

## Faculty Workload Study

In March 2002, the University Senate Committee on Faculty Status and Welfare surveyed the Western Kentucky University faculty concerning aspects of their jobs. Of the possible 504(?) faculty, 367 responded. This report outlines and examines the faculty's responses to this survey.

Looking at the Table 1, we see the distribution of the survey responses based on respondents' position at WKU. According to official WKU data, associate professors make up 30% (151 of 504) of the Western faculty. Full professors comprise 29% of the faculty. Comparison of the official WKU numbers to the sample using a difference of proportions test (Agresti and Finlay 1986) demonstrates that the sample is not significantly different from WKU faculty position percentages.

Table 1. Distribution of WKU Faculty by Position.

	Percentage	Actual Percentage
Instructor	15.3%	
Assistant Professor	29.8%	
Associate Professor	28.4%	
Full Professor	26.5%	
Total	100.0%	

Table 2 presents the distribution of the respondents by college. Comparison of official proportions to the sample proportions shows the Potter College and University Libraries proportions are not significantly different. However, there are statistically significant differences between the Gordon Ford College of Business, which is slightly underrepresented in the sample (University 10.1%; Sample 6.1%), and the Bowling Green Community College, which is slightly overrepresented in the sample (University 5%; Sample 8.9%).

Table 2. Distribution of WKU Faculty by College.

	Number	Percentage
Bowling Green Community College	32	8.9%
College of Education and Behavioral Sciences	80	22.2%
Gordon Ford College of Business	22	6.1%
Libraries	21	5.8%
Potter College of the Arts, Humanities, & Social Sci.	101	28.1%
Odgen College of Science	93	25.8%
School of Health and Human Services	11	3.1%
No answer	7	-
Total	367	100.0

While the sample of respondents is fairly representative overall in terms of their distribution by college, the small number of respondents in some colleges prohibits detailed analysis. For more detailed analysis, the respondents in the Bowling Green Community College, the Gordon Ford College of Business, and the School of Health and Human Services will be

combined together and referred to as the Other Colleges. University Libraries responses will not be included in the Other College category when assessing teaching load; however, in the examination of topics other than teaching load, the University Libraries will also be added to the Other Colleges category.

## CURRENT TEACHING LOAD

Current teaching load information was elicited by the open-ended question: "I currently teach \_\_\_\_\_ credit hours this academic year (fall/spring semesters only)." Table 3 presents information on the faculty's current teaching load collapsed into 3-hour intervals.

Table 3. Current Teaching Load Distribution

	<b>Percentage</b>
0 – 2 hours	3.1%
3 – 5 hours	2.3%
6 – 8 hours	4.6%
9 – 11 hours	9.0%
12 – 14 hours	19.4%
15 – 17 hours	10.1%
18 – 20 hours	15.6%
21 – 23 hours	11.9%
24 – 26 hours	17.5%
27 – 29 hours	2.3%
30 – 32 hours	4.0%
33 + hours	0.3%

MEAN = 16.58      MEDIAN = 18.00      MODE = 12

Further examination of current teaching load was performed using Analysis of Variance techniques, including Scheffe's tests, to see whether teaching load differed by faculty position. Table 4 presents mean current teaching load (in hours) for each level of position. While instructors and associates have higher average teaching loads, analysis of variance finds no statistical difference between the groups.

Table 4. Mean Current Teaching Load By Position

<b>Position</b>	<b>Mean Current Teaching Load</b>
Instructor	17.78 hours
Assistant Professor	17.36 hours
Associate Professor	16.09 hours
Full Professor	15.44 hours

F = 1.86; p = .136      NO SIGNIFICANT DIFFERENCE

Additional examination of current teaching load was done to determine whether teaching load differed by college. Looking at Table 5, one sees that Potter College faculty average 18.33 hours while faculty in the College of Education and Behavioral Sciences average 16.03 hours. Analysis of variance statistics shows that differences between the college means are not statistically significant.

Table 5. Mean Current Teaching Load By College

College	Mean Current Teaching Load
College of Education and Behavioral Sciences	16.03 hours
Ogden College of Sciences	16.79 hours
Other Colleges	17.53 hours
Potter College of Arts, Humanities, and Social Sciences	18.33 hours

F = 2.04; p = .108 NO SIGNIFICANT DIFFERENCE

## SATISFACTION WITH CURRENT TEACHING LOAD

Satisfaction with one's current teaching load was elicited by the following closed-ended question: "What is your level of satisfaction regarding your current teaching load?" Valid responses were: 1 "Extremely Dissatisfied," 2 "Moderately Dissatisfied," 3 "Somewhat Satisfied," 4 "Moderately Satisfied," 5 "Extremely Satisfied." Looking at Table 6, we see that the majority of the faculty were moderately or extremely satisfied with their teaching loads.

Table 6. Satisfaction with Current Teaching Load

	Percentage
Extremely Dissatisfied	8.2%
Moderately Dissatisfied	12.4%
Somewhat Satisfied	16.5%
Moderately Satisfied	30.3%
Extremely Satisfied	32.6%

Examination of satisfaction with current teaching load by position showed no statistically significant differences. However, there is a statistically significant difference by college in satisfaction with current teaching load. Table 7 shows that Potter College faculty are twice as likely as faculty in other colleges to report being extremely or moderately dissatisfied with their current teaching loads. This is a statistically significant but weak difference between the colleges.

Table 7. Satisfaction with Current Teaching Load by College

	CEBS	Potter	Ogden	Other	Total
Extremely Dissatisfied	6 7.6%	14 14.1%	2 2.3%	4 6.3%	26 7.8%
Moderately Dissatisfied	7 8.9%	17 17.2%	12 14.0%	5 7.8%	41 12.3%
Somewhat Satisfied	14 17.7%	22 22.2%	14 16.3%	6 9.4%	56 16.8%
Moderately Satisfied	25 31.6%	24 24.2%	29 33.7%	23 35.9%	101 30.3%
Extremely Satisfied	27 34.2%	22 22.2%	29 33.7%	26 40.6%	104 32.7%
Total	79 100.0%	99 100.0%	86 100.0%	64 100.0%	328 100.0%

$\chi^2 = 22.98; p = .028$

Lambda = .009

## USUAL TEACHING LOAD

Usual teaching load information was elicited by the open-ended question: "I usually teach \_\_\_\_\_ credit hours this academic year (fall/spring only)." Table 8 presents information on the faculty's current teaching load collapsed into 3-hour intervals.

Table 8. Usual Teaching Load Distribution

	<b>Percentage</b>
0 – 2 hours	3.0%
3 – 5 hours	1.2%
6 – 8 hours	3.6%
9 – 11 hours	7.7%
12 – 14 hours	15.4%
15 – 17 hours	6.5%
18 – 20 hours	19.6%
21 – 23 hours	11.6%
24 – 26 hours	25.5%
27 – 29 hours	1.5%
30 – 32 hours	4.2%
33 + hours	0.3%

MEAN = 17.78      MEDIAN = 18.00      MODE = 24

Table 9. Mean Usual Teaching Load By Position

<b>Position</b>	<b>Mean Current Teaching Load</b>
Instructor	17.25 hours
Assistant Professor	18.32 hours
Associate Professor	17.62 hours
Full Professor	17.63 hours

F = 0.32; p = .810      NO SIGNIFICANT DIFFERENCE

In Table 10, there is a statistically significant difference between Ogden College faculty and Potter College Faculty in terms of their usual teaching load. Ogden College faculty taught on average nearly 3 hours less than Potter faculty.

Table 10. Mean Usual Teaching Load By College

<b>College</b>	<b>Mean Usual Teaching Load</b>
Ogden College of Sciences	17.01 hours
College of Education and Behavioral Sciences	17.92 hours
Other Colleges	19.06 hours
Potter Colleges of the Arts, Humanities and Social Sciences	19.92 hours

F = 3.97; p = .008      SIGNIFICANT DIFFERENCE

## SATISFACTION WITH USUAL TEACHING LOAD

Satisfaction with one's usual teaching load was elicited by the following closed-ended question: "What is your level of satisfaction regarding your usual (average) teaching load?" Valid responses were: 1 "Extremely Dissatisfied," 2 "Moderately Dissatisfied," 3 "Somewhat Satisfied," 4 "Moderately Satisfied," 5 "Extremely Satisfied."

Table 11. Satisfaction with Usual Teaching Load

	<b>Percentage</b>
Extremely Dissatisfied	9.5%
Moderately Dissatisfied	16.6%
Somewhat Satisfied	18.4%
Moderately Satisfied	30.0%
Extremely Satisfied	25.5%

Table 12. Satisfaction with Usual Teaching Load by Position

	<b>Instructor</b>	<b>Assistant</b>	<b>Associate</b>	<b>Full</b>	<b>Total</b>
Extremely Dissatisfied	1 2.0%	12 12.4%	10 10.5%	8 9.2%	31 9.4%
Moderately Dissatisfied	2 3.9%	22 22.7%	16 16.8%	15 17.2%	55 16.7%
Somewhat Satisfied	8 15.7%	18 18.6%	19 20.0%	17 19.5%	62 18.8%
Moderately Satisfied	21 41.2%	24 24.7%	32 33.7%	22 25.3%	99 30.0%
Extremely Satisfied	19 37.3%	21 21.6%	18 18.9%	25 28.7%	83 25.2%
Total	51 100.0%	97 100.0%	95 100.0%	87 100.0%	330 100.0%

$\chi^2 = 20.94; p = .051$

Lambda = .013

Table 13. Satisfaction with Usual Teaching Load by College

	<b>CEBS</b>	<b>Potter</b>	<b>Ogden</b>	<b>Other</b>	<b>Total</b>
Extremely Dissatisfied	4 5.1%	19 19.6%	3 3.5%	4 6.3%	30 9.2%
Moderately Dissatisfied	10 12.7%	20 20.6%	21 24.7%	5 7.8%	56 17.2%
Somewhat Satisfied	16 20.3%	22 22.7%	14 16.5%	10 15.6%	62 19.1%
Moderately Satisfied	26 32.9%	20 20.6%	26 30.6%	26 40.6%	98 30.2%
Extremely Satisfied	23 29.1%	16 16.5%	21 24.7%	19 29.7%	79 24.3%
Total	79 100.0%	97 100.0%	85 100.0%	64 100.0%	325 100.0%

$\chi^2 = 34.85; p < .001$

Lambda = .009

## DESIRED TEACHING LOAD

Desired teaching load was elicited by the following closed-ended question: "I would like to see the average teaching requirements:" Valid responses were: 1 "Increase," 2 "Remain the Same," and 3 "Decrease."

Table 14. Desired Teaching Load

	Percentage
Increase	1.2%
Remain the same	37.3%
Decrease	61.5%

Table 15. Desired Teaching Load by Position

	Instructor	Assistant	Associate	Full	Total
Increase	2 3.9%	1 1.0%	0 0.0%	1 1.2%	4 1.2%
Remain the same	29 56.9%	31 32.0%	38 38.8%	23 27.1%	121 36.6%
Decrease	20 39.2%	65 67.0%	60 61.2%	61 71.8%	206 62.2%
Total	51 100.0%	97 100.0%	98 100.0%	85 100.0%	331 100.0%

$\chi^2 = 18.81; p = .004$

Lambda = .072

Goodman and Kruskal's tau = .042

Table 16. Desired Teaching Load by College

	CEBS	Potter	Ogden	Other	Total
Increase	1 1.3%	1 1.0%	1 1.1%	0 0.0%	3 .9%
Remain the same	36 47.4%	14 14.6%	33 36.7%	30 50.8%	113 35.2%
Decrease	39 51.3%	81 84.4%	56 62.2%	29 49.2%	205 63.9%
Total	76 100.0%	96 100.0%	90 100.0%	59 100.0%	321 100.0%

$\chi^2 = 29.89; p < .001$

Lambda = .009

Goodman and Kruskal's tau = .033