Faculty Activity

Web-based Tools for Collecting and Reporting Faculty Workload

RMAIR Conference 2002
Jackson Hole, Wyoming
UNLV Faculty Workload

- Background
- Demonstration
  - Data Entry Application
  - Reporting Application
- Technology Choices
- Political Implications
Background

- Report Requirement for State Legislature
  - Every two years since 1991
  - Summary data at Institution Level
- Coordinated by UCCSN System Office
  - Eight institutions
  - Consistent definitions, data format
- Areas of the Faculty Workload Study
  - Instructional Assignments
  - Reassigned Time
  - Average Weekly Activity
Background

What is driving us toward technology?
Background

- Initially Full-time, Instructional Faculty (early 90’s)
  - Pencil/Paper: Faculty filled out surveys, IR office compiled the paper
  - Satisfies legislative requirement, impractical for institutional decision-makers

- Expanded to Include All Instructors (mid 90’s)
  - Requires accounting for all courses
  - Provost wants management information
  - MS Excel Spreadsheets
Background

- Flat Database Back-end, Web Data Entry (2000, 2001)
  - Easier data entry: dropdowns, data validation
  - Less flexible = less data cleaning

- Relational Database Design (2002)
  - Allows live reporting for Provost, Deans, Department Chairs
Our Push to Technology?

- **Partly -**
  - Our own desire to be more efficient
  - To put us in a better position to address *ad hoc* questions

- **Mostly -**
  - Provost requirements for useful and timely management information – each term
  - Accessibility to detail and summary – more direct access
Demonstration – Data Entry App

- Used by Departments
- Instructors
- Course Assignments
- Reassignments
- Faculty Activity
- Department Summary
Demonstration – Reporting App

- Used by Deans and Provost
- Summary and Detail Reports
- Live Data
- XML-based Web Reporting
Support for JavaScript and Cookies is required to use this application. The following browsers are recommended:

- Internet Explorer, version 5 or higher
- Netscape, version 6 or higher
Faculty Workload

What are you ready to do?

- Instructors
  - Display or modify the listing of instructors

- Course Assignments
  - Enter or modify instructional assignments based on course

- Reassignments
  - Enter or modify reassignments for PERM and TEMP instructors

- Faculty Activity
  - Enter or modify average hours spent per week on various activities

- Summary
  - Display summary reports at the department and instructor level

- Done
  - Validate and submit survey information to Institutional Analysis

If you like, you may test your entries so far by clicking the button below.

See if my data will pass validation checks

For your reference, the following instructions are available. If you have any difficulty in downloading the file, contact Institutional Analysis at x3771.
# Course Listing for Computer Testing

## Add a new course

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>CallNum</th>
<th>Level</th>
<th>Cancelled</th>
</tr>
</thead>
<tbody>
<tr>
<td>TST 101 001</td>
<td>Introduction to Bug Finding</td>
<td>99999</td>
<td>U</td>
<td></td>
</tr>
<tr>
<td>TST 101 002</td>
<td>Introduction to Bug Finding</td>
<td>99998</td>
<td>U</td>
<td>x</td>
</tr>
<tr>
<td>TST 113 001</td>
<td>Bug Squashing Techniques</td>
<td>99997</td>
<td>U</td>
<td></td>
</tr>
<tr>
<td>TST 131 001</td>
<td>Computer Kickball</td>
<td>99993</td>
<td>U</td>
<td>x</td>
</tr>
<tr>
<td>TST 404 001</td>
<td>Ethics in Bug Squashing</td>
<td>99996</td>
<td>U</td>
<td></td>
</tr>
<tr>
<td>TST 604 001</td>
<td>Ethics in Bug Squashing</td>
<td>99995</td>
<td>G</td>
<td></td>
</tr>
<tr>
<td>TST 713 001</td>
<td>Advanced Sledgehammer Seminar</td>
<td>99994</td>
<td>G</td>
<td></td>
</tr>
</tbody>
</table>

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Viewing Page 1 of 1   Jump to page: 1

Display records per page
Instructional Assignments for TST 101 001
Introduction to Bug Finding

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Dept</th>
<th>Method</th>
<th>Enrollment</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corea, Chick</td>
<td>TST</td>
<td>LLB</td>
<td>30</td>
<td>1.5</td>
</tr>
<tr>
<td>Ellington, Duke</td>
<td>TST</td>
<td>LLB</td>
<td>30</td>
<td>1.5</td>
</tr>
</tbody>
</table>

Assign an Instructor:

Filter: Computer Testing
Instructor: --Select Instructor--
Method: Lecture/Lab Combination
Enrollment: 30
Credits: 1.5
Assign Instructor

Save Changes and Next  |  Save Changes and Return  |  Cancel
### Reassignments for Duke Ellington

<table>
<thead>
<tr>
<th>Reassignments</th>
<th>Primary</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>C - Course and curriculum development</td>
<td>☑️</td>
<td>3</td>
</tr>
<tr>
<td>N - Research supervision/project director</td>
<td>☐️</td>
<td>2</td>
</tr>
</tbody>
</table>

### Additional Significant Duties

- ZO - Other significant duty (Please specify in notes)
  - *Chair of the American Association of Composers*

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- **Select Reassignment or Additional Significant Duty**

  - Notes: 
  - Credits: 
  - Add as Reassignment
  - Add as Additional Significant Duty

- **Save Changes and Next**
- **Save Changes and Return**
- **Cancel**
Faculty Activity Listing for Computer Testing

Click an icon below to download the Faculty Activity Questionnaire in .pdf or Word .doc format.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Formal</th>
<th>Informal</th>
<th>Prep and Eval</th>
<th>Unscheduled</th>
<th>Research</th>
<th>Chair/Director</th>
<th>Other Admin</th>
<th>Public Service</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ellington, Duke</td>
<td>10</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>12</td>
<td>5</td>
<td>4</td>
<td>2</td>
<td>45</td>
</tr>
<tr>
<td>Evans, Bill</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Fitzgerald, Ella</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Tyner, McCoy</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
# Department Summary for Computer Testing

## PERM

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Rank</th>
<th>Lect/Lab Creds</th>
<th>Lect/Lab Enrl</th>
<th>Total Creds</th>
<th>Total Enrl</th>
<th>Reassign Creds</th>
<th>Total + Reassign Creds</th>
<th>UG SCH</th>
<th>Grad SCH</th>
<th>Total SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ellington, Duke</td>
<td>3</td>
<td>30</td>
<td>3</td>
<td>30</td>
<td>0</td>
<td></td>
<td>3</td>
<td>90</td>
<td>0</td>
<td>90</td>
</tr>
<tr>
<td>Evans, Bill</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>14</td>
<td>0</td>
<td></td>
<td>3</td>
<td>42</td>
<td>0</td>
<td>42</td>
</tr>
<tr>
<td>Fitzgerald, Ella</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>1</td>
<td>0</td>
<td></td>
<td>6</td>
<td>6</td>
<td>0</td>
<td>6</td>
</tr>
</tbody>
</table>

Totals:  
- Lect/Lab Creds: 3  
- Lect/Lab Enrl: 30  
- Total Creds: 12.0  
- Total Enrl: 45.0  
- Reassign Creds: 0  
- Total + Reassign Creds: 12.0  
- UG SCH: 138.0  
- Grad SCH: 0.0  
- Total SCH: 138.0  

Averages:  
- Lect/Lab Creds: 1.0  
- Lect/Lab Enrl: 10.0  
- Total Creds: 4.0  
- Total Enrl: 15.0  
- Reassign Creds: 0  
- Total + Reassign Creds: 4.0  
- UG SCH: 46.0  
- Grad SCH: 0.0  
- Total SCH: 46.0  

## TEMP

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Rank</th>
<th>Lect/Lab Creds</th>
<th>Lect/Lab Enrl</th>
<th>Total Creds</th>
<th>Total Enrl</th>
<th>Reassign Creds</th>
<th>Total + Reassign Creds</th>
<th>UG SCH</th>
<th>Grad SCH</th>
<th>Total SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tyner, McCoy</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>29</td>
<td>0</td>
<td></td>
<td>3</td>
<td>87</td>
<td>0</td>
<td>87</td>
</tr>
</tbody>
</table>

Totals:  
- Lect/Lab Creds: 0  
- Lect/Lab Enrl: 0  
- Total Creds: 3.0  
- Total Enrl: 29.0  
- Reassign Creds: 0  
- Total + Reassign Creds: 3.0  
- UG SCH: 87.0  
- Grad SCH: 0.0  
- Total SCH: 87.0  

Averages:  
- Lect/Lab Creds: 0  
- Lect/Lab Enrl: 0  
- Total Creds: 3.0  
- Total Enrl: 29.0  
- Reassign Creds: 0  
- Total + Reassign Creds: 3.0  
- UG SCH: 87.0  
- Grad SCH: 0.0  
- Total SCH: 87.0
Our Technology Choices

WHO NEEDS TO SIGN MY BUSINESS CASE TO BUY A WEB SERVER?

HMM... THIS CROSSES ALL DEPARTMENTS. I FEAR IT. GET THE APPROVAL OF EVERY DIRECTOR, EVERY VP, EVERY EVP, PLUS GRIFFIN.

DO YOU MEAN TED GRIFFIN IN FINANCE OR THE MYTHICAL GRIFFIN BEAST THAT'S HALF EAGLE, HALF LION?

WHICHEVER IS HARDER.
Our Technology Choices

- **Rationale**
  - Leverage existing knowledge/skills of staff
  - Rapid development and code reusability
  - Build what we can maintain
  - Reasonable cost

- **Requirements for Online Applications**
  - Server OS Software, Hardware
  - Web & Application Server Software
  - Database Software
  - Browsers
Our Technology Choices

- **Server Software**
  - Microsoft Windows 2000 Server (operating system)
  - Microsoft SQL Server 2000 (data server)
  - IIS / ASP.NET (web / application server)

- **Server Hardware (Two Servers)**
  - Gateway, dual processor Pentium III, 1-GIG RAM, 60+ GIG RAID 5 Storage
Our Technology Choices

- Development Tools
  - UltraEdit text editor
  - .NET Software Development Kit
  - FOCUS – mainframe data extracts
  - MS SQL Enterprise Manager
  - Microsoft Access
Technology Alternatives

- Server Operating Systems
  - Unix, Linux, MacOS X, …

- Data Server Software
  - Oracle, Sybase, MySQL, ProgresSQL, FileMaker, 4th Dimension, …
Technology Alternatives

- Microsoft Access as the Data Server?
  - Can work if other options are prohibitively expensive (time or money)
  - Potential locking problems when updating data in a multiuser environment
Technology Alternatives

- Application Server Software
  - PHP, Perl, WebSphere, ColdFusion, JSP/Java, ...

- Development Tools
  - Dreamweaver, FrontPage, Visual Studio, GoLive, ...
Technology Alternatives

- Absolute Cheapest?
  - Pentium II server or workstation $500?
  - Linux OS $0
  - MySQL data server $0
  - Apache web server $0
  - PHP web application server $0
  - VI or EMACS text editor $0
  - Staff development $?
  - Support $?
Political Implications

- Provost Support
  - Needs for management information drive the process

- Campus Readiness
  - Computers? Excel? Browsers?
  - Technology upgrades can be a *big* effort
  - Presentations, Testing, Training
Political Implications

- Controversial Data, Readily Accessible
  - Better information is more controversial
  - Existing data management policy?
  - We’re in the position of opening up data without a *formal* “open-access” policy
  - Local politics, Media concerns
  - Consistent message from Provost, Deans
Political Implications

- Responsibility for Moving Institutional Data Management Forward
  - Integrating inadequate legacy systems
  - Masking problems
UNLV Faculty Workload

Thanks to my partners in crime:
Kari Coburn, Diane Muntal, Christina Drum

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