A Guide to Faculty Work
Outline

• The nature of faculty work
• Time and Effort
• 2016 Job Description Form
• Next Steps
• Connecting the “real world” to managing faculty work for the betterment of the University
The 3-Legged Stool of Faculty Work

- Instruction
- Service Outreach Extension
- Research Scholarship Creative Works

Faculty Work
Ternary Diagram of Faculty Work

Instruction
- Organized Courses
- Informal Instruction
- Graduate and Professional Students
- Online Learning
- Distance and Service Learning
- Student Advising
- Clinics

Outstanding Faculty

Research, Scholarship, Creative Works
- Thesis/Dissertation
- Undergraduate Research
- Grant Writing
- Books and Articles
- Works of Art
- Peer Review of Scholarly Work
- Professional Organizations

Service, Outreach, Extension
- Academic Administration
- Startup Companies
- Journal Editor
- Licensing
- Performances
- Patents
- Peer Review of Scholarly Work
- Scholarly Work
- Professional Organizations
Time and Effort: Instruction – Organized Classes

• 3 + 2 Load
  – 2 semesters x 40 hrs/week = 80 hrs
  – 5 x 3 hrs/course = 15 hrs
  – 5 x 3 x 2-3 hrs = 25 - 45 hrs
  – 3 x 5 = 15 hrs
  – 55 – 75 hrs
  – 27 – 37 hrs/week*
  – ca. < 70% to > 90% of a 40 hour week*

  – 9 month academic year
  – Time in class
  – Preparation and Grading*
  – Office hours
  – Total
  – Hours/week
  – New workload assumes 62.5%

* These are minimums. New courses, new pedagogical approaches, field and lab courses – add many extra hours
Time and Effort: Research and Scholarship

- **Student Mentoring**
  - *Thesis or Dissertation Supervision*: ~3-5 hrs/week/student
  - *Preparing to conduct a concert with a major student ensemble*: ~15 hours/week
  - *Undergraduate Research*: ~3-5 hrs/week/student
- **Grant Writing**: 5-15 hours/week
- **Research and Writing of Scholarly Article**: 5-15 hours/week
- **Book Research and Writing**: 10 hours/week, including summers (typically unpaid)
- **Directing a Theater Production**: ca. 15 hours/week
Time and Effort: Service, Outreach, Extension

- **University Committee Service** – 1-5 hours/week
- **Public Presentations** - 1-5 hours/week
- **Review of Manuscripts and Proposals** - 1-5 hours/week
- **IP and Licensing** – ~5 – 10 hours/week
# 2016 Job Description Form

A Key Management Tool
Standard (Baseline) Workload

<table>
<thead>
<tr>
<th>Standard Professorial Workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
</tr>
<tr>
<td>Percentage of Effort</td>
</tr>
<tr>
<td>62.5%</td>
</tr>
</tbody>
</table>

This section of the job description template provides the standard teaching, research/creative activity, service and advising workload. This is the baseline from which adjustments may be made.
### Explanation of Adjustments

#### Job Description

<table>
<thead>
<tr>
<th>Credits (Must = 15 cr.)</th>
<th>Course Prefix &amp; Number</th>
<th>Teaching (50%)</th>
<th>Research/Creative Activity (40%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Explanation for Adjustment (Identify Substitution Code and note how teaching credits were redeployed; N/A for courses taught.)</td>
<td>Activities/Expectations:</td>
</tr>
<tr>
<td>4</td>
<td>KIN/ZOO 3021</td>
<td>Note: 3 credits for lecture component, no credit for labs taught by GAs. LCT1: 1 additional credit for over 100 students</td>
<td>(1) Implementation of grant activities, including data collection, analysis of data, grant reporting</td>
</tr>
<tr>
<td>4</td>
<td>KIN/ZOO 2040</td>
<td>Note: no credit for labs taught by GA. LCT1: 1 additional credit for over 100 students</td>
<td>(2) 2-year expected output(s): (a) presentation at national meeting, (b) at least 2 peer-reviewed publications, and (c) completion/submission of grant(s) for ongoing support of research program.</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>NCT1: Direct supervision of student interns/mentors in KIN 2040 labs</td>
<td>Service (5%)</td>
</tr>
<tr>
<td>3</td>
<td>ZOO 1101-01</td>
<td>FYS: The biology of food</td>
<td>Advising (5%)</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>ER3: Final Year of NIH Award (Project 100444), Release time used to teach KIN 4024</td>
<td>Activities/Expectations:</td>
</tr>
<tr>
<td>15</td>
<td></td>
<td></td>
<td>Department committees, as needed; CHS RTP committee; Faculty Senate</td>
</tr>
</tbody>
</table>

#### Additional Duties (Adjusted from standard faculty job description above)

<table>
<thead>
<tr>
<th>Administration (______ %)</th>
<th>Cooperative Extension or Clinical/Professional Practice (______ %)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities/Expectations:</td>
<td>Activities/Expectations:</td>
</tr>
<tr>
<td></td>
<td>25 UG student advisees (juniors/seniors)</td>
</tr>
</tbody>
</table>

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**University of Wyoming**
Next Steps

• More fine-grained analysis of 2016 job descriptions submitted in the summer
• Review of findings with deans
• Refinement of "what counts" as adjustments
  – E.g. time spent on undergraduate research
• Repeat process in spring of 2017
Go Pokes: A Sports Analogy for Meeting the University’s Academic Mission

• Departments and Colleges can be thought of as a sports team
• They each play in a competitive national league, e.g.
  – Business Schools or Chemistry Departments at Research I Land Grant Institutions
• The “rules of the game“ are defined by the three legs of the stool
• The President/Provost is the Athletic Director
• The Department Chairs are the Head Coaches
Go Pokes: A Sports Analogy for Meeting the University’s Academic Mission

• The standings are determined somewhat subjectively by external entities
  – Sports analogy: the BCS, coaches polls, NCAA selection committee
  – USNWR, Princeton Review
  – Counts of prestigious awards to faculty members (Hall of Fame members), publications in prestigious venues, etc.
  – Faculty members in a department each play different “positions”. Some are instructors, others researchers, others contribute extension/outreach
  – Many play different positions at different times depending on the need – adds flexibility
    • E.g. fake punt or a halfback pass

• The winning “team” is the one that is recognized for excellence in how well it holds up the seat of the stool compared to its national competitors.
Faculty (Players’) Perspective*

• Research/scholarship/creative work come first (graduate school training)

• Value autonomy
  – Creativity and innovation difficult to “manage”

• Value relationships with students over organization

• Value advancing discipline over organization
  – Value the national league over the local team

• University as institutional repository of society’s knowledge
  – Instincts to preserve, resistance to change
  – Ideological and idealistic

• Winning Means – successful graduates, career awards, citations

*Admittedly exaggerated …
Perspective of External Stakeholders (Fans)*

- Instruction and service are and should be a large proportion of the day to day work of a faculty member.
- Autonomy only goes so far. As a public institution, faculty work must be transparent and accountable to tax payers, parents, and students.
- Winning means:
  - Well educated students with great job prospects.
  - The university is a strong influence on the economic prosperity of the state.

*Also exaggerated …
Job Description Forms: The Playbook

• The AD and Coaches have a transparent way to
  – Specify the players’ (faculty members’) roles
  – Specify the plays needed to win the game
  – Set performance expectations and instills accountability
  – Provides an incentive structure
And if all goes well ....

• The result is a championship team!