Dean's Role in Faculty Workload Distributions

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COLORADO STATE UNIVERSITY

<u>A bit of context</u>:

- **Comprehensive public research university**

- **Carnegie Doctoral/Research University-Extensive**

- **Land Grant University**
  - **Teaching**
  - **Research**
  - **Service/Outreach**

College Of Natural Sciences

8 Departments

- **Biochemistry & Molecular Biology**
- **Biology**
- **Chemistry**
- **Computer Science**
- **Mathematics**
- **Physics**
- **Psychology**
- **Statistics**

All 8 have BS, MS, and PhD programs

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College Profile

Size
- 180 regular faculty; 25 special faculty
- 3900 Undergraduate Majors
- 650 Graduate Students
- Award 650 BS, 130 MS, 80 PhD annually

Budget
- Instructional budget ~ $33M
- External funding ~ $40M
- Generate ~8.0M indirect costs

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Workloads

Workloads vary widely within the CNS:

- largest differential exists between laboratory and non-laboratory sciences

Workloads in different disciplines are set by:

- university policy, but primarily by
- national norms (since we compete in a national and international market place for professorial talent)

Workload Distributions

In general:

50% Teaching
   classroom teaching; supervision; advising

40% Research
   publications, grant activity, PhD production

10% Service/Outreach
   professional, university, community

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Role of Dean

- **Ensure some measure of consistency of workloads across departments (<u>respecting disciplinary norms</u>)**

- **Review/ensure fairness of workloads within departments**

- **Identify anomalies or patterns that raise concerns**

- **Work with Chairs to address concerns**

Role of Dean

- **In order to identify areas of concern, the Dean needs several tools.**

- **These are necessarily coarse grained and can only highlight outliers rather than subtleties**

Available Data

Sponsored Research
grant activity (submissions, awards, expenditures)

Institutional Research **
teaching assignments; graduate advising/degrees

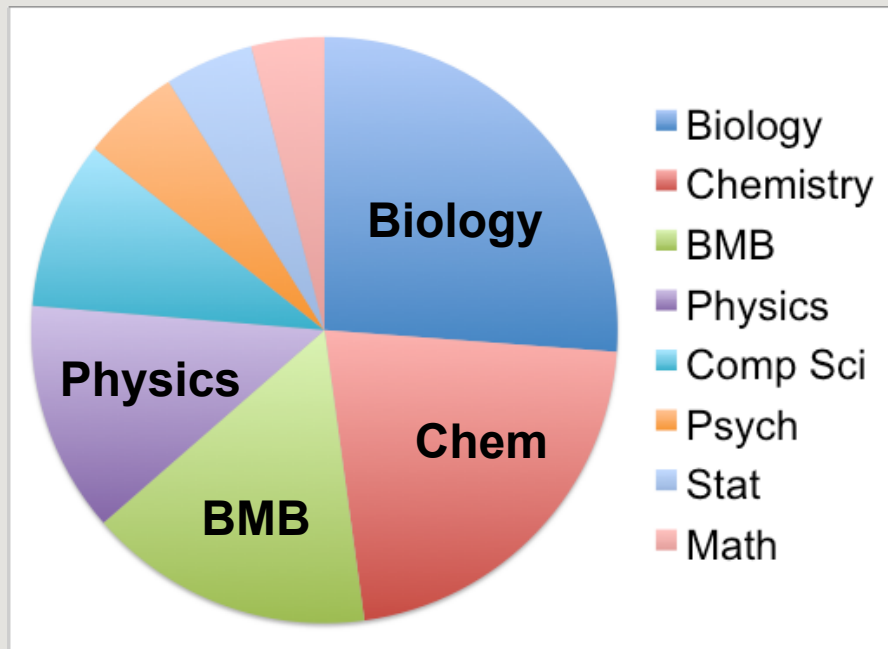**Faculty Activity System**
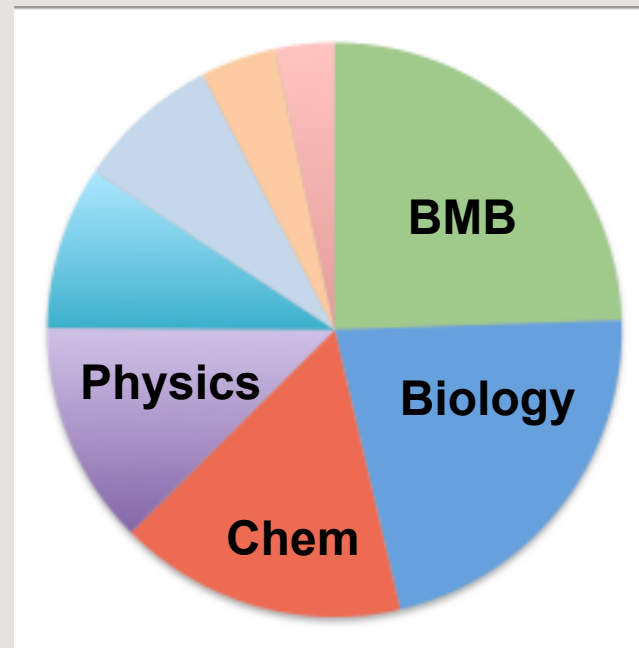self-reported comprehensive on-line system for annual evaluations

** somewhat error-prone

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Analysis Among Departments

Research expenditures

Total $$ by Department

$$ per FTE

Analysis Among Departments

Department	Research $M	TT FTE*	$K/FTE	# credits 50% load
BMB	$5.64	14	$403	5
Biology	$9.37	26	$360	4.5
Chemistry	$7.74	29	$267	6
Physics	$4.56	22	$207	6-8
Computer Sci	$3.33	22	$151	10
Statistics	$1.75	13	$134	9
Psychology	$1.95	28	$70	9
Mathematics	$1.44	26	$55	12

FY14 Mean $K/FTE = $206

Analysis Within Departments

Data from Institutional Research

3 examples of 50:40:10 workload from single department:

		Courses Taught			Credits/Year			Research Expenditures ($1000)			10-yr PHD	Year Hired
		11/12	**12/13**	**13/14**	**11/12**	**12/13**	**13/14**	**FY12**	**FY13**	**FY14**		
A	UG	261	340 340	369	4	6	3	$42.0	$19.0	$0.0	1	2005
	Grad	617 798	652 798/9	617 618	4	3	7					
B	UG							$143.0	$80.0	$80.0	5	2000
	Grad	545 592, 798, 799	535 592, 793, 798	519 535 592 592	11	7	8					
C	UG	160 317 317 484	317 425 484 180	317 317 317 425	15	17	19	$0.0	$0.0	$0.0	0	1967
	Grad											

Analysis Within Departments

Data from on-line Faculty Activity System (FAS)

- annual evaluation online, self-report
- detailed report for each faculty member
- summaries at department and college levels

<u>Includes:</u>
Courses/credits taught, course development; graduate advising, publications, presentations, grants, outreach/service activities

Same form used across all departments

Faculty Activity System Output
Individual; Department; College Summaries

Summary Totals

College of Natural Sciences

January 1, 2013 to December 31, 2013

Summary of Printed Publications

Type of Publication	Number Published
Electronic Publication	25
Journal Articles	498
Monograph	4
Proceedings	0
Technical Report	6
Textbook	7
Textbook Chapter	35

Summary of Presentations

	Number Presented:
Presentations	778
Posters	176

Summary of Citations

	Number:
Abstract Citations	63

Summary of Grants

Grant Status	Number
Submitted (not funded yet)	279
Funded	469

Another Approach

From Mechanical Engineering:

"Kudos" system:
- Point values for all scholarly activities
  weighted based on shared departmental goals
  also weighted by Department Chair
- No limit on number of points achievable
- Annual evaluations based on total Kudos points

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"Kudos" System

Instruction, Advising, & Mentoring (I1)	**Courses/Course Development**
Research, Scholarship, & Creative Activity (R1)	**Publications**
Research, Scholarship, & Creative Activity (R2)	**Grants Submitted/Funded; Research Expenditures**
Instruction, Advising, & Mentoring (I2)	**Graduate Student mentoring**
University/ Professional/ Public Service & Outreach (S)	**Committees, Editorial Boards, etc.**

"Kudos" System

Applied to annual reviews:

Rank	I1	R1	R2	I2	S	TOTAL	%I	%R	%S	Weighted Total	Overall rating
Full	5	0.8	0	0.3	0	6	0.4	0.4	0.2	2.4	Below
Full	6.5	0.8	2.8	0	5.5	15.5	0.4	0.5	0.1	4.9	Meets
Assoc	6.5	0	0.8	0	0.5	7.8	0.8	0.1	0.1	5.3	Meets
Asst	3.1	3	3	2	2	13.1	0.1	0.8	0.1	5.6	Meets
Full	7	1	1.2	2	8.5	19.7	0.4	0.5	0.1	5.8	Exceeds
Assoc	6.5	8	5.7	8	2	30.2	0.4	0.5	0.1	12.8	Exceeds
Assoc	11	6	6.13	9.25	4.5	36.9	0.4	0.5	0.1	14.6	Superior

"Kudos" System

Compared to FAS:

- More buy-in from faculty
- Considers all scholarly activities
- Individualized for each department
- Weightings according to common goals
- Responsive to new strategic initiatives

- Across department analysis more difficult
- Subject to Department Chair bias

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Summary

Role of Dean
- **Regularly conduct among & within department workload analyses**
- **Work with Chairs to address outliers**

Faculty annual evaluations
- **FAS (department-neutral)**
- **Kudos (department-focused)**

Next steps:
- **Incorporate departmental strategic goals into FAS?**
- **Incorporate College goals in Kudos?**

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