

Purpose & Objectives

Background & Question: Faculty workload has changed reflecting diversification of students, decreased enrollments leading to increased internal pressures, COVID-19, increased technology, and expansion to online teaching. Given these changes and pressures, how do faculty perceive workload conditions today?

Systems-Thinking Approach: The College sought to understand faculty concerns and how to address workload challenges beyond "adding more people." A study was created to explore solutions from multiple perspectives.

Event Level: Positions or modifications to positions needed?

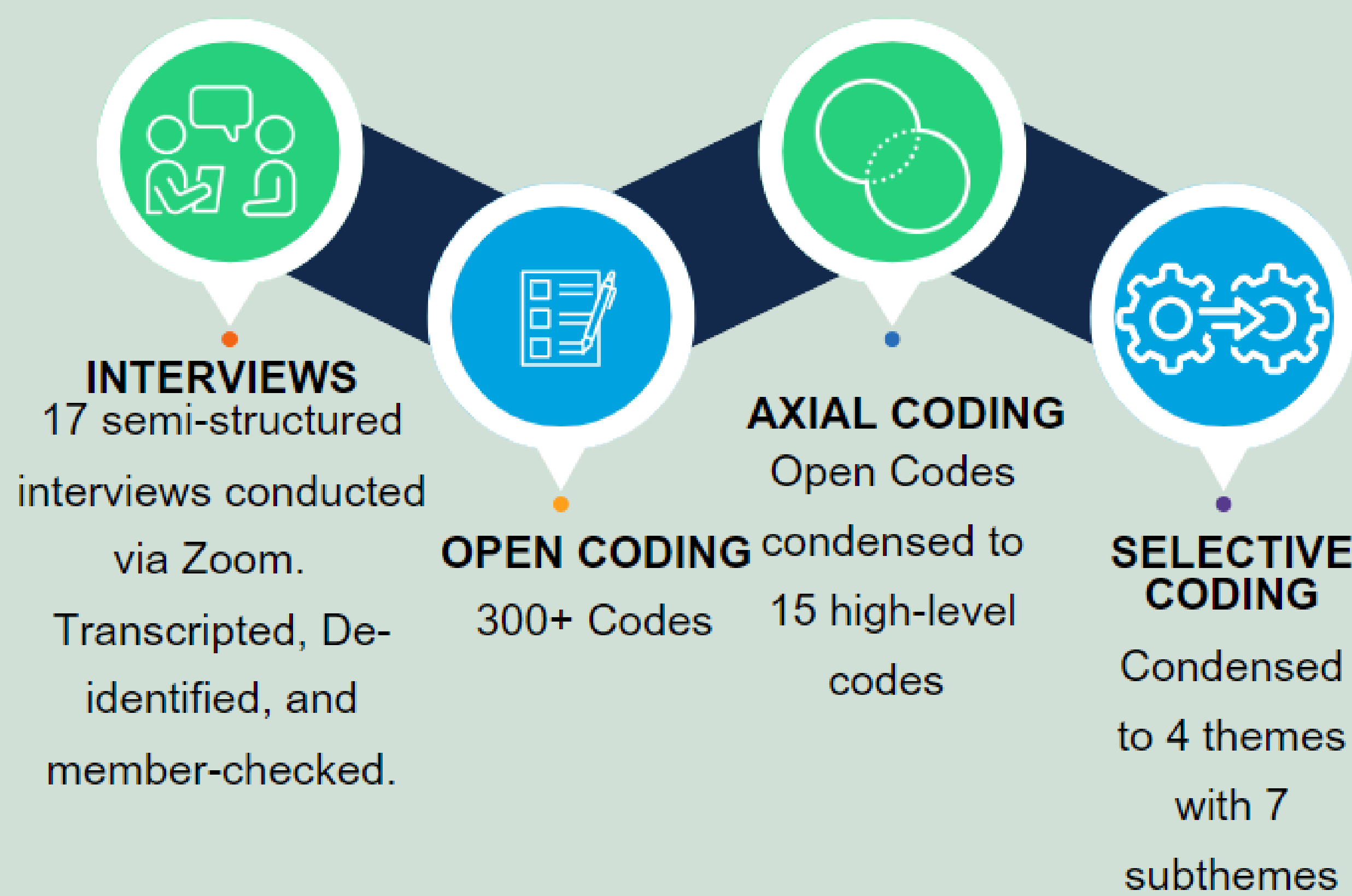
Pattern Level: What are the work patterns that need to be adjusted?

Structure Level: What policies, structures, procedures, "ways of working" need to be modified?

Mental Model Level: How do we need to change how we think about workload? Do our beliefs need to change and in what ways?

Methods

A mixed method study initiated to gather input from all full-time faculty in all programs in the College. An exploratory design was employed in semi-structured interviews (n=17) and responses evaluated by content discourse analysis. A cross-sectional, anonymous Likert survey, grounded in literature, was administered to all faculty in the college (N=64) via Qualtrics with 6 demographic questions and 45 work equitable statements. Descriptive data were calculated, and level of agreements stratified by demographic variables. Analysis of variance (ANOVA) was used to assess statistically significant differences at p<.05.

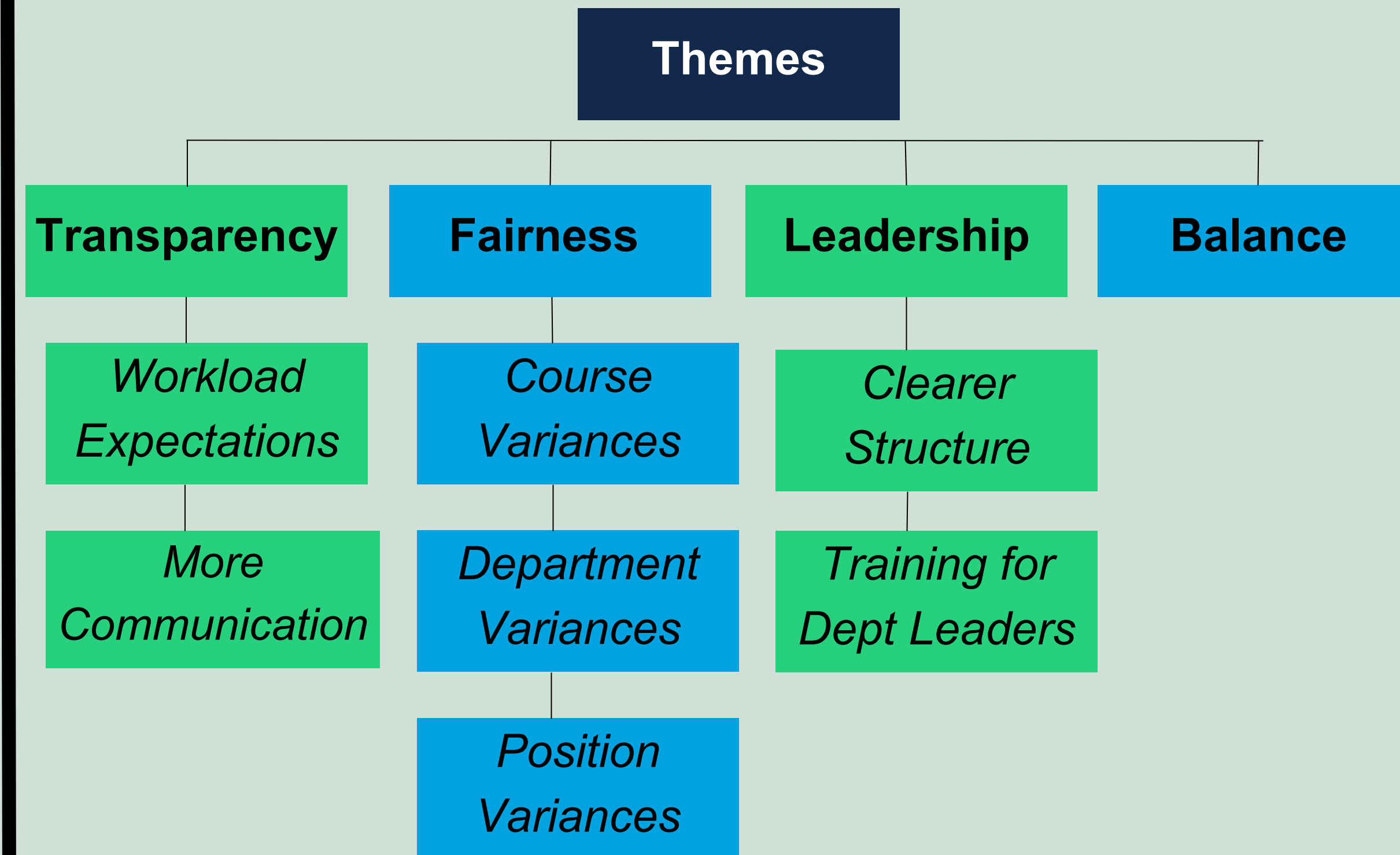


Work Allocation in the College of Pharmacy and Health Sciences: A Mixed Method Study

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Results

Qualitative



The Four Main Themes

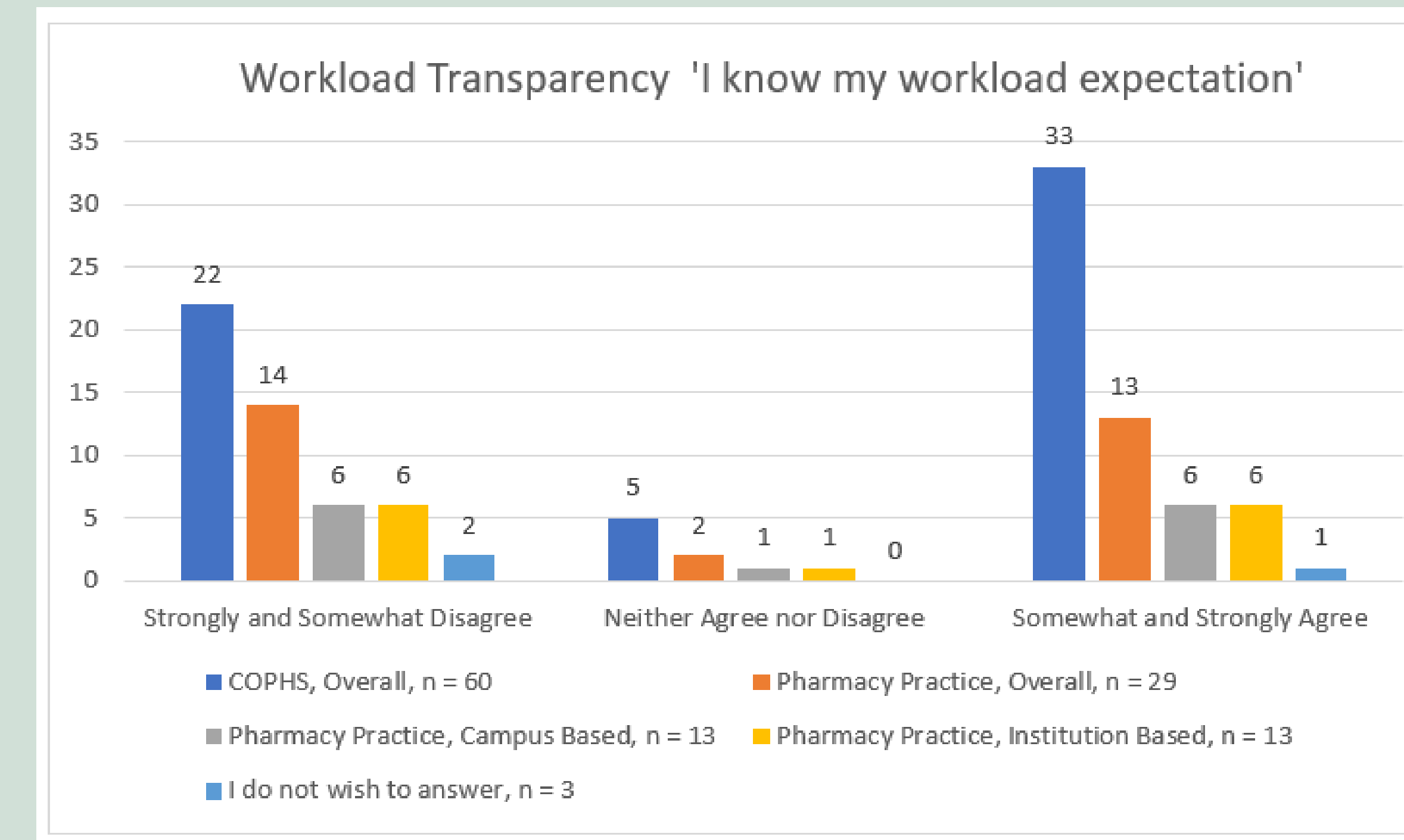
Theme 1: Transparency. Participants espoused a desire to understand workload expectations at a deeper level. They articulated a desire to see how they (and others) are performing in relation to expectations. Communication around how expectations were established and met was desired.

Theme 2: Fairness. Participants contended the current "math" being used in teaching expectations is flawed. Specifically, they stated it did not account for variances related to different types of courses or different faculty positions. Also, some believed different departments had different expectations.

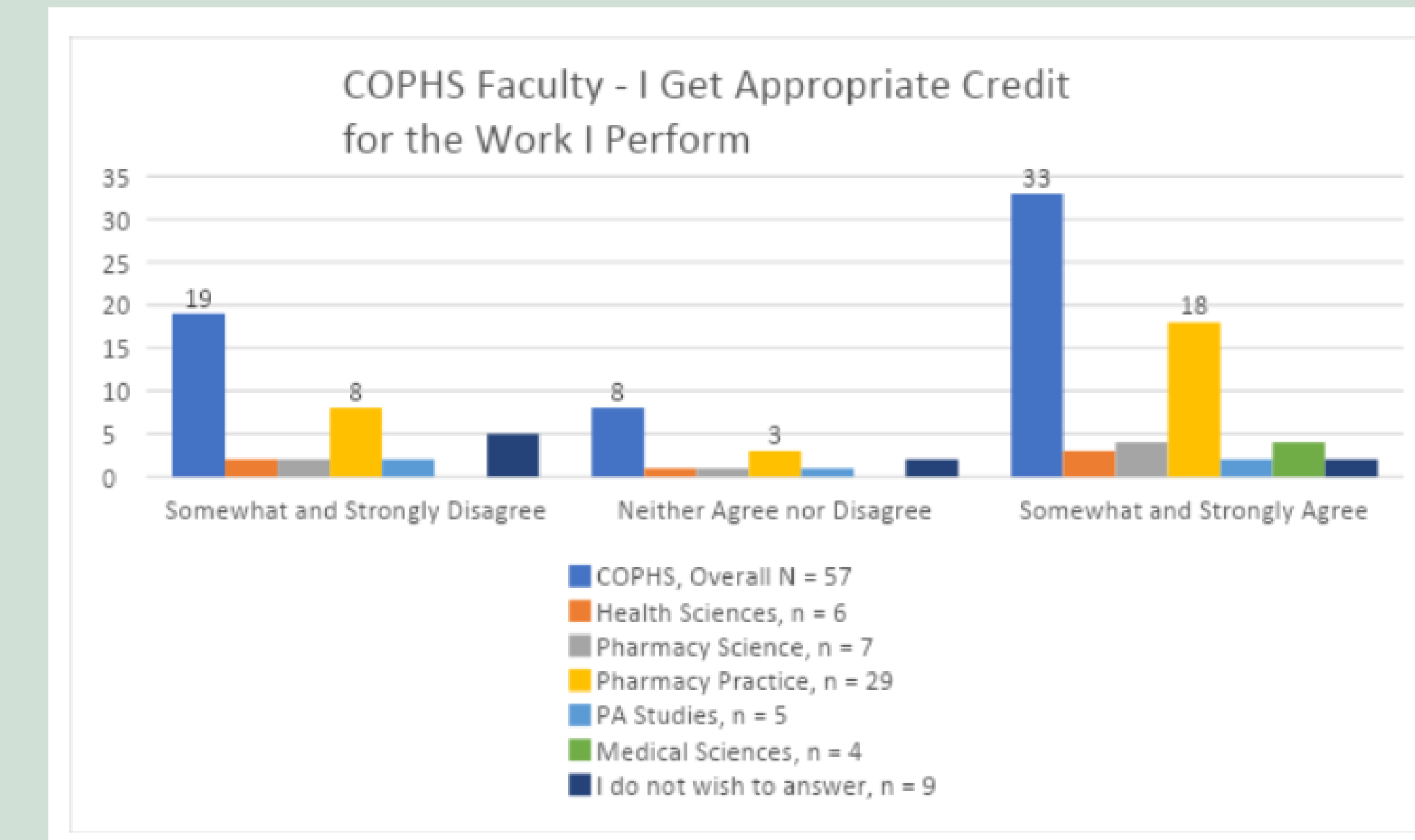
Theme 3: Leadership. Participants shared they were often unclear about "who" could make a decision in a situation. They espoused a desire for a clearer leadership structure. Also, people in leadership positions articulated they desired more training on how to lead a team and manage workload.

Theme 4: Balance. A theme present in all participants was the desire to have more balance in their daily work lives. One participant described this as "work-work balance." They advocated for more time to dedicate to scholarly research or other more creative endeavors. Unfortunately, the "want to do" items are often missed and there is a desire to make more time for these activities.

Quantitative



Entity	Likert Statement	ANOVA	Compared to
Pharmacy Practice Faculty	Our department has transparency about faculty work activities for all faculty	[F (5, 54) = 5.794, p < 0.001]	<u>Pharm Practice:</u> M = 1.28, SD = 0.65; <u>Health Sciences:</u> M = 2.33, SD = 1.03; <u>PA:</u> M = 2.60, SD = 0.89; <u>Medical Sciences:</u> M = 2.75, SD = 0.50
Gender	Number of committees chaired	[F (2, 41) = 4.70, p = 0.015]	<u>Females:</u> M = 2.26, SD = 0.71; <u>Males:</u> M = 1.50, SD = 0.53
Non-tenure Track Faculty	I have a greater workload than other faculty	[F (3, 56) = 3.06, p = 0.035]	<u>Non-Tenure:</u> M = 2.33, SD = 0.79; <u>Tenure:</u> M = 1.33, SD = 0.52
Rank	No statistical differences noted		



While BIPOC respondents disagreed that they have greater workloads than their white counterparts, our study showed a statistically significant difference in satisfaction and perception of fairness in 27 areas.

Black, Indigenous, Persons of Color

Conclusions

The results of the study have spurred changes, including workload modeling, a focus on communications and transparency, balancing workloads with expectations, leadership training, and clarification of organizational structure. Focus groups were created to understand study findings on race.

References

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