

Let's Start a Discussion on Work Life Balance



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**Electrical Engineering and
Computer Science**
College of Engineering

This Talk for NSF FLAGES

To Stimulate Discussions Around
Work-Life Balance

To Encourage Faculty to Participate in
Scholarship, Service Activities Related
to Diversity, Equity, and Inclusion

To Create Cultural Change and
Improve Gender Equity for Faculty at
CSU



**ADVANCE Adaptation: Faculty
Leaders Advancing Gender
Equity in STEM (FLAGES)**



CSU's ongoing efforts to achieve
gender equity among faculty,
particularly STEM faculty.

<https://www.csuohio.edu/advance/advance>

What is Work Life Balance?

- Early Conceptualizations of Work Life Balance Focused on the Notion of Equal Distribution of Resources across Work and Family or Other Life Roles
- Balance as the Extent to Which Investment in Roles is Consistent with the Importance or Salience an Individual Places on a Role
- **Satisfaction and Well Being** Across Multiple Roles

Investment in work and life that align with values, goals, and in which a person is excited or motivated to engage in each with minimal/manageable stress



What is Work Life Balance?

- A Positive Work Life Balance Promotes Wellbeing
- A Stressful Work Life Balance Hinders Wellbeing
 - Family Relationships
 - Mental Health
 - Physical Health





What We Normally Consider in Work Life Balance?

- Money
- Autonomy
- Importance/Feeling Heard as Being Valued
- Engagement
- Distribution of Hours

For women and particularly woman of color, safety, family needs, and freedom from discrimination are also important parts of making work and home spaces connected and fulfilled.

Additional Factors to Consider in Work Life Balance

Unaccounted
Work/Labor

Socioeconomic
Status (SES)
and Wage Gaps

Racism and
Discrimination

Mental Health America. 2019. "Work Life Balance." Accessed June 4, 2019.
www.mentalhealthamerica.net/work-lifebalance

Impact of Discrimination on Well-Being

by David Williams, Professor of Public Health at Harvard

How Implicit Bias, Negative Stereotyping Create and Sustain Inequality

ted.com/talks/david_r_williams_how_racism_makes_us_sick/transcript?language=vi

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How racism makes us sick [Read transcript](#)

Why does race matter so profoundly for health? David R. Williams developed a scale to measure the impact of discrimination on well-being, going beyond traditional measures like income and education to reveal how factors like implicit bias, residential segregation and negative stereotypes create and sustain inequality. In this eye-opening talk, Williams presents evidence for how racism is producing a rigged system -- and offers hopeful examples of programs across the US that are wo...

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David R. W... Sp 22 537 ... PSY 200 sy... Independe...

Women Identifying Individuals, and Especially BIPOC Women, in Academia Bear the Brunt of Unaccounted Labor, at Work (Guarino, 2016) and at Home (Hartley, 2018), and This Has Increased Since the Pandemic.



Racism is an organized system that devalues, disempowers and differentially allocates resources. (William et al., 2019)

Exposure to Racism Impacts Physical and Mental Health (Becores & Nazroo, 2015)

“Systemic racism is systemic because it incorporates most people into the practices and routines that reproduce racialization and by extension discrimination.”



Representation and Salary Gaps by Race-Ethnicity and Gender at Selective Public Universities

SES a Predictor of Wellbeing & WSES a Predictor of Wellbeing & Wage gaps in Academia
(Li & Koedel, 2017)
age gaps in Academia
(Li & Koedel, 2017)

ECONOMICS, EDUCATION

White, male faculty earn higher salaries than women, minorities at public universities

A new study finds that black and Hispanic faculty earn lower wages than white faculty. But the wage gap between male and female faculty is even larger.

by Denise-Marie Ordway | September 18, 2017 |

African-American higher education Latino women and work



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Tip sheets and explainers to help journalists understand academic research methods, find and recognize high-quality research, and avoid missteps when reporting on new studies and public opinion polls

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Editors' Picks



[Salary structure effects and the gender pay gap in academia](#)

DA Barbezat, JW Hughes - Research in **Higher Education** - Springer

Representation and Salary Gaps by Race-Ethnicity and Gender at Selective Public Universities

- Diyi Li and Cory Koedel of the University of Missouri examine faculty demographics and wages at 40 selective public universities during the 2015-16 academic year.
- They manually collected data from faculty rosters in six departments: biology, chemistry, economics, English, sociology and educational leadership and policy.
- Li and Koedel also obtained salary data from government agencies in each state. To compare each faculty member's productivity level, the researchers created standardized measures of productivity based on factors such as the number of times a faculty member's research had been published and the number of times it was cited.
- In total, 4,047 faculty members were included in the study, 79 percent of whom were white and 65 percent of whom were male. The mean annual salary was \$120,194.70.
- Black and Hispanic Faculty Earned Lower Salaries, on average, compared to White Faculty approximately \$10,000 to \$15,000 less per year.
- But the Gender Wage Gap was larger. Women earned more than \$23,000 less than men.

The Point I Would Like to Bring Today

GENDER, RACE, AND FACULTY WORKLOAD INEQUITIES

Faculty of Color, Particularly Female Faculty of Color, Have to Balance Scales that are Loaded with Weights Not Normally Considered When Promoting a Healthy Work Life Balance

[Mental Health America. 2019. "Work Life Balance." Accessed June 4, 2019]



GENDER, RACE, AND FACULTY WORKLOAD INEQUITIES

[Article in [Gender & Society](#) draws on [NSF-ADVANCE](#) funded project, [May 26, 2021](#) by [Gender & Society](#)]

- Women Faculty Members Tend to Spend [Less Time on Highly Valued Research](#)
- [Service work is Particularly Devalued](#), and [Men are Much More Effective at Avoiding it](#)
- [Time spent on Campus Service, Teaching, Mentoring and Advising Can Reduce the Time that Would Otherwise Be Spent on Research](#)
- This Problem is Worse for [Women of Color](#) who Face an [identity tax](#) - ‘[cultural taxation](#)’ to describe the extra burden of service responsibilities placed upon [minority faculty members](#) because of their racial or ethnic background [[Gender and Education](#), Volume 24, 2012]
- Women of Color Also Feel Overburdened with Responsibility for the Much-Needed [Diversity Work](#) on Campuses.
- [These Inequalities in Workload Have Long-Term Effects;](#)
- [Faculty Members who Focus on Research](#) are more likely to get Recognized and Promoted, while the [Good Citizens](#) of the Department Go Unrewarded, Hindering Their [Career Progression](#).

GENDER, RACE, AND FACULTY WORKLOAD INEQUITIES

[Article in *Gender & Society* draws on NSF-ADVANCE funded project, [May 26, 2021](#) by [Gender & Society](#)]

- **White Women**, by and large, Feel that the **Workload Distribution in their Departments is Unfair**, and Are Less Likely to Think that Their Colleagues Are Committed to Having a Fair and Equitable Workload
- This Finding Supports What We Already Knew About **Women Doing More of the Less-valued Mentoring and Service Work** in Their Departments
- Further Finding: **Women of Color Are More Concerned about How Their Workload is Valued**
- **Women of Color** Indicate that the **Essential Teaching, Mentoring, and Campus Service Work They Do is NOT Credited** within Their Department Rewards System
- **The Work that Women of Color See Their Work Appears to be Devalued** by Their Colleagues and Goes **Unrecognized and Unrewarded**

GENDER, RACE, AND FACULTY WORKLOAD I NEQUITIES

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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,
RACE, AND
FACULTY
WORKLOAD
INEQUITIES**

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Race and Gender Matter

- Survey data from 947 respondents in 53 departments from 22 institutions of higher learning, showed race and gender matter:
- “White women recognize that the way workload is distributed is unfair, but women of color identify that their most important work is not valued by their departments.”

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



Equity-Minded Reform of Teaching and Service Workloads

[From the Talk at CSU by Dr. KerryAnn O'Meara, 2021]

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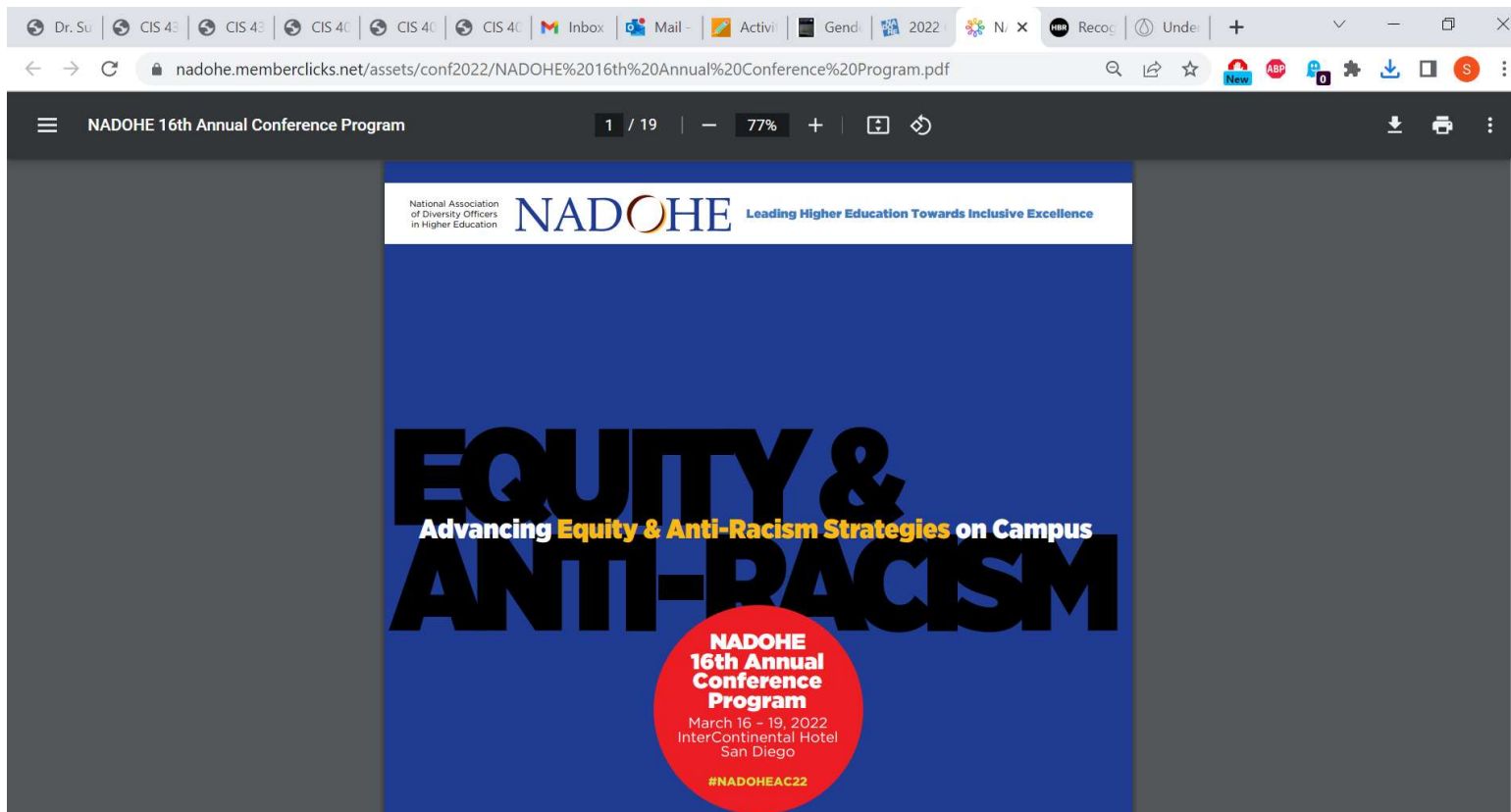
Unequal Distribution of Faculty Work

- Women spend more time on teaching and service activities and spend less time on research
- Faculty of color do more mentoring/advising and diversity, equity, and inclusion (DEI) related service
- White women more concerned with how workload is shared; women of color more concerned work they do is not counted.

- Faculty Surveys (Bozeman & Gaughan, 2011; Hurtado et al., 2012; Link et al, 2008; Eagan & Garvey, 2015; Misra et al, 2011; Mitchell & Hesli, 2013; Misra et al., 2021; Winslow, 2010; Jimenez et al, 2019)
- Faculty Activity Reports (O'Meara et al., 2017; Guarino & Borden, 2017)
- Interviews & Focus Groups (Acker & Armenti, 2004; Misra et al., 2011; O'Meara, 2016; Hanosano et al, 2019)
- Time Diary Studies (O'Meara et al., 2017)
- Experiments (El-Alayli et al., 2018; Babcock et al., 2017)

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Advancing Equity & Anti-Racism Strategies on Campus



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GENDER, RACE, AND FACULTY WORKLOAD INEQUITIES

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What Are the Consequences?

Longer time to
Advancement or
No Advancement

Decreased
Productivity

Burnout and
Dissatisfaction

Departure

Eagan & Garvey, 2015; Misra et al., 2012; Griffin et al., 2011; O'Meara et al., 2016

Additional Factors that Hinder Work Life Balance

Unpaid Labor

Socio-Economic Status
and Wage gaps

Racism and
Discrimination



Additional Factors that Affect Work Life Balance

Implicit Bias

SAE (Subtle Act of Exclusion)

Micro-Aggression/Aggression

Patterns and trends in racial/ethnic and socioeconomic **academic** achievement **gaps**

SF Reardon, JP Robinson, et al. - Handbook of research, 2018 - cepa.stanford.edu

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Summe Chang

Cleveland State University

Equity-Minded Reform of Teaching and Service Workloads

[From the Talk at CSU by Dr. KerryAnn O'Meara, 2021]



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Implicit Biases pervasive in higher education

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

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Implicit Bias


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Bias: Perfect Storm Conditions

- Wishful thinking—lack of bias awareness
- When context and criteria for making decisions is ambiguous (e.g. murky expectations for service & advising)
- Lack of information, incomplete information
- Lack of accountability for actions & feedback
- Lack of transparency
- We are rushed, distracted, stressed



(Dovidio, 2001; Casey et al., 2012)

The (in)visible load of Bias

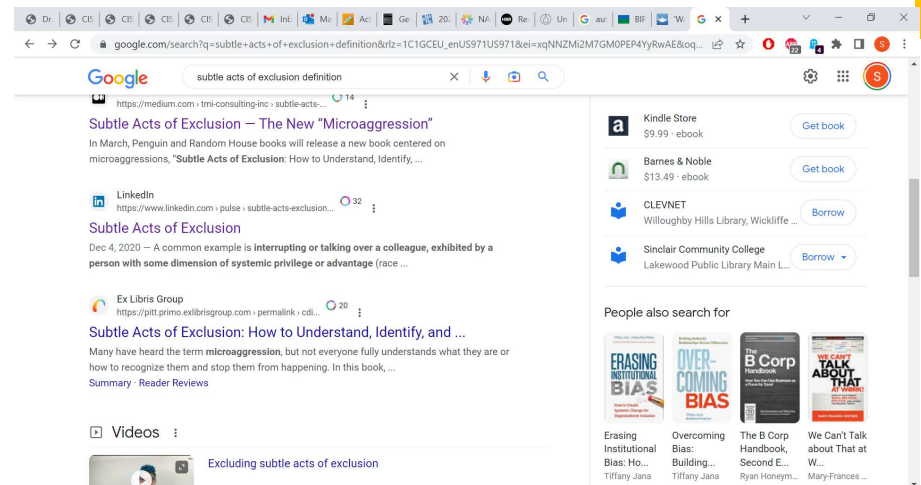
Two Different Sides of
Perception for the New
Hired Faculty by Gender

- A **New Male Faculty** with Confident Opinions:
Taken as an **Assertive Role Model to Encourage; Appreciated**
- A New Female Faculty with Confident Opinions:
Taken as **the Entitled to Discourage; Under Appreciated; Disvalued;**
Becomes an **Easy Target of Microaggression or Subtle Act of Exclusion (SAE) by Senior Male Faculty**

Subtle Acts of Exclusion (SAE) in Equity and Inclusion

- **Discrimination in disguise: the subtler everyday actions that normalize exclusion**
- **The workplaces and society are growing more diverse, but your workplace is supporting inclusive cultures?**

A common example: interrupting or talking over a colleague, exhibited by a person with some dimension of systemic privilege or advantage



Micro-aggression in Equity and Inclusion

- Under Appreciated
- Discourage to Promote an Individual as a Role Model

Example:

A Faculty Who Bundles Female Faculty Together to Recommend to Lesser Valued Work or Less Important Service Work

“Microaggression is a term used for commonplace daily verbal, behavioral or environmental slights, whether intentional or unintentional, that communicate hostile, derogatory, or negative attitudes toward stigmatized individual or culturally marginalized groups”

[\[Recognizing and Responding to Microaggressions at Work
Harvard Business Review, May 2022\]](#)

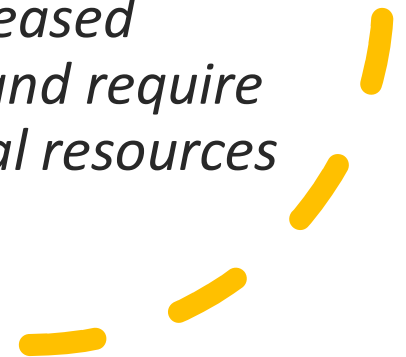
[Recognizing and Responding to Microaggressions at Work
[Harvard Business Review, May 2022](#)]

Negative Impact of Micro- aggression at workplace

“Research is clear about the impact seemingly innocuous statements can have on one’s physical and mental health, especially over the course of an entire career:

Increased rates of depression, prolonged stress and trauma, physical concerns like headaches, high blood pressure, and difficulties with sleep.

Microaggressions can negatively impact careers as they are related to increased burnout and less job satisfaction and require significant cognitive and emotional resources to recover from them”





Impact of Micro- aggression at Workplace

- Microaggressions are not so micro in terms of their impact
- They should be taken seriously, because **at their core they signal disrespect** and reflect inequality
- **Inclusive work environments** are not just nice to have — they positively contribute to employee well-being and mental and physical health

Aggressions in Disguise

- Female Faculty of Color: an Easy Target of SAE, Microaggression, Aggression in Disguise
- Example:
Often in Engineering College Where Majority of Faculty in a Dept from a Different Country/Culture Where Gender Inequity is a Societal Norm
- Hard to Bring the Problem to Leaders
- Even Hard to Convince Male Leaders (Dept Chair/Dean) While Well-Understood by Experienced Female Leaders



How to Make a Difference?

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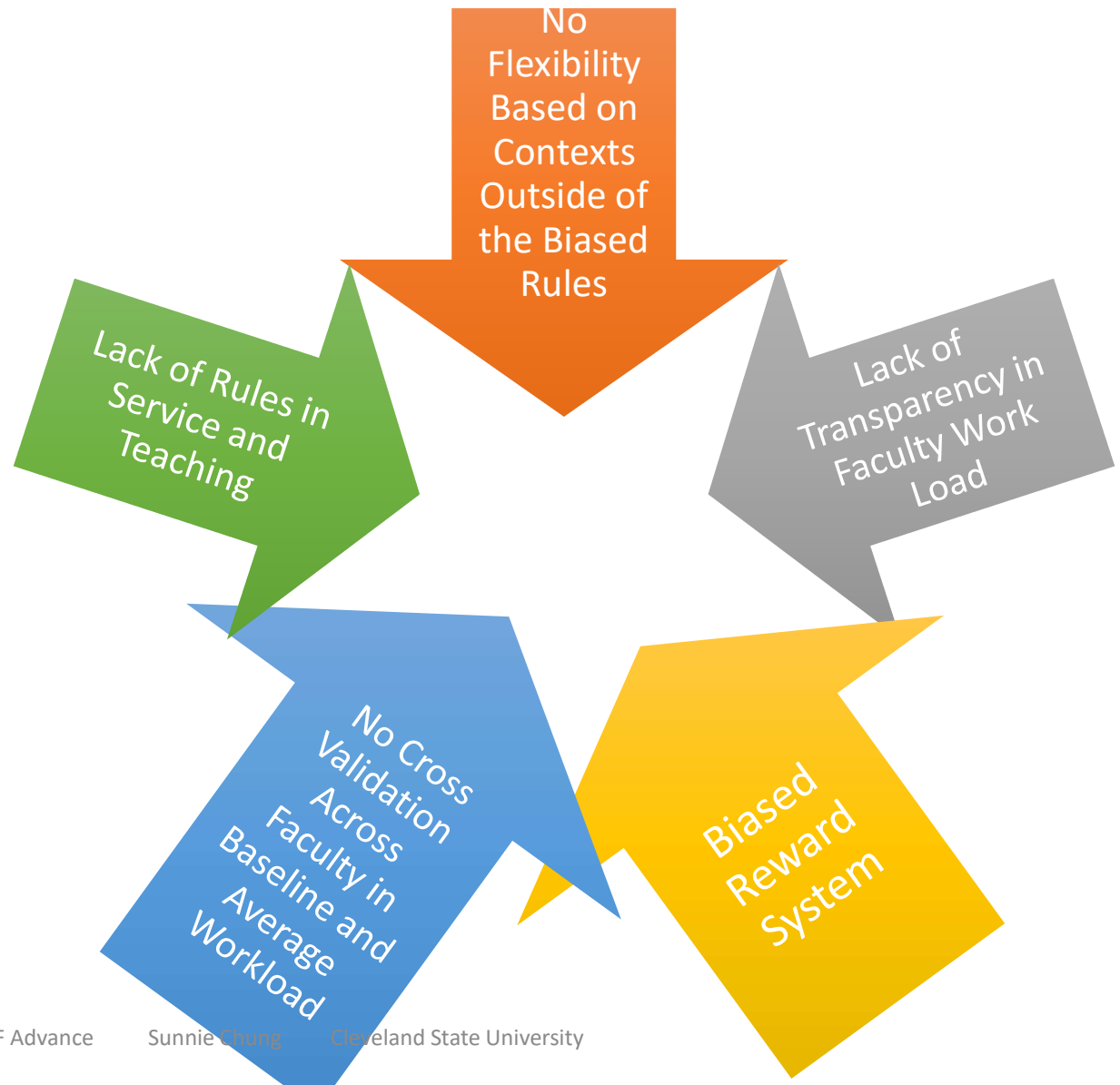
Identify Practical Issues

Lack of Transparency

Lack of Rules to Handle

Foggy or Biased Reward Systems

Practical Issues to Address in Reward Systems at CSU



Equity-Minded Reform of Teaching and Service Workloads

[From the Talk at CSU by Dr. KerryAnn O'Meara, 2021]

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**GENDER,
RACE, AND
FACULTY
WORKLOAD IN
EQUITIES**

Conditions Shape Workload Equity

Condition Lacking..	What happens...
Transparency	Faculty members don't know what others in the department are doing, and if they are over or underperforming in relation.
Clarity	Faculty members don't understand what kind of work activities they are expected to engage in, and how much.
Credit	Faculty members perform important activities but do not receive any credit for their effort.
Norms	Faculty members are expected to regulate their own time and say no, instead of the entire department taking responsibility for ensuring workload is equitable.
Context	Faculty members have different strengths and activities in which they prefer to engage, but workload systems are one size fits all.
Accountability	Some faculty members slack off, and others pick up their work for the good of the department. (O'Meara et al, 2021)

We (at CSU) Need a Model of Work Life Balance that Acknowledges;

- **The Role of the University in Perpetuating Disparities**
- **Microaggressions; in What Faculty of Color Experience at Work**
- **Creating a Safe and Healthy Work Environment includes Addressing the way Racism, including Implicit Biases, Impact the Work Environment.**
- **Creating a Safe and Healthy Work Environment includes Supporting Faculty Who Carry Stressors Due to Discrimination, Aggression that Not Everyone Sees.**





How to Make a Difference for Equity, Inclusion

- Changes in Academic Reward Systems for Unaccounted Service Work on Equity, Inclusion
- Should Be Counted in the Reward System as a Part of Evaluation of Promotion [NODOHE Workshop 2022 on Advancing Equity & Anti-Racism Strategies on Campus]
- NSF Grant System to Focus on Evaluations on the Outcomes of the Funded Proposals and Their Impacts



Promoting Work-Life Balance as Dept Chair

Importance of the Dept Chair Role: an Integral Single Point to See a Whole Picture

Be a Good Model for Work-Life Balance

- Promote a Family-Friendly work Environment
- Be Flexible with Schedules
- Strive for Structural Consistency

“Chairs should be creative and adaptable in developing a solution that provides flexibility to the individual while still supporting the needs of the university.”

In the Journal of The Department Chair, LINDA HOLLOWAY, JENNIFER ROWE, KAREN WEILLER-ABLES, BRIAN LAIN, and ANDLEED WALKER



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Organizational Culture: Shifting Toward a Culture of Self-Care

As a Dept Chair:

- Transparent communication
- Individual faculty meetings to discuss workload balance and equity
- Individual focus on professional development
- Emotional check-ins
- Goal setting as a department
- Talking about self-care
- Coaching members on Work-Life Balance, Attention to Stress, and Time on Tasks

In the Journal of The Department Chair, Fall 2021 MARY MULLINS

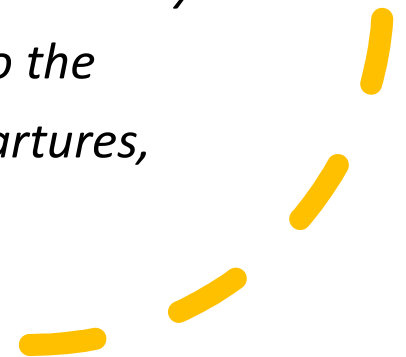
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Addressing Workload Equity: Strategies for Chairs

In the Journal of The Department Chair, Winter 2022
DAWNCULPEPPER, JOYAMISRA,
KERRYANNO' MEARA, AND
AUDREYJ. JAEGER

*“Continue updating their work activity dashboards and modify their workload policies, and these departments were more likely to see the work as successful. A short-term engagement with workload reform is less likely to have long term effects. **Departments and department chairs to continually monitor and evaluate workload equity**, particularly as new faculty members come into the department and/or there are departures, retirements, or promotions”*



The background features a collage of puzzle pieces in shades of light blue and teal. Several pieces contain black question marks, and one piece in the center contains a blue lightbulb icon. A dark blue rectangular box with a white border is centered on the page.

THANK YOU !
Can we start talking about these?