

### Summary Report: Faculty Time Use Study Implementation (March & April 2017)

*The University of Maryland (UMD) ADVANCE Program for Inclusive Excellence and the UMD Time Use Laboratory conducted a study, supported by the National Science Foundation [HRD1008117 UM ADVANCE], to understand full-time faculty time use, as it relates to teaching, research, and service activities. Participating faculty completed a one-day web-based time diary to map their daily time use patterns, and identify associations with time pressure and stress. The data from this study can help institutions understand new demands on faculty time and the nature of daily faculty work.*

#### FACULTY TIME DIARY

The time diary instrument was developed in partnership with the Maryland Time Use Lab (MTUL) at the University of Maryland which is the premier U.S. Center on Time Use. The time diary has participants record the activities that they completed the previous day and the amount of time that they spent on each activity. Each response is coded based on the type of activity noted by the participant. All activities are first coded into a general category (i.e. teaching) and then are coded by specific activity type (e.g. taught class or prepared for faculty committee meeting).

There have been several administrations of this Faculty Time Use instrument. The following report contains the aggregated results of the faculty time diary entries for all institutions that completed the time diary and survey on March 1, April 19, or April 26, 2017.

#### SNAPSHOT OF FACULTY WORK-TIME

##### Why Study Faculty Work Activities and Time Use?

Time is one of the most valuable resources faculty have to achieve their career goals (O'Meara, Kuvaeva, & Nyunt, 2017; Winslow, 2010). Most colleges and universities spend 60-80% of their annual budget on personnel. Faculty time use is associated with productivity. Therefore, how faculty spend their time is also a primary way an institution accomplishes its mission. Aligning faculty work time with institutional priorities and with institutional reward systems is important for institutional performance and for faculty retention, satisfaction, and productivity (Claessens, Wendelien van Eerde, & Rutte, 2007; Hall & Hursch, 1982; Macan et al., 1990; O'Meara et al., 2017; O'Meara et al., in press).

**Why Time Diaries?** Although daily time diaries provide insight into only one day, they have advantages over cross-sectional surveys, which require faculty to estimate activities over long periods of time. Time diaries have been found to be a more complete, systematic, rich, contextual, and less biased measure of time use (Juster, Ono, & Stafford, 2003; Robinson & Bostrom, 1994; Robinson, Martin, Glorieux, & Minnen, 2011).

For questions regarding this survey, please contact:

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## PARTICIPATING INSTITUTIONS

Faculty from 17 institutions participated in the March and April 2017 implementation of the Faculty Time Use Study. 862 faculty completed the time diaries:

### Descriptive Statistics

Rank	N	%
Tenure Track: Assistant Professor	220	25.5
Tenure Track: Associate Professor	195	22.6
Tenure Track: Full Professor	224	26
Non-Tenure Track Faculty & Other	222	25.8
Gender		
Female	491	57
Male	369	42.8
Race/Ethnicity		
White	744	86.3
Faculty of Color	94	11.3

Of the 17 institutions that participated in the March and April 2017 implementation, the following Carnegie basic classifications were represented:

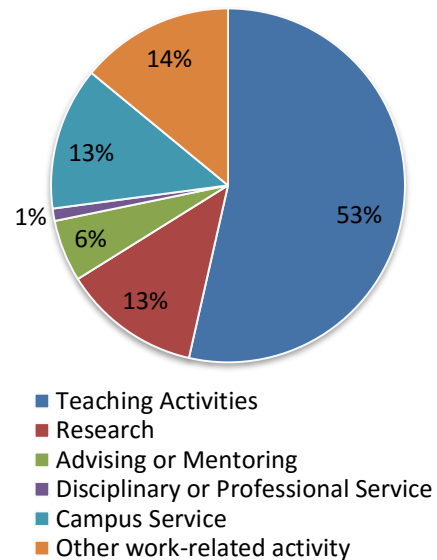
- 2 R2: Doctoral Universities – Higher research activity,
- 1 R3: Doctoral Universities – Moderate research activity,
- 8 M1: Master's Colleges and Universities – Larger programs,
- 1 M2: Master's Colleges and Universities – Medium programs,
- 1 M3: Master's Colleges and Universities – Smaller programs,
- 2 Baccalaureate Colleges: Arts & Sciences Focus,
- 1 Associate's Colleges: High Transfer-High Traditional, and
- 1 without a Carnegie basic classification because it is located outside of the United States.

On average, faculty spent 10 hours and 23 minutes (SD=3:21) on work-related activities. The diaries

showed the following allocation of time to work activities.

## FACULTY TIME DIARIES

**Full-Time Faculty:  
Percentage of Time Spent on...**



### Time Spent on Different Work-Related Activities:

The following table indicates what percentage of faculty were engaged in specific activities, and how much time, on average, the faculty who were engaged in this activity spent on it.

	Percent of Faculty Reporting this Activity	Average Time Spent of Faculty Reporting Activity, M (SD)
<b>Teaching Activities</b>	89.9%	6:09 (3:36)
<b>Research</b>	44.5%	2:56 (2:28)
<b>Advising and Mentoring</b>	36.4%	1:37 (2:02)
<b>Disciplinary Service</b>	9.2%	1:24 (1:02)
<b>Campus Service</b>	47.7%	2:50 (2:42)
<b>Other work-related activities</b>	65.7%	2:12 (2:17)

## Detailed Views of How Faculty Spent their Time

### Teaching Activities

	Percent of Faculty Reporting this Activity	Average Time Spent of Faculty Reporting Activity, M (SD)
Teaching a class	63.2%	2:53 (2:01)
Advising and counseling students	28.0%	1:42 (2:20)
Grading students, exams, papers, dissertations	50.8%	2:46 (2:27)
Attending meeting on teaching/classes/students	4.4%	1:40 (2:07)
Class preparation	61.8%	2:03 (1:53)
Preparing for a Curriculum meeting	4.4%	0:50 (0:49)
Attending a Curriculum meeting	6.4%	1:32 (1:51)
Other or unspecified teaching activities	19.5%	1:40 (1:45)

### Research Activities

	Percent of Faculty Reporting this Activity	Average Time Spent of Faculty Reporting Activity, M (SD)
Reading, searching scientific literature	11.9%	1:59 (2:09)
Designing research, writing a research proposal	7.0%	1:51 (1:13)
Collecting data	3.8%	2:24 (1:40)
Analyzing and interpreting the data/results	4.9%	2:05 (1:08)
Writing a publication	10.9%	2:41 (2:18)
Communicating research findings	1.5%	1:31 (0:51)
Mentoring, advising your academic staff	5.2%	1:20 (1:02)
Reviewing research	4.8%	1:38 (0:56)
Preparing for a research-related meeting	1.9%	1:28 (1:22)
Attending a research-related meeting	7.4%	1:31 (1:50)
Other or unspecified research activities	9.4%	1:35 (1:27)

## Advising & Mentoring Activities

	Percent of Faculty Reporting this Activity	Average Time Spent of Faculty Reporting Activity, M (SD)
Advising a student organization or extracurricular activities	4.9%	1:27 (1:50)
Writing a letter of recommendation	3.9%	0:47 (0:38)
Advising staff and postdocs	0.5%	3:35 (6:10)
Undergraduate advising	16.8%	1:22 (1:53)
Graduate student advising	8.9%	1:19 (1:36)
Communicating with prospective students or alumns	2.7%	1:01 (0:32)
Mentoring faculty	2.6%	0:59 (0:39)
Professional conversations with other faculty	6.3%	1:00 (2:03)
Being a good colleague (research help for a colleague, helping them access information)	1.5%	0:38 (0:21)

## Disciplinary & Professional Service

	Percent of Faculty Reporting this Activity	Average Time Spent of Faculty Reporting Activity, M (SD)
Reviewing a manuscript	2.3%	1:00 (0:40)
Associate/editor work	0.8%	1:52 (1:28)
Committee or board in discipline (off-campus committees, accreditation or certification teams, peer review)	3.8%	1:26 (0:58)
Consulting Work	1.9%	1:26 (1:21)
Grant Review Panel	0.5%	1:46 (0:38)

## Campus Service Activities

	Percent of Faculty Reporting this Activity	Average Time Spent of Faculty Reporting Activity, M (SD)
Committee chair duties	3.9%	1:43 (2:33)
Director of graduate study duties	2.1%	1:54 (2:48)
Department chair duties	8.6%	2:57 (2:17)
Program administration duties	9.4%	1:58 (1:43)
Prepare for Promotion & Tenure meeting	0.9%	1:31 (0:56)
Prepare for Personnel Search & Recruitment meeting	2.1%	0:46 (0:28)
Prepare for Governance meeting	3.1%	1:22 (1:13)
Prepare for Admissions meeting	0.6%	1:12 (0:46)
Prepare for Equity & Diversity meeting	0.1%	1:00
Prepare for other meeting	6.1%	1:27 (2:42)
Attend Promotion & Tenure meeting	1.4%	1:17 (0:33)
Attend Personnel Search & Recruitment meeting	4.1%	2:11 (3:15)
Attend Governance meeting	6.0%	1:35 (0:47)
Attend Admissions meeting	1.3%	1:18 (0:33)
Attend Equity & Diversity meeting	0.7%	1:39 (1:18)
Attend Faculty meeting (recurring/general)	9.7%	1:26 (1:53)
Attend other meeting	16.7%	1:36 (1:40)

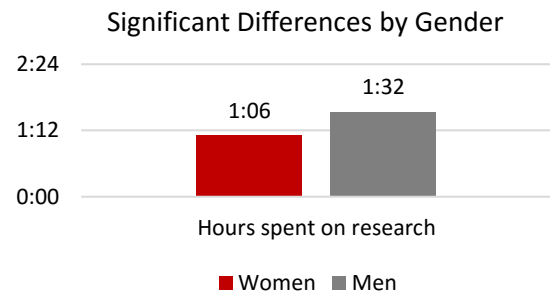
## DIFFERENCES BETWEEN FACULTY GROUPS

Research has found differences in faculty time use predicted by gender (Acker & Armenti, 2004; Carrigan, Quinn, & Riskin, 2011; Misra, Lundquist, Holmes, & Agiomavritis, 2011; O'Meara, 2016; Winslow, 2010), race (Baez, 2000; Griffin, Pifer, Humphrey, & Hazelwood, 2011), and rank (Misra et al., 2011; Neumann & Terosky, 2007), and institutional type (Porter, 2007; Tierney & Minor, 2003). Research has also shown differences by

gender in time devoted to work, housework, and child-care activities, all of which can shape work-time (Bianchi, Robinson, & Milkie, 2006; Clawson & Gerstel, 2014; Craig & Mullan, 2011; Milkie, Raley, & Bianchi, 2009; Stone, 2007). In this study we asked faculty for demographic characteristics of gender, race/ethnicity, rank, discipline, marital and parental status. Statistically significant differences between groups were determined by a one-way ANOVA ( $p < .05$ ). For our overall sample, we found the following differences:

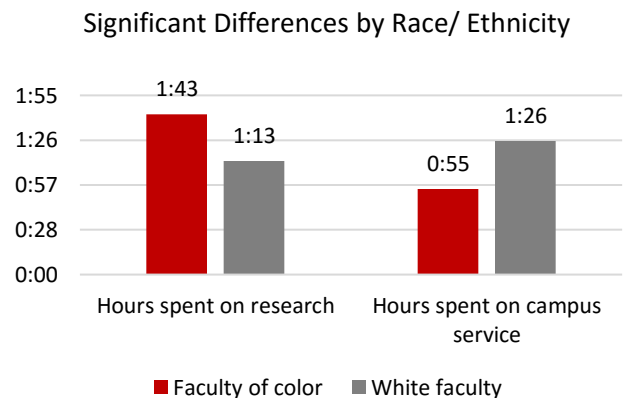
### Differences by Gender

- Women faculty spent significantly less time on research than their male colleagues (1:06 vs. 1:32, respectively).



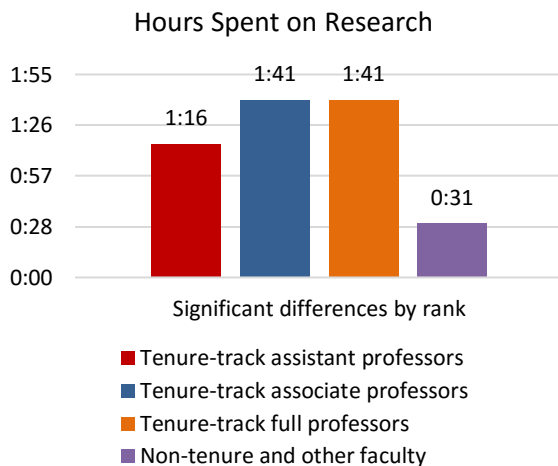
### Differences by Race/Ethnicity

- Faculty of Color spent significantly more time on research than White faculty (1:43 vs. 1:13, respectively).
- Faculty of Color also spent significantly less time on campus service than their White peers (0:55 vs. 1:26, respectively).



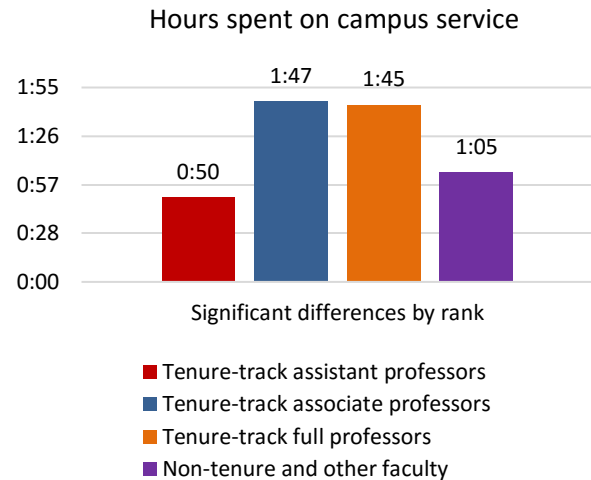
## Differences by Rank

- **Overall Work Time:** Tenure-track full professors spent significantly more time in work-related activities (overall) than tenure-track assistant and associate professors, and non-tenure track and other faculty (11:04 vs. 9:59, 10:23, and 10:05, respectively).
- **Research:** Tenure-track associate professors spent significantly less time on research than tenure-track assistant and full professors (1:16 for associate professors vs. 1:41 for both assistant and full professors), and significantly more than non-tenure track and other faculty (0:31 for non-tenure and other faculty). Non-tenure track faculty spent significantly less time on research than tenure-track assistant, associate, and full professors (0:31 minutes vs. 1:16, 1:41, and 1:41, respectively).



- **Teaching:** Non-tenure track and other faculty spent significantly more time on teaching than tenure-track assistant, associate, and full professors (6:21 vs. 5:28, 5:10, and 5:07, respectively).
- **Campus Service:** Tenure-track assistant professors spent significantly less time on campus service than tenure-track associate and full professors (0:50 vs. 1:47 and 1:45,

respectively). Non-tenure track faculty spent significantly less time on campus service than tenure-track associate and full professors (1:05 vs. 1:47 and 1:45, respectively).



## Differences by Partner Status & Family Status

- There were no statistically significant differences based on partner status.
- There were no statistically significant differences based on family status.

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