

**Workload Diary Report**  
**Mercer University**  
**Submitted by Faculty Development, Faculty Welfare Committees**  
**March 2009**

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## I. Design and context of the survey

### A. Motivations for the survey

During the 2007-08 academic year, Mercer University as well as CLA developed new 10-year strategic plans. The University strategic plan calls for a reduction in faculty teaching load (in goal 2), and the CLA plan specifies a goal of a standard 18-hour teaching load (in strategy 1). Further, new administrators in admissions and development solicited more faculty involvement, and new proposals such as the four-year guarantee suggest that the faculty may need to diversify its responsibilities if we are to achieve long-term strategic goals for both CLA and the university as a whole.

The release of the aggregate CLA faculty responses to the Spring 2008 Higher Education Research Institute (HERI) online study also provided motivation. These responses indicated some troubling results regarding faculty satisfaction, and the workload subcommittee perceived that workload stresses at Mercer may be responsible for some negative responses. Three issues are of particular concern: (1) a 24% decrease in overall job satisfaction since 1997, (2) an increase in job stress from teaching load (up to 69% of faculty members have some or extensive stress about their teaching load), and (3) the suggestion by 46% of the CLA faculty that if they had to do it all over again, they would *not* come to Mercer. Appendix II: Workload Satisfaction in CLA, evaluates the HERI results and compares them with the results of a similar survey conducted at Mercer in 1997.

### B. Workload Reform Project Timeline

In response to and as part of strategic planning, the Faculty Welfare and Faculty Development committees initiated and hosted a faculty forum on workload in March 2008. The aim of the forum was to start discussions about how CLA might start specifically developing a plan to reduce teaching loads. Over the summer, a subcommittee comprised of members of each committee met several times and developed the following timeline:

- Fall 2008: Conduct a workload diary survey to gain a more accurate accounting of workload allocation among the faculty. Before this survey, the only workload information we had was anecdotal, casually estimated, and even then, was only provided by those who described their workload concerns in public meetings.
- Winter 2009: Write and present a report based on the diary study and factoring in survey data from the Spring 2008 HERI online study. This is that report.
- Winter 2009: In conjunction with the Deans' offices, develop several potential workload reform plans for the faculty to consider.
- Spring 2009: Conduct the annual Faculty Development reading group on the topic of workload and workload reform. Review and discuss the potential workload reform proposals in detail.
- Spring 2009: Conduct a faculty forum to discuss workload reform proposals and select preferred formulation(s).

### C. Workload diary survey design considerations and goals

The workload diary survey was designed with multiple, sometimes conflicting, considerations. The following considerations determined the ultimate design:

1. *The data gathered should be informative enough to assist workload reform planning.* We decided that in order to achieve this goal, we needed data from a significant portion of the faculty. Further, we wanted the reporting of work to be accurate, which meant that regular recording of hours would be necessary. To smooth out various “bumps” in workload, we wanted longitudinal data, preferably over an entire semester. Though we suspected that there might be inflation in hours reported, we also thought that such reported data still should fairly represent the allocation of time spent on various aspects of work. In some ways, allocation of time is the most important metric for policy decisions (we are not so much trying to *reduce* workload, as *reallocate* it, so workload totals are less important than allocations).
2. *The data collection method should be simple.* We anticipated that if the diary took too long to complete, most faculty would be reluctant to participate. To simplify the report we narrowed the categories down to twelve, which may have over-simplified or over-generalized the categories, which did lead to some initial confusion. We considered this taxonomy as an acceptable compromise (other, more thorough, university diary surveys that we examined ranged from 27-45 categories).
3. *Anonymity must be protected.* We suspected that a significant number of faculty would not participate if their workload results were not kept anonymous. We devised a system in which one person collected the diary data and another person collected name and demographic data. The diary data holder never knew the names, nor did the name-holder see the diary data. Information was communicated about individual data sets by anonymous ID codes. Despite these precautions, 6.5% of the faculty refused to participate for reasons concerning anonymity (see section II below).
4. *Faculty would need to be prompted to complete the diaries.* Without regular reminders, encouragement, and some chastening, initial participation rates could be low and drop lower over time, which would decrease the data’s usefulness. To combat this problem, we needed to know who was participating, and who had sent in diary data. We developed the following procedure to preserve anonymity: the diary data holder sent ID codes of those who had submitted monthly diaries to the name-holder. The name-holder then sent the names corresponding to those IDs to Creighton Rosental, who contacted those people who had not yet participated, in order to encourage them to start, and contacted those who had not yet sent in their diary data, so that they would not forget to do so and stop participating.

The survey forms used are included in Appendix I.

## II. Participation

### ***A. Demographics of participants, non-participants***

We sent invitations via email to each faculty member in CLA and announced the study in several CLA faculty meetings. Of the 115 faculty members on the CLA faculty list for 2008-09, we excluded 23 faculty from the study because they had atypical workloads in one way or another.

These exclusions left 92 faculty to participate in the survey. Of those 92, 49 submitted some or all diary entries, for an overall response rate of 53.3%. Over two-thirds of all assistant professors participated in the study, 49% of associates and 43% of full professors. Over 60% of humanities faculty participated, as did 50% of social science and 46% of science faculty. Appendix IV includes detail on participation.

### ***B. Summary of reasons given by those who did not participate***

We made multiple efforts to have the 43 non-participating faculty give their reasons for not participating. The reasons were as follows (faculty could give multiple reasons, so the total is more than 43).

Self-evaluated “unusual” workload	3
Too busy	21
Study failed to adequately protect anonymity.	6
Study design or purpose flawed.	8
Results of study will not be useful.	6
Other	2
Refused to give reason/did not respond to repeated requests.	10

## **III. Results**

### ***A. Number of hours reported***

Those of us designing the survey worried that the nature of the survey (a self-kept diary) might allow or encourage reporting bias. We decided that the diaries would still be valuable, on the assumption that some faculty might exaggerate their hours but would be unlikely to be deliberately deceptive in their reporting. If faculty thus were to over-report hours worked, we would still expect to see the distribution among categories to match the allocation of time among the various categories. (In other words, if a certain faculty member inflated work spent by 10%, the allocation of time spent would remain unchanged.) A second concern about numbers of hours reported is that diarists were not trained in counting or recording time worked. This problem could result in two faculty members reporting different amounts of time for the same amount of work. Still, allocations of time among categories should still be comparable.

Despite these concerns and some wide variations in total hours reported, the average hours reported for all faculty, for faculty sorted by rank, and for faculty sorted by division<sup>1</sup>, mostly fall solidly within the 48-52 hours per week reported in the comprehensive AAUP report published in 1994, *The Work of Faculty: Expectations, Priorities, and Rewards*. Though opportunities for comparison are limited given the differences between surveys, comparisons between the diary survey and self-reported estimates in the HERI survey show a fair correspondence in hours worked. (Since the HERI data only gives aggregate estimates per category, the overall workload allocation cannot be calculated from this data.)

We found no useful and significant correlations between number of hours worked and other information gathered on the control page, nor were differences in workload by rank or division notable. Those interested in aggregated data of number of hours reported can request this information from Ami Spears in Psychology.

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<sup>1</sup> Due partially to data constraints, faculty were divided into three rough categories: Science (which includes MAT); Social Science (which includes PSY, POL, SOC); and Humanities (all other departments with faculty submitting diary data). Details on departmental participation rates are available by request.

## ***B. Allocation of work reported***

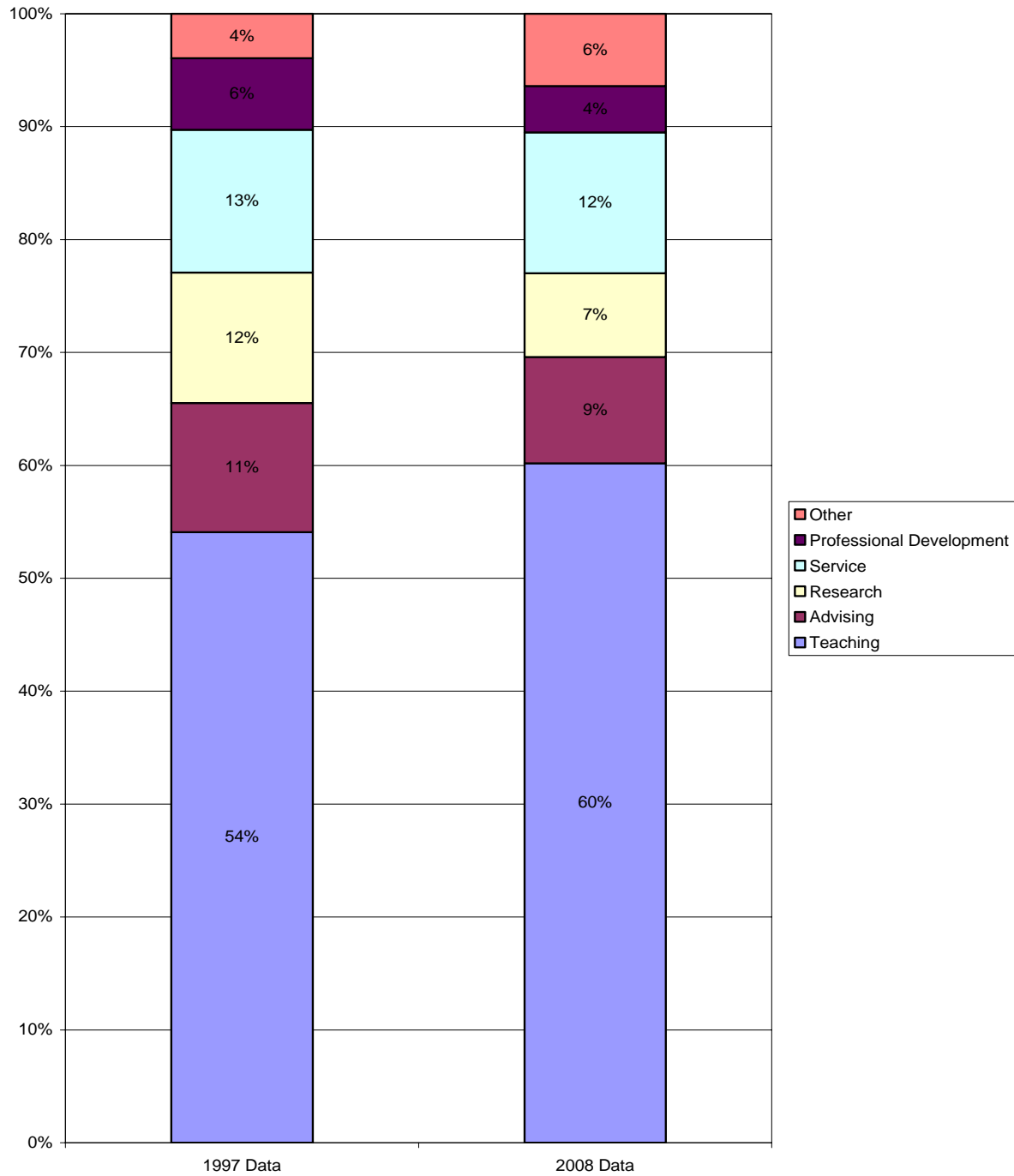
Appendix III contains aggregate data (allocated hours and percentages) sorted by rank and division.

### **1. Aggregate compared with 1997 data**

In Fall 1997, select CLA faculty took part in a workload diary survey which complemented a broad study sponsored by the Association of New American Colleges (ANAC). A 15% sample of the faculty was chosen to mirror the percentages of men and women, tenured and untenured, and humanities and science faculty. Participants kept a diary for one week. Though the categories in the 1997 survey differed from those in the 2008 survey, we have grouped them under the following broad categories for comparison:

Category	1997 Category	2008 Category
Teaching	Teaching (contact hours: classroom or lab) Preparation for Class Grading	Reimbursed Teaching Unreimbursed Teaching Coaching/Mentoring Preparation for future courses
Advising	Student Conferences & Advising	Informal, individual teaching Advising
Research	Professional research	Research-related activities
Service	Committees and other meetings Departmental matters	Work for the college/university Professional service Work for the community
Professional development	Local discussion groups, speakers	Professional development
Other	Other	Other Organizing workplace, scheduling work, clerical work, misc. work

Chart I: 1997 and 2008 Workload Allocation



**Discussion:**

- Overall allocation of time between 1997 and 2008 is very similar, with the primary differences being a 6% increase in proportion of time spent teaching, with a near-equivalent reduction in time spent on research.

## 2. Roles and responsibilities

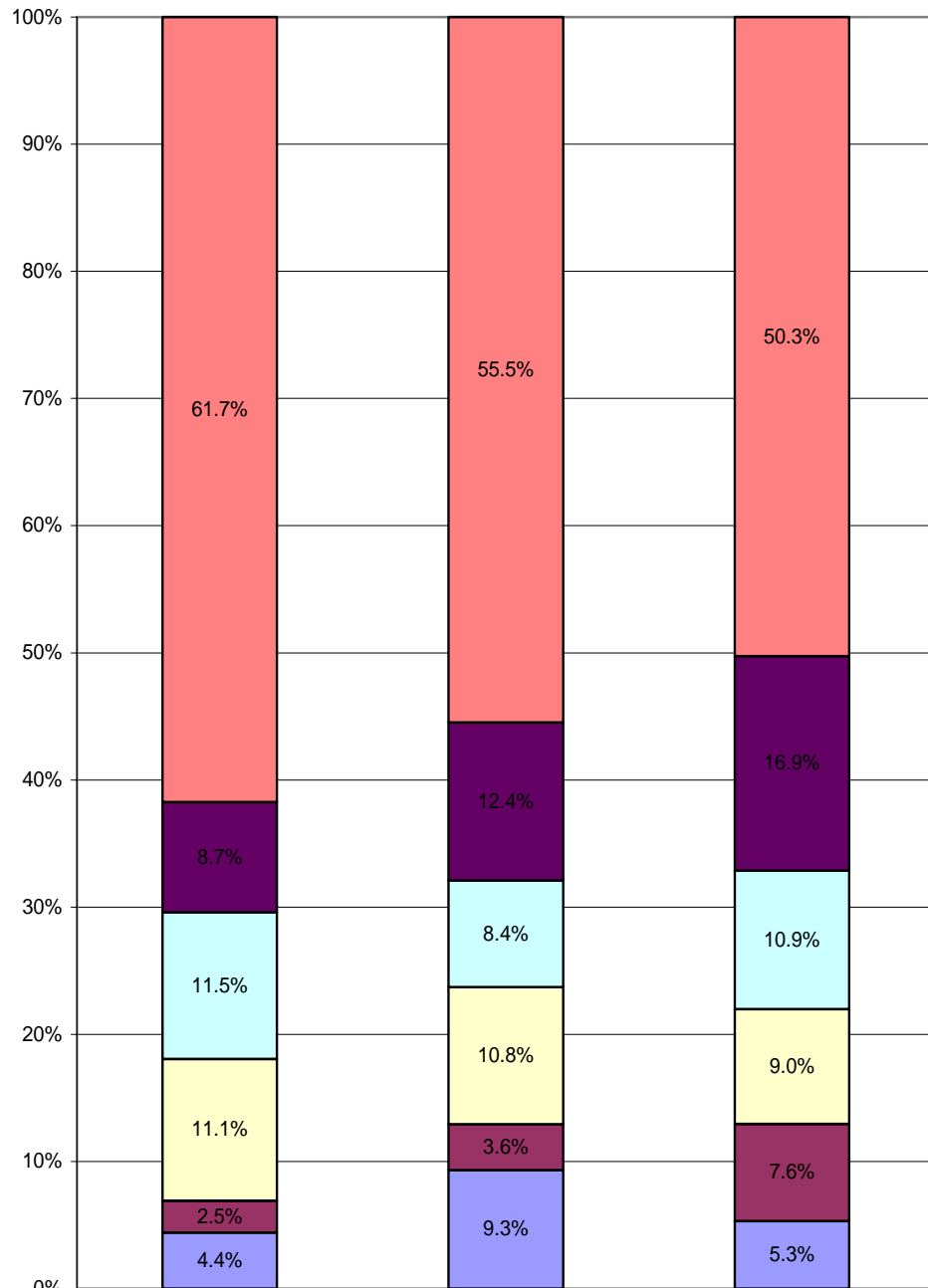
To facilitate discussion of results, we condensed the 13 categories into 6 categories, each covering different roles and responsibilities.

Condensed category	Original categories
Teaching	Reimbursed Teaching Unreimbursed Teaching
Study	Research-related activities Preparation for future courses
Service	Work for the college/university Professional service Work for the community
Professional development	Professional development
Individual face time with students	Informal, individual teaching Coaching/mentoring Advising students on academic or personal matters
All other	Organizing workplace, scheduling work, clerical work, misc. Other

### *Discussion (chart II on next page):*

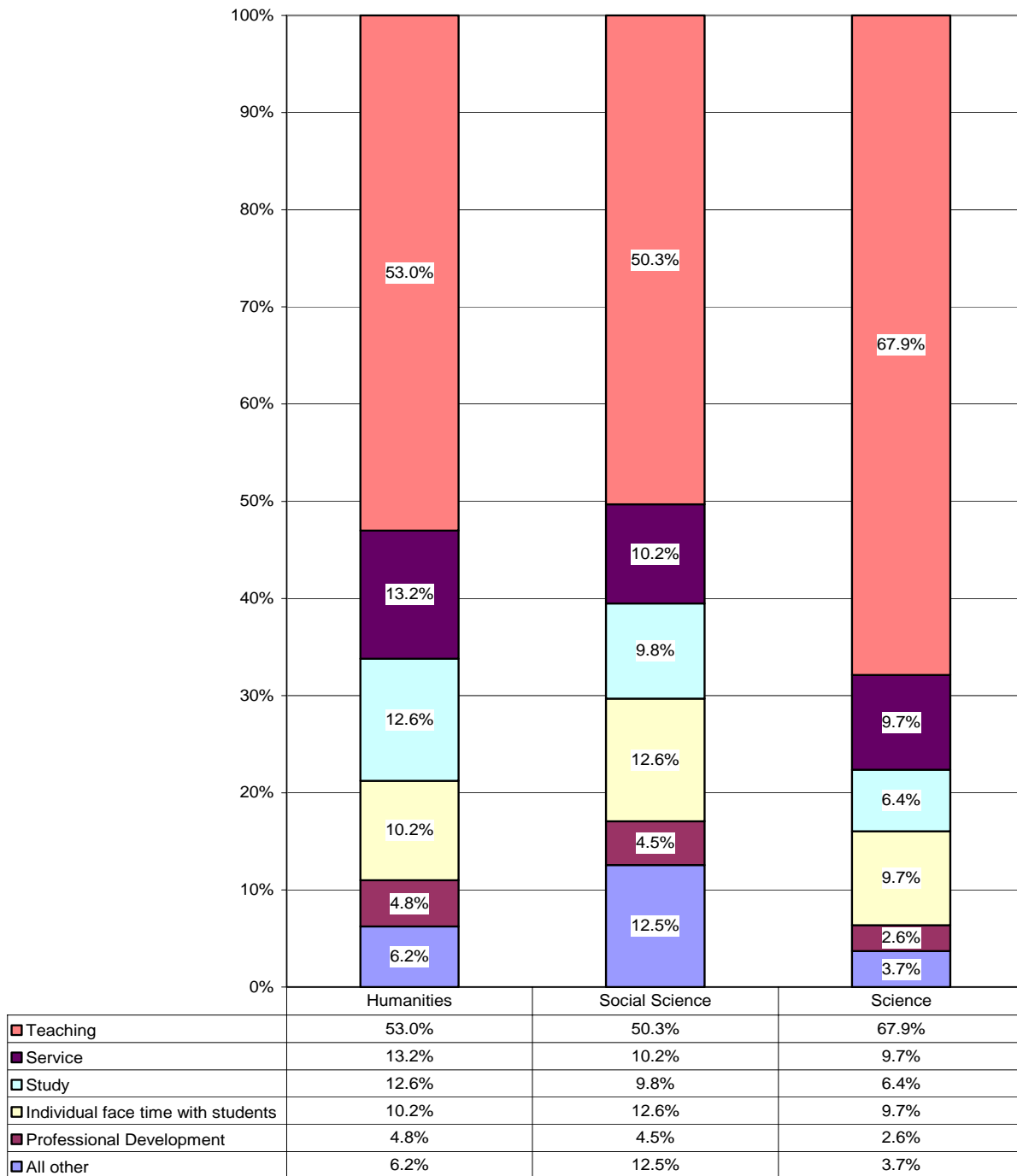
- Time spent teaching takes up more time (~20%) for assistant professors than full professors, with associates falling in between. This difference may be due to greater efficiencies in teaching that come with expertise (e.g. less prep time, grading faster). However, departments may want to investigate whether the disparity in numbers is also due to junior faculty being assigned more introductory, larger-sized, and time-intensive courses.
- Though time spent on service dramatically increases throughout one's career, this increase is not surprising, since first-year faculty do not serve on committees, and senior faculty have greater responsibilities both at Mercer and in their disciplines.
- Time spent in study shows a dip for associate professors. This drop is primarily due to reduced time spent preparing for future courses. This dip may be explained by assistants preparing for first-time teaching of courses, associates having established their courses, and full professors spending time developing new courses. Time spent on research, however, shows gradual decline from assistant to full professors (Assistant: 8.8%, Associate: 7.2%, Full: 6.3%). Assuming that ongoing and vibrant research is important throughout one's career, this decline may be troubling. Another possible explanation is that assistant professors are being hired with a greater expectation of research (or drive to do research) than long-time Mercer faculty.
- Individual face time with students shows a gradual decline as faculty progress in their careers. Given the mission of a liberal arts college, and the distinctive tradition at Mercer of "elder" faculty serving as mentors to students, this trend may be of concern.
- Time spent in professional development grows dramatically as faculty progress in their careers. This growth could be due to increased demands to keep up with new developments in technology, pedagogy, etc. If professional development is considered an investment in faculty (in that professional development early on pays off earlier and for a longer period of time), the relatively low rate of professional development among junior faculty could be a source of concern.

**Chart II: Workload by role and rank**



	Assistant	Associate	Full
Teaching	61.7%	55.5%	50.3%
Service	8.7%	12.4%	16.9%
Study	11.5%	8.4%	10.9%
Individual face time with students	11.1%	10.8%	9.0%
Professional Development	2.5%	3.6%	7.6%
All other	4.4%	9.3%	5.3%

Chart III: Workload by role and division



**Discussion:**

- Proportion of time spent on teaching activities is relatively similar among the humanities and social sciences, but is dramatically higher (~30%) for science faculty. This time spent on teaching seems to have the consequence that time spent on study and professional development is much diminished among science faculty.

- Time spent on service and individual face time with students are similar for all divisions, with humanities somewhat higher for service, and social sciences higher for individual time with students.

### 3. Tenure categories

Faculty contracts typically stipulate an expectation that faculty spend 60% of their time on teaching, 20% on research and 20% on service. Extracting out time spent on areas not covered by contract (clerical time, development, etc.), the following charts show how much time faculty spend in each of these tenure-related categories.

#### *Discussion:*

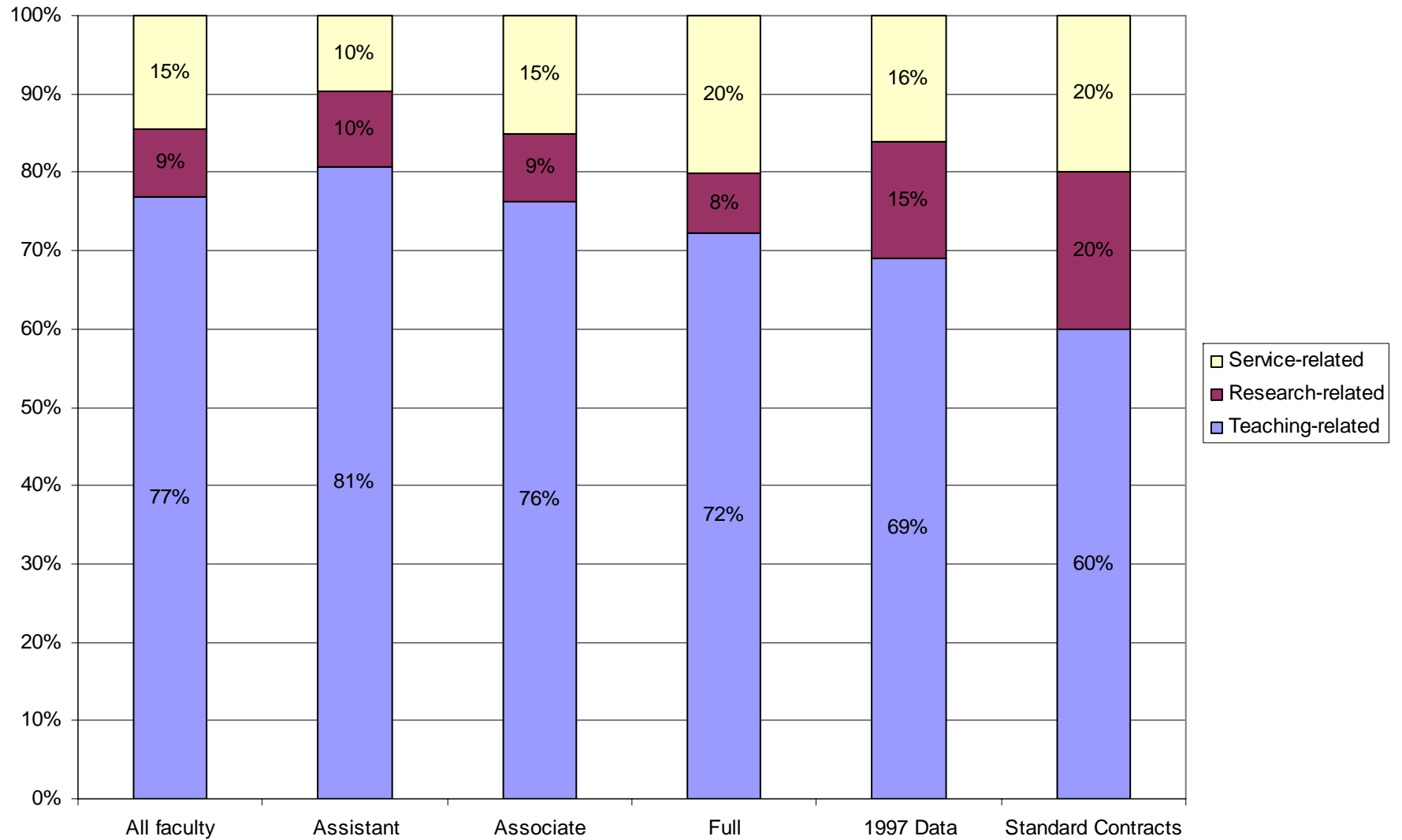
Chart IV:

- From 1997 to 2008, time spent teaching increased from 69% to 77%, with a corresponding decline in time spent on research. We have been moving further away from the contractual targets. In 1997, the time spent on teaching-research-service was roughly 70-15-15. In 2008 it is roughly 75-10-15.
- Though more senior faculty approach service targets and have diminishing teaching loads, their time spent on research moves further away from contractual targets.
- Junior faculty workload ratios are even more out of balance, at roughly 80-10-10. One area of great concern is that junior faculty ratios may demonstrate perceived expectations and workload assignments for all new Mercer faculty (with more senior faculty perhaps maintaining workload expectations closer to those in 1997). If this is the case, then we should expect to see this 80-10-10 workload ratio propagate through the ranks as junior faculty are promoted.

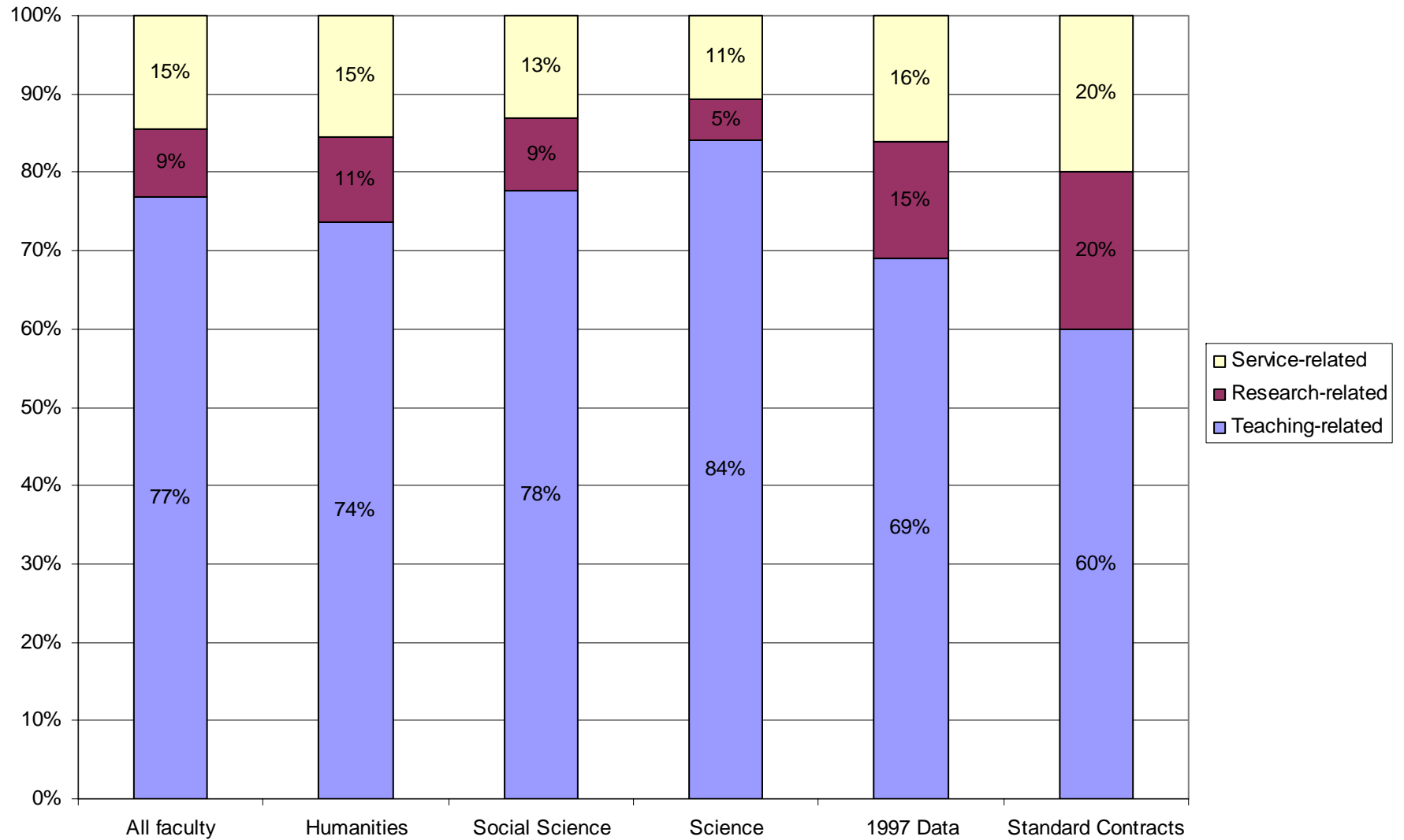
Chart V:

- The workload ratio for humanities and social sciences is close to the overall 75-10-15 ratio of teaching-research-service, but the ratio for science faculty is much worse than even that of junior faculty, at roughly 85-5-10.

**Chart IV: Workload by tenure categories and rank**



**Chart V: Workload by tenure categories and division**



## IV. Summary and Conclusions

### A. Results of note

Regarding workload assignments in terms of roles and responsibilities, three worrisome trends call for particular attention:

- (1) individual face time with students (outside of class) seems gradually to decrease as faculty progress in their careers;
- (2) professional development levels are healthy for full professors, but very low for assistant professors, where such investment may reap the greatest returns;
- (3) decreasing time spent on research as the faculty progress is also troubling. The data suggest that time spent on research diminishes as faculty are promoted (a pattern that under-utilizes greater expertise). An alternative explanation is that more senior faculty have always done research at current levels, and that the higher levels for junior faculty indicate a developing “two-tier” faculty, with different expectations for new faculty than for existing faculty.

Work contracts call for a workload split of 60-20-20 between teaching, research and service.

These contractual targets are far from reality:

- (1) Workload trends from 1997 to 2008 seem to indicate that CLA is moving farther away from these contractual targets, despite an expectation that shifting to semesters would *diminish* time spent teaching. In 1997 the ratio was 69-15-16, in 2008 it was 77-9-15.
- (2) Although the difference of actual workload allocations from contractual targets is bad for all ranks, it is particularly acute among assistant professors, with the workload allocation at 81-10-10.
- (3) Among divisions, the difference of actual workload from contractual targets is *very* bad for science, at 84-5-11.

Suppose we kept our contractual targets, and adjusted workload from the current 77% teaching to the desired 60%. To do so:

- (1) With no teaching reduction, faculty would need to work 28% more hours to bring up research and service levels to achieve the contractual goals. For the median faculty member that would mean increasing workload from 50 to 64 hours per week.
- (2) With only a teaching reduction, faculty would need a teaching reduction of 22% to achieve contractual goals. By a 21 credit-hour measure, faculty would need to have a teaching reduction down to 16 credit-hours.
- (3) If teaching were reduced from 21 to 18 credit-hours (a 14% decrease), then the workload balance would shift to 66% teaching, 34% research & service.

### B. Recommendations

1. In light of poor job satisfaction results and stress about teaching load, the administration should take action. One immediate benefit could be to change faculty contract language so that workload expectations are reasonably close to actual workload distributions. A corresponding adjustment in tenure and promotion language and expectations should follow.

2. In order to bring our workload balance closer in line with the (perhaps ideal) goal of 60-20-20, a teaching load reduction is absolutely necessary. Not all faculty need strive for, nor be obligated to reach such a goal, but for those who do, teaching load reduction is a necessary component.
3. If the college phases in workload reductions as resources become available, the highest priorities should be science faculty and assistant professors, since these groups are most out of balance (furthest away from the ideal targets).
4. If research-related activities are considered a priority, efforts should be made to maintain and encourage greater time spent on such activities.

## Acknowledgments

A number of people contributed to this project at various times and stages. Apologies to any who have been left out.

*Initial workload faculty forum:* Craig Byron, Gary Richardson

*Summer subcommittee to design workload diary survey:* Gary Richardson, Creighton Rosental, Fletcher Winston, Ami Spears

*Implement diary survey:* Ami Spears, Creighton Rosental

*Analyze diary survey data:* Ami Spears, David Nelson

*Write draft diary survey report:* Creighton Rosental

*Review and revise diary survey report:* Gary Richardson, Carolyn Yackel, members of 2008-09 Faculty Development

## Appendix I: Diary Survey Forms

### Mercer Faculty Workload Diary

For the sake of accuracy, please try to fill out this form at the end of each week, and submit forms once complete. There are four diary forms in total (8/17-9/13, 9/14-10/11, 10/12-11/8, 11/9-12/13). Send this page to: Ami Spears, Psychology Department, or email to: Spears\_AL@Mercer.edu.

**ID:** \_\_\_\_\_ (pick this yourself, but use same ID number for all forms submitted)

<b>Activity</b> (do not assign time spent to more than one category: the total hours for each column should match the total hours worked that week)	<b>Estimated Hours Worked</b>			
	<b>8/17-8/23</b>	<b>8/24-8/30</b>	<b>8/31-9/6</b>	<b>9/7-9/13</b>
<b>Reimbursed classroom teaching.</b> Time spent in the classroom, lab, tutorial, seminar, or other formal teaching situations. Include in-class time, course preparation, grading, and other work related to teaching your classes. Do not include teaching for which you have not formally been reimbursed.				
<b>Unreimbursed teaching.</b> Include here all time spent teaching formal courses (independent study, student research, etc.) for which you have not been reimbursed (either with salary or non-monetary reimbursement).				
<b>Informal, individual teaching.</b> One-to-one or small group teaching outside the classroom/lab environment (e.g., helping students prepare a paper for presentation, office hours).				
<b>Coaching/mentoring.</b> Coaching/mentoring athletic teams, clubs, drama and musical groups, or other student bodies. Do not include the coaching and mentoring considered part of your teaching/curricular load.				
<b>Advising students on academic or personal matters.</b> Academic advising as well as advising on personal, family, and career matters, as well as other issues. Talking with the parents of students could be recorded here.				
<b>Preparation for future courses.</b> Include all time spent preparing for courses that you are not teaching this semester.				
<b>Research-related activities.</b> Include time spent on all activities related to research, writing, performance, creation, et. al. Include activities such as: grant proposals, doing research, preparations for research, travel, conferences, equipment and research maintenance.				
<b>Work for the college/university.</b> Include all work done in service of CLA or the university, including committee work.				
<b>Professional service.</b> Include all work done for professional service, including: committee work, correspondence and meetings, editing and reviewing manuscripts, programs, etc.				
<b>Work for the community.</b> Include all time spent involved in community activities that relate in some way to your profession, or to Mercer.				
<b>Professional development.</b> Reading any type of material (e.g., journal articles, books, reviews) in order to remain current, or time spent garnering or updating professionally relevant skills. This item does not include reading that you may require to do for another activity (e. g., teaching, committee duties, scholarly research).				
<b>Organizing workplace, scheduling work, clerical work, miscellaneous work.</b> Making or adjusting work schedules; cleaning up work area or computer files; discarding old work materials; general clerical work (correspondence, photocopying) not for a teaching- or research-related purpose.				
<b>Other.</b> All activities related to your job at Mercer, but not included in any categories above. Please specify here what types of work are being included:				

**Mercer Faculty Workload Diary**

**Control Page**

The information collected on this page will be held separately from the data gathered on the diary pages. The personal information collected here will be used only anonymously, and to find workload patterns in the aggregate. Kim Adams, Religious Life Center or email to: Adams\_KM@Mercer.edu.

**Name:** \_\_\_\_\_

**ID:** \_\_\_\_\_ (pick this yourself, but use same ID number for all forms submitted)

**Department/Program:** \_\_\_\_\_

**Rank:** \_\_\_\_\_

**Years at Mercer:** \_\_\_\_\_

**Years in Profession:** \_\_\_\_\_

**Courses taught this semester:**

**Reimbursed:**

Enrollment	Credit Hours

**Unreimbursed**

Enrollment	Credit Hours

**Number of course reductions this semester:** \_\_\_\_\_ **this academic year:** \_\_\_\_\_

## Appendix II: Workload satisfaction in CLA

### ***Purpose of this report***

This appendix provides relevant information about faculty attitudes towards workload and job satisfaction.

### ***Data sources: ANAC and HERI studies***

In Spring 2008, Mercer faculty were invited and encouraged to complete an online survey conducted by the Higher Education Research Institute (HERI). This survey covered a range of questions and issues relating to all aspects of higher education, including workload and job satisfaction. 73 CLA full-time faculty and 2 part-time faculty provided the results given below, yielding a faculty response rate of 68.8%.

In Spring 1997, Mercer College of Liberal Arts conducted a survey designed as part of the Association of New American Colleges Faculty Work Project (ANAC) in collaboration with the Carnegie Foundation. The data from the survey are unavailable, but the report, submitted by Ted Nordenhaug, is. (This report is available on request from Creighton Rosental). In this survey, 58 forms were processed out of 156 submitted, for a response rate of 42%. Several of the questions from the ANAC report are similar to or the same as those asked in the HERI study, so we present those relating to workload and job satisfaction as a casual longitudinal study.

### ***Overall Job Satisfaction Results***

Questions indicating job satisfaction with Mercer are reported below. Section III covers questions specific to workload satisfaction.

HERI and ANAC questions were not precisely the same: where the wording was different, both questions are given. The HERI responses of “Very Satisfied” and “Satisfied” are reported below as “Satisfied.” On the ANAC survey, these responses were “Very Satisfied” and “Somewhat Satisfied.”

Satisfaction with ...	ANAC Satisfied	HERI satisfied	Change
ANAC: Courses taught HERI: Course assignments	93.1%	80.0%	-13.1%
ANAC: Opportunity to pursue own ideas HERI: Autonomy and independence	87.9%	90.7%	+2.8%
Job security	78.6%	76.0%	-2.6%
ANAC: Relationships with colleagues HERI: Professional relationships with other faculty HERI: Social relationships with other faculty	81.0%	77.4% 60.0%	-3.6% -21.0%
Departmental management	74.2%	73.4%	-.8%
ANAC: Institutional management HERI: Relationship with administration	36.2%	48.0%	+11.8%
Overall job satisfaction	86.2%	62.6%	-23.6%

The ANAC report did not provide satisfaction results for salary; however, of those ANAC respondents reporting “Poor” and HERI respondents reporting “Not satisfied” the responses were

Dissatisfactions with ...	ANAC “Poor”	HERI “Not satisfied”	Change
Salary	31.6%	34.7%	+3.1%

Some responses from the HERI survey that are directly relevant to job satisfaction, but not reported in ANAC include:

HERI response	Yes
Considered leaving this institution for another?	54.7%
If you were to begin your career again, would you still want to come to this institution?	54.0%
If you were to begin your career again, still want to be a college professor?	92.0%

### ***Discussion:***

Faculty job satisfaction in many areas are largely unchanged over the 11-year span from the 1997 ANAC survey to the 2008 HERI survey. Some of the larger changes in satisfaction (of courses taught/assignments, of relationships with colleagues, of relationships with administration) may be due in part to different wording, and thus to difference in the sense, of the questions asked. What is striking is the dramatic decline in overall job satisfaction (down 23.6%), especially since dissatisfaction with salaries had not changed nearly as much, and the relationship with the administration improved. Overall lower job satisfaction seems reinforced by three HERI responses in which more than half of the faculty have considered leaving Mercer and nearly half would not come back if they were beginning their careers again. The very high response rate among faculty to remain in higher education strongly suggests that the problem lies with Mercer itself, not with academia per se.

For a more detailed discussion on faculty satisfaction, including other factors potentially affecting job satisfaction, please see the “Results of 2007-08 HERI Faculty Survey” prepared by the Office of Institutional Effectiveness in September 2008.

### ***Workload Satisfaction Results***

The ANAC report did not discuss factors directly related to workload satisfaction (except for teaching load), but the HERI survey did. The relevant results from the HERI survey are provided below.

**“Indicate the extent to which each of the following has been a source of stress for you during the last two years.”**

	Extensive	Somewhat	Not at all	N/A
Committee work	13.3%	42.7%	38.7%	5.3%
Faculty meetings	5.3%	37.3%	53.3%	4.0%
Research or publishing demands	8.0%	41.3%	48.0%	2.7%
Institutional procedures and red tape	18.7%	49.3%	32.0%	0.0%
Teaching load	29.3%	40.0%	30.7%	0.0%
ANAC: Teaching load	61.4%		38.6%	
Lack of personal time	26.7%	56.0%	17.3%	0.0%

Teaching load as a source of stress increased among respondents from 61.4% in 1997 to 69.3% in 2008. What is particularly striking about this change is the response to these numbers in the 1997 report: "... the survey was taken before the change to semesters, which reduced teaching load (defined by credit hours) from a standard 40 quarter hours to 21 semester hours, reducing courses from eight to seven, and in some cases from eight to six due to an increase in credit hours for some courses. As an offset students per course were increased slightly. It would be reasonable, then, to expect some improvement in faculty attitudes about teaching loads now."

<b>"Indicate the extent to which you ..."</b>	To a great extent	To some extent	Not at all
Achieve a healthy balance between your personal life and your professional life	30.7%	53.3%	16.0%
Feel that you have to work harder than your colleagues to be perceived as a legitimate scholar	25.3%	32.0%	42.7%

## Appendix III: Workload Allocation Data

Table 1: Aggregate hours and allocations by rank

	Overall Faculty		Assistant Profs		Associate Profs		Full Profs	
<b>Reimbursed Teaching</b>	26.2	53.0%	28.3	57.6%	24.6	51.8%	24.3	49.6%
<b>Unreimbursed Teaching</b>	1.5	3.0%	2.0	4.1%	1.7	3.7%	0.3	0.6%
<b>Informal, Individual Teaching</b>	2.8	5.8%	2.7	5.6%	2.8	5.9%	2.6	5.3%
<b>Coaching/Mentoring</b>	0.7	1.5%	1.4	2.9%	0.2	0.5%	0.2	0.4%
<b>Advising</b>	1.8	3.6%	1.3	2.7%	2.1	4.4%	1.6	3.3%
<b>Preparation for Future Courses</b>	1.3	2.7%	1.3	2.7%	0.6	1.2%	2.3	4.6%
<b>Research-related Activities</b>	3.7	7.4%	4.3	8.8%	3.4	7.2%	3.1	6.3%
<b>Work for College/University</b>	3.5	7.1%	2.2	4.4%	3.8	8.0%	4.8	9.9%
<b>Professional Services</b>	1.3	2.7%	0.7	1.4%	1.0	2.0%	2.4	5.0%
<b>Work for Community</b>	1.3	2.7%	1.4	2.9%	1.1	2.4%	1.0	2.0%
<b>Professional Development</b>	2.0	4.1%	1.2	2.5%	1.7	3.6%	3.7	7.6%
<b>Organizing</b>	2.6	5.4%	2.0	4.2%	3.1	6.6%	2.4	5.0%
<b>Other</b>	0.5	1.0%	0.1	0.2%	1.3	2.7%	0.2	0.3%
<b>Total</b>	49.3		49.1		47.5		48.9	

Table 2: Aggregate hours and allocations by division

	Overall Faculty		Humanities Profs		Science Profs		Social Science	
<b>Reimbursed Teaching</b>	26.2	53.0%	25.1	50.9%	30.3	61.8%	21.7	48.7%
<b>Unreimbursed Teaching</b>	1.5	3.0%	1.0	2.1%	3.0	6.0%	0.7	1.6%
<b>Informal, Individual Teaching</b>	2.8	5.8%	2.2	4.4%	3.4	7.0%	2.7	6.0%
<b>Coaching/Mentoring</b>	0.7	1.5%	1.1	2.2%	0.2	0.3%	0.5	1.1%
<b>Advising</b>	1.8	3.6%	1.8	3.6%	1.1	2.3%	2.4	5.5%
<b>Preparation for Future Courses</b>	1.3	2.7%	1.6	3.2%	0.8	1.5%	1.2	2.7%
<b>Research-related Activities</b>	3.7	7.4%	4.6	9.3%	2.4	4.8%	3.2	7.1%
<b>Work for College/University</b>	3.5	7.1%	3.7	7.4%	3.1	6.2%	2.8	6.3%
<b>Professional Services</b>	1.3	2.7%	1.4	2.8%	0.9	1.7%	0.6	1.4%
<b>Work for Community</b>	1.3	2.7%	1.5	3.0%	0.9	1.8%	1.1	2.5%
<b>Professional Development</b>	2.0	4.1%	2.3	4.8%	1.3	2.6%	2.0	4.5%
<b>Organizing</b>	2.6	5.4%	2.7	5.6%	1.7	3.5%	3.4	7.7%
<b>Other</b>	0.5	1.0%	0.3	0.7%	0.1	0.2%	2.2	4.8%
<b>Total</b>	49.3		49.2		49.0		44.5	

## Appendix IV: Participation Data

We sent invitations via email to each faculty member in CLA and announced the study in several CLA faculty meetings. Of the 115 faculty members on the CLA faculty list for 2008-09, we excluded 23 faculty from the study because they had atypical workloads for the following reasons.

- Faculty exempted for having regularly atypical workloads (e.g. significant administrative duties, et. al.): 9
- Faculty exempted for being on sabbatical or otherwise not teaching: 8
- Faculty exempted for having a particularly unusual workload last semester (e.g. due to health reasons): 4
- Faculty exempted for being visiting/adjunct: 2

	Total Faculty	Exempted	
	#	#	%
Assistant Professors	35	4	11.4
Associate Professors	42	9	21.4
Full Professors	35	7	20.0
Instructors	3	3	100.0
Humanities Faculty <sup>2</sup>	55	12	21.8
Science Faculty	41	6	14.6
Social Science Faculty	19	5	26.3

These exclusions left 92 faculty to participate in the survey. Of those 92, 49 submitted some or all diary entries, for an overall response rate of 53.3%. Response rates by rank and by division are below.

	Total unexempted		Participating		Not Participating	
	#	%	#	%	#	%
Assistant Professors	31	100	21	67.7	10	32.3
Associate Professors	33	100	16	48.5	17	51.5
Full Professors	28	100	12	42.9	16	57.1
Humanities Faculty	43	100	26	60.5	17	39.5
Science Faculty	35	100	16	45.7	19	54.3
Social Science Faculty	14	100	7	50.0	7	50.0

<sup>2</sup> Due partially to data constraints, faculty were divided into three rough categories: Science (which includes MAT and CS); Social Science (which includes PSY, POL, SOC); and Humanities (all other departments with faculty submitting diary data). Details on departmental participation rates are available by request.