

A Guide to Faculty Work



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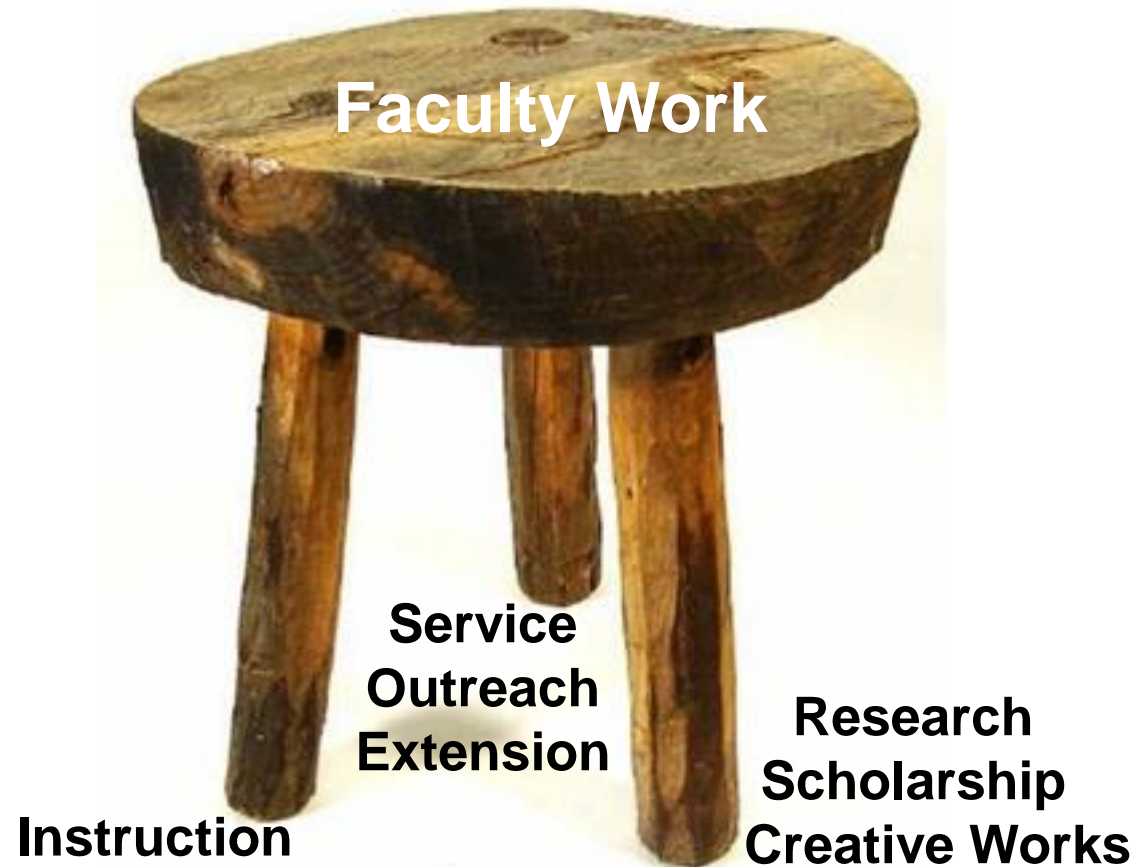
Outline

- 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



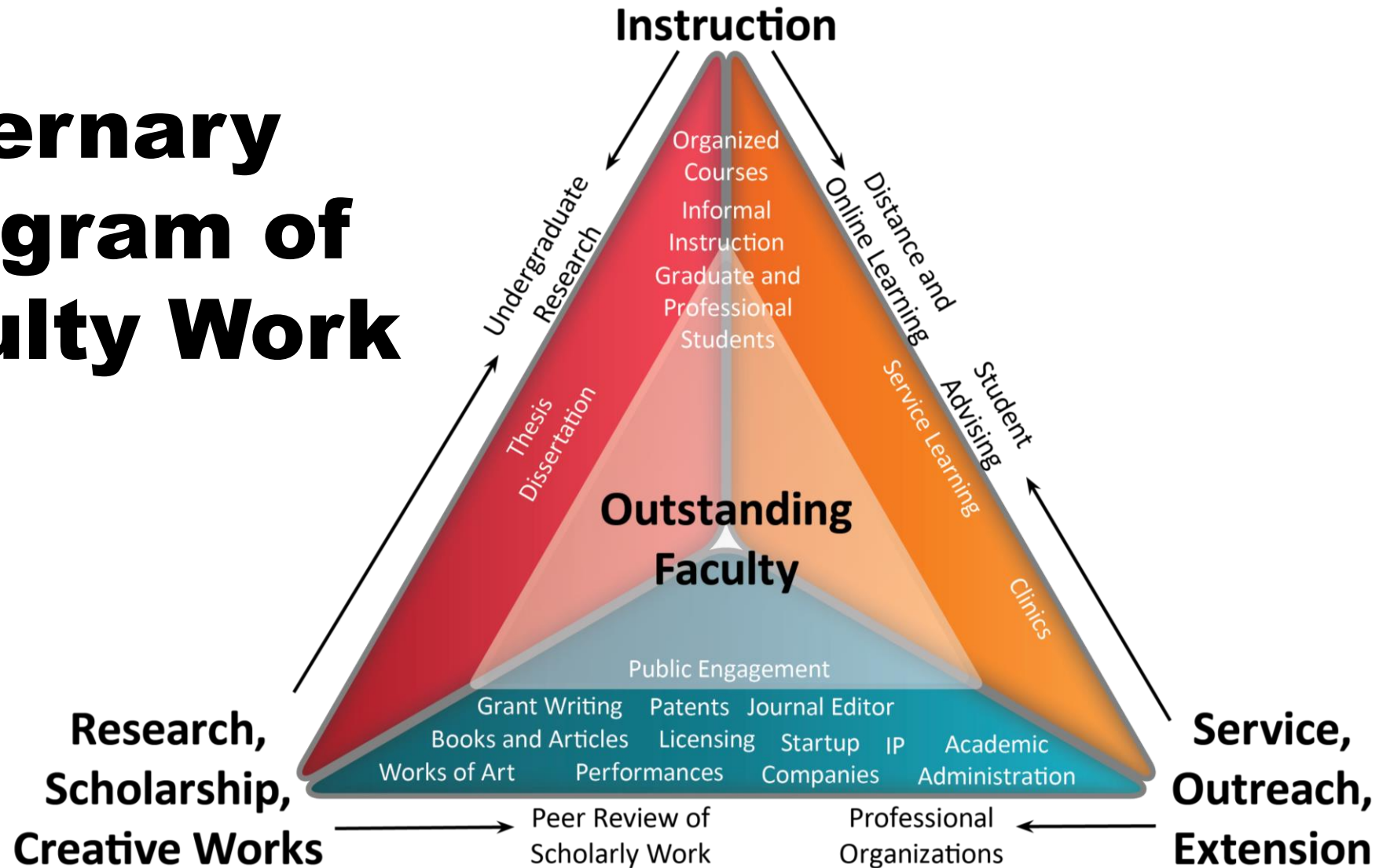
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The 3-Legged Stool of Faculty Work



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Ternary Diagram of Faculty Work



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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



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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*



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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



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2016 Job Description Form

A Key Management Tool



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Worksheet for Determining Workload Adjustment/Job Description for Tenure Stream Faculty

Name: Bill Nye the Science Guy
College of: Health Sciences
Department: Kinesiology and Health
Academic Rank: Associate Professor

Effective Date: 8/22/2016 (m/d/y)
FTE: 1 (between 0 and 1.0)
Notes: Joint appointment with Zoology/Physiology
Last Job Action: Change of rank

Standard Professorial Workload

Teaching		Research/Creative Activity	Service/Advising
Percentage of Effort	Credit Hours	Percentage of Effort	Percentage of Effort
62.5%	15 cr.	37.5% (Differentiated by Research/Creative Activity and Service)	

Job Description

Teaching (50%)			Research/Creative Activity (40%)	
Credits (Must = 15 cr.)	Course Prefix & Number	Explanation for Adjustment (Identify Substitution Code and note how teaching credits were redeployed. N/A for courses taught.)	Activities/Expectations:	
4	KIN/ZOO 3021	Note: 3 credits for lecture component, no credit for labs taught by GAs. LCT1: 1 additional credit for over 100 students	(1) Implementation of grant activities, including data collection, analysis of data, grant reporting	
4	KIN/ZOO 2040	Note: no credit for labs taught by GA LCT1: 1 additional credit for over 100 students	(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.	
1		NCT1: Direct supervision of student interns/instructors in KIN 2040 labs	Service (5%)	Advising (5%)
3	ZOO 1101-01	FYS: The biology of food		
3		ER3: Final Year of NIH Award (Project 1000444), Release time used to teach KIN 4024	Activities/Expectations: Department committees, as needed; CHS RTP committee; Faculty Senate	Activities/Expectations: 25 UG student advisees (juniors/seniors)
15				
Additional Duties (Adjusted from standard faculty job description above)				
Administration (%)			Cooperative Extension or Clinical/Professional Practice (%)	
Activities/Expectations:			Activities/Expectations:	

SIGNATURES (electronic signatures accepted – resize signatures so all fit on this page):

Faculty Member	Date (m/d/y)

Standard (Baseline) Workload

<u>Standard Professorial Workload</u>			
Teaching		Research/Creative Activity	Service/Advising
Percentage of Effort	Credit Hours	Percentage of Effort	Percentage of Effort
62.5%	15 cr.	37.5% (Differentiated by Research/Creative Activity and Service)	

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.



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Explanation of Adjustments

Job Description

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Activities/Expectations: 			Activities/Expectations: 	



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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



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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



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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.



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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 ...*



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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 ...*



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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



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And if all goes well

- The result is a championship team!



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