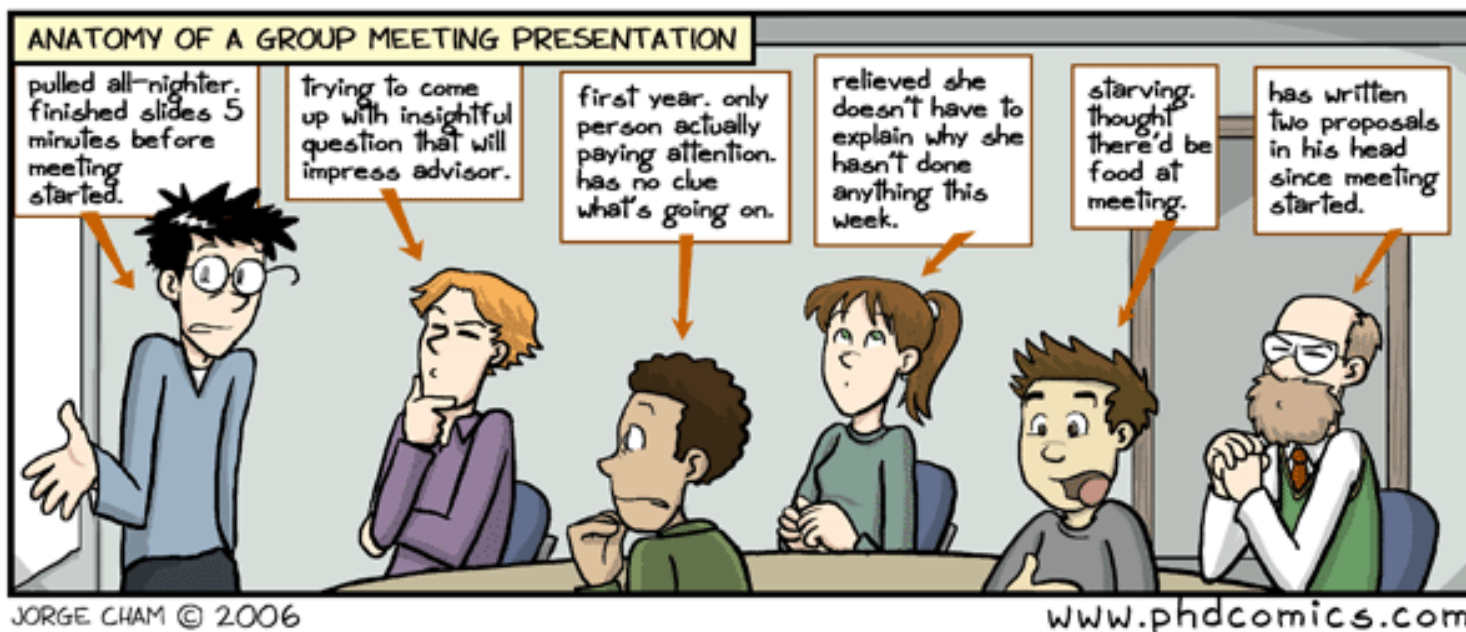
- Dashboards and discussion of equity issues found
- Performance Benchmarks
- Rotations of Time Intensive Roles\*
- Credit Systems
- Merit and Annual Review Consequences for Low Performance





## II. Equity Issue: Clarity & Consequences

- It is not clear what the minimal or expected amount of work is for faculty at each rank, appointment type in key areas of faculty work; or how work should be divided within work groups.
- There are no visible consequences for substandard or excellent performance.



# Strategies to improve clarity & consequences

- Faculty Work Activity Dashboards
- Performance Benchmarks used in Annual Review\*
- Policies on Teaching and Service Assignments
- Credit Systems
- Restructuring Committees
- Rotations

nobody  
rises  
to  
low  
expectations

# III. Equity Issue: Process of teaching and service assignments (Perceived favoritism)

The dark is where much mischief happens...



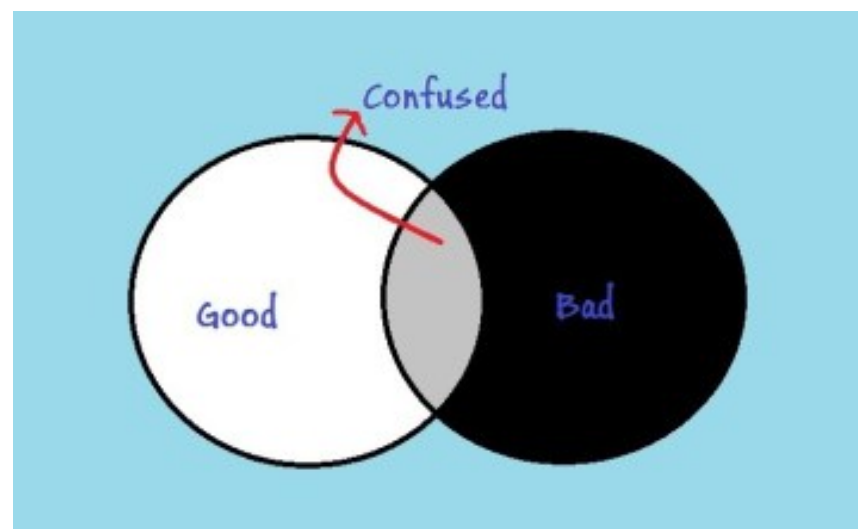
# Strategies to increase perceived fairness in assignments; share more attractive roles



- Policies for Service Assignments
- Policies for Teaching Assignments\*
- Policies stating what roles are compensated and which are not
- Service Audits...what do you want to do? (3 year cycle)

## IV. Equity Issue: Visibility, Credit, and Reward

- Faculty are doing work that is not seen, credited or recognized in their reward system.
- There are few ways to distinguish the work—differentiate it was more effort than other work or levels of performance (excellent, good).



# Strategies to give credit and visibility

- Dashboard
- Credit Systems that credit and differentiate effort\*
- Merit Review—Making Teaching and Service Count More
- Promotion and Tenure Reform to Include Multiple Pathways
- Service Releases



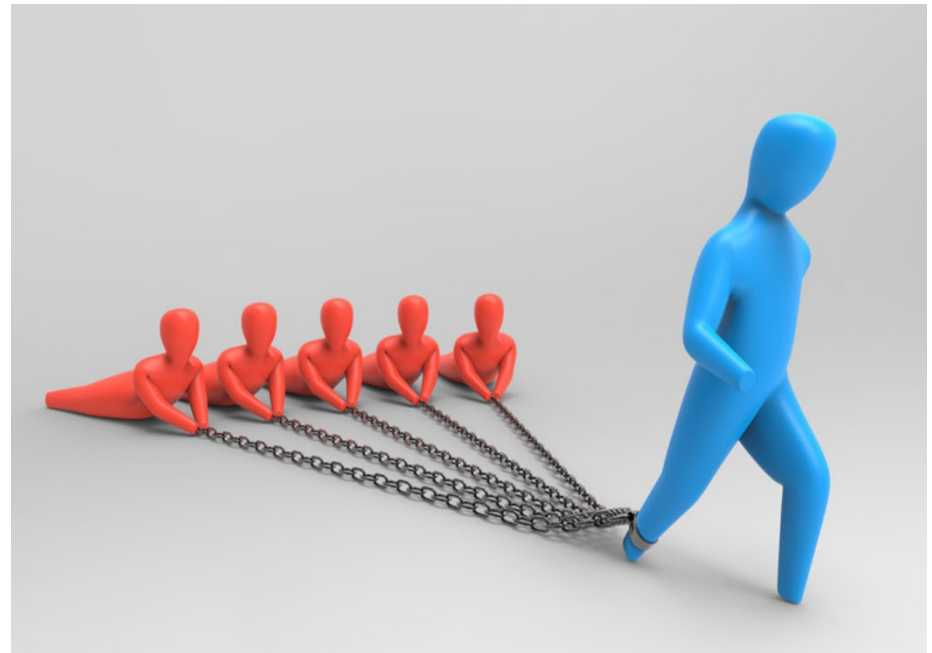
## V. Equity Issue: Social Loafing & Free-Riding





# Strategies to reduce social loafing & free-riding....

- Default Rotations
- Performance Benchmarks
- Reducing Committee Size\*
- Mutual Expectations
- Developing Allies



## VI. Equity Issue: One Size Fits All, Rigidity

- The current policies and practices do not allow for acknowledgement that some faculty are doing much more of a given task than others, or
- Do not allow ways to acknowledge differences by career stage, apt type, or unique talents

C'est a la difference?



# Strategies to recognize different contexts equitably

- Differentiated Workloads\*
- Teaching Credit Swaps
- Credit for Diversity Work
- Modified Criteria for Promotion



# Exercise: Work Equity Audit

Please review the audit provided and go through each item — giving your first instinct.

Later, discuss as a group:

- The areas where you tended to put “yes” or “to some degree.”
- The areas where you tended to put “no.”
- The areas where you tended to put “I don’t know.”



# Identify Possible Areas for Reform

- Think of *timing and current contexts*—which kind of equity issue might be the best to tackle now & why?



As a group, choose one equity issue & identify which organizational strategies from the handout might help address this issue.





# Rationales

- Equity-Minded & Fairness Arguments—Perceived and Actual
- Efficiency, accuracy—need to align our data and reward system—make sure they connect—or speak (performance management system)
- Moving invisible work into “what counts”
- Leadership development, human capital (rotations)
- New Realities of the Workplace
- Valuing people—everyone is needed, everyone counts
- Retention, Satisfaction, Morale





# Department Equity Action Plans

- Relevant Contexts
- Data
- Equity Issues to Address
- Strategies
- Intended Outcomes



# In Praise of Incrementalism...



## Small hanging fruit

- Codifying things good department chairs have done informally
- Change in advising assignment process
- Change in size of some committees

## Longer term impacts

- Change in merit pay criteria
- Movement to differentiated workload
- Release policy for serving on university searches



# Leadership

Although a key role of leaders is to help set new default settings, new collective ways of organizing that produce equitable outcomes....

Leaders play a critical role in:

- (a) Making sure faculty work is made visible and recognized
- (b) Helping to show the meaningfulness of the work
- (c) Recognizing the potential role of biases and communicating a desire for equitable outcomes and the consequences of the alternative
- (d) Enacting accountability

# Faculty Types after Equity-Minded Policies & Practices in Place

The “Porter”: has been shown the data & is doing less or credited for doing more

The “Free-Rider”: is doing more or getting lower merit ratings

The Protected: (Junior, Rock-Star, Difficult) is more engaged or getting lower ratings

The Disengaged: (Burned Out, No Relevant Carrots/Sticks) has become more engaged but sees she is getting credit for doing so



The  
Porter



The  
Free-  
Rider



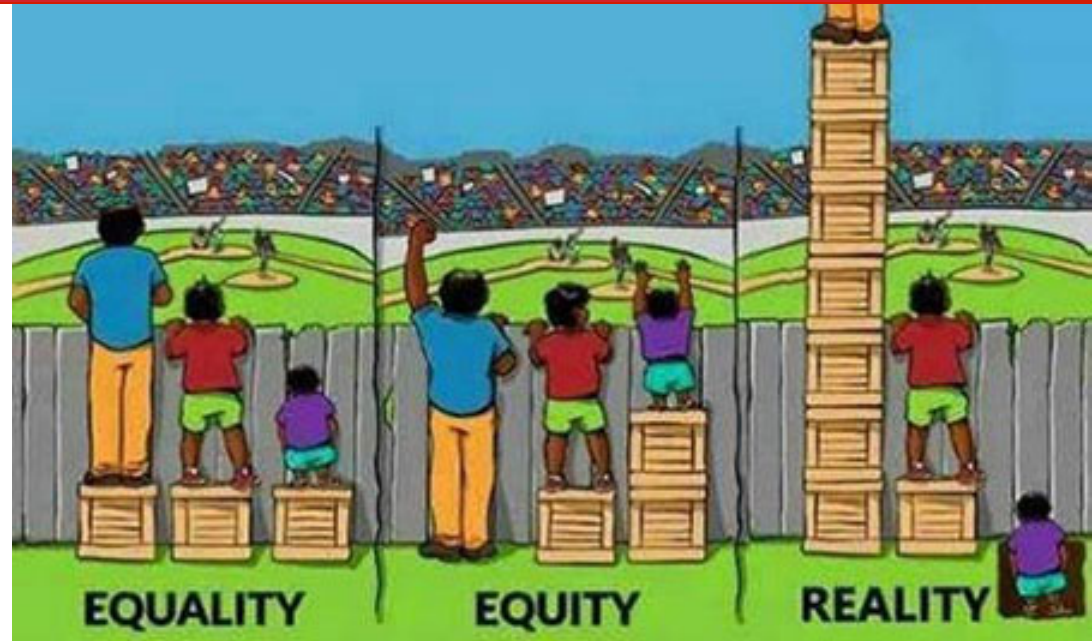
The  
Protected



The  
Disengaged

# In Sum

- We CAN make workloads more equitable.
- There is more than one option for any particular equity challenge.
- Although the process can initiate difficult conversations, the status quo has a cost as well.
- Nudging your divisions toward greater equity is a risk worth taking!





# Thank you

To learn more about the Faculty Workload and Rewards Project please visit:

<https://facultyworkloadandrewardsproject.umd.edu/>

To see O'Meara publications visit my faculty webpage

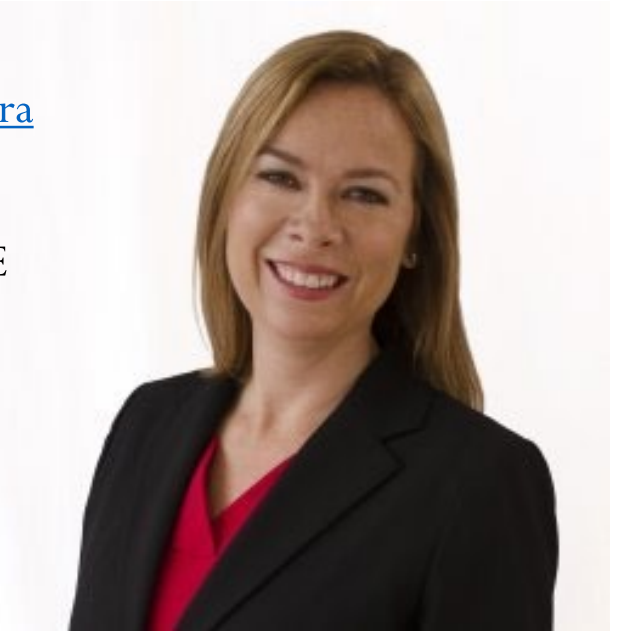
<https://education.umd.edu/directory/kerryann-omeara>

To learn more about University of Maryland ADVANCE

<https://advance.umd.edu/>

To learn more about my workshops see:

<http://www.kerryannomeara.com/>





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