MEMORANDUM

Prepared by: Annaia Bokungu Ndjoli, Gabriel Keney, Tyler Clark, Aileen Reid

Prepared for: Cerise Glenn Manigault, Julia Smith, Malcolm Schug, Shelly Brown-Jeffy

Date: March 7, 2022

Subject: Literature Review: Workload, Race, Gender, Role Overload, and Role Burnout

Purpose: This memorandum provides a summary of findings concerning workload as it relates to race and gender, role burnout, and role overload.

Overview: The Spartans ADVANCE Evaluation team conducted a preliminary literature search regarding workload and its relation to race, gender, role overload and role burnout. We focus on these variables to learn more about how Spartans ADVANCE can support and advocate for equal workload management within different departments of the UNC Greensboro (UNCG). First, we reviewed existing research about the relationship between workload, gender, and race, and how perception of workload equity varies depending on one's gender and race (sometimes both). Secondly, we looked at role overload, which occurs "when an individual fulfills multiple roles simultaneously but lacks the resources to perform them" (Creary & Gordon, 2016). Lastly, we examined research on role burnout among university staff from the US and abroad. Five of the 8 studies presented in this memorandum focus on participants who were employed at universities as professors (full and associate professors). However, the other three studies include other professions such as teaching, nursing, counseling, etc. The results of the literature review are presented under the following themes: race and gender, role overload, role burnout, consequences of burnout and mitigating strategies.

Race and Gender

Female faculty members mainly received work requests involving student advising and faculty advising, while their male counterparts received requests for research, professional service and campus service (O'Meara, 2017). White women were less likely to perceive their department's workload as equitable when compared to their male counterparts. However, women of color were more likely to think that their departments were unlikely to credit their work through rewards in comparison to their white male counterparts (Misra, Kuvaeva, O'meara, Culpepper, & Jaeger, 2021).

Research on burnout levels among male and female faculty members show inconclusive findings. Ghorpade, Lackritz, and Singh, (2011) indicated that females experience higher burnout than males while others studies showed lower levels among female academics (Bilge 2006). Workload transparency and clarity, and consistent approaches to assigning classes, advising, and service can reduce women's perceptions of inequitable and unfair workloads (Misra et al., 2021). Equally important, increasing opportunities for female faculty members to engage in research related activities that enhance their research productivity and career advancement can improve perceptions of workload inequities (O'Meara, 2017).

Role Overload

Research has shown that role overload is the strongest predictor of psychological well being when compared to leisure satisfaction and job satisfaction (Pearson, 2011); role overload is negatively correlated to job satisfaction, leisure satisfaction and psychological health (Pearson, 2011). Furthermore, role overload and role conflict affect satisfaction in various role domains such as job and marital satisfaction (Coverman, 1989).

Dennison (2012) estimated that regular faculty members in research universities average 55 to 65 hours per week and argues that analysis of role overload should be disaggregated by discipline, rank, pedagogical practices, contractual agreement of the faculty member (Dennison, 2012). Faculty service could include obligations to the department, discipline, college, university, and community at large. Consideration of faculty involvement in research and related activities in addition to teaching and service enhances the equitability and fairness of the workload analysis.

Role Burnout

Burnout is a state of physical, emotional and mental exhaustion resulting from a prolonged response to long-term exposure to demanding situations due to challenging employment climate (Sabagh, Hall, & Saroyan, 2018). Empirical research conducted in the UK, Australia and Canada demonstrated high levels of burnout among college and university faculty members (Sabagh et al, 2018). Job demands (e.g., work overload, work–home conflict) and job resources (e.g., job control, support) are major predictors of burnout among faculty members (Schaufeli and Taris 2014). Research by Rothmann and Barkhuizen, (2008) showed a negative association between faculty members' years of experience and burnout. However, Blix et al. (1994) and Gonzalez and Bernard (2006) observed that young faculty members with less than 10 years working experience and who are below the rank of associate professors were more prone to role burnout than more senior faculty members.

Similarly, work-family conflict proved to be the strongest predictor of role burnout among faculty members. Involvement in research grants and administrative paperwork indirectly increased burnout because it increased quantitative demands, which then increased work-family conflict (Zabroska, Mudrák, Šolcová, Květon, Blatný & Machovcová, 2017). Personal

characteristics such as intrinsic motivation, age, gender and stressors both within and outside the workplace contribute to burnout levels. Resources such as a social community and role clarity were shown to significantly mitigate the effects of faculty burnout (Zabroska et al., 2017).

Consequences of Faculty Burnout

Burnout has been associated with health problems (Barkhuizen et al, 2014; Zhong et al. 2009) and lower satisfaction and depression (Singh & Bush, 1998). Adverse consequences of role burnout among faculty include mental and physical exhaustion, reduced productivity and impaired personal and professional competencies (Byrne et al. 2013; Watts & Robertson 2011). Faculty burnout also correspondonds with health problems, disengagement, depression, dissatisfaction and greater anxiety (Barkhuizen, Rothmann, & van de Vijver 2014; Navarro et al. 2010).

Suggested Mitigation Strategies

Social support in the workplace from one's colleagues, organization, superiors (Van Emmerik, 2002) and social support in general in the form of workplace rewards, participation in decision making (Pretorius, 1994), and opportunities for growth resulted in lower exhaustion and greater sense of belonging and accomplishment.

Sabagh, et al. (2018) and O'Meara, et al. (2017) recommended individual and institutional level efforts to help faculty members to deal with burnout. In an additional study, it was found that burnout negatively affects faculty members' quality of life, regardless of their field of knowledge, age or rank. Overall, the results suggest that programs and actions to prevent burnout may be beneficial, especially for female faculty members (Alves, Oliveira, & Paroet, 2019).

References

Alves, P. C., Oliveira, A. D. F., & Paro, H. B. M. D. S. (2019). Quality of life and burnout among faculty members: How much does the field of knowledge matter?. *PLoS One, 14*(3), e0214217. https://doi.org/10.1371/journal.pone.0214217

Barkhuizen, N., Rothmann, S., & Van De Vijver, F. J. (2014). Burnout and work engagement of academics in higher education institutions: Effects of dispositional optimism. *Stress and Health*, *30*(4), 322-332.

Bilge, F. (2006). Examining the burnout of academics in relation to job satisfaction and other factors. *Social Behavior and Personality: an international journal*, *34*(9), 1151-1160.

Blix, A. G., Cruise, R. J., Mitchell, B. M., & Blix, G. G. (1994). Occupational stress among university teachers. *Educational Research*, *36*(2), 157-169.

Byrne, M., Chughtai, A., Flood, B., Murphy, E., & Willis, P. (2013). Burnout among accounting and finance academics in Ireland. *International Journal of Educational Management*.

Coverman, S. (1989). Role overload, role conflict, and stress: Addressing consequences of multiple role demands. *Social forces*, *67*(4), 965-982.

Dennison, G. M. (2012). Faculty workload: An analytical approach. *Innovative Higher Education*, *37*(4), 297-305.

Ghorpade, J., Lackritz, J., & Singh, G. (2011). Personality as a moderator of the relationship between role conflict, role ambiguity, and burnout. *Journal of Applied Social Psychology*, *41*(6), 1275-1298.

Gonzalez, S., & Bernard, H. (2006). Academic workload typologies and burnout among faculty in seventh-day adventist colleges and universities in North America. *Journal of Research on Christian Education*, *15*(1), 13-37.

Misra, J., Kuvaeva, A., O'meara, K., Culpepper, D. K., & Jaeger, A. (2021). Gendered and multiple role demands. *Social Forces, 67*(4), 965–982. https://doi.org/10.2307/2579710

Navarro, M. L. A., Mas, M. B., & Jiménez, A. M. L. (2010). Working conditions, burnout and stress symptoms in university professors: Validating a structural model of the mediating effect of perceived personal competence. *The Spanish Journal of Psychology*, *13*(1), 284-296.

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. https://doi.org/10.3102/0002831217716767

Pearson, Q. M. (2008). Role overload, job satisfaction, leisure satisfaction, and psychological health among employed women. *Journal of Counselling & Development*, *86*(1), 57-63. https://doi.org/10.1002/j.1556-6678.2008.tb00626.x\

Pretorius, T. B. (1994). Using the Maslach Burnout Inventory to assess educator's burnout at a university in South Africa. *Psychological reports*.

Racialized Perceptions of Faculty Workloads. *Gender & Society, 35*(3), 358–394.

Rothmann, S., & Barkhuizen, N. (2008). Burnout of academic staff in South African higher education institutions. *South African Journal of Higher Education*, *22*(2), 439-456.

Sabagh, Z., Hall, N. C., & Saroyan, A. (2018). Antecedents, correlates and consequences of faculty burnout. *Educational Research*, *60*(2), 131-156.

Schaufeli, W. B., & Bakker, A. B. (2004). Job demands, job resources, and their relationship with burnout and engagement: A multi‑sample study. *Journal of Organizational Behavior: The International Journal of Industrial, Occupational and Organizational Psychology and Behavior*, *25*(3), 293-315.

Singh, S. N., & Bush, R. F. (1998). Research burnout in tenured marketing professors: An empirical investigation. *Journal of Marketing Education*, *20*(1), 4-15.

van Emmerik, I. H. (2002). Gender differences in the effects of coping assistance on the reduction of burnout in academic staff. *Work & Stress*, *16*(3), 251-263.

Watts, J., & Robertson, N. (2011). Burnout in university teaching staff: A systematic literature review. *Educational Research*, *53*(1), 33-50.

Zábrodská, K., Mudrák, J., Šolcová, I., Květon, P., Blatný M., & Machovcová, K. (2018) Burnout among university faculty: the central role of work–family conflict, *Educational Psychology, 38(*60, 800-819, DOI: 10.1080/01443410.2017.1340590

Zhong, J. I. E., You, J., Gan, Y., Zhang, Y., Lu, C., & Wang, H. (2009). Job stress, burnout, depression symptoms, and physical health among Chinese university teachers. *Psychological Reports*, *105*(3_suppl), 1248-1254.