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HIDDEN ACADEMIC WORKLOAD AND FACULTY WELL-BEING IN HIGHER EDUCATION: A SYSTEMATIC LITERATURE REVIEW WITH IMPLICATIONS FOR KAZAKHSTAN

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Abstract. This PRISMA-informed systematic thematic review examines how international higher education research describes academic work that receives limited recognition in workload planning and evaluation. A Scopus search conducted on 2 April 2026 yielded 52 records, and 57 supplementary records were identified through Elicit-assisted open-source discovery. After four duplicates were removed, 105 records were screened and 30 studies entered the core thematic synthesis. Screening and coding were conducted using a structured extraction matrix and cross-checked by the co-authors. Six recurring areas were identified: academic housework and service; emotional, pastoral and care labor; digital workload intensification; precarious academic labor; gendered and intersectional distribution; and institutional support and workload governance. The reviewed studies report associations with strain, constrained research time and uneven career recognition, but their heterogeneous designs do not establish a general causal effect. For Kazakhstan, the review proposes exploratory indicators and an audit procedure comparing actual time use with formally recognized work. These measures are proposals for future institutional research rather than estimates of the prevalence of hidden workload in Kazakhstan.

Keywords: hidden academic workload, faculty well-being, academic housework, emotional labor, burnout, workload governance, higher education.

Introduction. Academic work is commonly organized around teaching, research and service. International studies also describe committee work, mentoring, student support, digital course maintenance and other activities whose time demands or contribution may be weakly represented in workload plans and evaluation criteria. This review uses “hidden academic workload” as an umbrella concept for that mismatch in recognition; the specific operational definition proposed for an institutional audit appears in the Discussion.

The issue matters for workload governance because the reviewed literature links some forms of academic housework and service with less time available for research and uneven recognition [1, 2]. Studies of student support describe emotional demands and strain [3, 4], while research on digital teaching documents additional course design and communication tasks [5–8]. These are patterns reported in particular settings, not a pooled estimate or proof that hidden work alone caused the observed outcomes.

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Kazakhstan is a relevant setting for a subsequent empirical test because faculty workload planning combines national rules with institutional implementation [9, 10]. Whether these arrangements alter the amount or recognition of faculty work in particular universities cannot be determined from this international review. No national prevalence estimate is inferred here.

This article (1) identifies forms of under-recognized faculty work in international research, (2) synthesizes reported associations with well-being and career-related outcomes, and (3) develops testable indicators and an audit procedure for higher education institutions in Kazakhstan. The third contribution is an author proposal, separate from the results of the review.

Main provisions. The reviewed literature uses several overlapping concepts, including academic housework, low-promotability service, pastoral and emotional labor, and under-recognized digital and precarious work [1–8, 11–18]. These categories do not necessarily denote unpaid or unplanned hours in every institution; their recognition must be checked against local rules.

Across the included studies, institutional allocation and evaluation practices shape which activities are visible and rewarded [1, 2, 17, 18]. The review therefore treats workload governance as an analytical context, while avoiding a universal claim about its effects.

The international studies report associations of some under-recognized tasks with emotional strain, work-life conflict, limited research time and career disadvantages [5, 6, 11–18]. The size and direction of these relationships may vary by role, contract, gender, caring responsibilities and institutional setting; this thematic synthesis does not identify causal effects.

For Kazakhstan, these findings motivate an author-designed measurement agenda. They do not establish how widespread hidden workload is among Kazakhstani faculty or which groups experience it most often.

Materials and methods. A PRISMA-informed systematic literature review was conducted. Because the topic is described by overlapping terms (e.g., academic housework, invisible/hidden labor, emotional and pastoral labor, digital workload and precarious academic labor), the review combined a primary Scopus search with supplementary discovery.

Scopus was searched on 2 April 2026 using the title/abstract/keyword string below. The search covered Social Sciences; Business, Management and Accounting; and Economics, Econometrics and Finance, with no year, country or access restrictions.

TITLE-ABS-KEY(("academic housework" OR "invisible labor" OR "invisible labour" OR "hidden labor" OR "hidden labour" OR "unrecognized work" OR "unpaid work") AND (faculty OR "academic staff" OR academics OR lecturer* OR professor*) AND ("higher education" OR university*)).

The Scopus search identified 52 records. Supplementary discovery was conducted in Elicit as an AI-assisted discovery step rather than as a second bibliographic database. Iterative searches used combinations of terms around five concept groups: academic housework and invisible/hidden labor; emotional or pastoral labor; digital workload and course coordination; precarious or unpaid academic work; and faculty well-being. Fifty-seven candidate reports were logged from this supplementary route. Each candidate was manually checked by title and abstract, and by full text where necessary, against the same population, higher-education context and workload-phenomenon criteria used for the Scopus records. Supplementary reports entered the core synthesis only when all core eligibility criteria were met; otherwise they were classified as adjacent or background/citation-mining material.



In total, 109 records were identified: 52 from Scopus and 57 through supplementary discovery. Deduplication was performed by comparing titles, authors, publication details and, where available, DOI information. Four duplicate records were removed, leaving 105 unique records for title and abstract screening. Duplicate pairs appearing in both sources were counted once. Twenty-two records were excluded at title/abstract screening, mainly because of an ineligible population or setting, an insufficiently direct workload focus, or an ineligible document type. Of 83 reports sought for retrieval, two could not be retrieved and 81 were assessed for eligibility. Thirty met all core criteria. The remaining 51 were retained outside the core synthesis as adjacent ($n = 6$) or background/citation-mining material ($n = 45$); common reasons were an indirect workload focus, secondary-review status and double-counting risk, contextual or conceptual relevance without direct faculty workload evidence, or an ineligible population/setting.

Core studies had to concern higher education faculty and directly address hidden, invisible, under-recognized or poorly quantified academic workload, with relevance to well-being, research time, career progression, academic identity or institutional support. Studies focused exclusively on students, doctoral students, school teachers or professional staff were excluded. Mixed academic samples were eligible when faculty workload findings were interpretable. Peer-reviewed empirical studies and selected conceptually central studies could enter the core corpus; reviews and other secondary sources were used only for framing or citation mining. The selection process followed PRISMA-informed logic [19].

Screening and coding were conducted by the authors using a structured extraction matrix and were cross-checked by the co-authors. Disagreements on eligibility, classification or coding were resolved by consensus against the predefined criteria; no formal inter-rater coefficient was calculated.

Thematic synthesis proceeded iteratively: workload forms, faculty groups, reported outcomes and institutional conditions were coded; recurrent or conceptually overlapping codes were grouped; and the groupings were reviewed across the full core corpus. Six organizing themes resulted: academic housework/service; emotional, pastoral and care labor; digital workload intensification; precarious/non-tenure labor; gendered/intersectional distribution; and institutional support/workload governance. Studies could contribute to more than one theme.

No formal design-specific risk-of-bias or quality-appraisal tool was applied because the corpus combined qualitative, quantitative, mixed-method, autoethnographic, narrative and conceptual designs. Methodological characteristics were recorded descriptively and studies were not statistically weighted. Consequently, the synthesis identifies recurring themes and study-specific associations but does not support comparative claims about evidence strength, pooled effects or causal relationships. The absence of a formal quality appraisal is treated as a limitation of the review.

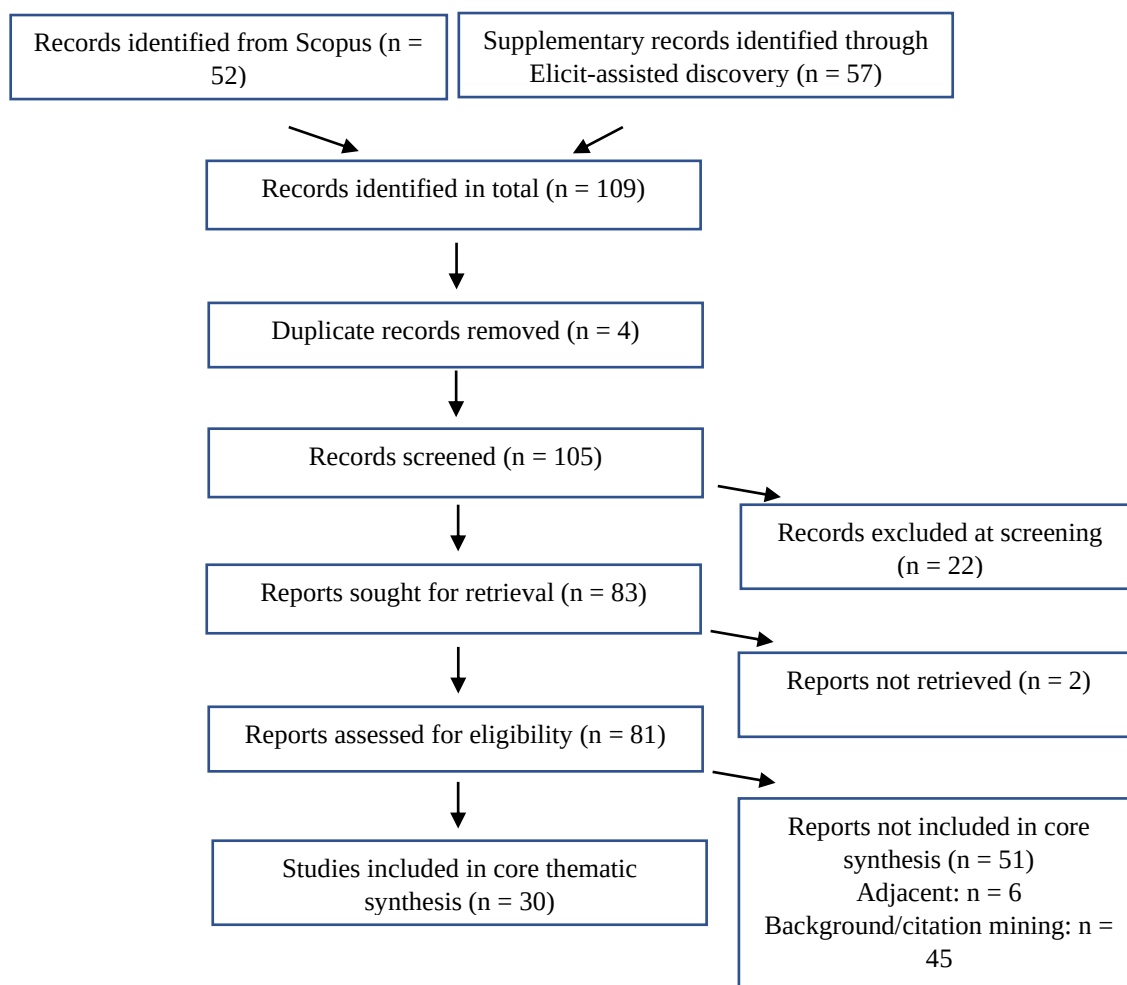


Figure 1 – PRISMA-informed literature selection process

Note: compiled by the authors

Results. The synthesis identified six recurring themes: academic housework and low-promotability service; emotional, pastoral and care labor; digital and post-pandemic workload intensification; precarious and non-tenure academic labor; gendered and intersectional distribution of hidden work; and institutional support and workload governance.

The core evidence base consisted of 30 studies that met all predefined eligibility criteria and were included in the thematic synthesis. Table 1 reports the authors and year, country or research context, study sample, methodological design, form of hidden or under-recognized workload examined, and the principal finding relevant to this review. These 30 studies constitute the primary evidence base from which the six thematic areas were developed. Publications classified as adjacent or background sources were not used to establish the thematic findings; they were used only for conceptual interpretation, methodological justification, citation mining or discussion of the institutional context.



Table 1 – Core studies included in the thematic synthesis (n = 30)

No.	Study (year)	Country / sample-population / method	Hidden workload focus	Main reported finding
1	Magoqwana, Maqabuka & Tshoaedi (2019)	South Africa; Black women academics; autoethnographic/biographical	Invisible care/admin labour	Unrewarded care and administrative work was not captured in performance metrics and could weaken promotion and institutional power.
2	Ren & Evans (2026)	UK HE; lecturers/academic staff; empirical study	Emotional/pastoral student-support labour	Lecturers reported sustained emotional engagement, high time demands and workload-allocation gaps; coping and boundary management were used to manage strain.
3	Crimmins et al. (2026)	UK universities; academics; mixed qualitative empirical study	Academic housework; gendered service/equality work	Women reported disproportionate academic housework, gendered microaggressions and weak institutional responses despite formal equity schemes.
4	Nevárez (2024)	USA/COVID-19; contingent faculty; testimonio/reflective narrative	Invisible/emotional labour; care; precarity	Invisible/emotional labour, grief and collective care were central to contingent faculty work with minoritized students during the pandemic.
5	Drake et al. (2019)	Research university; full-time non-tenure-track faculty; qualitative study	Invisible labour; constrained agency/governance exclusion	Participants described invisibility, exclusion, undervaluation and constrained agency linked to inconsistent policy interpretation and formal power structures.
6	Forkert & Lopes (2015)	UK universities; early-career academics; critical empirical analysis	Unwaged academic work; early-career precarity	Unwaged posts targeted early-career academics and reflected marketization and casualization; resistance relied on public pressure, social media and unions.
7	Smith-Carrier et al. (2021)	Ontario, Canada; academic parents/professors; qualitative study	Parenting/caregiving; paid/unpaid work; work-life conflict	Academic parents combined extensive professorial demands with caregiving; mothers carried substantial paid/unpaid work and career-equity concerns.
8	Heijstra, Steinhorsdóttir & Einarsdóttir (2017)	Icelandic HE; academics; qualitative study	Academic housework; gendered career work	Academic housework was unevenly distributed and affected academic capital, research time and career progression.
9	Lopes & Santos (2025)	Portugal/COVID-19; lecturers/researchers; quantitative/mixed study	Academic housework; care/mentoring during COVID-19	The pandemic reinforced gender inequalities in academic work, including undervalued care, mentoring and less prestigious tasks.



No.	Study (year)	Country / sample-population / method	Hidden workload focus	Main reported finding
10	Okech (2020)	African/decolonial context; feminist academics; conceptual/reflective study	Decolonial epistemic labour; invisible feminist work	Decolonial academic work depended on feminist epistemic communities and highlighted intellectually important but weakly recognized labour.
11	De Angelis & Grüning (2020)	Italy; female adjunct professors; empirical study	Unpaid/precarious teaching labour; gender inequality	Precarious adjunct work combined unpaid labour, weak institutional recognition and gendered career disadvantage.
12	Yabut & Arapoc (2025)	Philippines HE; faculty; empirical study	Workload disparity; low-promotability tasks	Overall workload did not differ by sex/marital status, but women—especially married women—were more exposed to committee/extension responsibilities.
13	Ermiş-Mert (2024)	HE/COVID-19; women academics; empirical study	Paid/unpaid workload; care/admin work	Care responsibilities and pressure to maintain research performance predicted larger productivity declines; housework/admin workload were not significant predictors.
14	Quinteros & Covarrubias (2023)	US HE; faculty of color; qualitative study	Invisible DEI/leadership labour; tokenization	Faculty of color described invisible labour and institutional barriers and used resistance strategies including refusing extra leadership and protecting resources.
15	Grüning & De Angelis (2022)	Italy; adjunct professors; empirical study	Adjunct teaching; invisible/unpaid work	Adjunct teaching was framed as underpaid/unpaid academic work embedded in unequal economic and symbolic career structures.
16	Sharafizad et al. (2024)	HE; female academics; empirical study	Academic housework; admin duties; career stalling	Women's career stalling was linked to competing roles, work-life conflict avoidance and uneven distribution of administrative academic housework.
17	Macfarlane & Burg (2019)	HE; women professors; empirical/conceptual study	Academic citizenship; mentoring/service	Women and men emphasized research leadership, but women more often emphasized citizenship and mentoring, indicating a continuing gendered service burden.
18	Smithers et al. (2023)	HE; insecurely employed academics; empirical study	Concealed/unpaid time; weekend work; precarity	Precarious academics experienced time insecurity and extensive unpaid/under-recognized work, including weekend labour, to maintain employability.
19	Alton et al. (2025)	HE; academics/teachers; qualitative interviews	Technology-enabled learning; digital/identity work	Technology-enabled learning generated new teaching activities and identity work, with differing academic responses to post-pandemic digitalization.



No.	Study (year)	Country / sample-population / method	Hidden workload focus	Main reported finding
20	Lantsoght et al. (2021)	Global/COVID-19; academic parents; mixed-method survey	Academic parenting; care workload	Academic parents reported major challenges combining work and childcare during lockdown, alongside some gains in flexibility and digital skills.
21	Quickfall & Wood (2025)	England; teacher educators/ITE academics; survey	Workload; research time; leadership expectations	Respondents described tensions among workload, research expectations/opportunities and leaders' understanding of teacher-education work.
22	Sharma & Sengupta (2025)	India/private HEIs; professors; qualitative study	Teaching demands; workload/emotional strain	Role ambiguity, workload stress and emotional strain were major demands; positive outlook, mastery and camaraderie functioned as resources.
23	Morris et al. (2022)	UK; academic staff; qualitative case study	Gender/curricular equality work	Gender-mainstreaming work was repeatedly sidelined by institutional barriers, leaving equality-oriented labour peripheral and weakly supported.
24	Bowyer et al. (2022)	Australia/COVID-19; academic mothers; collaborative autoethnography	Care work; professional identity; productivity	Pandemic caregiving disrupted research, professional identity and conventional career progression, exposing gendered tensions between academic and caring roles.
25	Naidoo-Chetty & du Plessis (2021)	South Africa; academics; qualitative study	Workload; publication pressure; student support	Key demands included publication pressure, overload, work-family conflict, student-support complexity and limited resources; support and autonomy functioned as resources.
26	Tsupari, Lagstedt & Kauppinen (2024)	Finnish HEI; teachers/HE process actors; SLR + qualitative case study	Hidden course processes; digital/admin coordination	End-to-end course processes were scarcely recognized and weakly supported by information systems, revealing a blind spot in education digitalization.
27	Horta, Panova, Santos & Yudkevich (2022)	Global/COVID-19; university academics; quantitative time-use study	Work-time allocation; workload intensification	Weekly working time increased during the pandemic; teaching was the main driver and administrative work a secondary driver.
28	Brooks et al. (2025)	England; teacher educators/ITE leaders; qualitative interviews	Hidden intellectual planning/redesign work	Teacher educators undertook substantial hidden intellectual work in planning, redesign and decision-making during accreditation reform.
29	Subban et al. (2022)	Australia/COVID-19; university academics; mixed-method study	Teaching/research/service workload; caregiving	Academics reported pressure to maintain research and teaching workloads; caregiving intensified difficulties maintaining equilibrium during crisis conditions.



No.	Study (year)	Country / sample-population / method	Hidden workload focus	Main reported finding
30	Bravo I. del A. et al (2022)	Ibero-American universities; postgraduate professors; quantitative survey	Online/hybrid teaching workload; anxiety	Higher workload was associated with redesign, marking, tutoring and finding materials; anxiety was linked to screen time, weak feedback and extra preparation.
Note: Core/adjacent/background status follows the record-level screening and extraction matrix supplied with the review; only the 30 core studies are shown here				

The table reports the study population/sample description and methodological design recorded in the extraction matrix; numerical sample size is stated only where it was available in the extracted record. In accordance with the journal's limit of 20 references, the reference list contains the sources cited in the narrative; complete record-level bibliographic details for all 30 core studies are retained in the accompanying screening/extraction matrix.

Academic housework and low-promotability service work. It includes mentoring, committee work, student support and administrative coordination that may be essential but weakly rewarded. The reviewed studies associate such work with constrained research time and career progression, particularly where service is unevenly allocated [1–3, 11, 12].

Emotional, pastoral and care labor. It covers student support, mentoring and care-related work. Studies report substantial emotional engagement and time demands, with strain shaped by available job resources, care responsibilities and institutional support [3, 4, 12, 13, 18].

Digital and post-pandemic workload intensification. It describes changes in time allocation, course redesign, feedback, platform work and process coordination. These studies support measuring digital tasks explicitly but do not show that every digital intervention increases total workload [5–8].

Precarious and non-tenure academic labor. It means unpaid preparation, weekend work, constrained agency and insecure teaching arrangements. Contract status may condition the recognition and distribution of work, but the evidence does not establish a universal causal effect of precarity on hidden workload [14–16].

Gendered and intersectional distribution of hidden work. Gendered and intersectional patterns appear in studies of care, service, academic citizenship, diversity work and precarious employment. Variation is also reported by race, career stage, contract status and caring responsibilities; these patterns are context-specific and should be measured rather than presumed in Kazakhstan [1–3, 11–16].

Institutional support and workload governance. Institutional support and workload governance studies identify workload allocation, research pressure, student demands, administration and organizational resources as relevant conditions [17, 18]. Governance responses such as service recognition and support routes are implications for testing, not interventions proven by this review to reduce burnout or improve productivity.

The preceding findings summarize international publications. The audit measures below are proposed by the authors for future research in Kazakhstan and have not been validated with Kazakhstani faculty data.

Discussion and proposed implications for Kazakhstan. Kazakhstan combines national regulation with institutional discretion in faculty workload planning [9, 10]. For example, Toraighyrov University's 2024 workload regulation uses an annual faculty working-time budget of 1,584 clock hours and distributes it across teaching, methodological, research, organizational/student-related work and professional development [20]. Teaching is



commonly quantified in hours or credits. Depending on institutional rules, some mentoring, student-support, committee, administrative or digital-coordination activities may be assigned without a separate time equivalent. Accordingly, hidden workload is defined here as time spent on university-related tasks that is not explicitly accounted for in the relevant workload plan or other formal instrument.

The proposed audit should record both task counts and time spent across teaching, research, methodological, service, administrative and digital activities. Time-use diaries and surveys should be matched with individual workload plans, schedules and assignment records for the same observation period. Service workload should be assessed by both task frequency and hours required, since identical task counts may conceal substantial differences in actual time demands.

Furthermore, the gap between actual and formally planned time can be described for a common observation period using the following exploratory indicators:

$$HW_i = T_i^{\text{actual}} - T_i^{\text{planned}}; \quad (1)$$

$$HWS_i = 100 \times HW_i / T_i^{\text{actual}}, \text{ for } T_i^{\text{actual}} > 0 \quad (2)$$

Here T_i^{actual} is faculty member i 's observed working time, T_i^{planned} is the corresponding time formally recognized in the institution's workload plan after conversion to clock hours, HW_i is the absolute planning gap, and HWS_i is its share of actual time.

A positive gap is not evidence of institutional non-compliance: it may reflect tasks within broader employment duties without a separate time equivalent, as well as overrun on tasks already recognized in the plan. The task-level matching described below is therefore required to identify genuinely unrecognized time.

Table 2 – Proposed indicators for a faculty workload audit in Kazakhstan

Dimension	Indicator and calculation	Sources
Time use	Hours by activity and share of administrative and service time in total hours	Time-use diary; survey
Service allocation	Task count, hours per task and distribution across faculty	Diary; committee and assignment records
Plan discrepancy	Planning gap HW_i and HWS_i ; task-matched unrecognized hours U_i and HUS_i	Matched diary; individual plan; internal norms
Group differences	Median and spread by position, unit, career stage and administrative role	Linked anonymized HR and workload data
Source: developed by the authors		

For the more specific measure of unrecognized work, let A_i denote observed hours and R_i the observed hours spent on tasks that have a corresponding formal time allocation. The task-matched measures are defined as follows:

$$U_i = A_i - R_i \quad (3)$$

$$HUS_i = 100 \times U_i / A_i, \quad A_i > 0 \quad (4)$$



Unlike the aggregate planning gap above, this measure excludes overruns on formally recognized tasks. Each diary entry should be matched to the institution's task register for the same period and appointment fraction. Both indicators should be reported with their distinct definitions, rather than interpreted interchangeably.

A five-stage procedure is proposed: (1) review national and institutional rules and individual plans; (2) create a common activity codebook and determine formal time equivalents; (3) collect diaries and corroborating survey and administrative records; (4) match each observed task to the plan and calculate U_i , HWS_i and HUS_i ; and (5) compare distributions by position, unit, career stage and administrative role, reporting medians and dispersion as well as means. Participation and linkage of personnel data require confidentiality safeguards. Findings would describe participating institutions and periods only; national generalization would require an appropriate national design.

Limitations. Limitations include reliance on Scopus as the primary bibliographic database, English-language search terms, and an exploratory Elicit-assisted supplementary search that is not fully replicable as a database search. The corpus spans different publication periods and heterogeneous study designs, and no formal design-specific risk-of-bias or quality-appraisal tool was applied. No pooled effect estimate was produced. The Kazakhstan audit framework is an author proposal; national prevalence, causal consequences and the effectiveness of management actions require dedicated empirical research.

Conclusion. This review identifies recurring forms of under-recognized work in international higher education research: service and academic housework, student care, digital coordination and labor associated with insecure appointments. Recognition and allocation differ across institutions, so these themes do not imply that every activity is hidden in every workload model.

The included studies report associations with strain, work-life conflict, constrained research time and career-related recognition. Their designs and settings do not establish that hidden workload independently causes these outcomes. Institutional allocation and evaluation practices are plausible conditions for further study, rather than effects established here.

For Kazakhstan, the contribution is an empirically testable framework, not a conclusion that hidden workload is widespread. Future research should align time-use diaries with institutional workload plans, assess service-task distribution and compare faculty groups across institutions. The proposed audit and governance actions should be evaluated with national data before conclusions about prevalence or effectiveness are drawn.

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ЖОҒАРЫ БІЛІМ БЕРУДЕГІ ЖАСЫРЫН АКАДЕМИЯЛЫҚ ЖҮКТЕМЕ ЖӘНЕ ПРОФЕССОР-ОҚЫТУШЫЛАР ҚҰРАМЫНЫҢ ӘЛ-АУҚАТЫ: ҚАЗАҚСТАН ҮШІН САЛДАРЫ БАР ЖҮЙЕЛІ ӘДЕБИ ШОЛУ

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Түйін. Мақалада жоғары білімдегі жасырын академиялық жүктеме туралы халықаралық зерттеулер PRISMA логикасына сүйенген тақырыптық шолу арқылы жүйеленеді. 2026 жылғы 2 сәуірде Scopus дерекқорынан 52 жазба табылып, ашық дереккөздерден 57 қосымша материал қаралды; төрт қайталанған жазба алынып тасталғаннан кейін 105 материал тексеріліп, 30 зерттеу негізгі синтезге енгізілді. Әдебиетте сервистік және эмоциялық еңбек, студенттерге қолдау, цифрлық үйлестіру және тұрақсыз жұмыспен қамту жағдайындағы еңбек сипатталады. Олардың әл-ауқат және мансап көрсеткіштерімен байланысы жекелеген зерттеулерде байқалғанымен, шолу жалпы себеп-салдарлық әсерді дәлелдемейді. Қазақстан үшін нақты жұмыс уақытын ресми жоспармен салыстыратын аудит көрсеткіштері мен рәсімі ұсынылады. Бұл ұсыныстар Қазақстандағы жасырын жүктеменің таралуы туралы эмпирикалық қорытынды болып табылмайды.

Түйінді сөздер: жасырын академиялық жүктеме, профессор-оқытушылар құрамының әл-ауқаты, сервистік академиялық жұмыс, эмоциялық еңбек, кәсіби күйіп кету, академиялық жүктемені басқару, жоғары білім.

СКРЫТАЯ АКАДЕМИЧЕСКАЯ НАГРУЗКА И БЛАГОПОЛУЧИЕ ПРОФЕССОРСКО-ПРЕПОДАВАТЕЛЬСКОГО СОСТАВА В ВЫСШЕМ ОБРАЗОВАНИИ: СИСТЕМАТИЧЕСКИЙ ОБЗОР С ВЫВОДАМИ ДЛЯ КАЗАХСТАНА

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Резюме. В статье представлен тематический обзор международных исследований скрытой академической нагрузки в высшем образовании с применением логики PRISMA. Поиск в Scopus 2 апреля 2026 года выявил 52 записи; дополнительно рассмотрены 57 материалов из открытых источников. После удаления четырех дубликатов проверено 105 записей, из которых 30 исследований включены в основной тематический синтез. Литература описывает сервисную и эмоциональную работу, поддержку студентов, цифровую координацию и труд при нестабильной занятости. В отдельных исследованиях эти виды работы связаны с напряжением, сокращением времени для исследований и неравным признанием, однако обзор не доказывает общего причинного эффекта. Для вузов Казахстана предложены показатели и процедура сопоставления фактического времени с формально учтенной нагрузкой. Распространенность скрытой нагрузки в Казахстане по данным этого обзора оценить нельзя.

Ключевые слова: скрытая академическая нагрузка, благополучие преподавателей, сервисная академическая работа, эмоциональный труд, профессиональное выгорание, управление академической нагрузкой, высшее образование.

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