



Faculty Workload Equity
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Faculty Workload Equity Survey Results

The project collected survey responses from 27 departments who opted into the Faculty Workload Equity Project in Fall of 2022, including departments in the College of Education, College of Engineering, College of Natural Sciences, Elaine Marieb College of Nursing, College of Social and Behavioral Sciences, School of Public Health and Health Sciences, Isenberg School of Management, and College of Humanities and Fine Arts. We polled 653 faculty members belonging to those 27 departments, and 454 (70%) responded to the survey link. There are a number of departments who have recently requested the survey, but the results below reflect the responses for the initial 27 departments.

Brief Summary

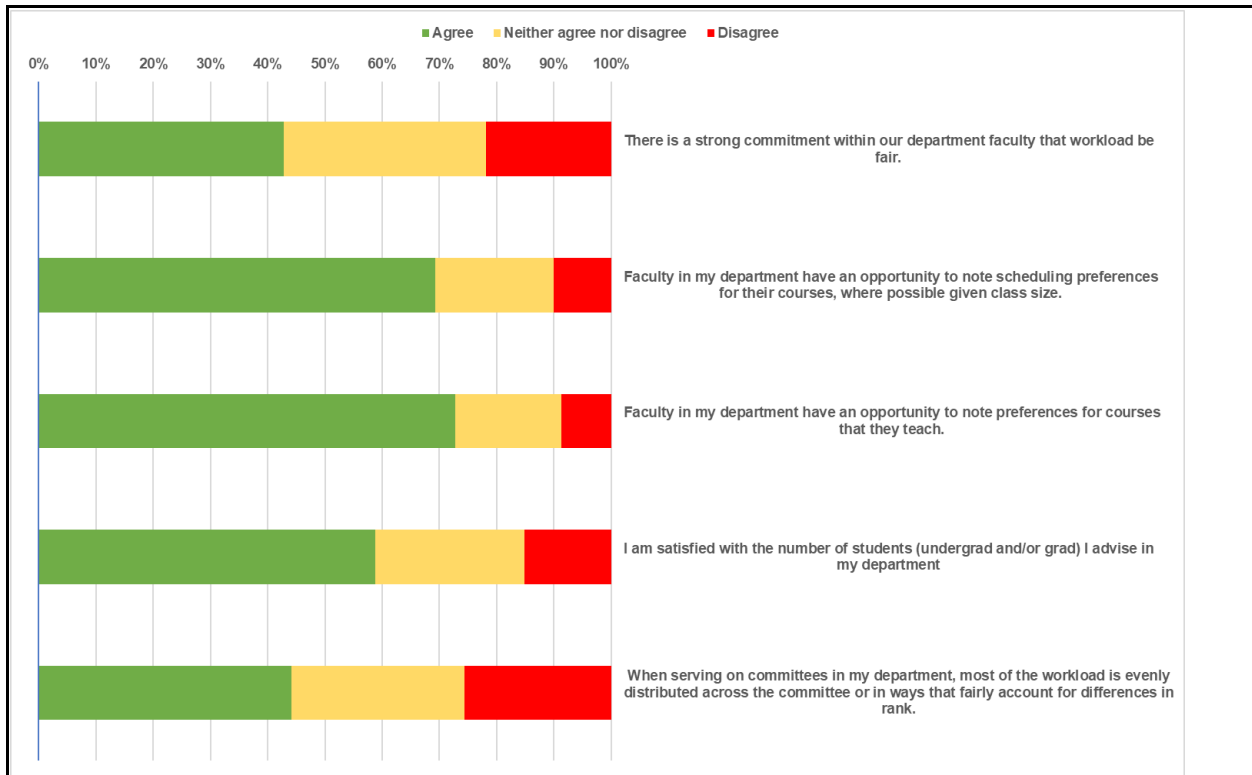
- *Workload equity perception.* Although some faculty members agree that there is a strong commitment that workload be fair, most feel that there are no clear guidelines about expected workload by rank, and higher workload is not compensated for higher workload in equitable ways.
- *Teaching.* Many faculty members feel they have an opportunity to note scheduling preferences for their courses, and have an opportunity to note preferences for courses that they teach. Yet, fewer feel that the numbers of course preps, and service courses, are fairly distributed across the faculty.
- *Advising.* Many faculty members are satisfied with the number of students they advise. However, a number of faculty members feel those who do more advising are not appropriately compensated with workload adjustments. Also, informal mentoring is seldom recognized and rewarded.
- *Service.* A number of faculty members feel that when serving on committees, most of the workload is evenly distributed. However, some don't feel that the amount of departmental service/college or university service is fairly distributed, or that service assignments have been assigned in fair ways by rank.



Workload Components that Reflect General Satisfaction

- 43% of respondents agree that there is a strong commitment within the department faculty that workload be fair.
- 69% of respondents agree that faculty in the department have an opportunity to note scheduling preferences for their courses, where possible given class size.
- 73% of respondents agree that faculty in the department have an opportunity to note preferences for courses that they teach.
- 59% of respondents are satisfied with the number of students (undergrad and/or grad) they advise in the department.
- 44% of respondents agree that when serving on committees in the department, most of the workload is evenly distributed across the committee or in ways that fairly account for differences in rank.

Relevant Dashboard Findings

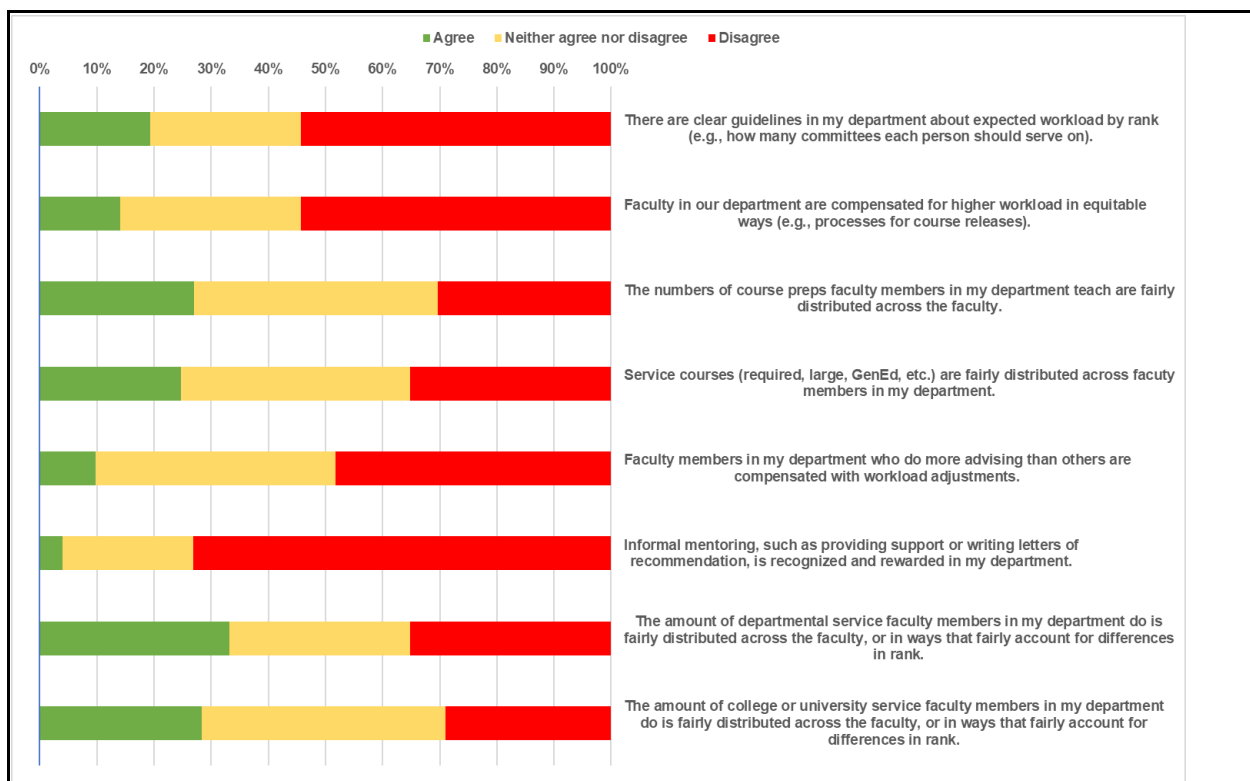




Equity Issues to Considering Addressing

- 54% of respondents disagree and 26% of respondents neither agree nor disagree that there are clear guidelines in the department about expected workload by rank (e.g., how many committees each person should serve on).
- 54% of respondents disagree and 32% of respondents neither agree nor disagree that faculty in the department are compensated for higher workload in equitable ways (e.g., processes for course releases).
- 30% of respondents disagree and 43% of respondents neither agree nor disagree that the numbers of course preps faculty members in the department teach are fairly distributed across the faculty.
- 30% of respondents disagree and 43% of respondents neither agree nor disagree that service courses (required, large, GenEd, etc.) are fairly distributed across faculty members in the department.
- 48% of respondents disagree and 42% of respondents neither agree nor disagree that faculty members in the department who do more advising than others are compensated with workload adjustments.
- 73% of respondents disagree and 23% of respondents neither agree nor disagree that informal mentoring, such as providing support or writing letters of recommendation, is recognized and rewarded in the department.
- 35% of respondents disagree and 32% of respondents neither agree nor disagree that the amount of departmental service faculty members in the department do is fairly distributed across the faculty, or in ways that fairly account for differences in rank.
- 29% of respondents disagree and 43% of respondents neither agree nor disagree that the amount of college or university service faculty members in the department do is fairly distributed across the faculty, or in ways that fairly account for differences in rank.

Relevant Dashboard Findings





Conclusion and Recommended Action Items

We hope this report provides some insights on key workload challenges across the university.

For departments that have already conducted the workload equity survey, we encourage you to compare your results to this overall report, so that you have a better sense of where your department is succeeding at workload equity, and where your department may want to focus attention – including in areas where most of campus face challenges. Ideally, you will discuss your survey findings with the faculty as a whole, to identify what areas you want to focus upon first.

For departments that have not conducted the workload equity survey, we encourage you to use these overall results to start a conversation in your department aimed at identifying the most pressing challenges. Discussions with the full faculty create buy-in and support and help ensure a successful implementation.

When tackling workload equity, we believe that it makes sense to start small, targeting **one area** of concern. Once you address the first issue, you can move onto addressing the next one. Success creates greater buy-in, and each successive change creates a more equitable workload.

Here we provide some recommendations for possible targeted intervention:

- Develop guidelines about expected workload by rank (e.g., how many committees each person should serve on, how many students they should advise, how many courses they should teach).
- Address advising disparities and informal mentoring for undergraduate and graduate students across faculty, including compensation for those with more advising duties and recognition for informal mentoring.
- Adopt policies to compensate/address differential workload.
- Make the distribution of service courses more transparent and/or fair across faculty.

The workshop on **February 24, 10am-12pm**, provides clear examples of workload policies that have been effective at addressing these challenges. While multiple policies might help solve any given problem, departments are in the best position to choose the right policy solution for their context. We encourage members of your workload team, and department members more generally, to register for that workshop [here](#).



Full Descriptive Statistics

Do you agree or disagree with the following statements about workload equity in your department?

#	Question	Agree		Neither agree nor disagree		Disagree		Total
		%	Count	%	Count	%	Count	
1	Most faculty in our department feel workload is distributed fairly.	16%	72	40%	182	45%	206	460
2	There is a strong commitment within our department faculty that workload be fair.	43%	198	35%	164	22%	101	463
3	There are clear guidelines in my department about expected workload by rank (e.g., how many committees each person should serve on).	19%	89	26%	122	54%	251	462
4	Faculty in our department are compensated for higher workload in equitable ways (e.g., processes for course releases).	14%	65	32%	146	54%	251	462
5	The most important teaching, mentoring and campus service work I do is credited within my department reward system.	26%	121	34%	156	40%	184	461

Do you agree or disagree with the following statements about teaching in your department?

#	Question	Agree		Neither agree nor disagree		Disagree		Total
		%	Count	%	Count	%	Count	
1	The number of classes faculty members in my department teach are fairly distributed across the faculty.	44%	200	24%	110	31%	140	450
2	The numbers of course preps faculty members in my department teach are fairly distributed across the faculty.	27%	120	43%	190	30%	135	445
3	Service courses (required, large, GenEd, etc.) are fairly distributed across faculty members in my department.	25%	110	40%	179	35%	157	446
4	Faculty in my department have an opportunity to note scheduling preferences for their courses, where possible given class size.	69%	310	21%	92	10%	45	447
5	Faculty in my department have an opportunity to note preferences for courses that they teach.	73%	326	19%	83	9%	39	448
6	The process through which classes are assigned in my department is fair.	42%	186	42%	189	16%	73	448

Do you agree or disagree with the following statements about advising in your dept.?



#	Question	Agree		Neither agree nor disagree		Disagree		Total
		%	Count	%	Count	%	Count	
1	I am satisfied with the number of students (undergrad and/or grad) I advise in my department	59%	261	26%	116	15%	67	444
2	The number of undergrad and/or grad students faculty members in my department advise are fairly distributed across the faculty, as appropriate by rank and series.	25%	112	46%	204	29%	127	443
3	Faculty members in my department who do more advising than others are compensated with workload adjustments.	10%	43	42%	185	48%	213	441
4	Formal mentoring, such as serving on or chairing graduate student committees, is recognized and rewarded in my department.	24%	108	37%	164	39%	175	447
5	Informal mentoring, such as providing support or writing letters of recommendation, is recognized and rewarded in my department.	4%	18	23%	102	73%	327	447
6	The process through which advising is assigned in my department is fair.	31%	138	56%	250	13%	58	446

Do you agree or disagree with the following statements about service in your dept.?

#	Question	Agree		Neither agree nor disagree		Disagree		Total
		%	Count	%	Count	%	Count	
1	The amount of departmental service faculty members in my department do is fairly distributed across the faculty, or in ways that fairly account for differences in rank.	33%	148	32%	141	35%	157	446
2	The amount of college or university service faculty members in my department do is fairly distributed across the faculty, or in ways that fairly account for differences in rank.	28%	126	43%	190	29%	129	445
3	Faculty members in my department have equal opportunities to serve on high visibility department/college/university service assignments, in ways that account for rank.	42%	188	37%	163	21%	92	443
4	When serving on committees in my department, most of the workload is evenly distributed across the committee or in ways that fairly account for differences in rank.	44%	197	30%	135	26%	114	446
5	The process through which service is assigned in my department is fair.	41%	182	42%	189	17%	76	447
6	Service assignments take into account that certain committees have higher workloads than others, balancing out workload so that over time, everyone at a certain rank has a similar workload.	38%	170	35%	156	27%	120	446