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**Disproportionate Teaching Load:** Science faculty continue to teach a disproportionately larger load than other faculty on campus. Science faculty have a contracted base 18 load for labs while many of our peers in other disciplines have base 15 load. A historical fiction is that teaching labs is easier than lecture. The grading of weekly lab reports, alone, exceeds the allocated prep time given for a laboratory class. The disproportionate loading of science faculty adversely affects quality of instruction and student access to our instructors. Physical Sciences instructors spend significantly more time preparing for laboratory classes than for our lecture classes. This gives us less time to prepare instruction for the students we serve. It makes us less accessible to the students we serve. It negatively impacts our

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traditionally belong to an under-represented or marginalized group (groups often based on socio-economic, cultural, ethnic, or gender backgrounds) receive great benefit from having more exposure to hands on activities and tutoring when they have questions and run into problems.

To close the achievement gap, Physical Sciences would benefit greatly from hiring