

### Faculty Time Study

*The UMD ADVANCE Grant Towards an Institution for Inclusive Excellence (UMD = T12E), the Office of Faculty Affairs, and the Office of Diversity and Inclusion, are all engaged in efforts to improve professional growth opportunities and work environment for UMD faculty. A critical part of those efforts is research to benchmark the current status of faculty work environments and to see if there are important differences by gender, race and ethnicity, career stage, and discipline. This report presents findings from a 2014 multi-institution faculty time study.*

The Faculty Time Study assessed the amount of time that tenured faculty members spent on specific work activities, including research, teaching, service to the institution, service to the profession, and administrative tasks. Participants in this study were tenured faculty members at research universities around the United States and were selected via purposeful sampling to obtain diverse participants. There were 111 faculty respondents, 62 tenured associate faculty members and 49 tenured full professors. The respondents were 57.7% female and 42.3% male. This brief presents major findings from the analysis of in-take survey and weekly faculty diary entries.

This study was inspired by recent research showing that faculty members are not satisfied with the amount of time that they are required to spend on teaching and service versus research. The intersections between gender, rank, and amount of time spent on work activities found in previous studies were a driving force behind engaging in this study. For additional background studies on faculty time allocation, please see: Link, Swan, & Bozeman, 2008; Winslow, 2010; Barrett & Barrett, 2011; Bellas & Toutkoushian, 1999

#### **FACULTY IN-TAKE SURVEY HIGHLIGHTS**

In the in-take survey portion of the Faculty Time Study, we asked questions regarding faculty time commitments, including number of campus service committees, number of hours per week spent teaching, number of graduate and undergraduate advisees, and number of recent publications. The survey also allowed for respondents to provide information on their perception of the fairness of the distribution of service loads within their departments.

Major findings of the in-take survey included:

- Faculty members are teaching, on average, 1.5 courses per semester
- Faculty members are serving on an average of 4.1 university service committees per semester
- The average number of undergraduate students advised by each faculty member is 9.75, while the average number of graduate students advised is 5.85.

- The number of articles in publication averaged 2.74 and the number of book chapters in publication averaged .14 for faculty respondents
- 60 respondents reported that service is distributed fairly within their department
  - 63.8% of male respondents believed that the distribution was fair while only 46.9% of female respondents believe that the service distribution was fair.

Key themes of gender and rank bias emerged from open-ended question from the in-take survey on why faculty members felt that the distribution of service within their department was fair or was not fair. Examples of these themes are represented in the following faculty comments:

“As a pre-tenured professor I served on our School's policy council. I did not think this was fair since it is time consuming and I think the only reason I was elected is because it's hard for me to blend in...as a Latina. I'm convinced part of it was due to wanting some diversity on the committee. My young, white male colleagues hardly ever get elected. I also have a joint appointment which means more service (service that my tenure home colleagues don't always understand or recognize as service).”

“Service work falls on associate professors. Two other associate professors recently left my university for jobs at other research intensive institutions. This has significantly increased the letter writing, administrative tasks, etc.”

### WEEKLY DIARY ENTRY HIGHLIGHTS

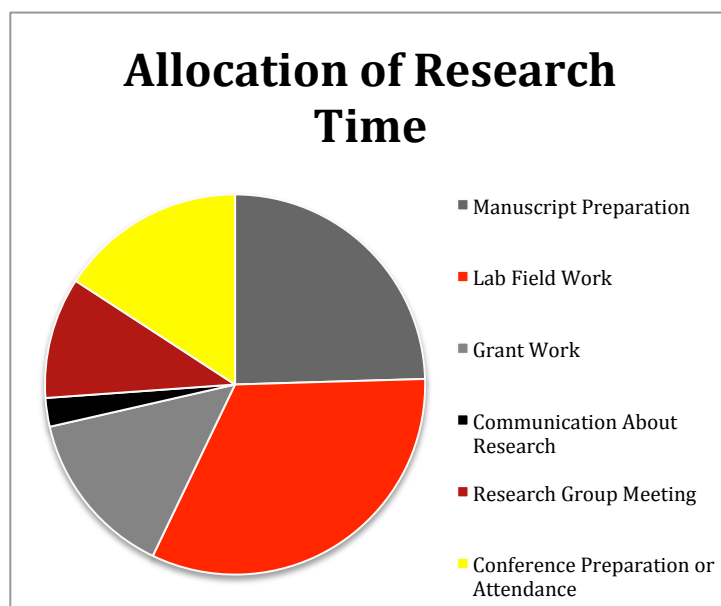
The weekly diary entry portion of this study required that participants record the work-related activities that they completed each day and the amount of time that they spent on each activity. Respondents entered their daily activities for four weeks. The research team then coded each response based on the type of activity noted by the participant. All activities were first coded into a general category (i.e. research or service) and then were coded by specific activity type (e.g. attended a dissertation defense or prepared for a faculty committee meeting). These activities were recorded in five-minute time increments.

Survey design methodology suggests that when working with self-reported data, designers must ensure that the survey design does not impede scholarship by invalidating the data. In order to ensure the validity of the data, four primary areas must be addressed by the survey design: comprehensibility of the questions, the ease of retrieval of the subject matter for participants, judgment of the thoughtfulness of responses, and the completeness and appropriateness of responses (Gonyea, 2005). For more information on the use and appropriateness of self-reported data, please see Harper & Kuh, 2007; Lincoln, 1995.

### Research

Participants noted that they engaged in a litany of research-centric activities on a weekly basis. Common activities detailed within the self-reported diary entries included manuscript preparation, lab or field-work, conference preparations, and research group meetings. Respondents recorded a weekly average of 820 minutes, or 16.67 hours per week spent on research related activities. Respondents, on average, spent the largest amount of time per week on lab or field-work, consuming approximately 32.6% of their weekly time spent on research. Manuscript preparation filled approximately 24.5% of the respondents' research workload. Respondents noted that they spent approximately 15.9% of their research allocations preparing for or attending conferences on a weekly basis. Grant writing and preparations required 14.3% of respondents' research activities. Research team meetings comprised 10.3% of the time respondents spent on research.

### Teaching



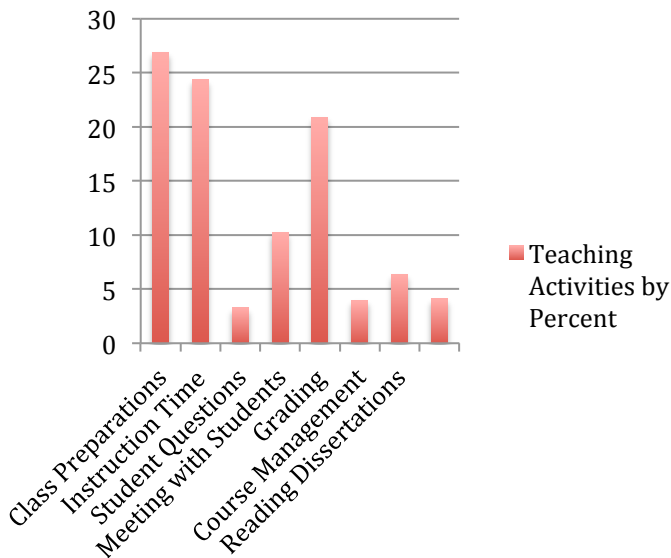
Respondents also spent time on teaching and

teaching-related activities. They noted engaging in activities that included instruction time, class preparation and readings, meeting with students, grading student work, reading and attending dissertation defenses, and course administration. The average weekly time allotment for teaching activities was 804.2 minutes, or 13.4 hours. Out of the 111 respondents that participated in the survey, 107 noted that they participated in course preparation, teaching, or both during the four-week observational period. Faculty spent the greatest amount of their teaching time (26.9%) on class preparation. They reported that 24.3% of their teaching work took place in the classroom. Respondents noted that they allocated approximately 20.9% of their teaching commitments on grading. Faculty spent 10.5% of their teaching allocations reading dissertations and attending dissertation defenses. They met with students for 10.3% of their teaching time.

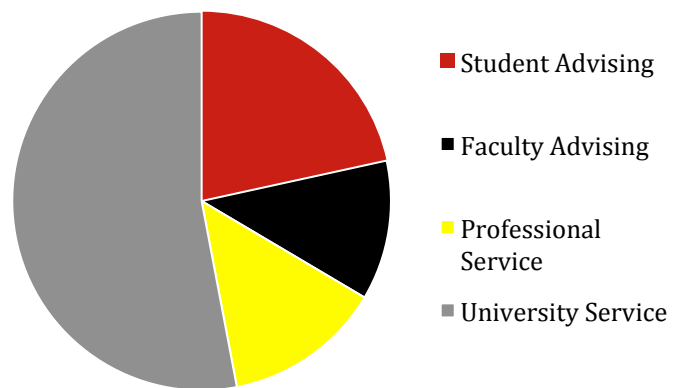
### Service

Respondents noted that they participated in a wide-variety of service activities. These activities were placed into categories corresponding to specific activity-types. These included university service, service to the profession and faculty and student mentoring. Responses within these categories were further broken down into specific activity types. On average, respondents noted that they spent 772.3 minutes per week on service-related activities, equating to approximately 12.9 hours per week. On a week-to-week basis, faculty spent the largest portion of time on university service, which constituted 53% of their service workload. Student advising equated to 21.6% of the time that faculty respondents spent on service. Professional service, including acting as an assistant editor for a journal or engaging in consulting work, amounted to 13.5% of respondents' service commitments. Faculty advising and mentoring constituted 11.9% of respondents service time allocations. The faculty members surveyed noted that they spent the largest number of hours per week for any service related activity attending campus ceremonies and events.

### Allocation of Teaching Activities



### Allocation of Time for Service Activities



## Time Allocations, By Gender

This study showed that faculty members spend approximately 42.76 hours per week performing work related tasks. The study found that faculty members spent similar amounts of time on research, teaching, and service activities. Research activities made up 29.8% of respondents' weekly activities. Teaching activities accounted for 32.9% of faculty time. Service related tasks demanded 29% of the weekly working hours. Administrative tasks encompassed the remaining 8.3% of faculty workload.

Female faculty members noted that they spent an average of 41.8 hours per week on work related tasks, compared to an average of 44.0 hours for their male counterparts. However, female faculty members spent more time on service, averaging 13.8 hours per week, while male respondents only spent 11.8 hours per week on service activities. Female faculty members also spent nearly one more hour per week on teaching activities (13.9) than male faculty members (13.0). Male faculty members engaged in research activities for 6 more hours per week than female faculty members, with males completing 16.1 hours per week, and female faculty members completing 10.2 hours per week. Administrative tasks demanded more time from female faculty members, who spent an average of 3.9 hours per week on administrative tasks while males only spent 3.1 hours per week on those duties.

## Requests for New Work Activities

Participants also shared information about what kinds of work requests they received during the study and who asked for them. In total, faculty received 496 work activity requests. Campus service and professional service accounted for over half of the requests, 29% and 27.8% respectively. Student advising made up 20.7%, faculty advising 10%, teaching 7.7%, and research 4.8%. Off-campus colleagues in the faculty members' fields and current and former students were the two most common service requestors, accounting for 23.6% and 23.4% of the total requestors. University administrators comprised 13.5%, campus peer colleagues 11.9%, department chairs 7.8%, senior colleagues on campus 5.1%, and junior colleagues on campus 3.1%. Who asked what of whom was a statistically significant difference as men received 61.3% of their activity requests from other men while women received the majority of their requests (56.8%) from females.

Women consistently received a significantly higher number of work requests than men, on average 3.4 more requests, and those requests were more often related to teaching, student advising, and professional service. Men were asked to engage in more research, faculty advising, and campus service. Associate professors received 294 requests, and full professors 202. People asked associate professors more often to be involved in teaching, student advising, faculty advising, and campus service and requestors asked senior faculty more often to engage in research and professional service.

## REFERENCES

- Barrett, L., & Barrett, P. (2011). Women and academic workloads: career slow lane or Cul-de-Sac?. *Higher education, 61*(2), 141-155.
- Bellas, M. L., & Toutkoushian, R. K. (1999). Faculty time allocations and research productivity: Gender, race and family effects. *The Review of Higher Education, 22*(4), 367-390
- Gonyea, R. M. (2005). Self-reported data in institutional research: Review and recommendations. *New directions for institutional research, 2005*(127), 73-89.
- Harper, S. R., & Kuh, G. D. (2007). Myths and misconceptions about using qualitative methods in assessment. *New Directions for Institutional Research, 2007*(136), 5-14.
- Lincoln, Y. S. (1995). Emerging criteria for quality in qualitative and interpretive research. *Qualitative inquiry, 1*(3), 275-289.
- Link, A. N., Swann, C. A., & Bozeman, B. (2008). A time allocation study of university faculty. *Economics of Education Review, 27*(4), 363-374.
- Winslow, S. (2010). Gender inequality and time allocations among academic faculty. *Gender & Society, 24*(6), 769-793.
- TO CITE THIS BRIEF:**  
Jackson, R., Waugaman, C., O'Meara, K., Haider, G., & Kuvaeva, A. (2015). Faculty time study. College Park, MD: University of Maryland ADVANCE Program.