

What We Do:
The Daily Work of UNC Faculty



Prepared by the UNC Faculty Assembly
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Dear President Bowles:

Here, as you requested, are faculty accounts of a "typical" day or week in their lives. These faculty, from each of the 16 campuses and representing a multitude of disciplines, volunteered to tell you about their work lives. Those lives are both ordinary and extraordinary. It has been a wonderful and elucidating exercise for us on the Faculty Assembly to learn about the work of our fellow faculty – from Elizabeth City to Wilmington, from Raleigh to Boone.

We know that numbers and studies are also necessary, and we have plenty of those. But they don't always tell the whole story. These faculty accounts help illustrate the numbers. What you'll discover, as we did, is that there's no such thing as a typical work day for a faculty member. Well, the days do tend to be long, and involve, for many, a great deal of early-morning emailing and late-night emailing. There are plenty of night classes and events – and lots of weekend grading. But these accounts are as diverse as our campuses and the departments within those campuses, and as diverse as our faculty.

What our faculty do share across all campuses is clear: they work hard and they love their work. In that, North Carolina faculty don't differ much from faculty across the country. A major U.S. Department of Education study, released in December, showed that the reported typical work week for a four-year college faculty member is 53 hours a week. Our small UNC-system survey on workload, which we created in March specifically for your information, shows that respondents from a variety of faculty senates and the UNC Faculty Assembly report typically working between 50 and 55 hours per week. You can find a summary of that study within these pages.

Just for comparison, a National Science Foundation report, also published in December, indicates that scientists and engineers in education work harder than those in industry and much harder than their counterparts in the government. The NSF study collected self-reported responses from more than 500,000 scientists and engineers in education, industry, and government. Scientists and engineers who were educators reported a 50.59-hour average work week. Scientists and engineers in industry jobs worked 47.61 hours in an average week, and government workers clocked out at 45.17 hours a week.

But what you'll discover, as you read through these pages, is that our faculty don't think about clocking out. They're too busy working. We hope you'll read, enjoy, and learn.

And we again want to warmly welcome you as the new President of The University of North Carolina.

The Executive Committee
The University of North Carolina Faculty Assembly

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Sheila R. Phipps
Associate Professor, Department of History
Appalachian State University

A “typical” week: I teach on Tuesdays and Thursday this semester. Those classes begin at 8 am, with two back-to-back classes that end at 10:45 a.m. These freshmen lecture classes have a total of 110 students. I need to keep my energy level up for almost three hours to keep students awake and engaged. My junior-level course runs from 2 p.m. to 3:15 p.m. On Tuesdays, I also travel to Ashe County to teach a graduate-level survey from 5 p.m. to 7:40 p.m. Mondays and Wednesdays are preparation days, which include anything from organizing and reading notes, to putting together a PowerPoint presentation, to writing a new lecture for a new course.

Although I hold 10 office hours a week, I advise students mostly through email, beginning at 5:30 a.m. with my first cup of coffee. I see and advise students in the hallways, at the coffee shop, and in town. I also hold meetings every other week with two graduate students whose master’s theses I am directing.

On Mondays and Wednesdays, there will be at least one and sometimes four committee meetings. Our department had four searches for new faculty this year – a time-consuming, but critical process. Though we are done with the searches, there are other personnel matters in need of our attention such as passing on graduate faculty applications and hiring adjuncts for next year. As chair of the curriculum committee, I take time on weekends to write reports or make plans for our current curriculum reform work. That position also requires that I attend meetings of other committees whose work is affected by curriculum matters. In addition, I am chair of a 20-member committee for the Southern Association for Women’s Historians, have various university and department reports to write, and also write letters of recommendation for students, usually at least one a week. This week I previewed an article for our undergraduate on-line journal, *History Matters*. On Fridays, I grade papers and file work from the week. This coming weekend will be entirely taken up grading 110 freshman exams.

Since I am at the stage where I need to travel for the primary research of my current project, I find time on weekends to read secondary literature on the topic. The primary research will take up the second half of my summer. For the past three weeks, I have spent a few hours each week on a guest lecture I will present in April. I would calculate that my work takes 70 hours a week. That doesn’t include the time spent thinking about problems in pedagogy or interpretive dilemmas in my scholarship as I drive, wash dishes, fold clothes, or shower. Being a college professor is not a job or a profession; it is a way of life.

Howard S. Neufeld
Professor, Department of Biology
Appalachian State University

There is no “typical” work week in my life: each week constantly brings new demands on my time, and I find that no two weeks end up being the same in terms of my allocation of time to teaching, service, or research. I would say that in a typical week I arrive at my desk by 8:30 a.m. and don’t often leave until 6:30 or 7 p.m. I work at least two Saturdays and Sundays a month and keep regular hours during the summer, even when not on contract. This comes out to approximately 55 hours during the work week, plus another 10 hours on weekends, for a total of 65 hours per week. I work these long hours because I love what I do at the university.

My teaching loads are generally two courses per semester with some reassigned time for scholarship or service. When a course includes a lab, that adds several more hours a week of preparation time. And, of course, I am constantly updating and revising my lectures, even for established courses, and in recent years, transferring them to PowerPoint. It takes on average four to eight hours to successfully transfer a “chalkboard” lecture to PowerPoint, so this is an ongoing process. On top of these duties, I allocate time for reading essays and providing feedback, grading exams, and determining course grades – all of which consume several hours per week.

Scholarship also takes time: the critical requirement here is for large blocks of time, an entire afternoon or day, because doing research either requires going into the field (where much of my work is focused) or into the lab. Reading the literature and keeping abreast of new developments takes considerable time, often six to eight hours per week. I usually spend anywhere from 10 to 20 hours a week doing scholarship, depending on the season. When not doing the actual research, I have to analyze the data statistically, which is time-consuming, reduce the data to publishable form, and then write papers (the most time-consuming part). I also have four active graduate students and two undergraduate researchers who need advising. I often go into the field with them, which also takes a great deal of time, usually after hours or on weekends. I devote the largest fraction of my time to research during the summer months, with no additional pay or reimbursement.

Finally, service to both the university and my profession consumes a large fraction of my time. I am active on departmental committees, and I have served on university-wide committees. I have been involved with various professional societies (I am currently president of two), served as editor of two scientific journals, and I continue to review numerous scientific papers and grants. These duties alone often consume 10 hours or more per week.

Mark Sprague
Associate Professor, Department of Physics
East Carolina University

My activities vary widely day to day, but there are some general trends. I selected March 6, 2006 as a "typical" day because I had a wide variety of activities on that day.

- 6 a.m. Check email and respond to anything important. Students often email late at night, and I like to send them a response as soon as possible.
- 6:10 a.m. Help get two preschool-aged children awake, fed, dressed, and ready to leave the house. We are lucky to be ready to go by 8 a.m.
- 7:50 a.m. One last email check at home, and then take the kids to daycare.
- 9 a.m. Arrive at office. Work on research for 15 to 20 minutes.
- 9:30 a.m. Attend the weekly Physics administrative meeting. I am chair of the Physics Executive Committee and coordinator of the technical support staff (I supervise five staff members: an electronics technician, two instrument makers, a computer interface specialist, and a research analyst).
- 10:30 a.m. Make final preparations for graduate course in Classical Mechanics, which requires about one hour of preparation for each classroom hour.
- 11 a.m. Teach Classical Mechanics. This class is intense, but that kind of intensity is why I became a professor!
- Noon Prepare for Advanced General Physics class. I log on to WebAssign and select the homework problems for the day. This also allows me to think about my lecture.
- 12:30 p.m. Eat lunch. I usually eat while preparing for class.
- 1 p.m. Teach (undergraduate) Advanced General Physics. This course is the first calculus-based physics course for physics, chemistry, biochemistry, and engineering students. It provides an essential foundation for their academic and professional careers. I consider this course at least as important as my graduate course.
- 2 p.m. Office hour. Usually my undergraduate students come to see me during office hours. My graduate students have learned that they can "pop in" whenever they find me in my office.
- 3 p.m. Attend Physics Search Committee Meeting. We evaluate applicants to narrow the field to a reasonable number for conducting telephone interviews.
- 4 p.m. Work on research. I specialize in acoustical physics. I am involved in an interdisciplinary project with a marine biologist, a marine geologist, and an oceanographer to measure water, sediment, and acoustic properties in locations where sound-producing fish spawn. Among other questions, we are trying to determine what causes the fish to select a particular location. We are developing remote sampling devices, combining several instruments which we leave under the water for weeks. I spend much of my time programming and analyzing the data, as well as deploying the devices in the Neuse River and Pamlico Sound.
- 5:30 p.m. Go home, prepare dinner, and spend time with children and spouse.
- 9 p.m. to midnight: I can finally work uninterrupted. I grade homework or prepare a test or other assignment. When everything for the next day is finished, I get to work on my research. I do most of my writing at this time.

Mark Alan Taggart
Professor, Department of Music
East Carolina University

Each morning I rise at 6 a.m. I arrive at my office about 7:45 a.m., often earlier if I have papers to grade in time for my 8 a.m. music theory class. The hour after class is an office hour, where I meet students to go over assignments or review their performances on tests. I also use the time to prepare for my next classes. Then I will see one or two students enrolled in weekly private composition lessons that day. I usually have from 3 to 6 private composition students plus master classes per semester, depending upon my other teaching assignments. On days that I do not meet my students privately, I will use the time for either composition or for editing scores for upcoming performances or publications. My teaching assignment is usually two classes in the morning and one or two classes in the afternoon.

At 11:45 a.m., I share the responsibility with my wife to transport our son from preschool to his grandmother's. Then I come home, shortly after noon, to take care of our dogs and cats, and then stretch, exercise and go for a short run. I am recovering from some recent major surgery, and I am trying to get back into shape and good health. Plus, when I'm on a run, I will "work out" some passages in the music I am working on. I have discovered that regular exercise is very beneficial to my compositional activities.

Then I have time to shower and return to campus to teach orchestration at 2 p.m. My afternoons are then filled with various committee meetings, either for the School of Music or for service to the university. I am a faculty senator, as well as a member of several campus committees, such as Faculty Governance, Agenda Committee, University Athletics Committee, Academic Awards Committee, as well as the Committee on Committees. If my afternoon is free of committee business, I will use the time to "sketch out" that musical passage I was working on earlier while I was pounding the pavement.

At 5:30 p.m. I pick up my son, bring him home, prepare dinner, and take care of what needs to be done at home. If there are no faculty or student rehearsals, recitals, or concerts, I'll have a little play time with my son before he goes to bed. My wife has a private practice that may occupy her evenings, which means that, whenever I'm not out for a rehearsal or performance, I am taking care of things at home.

If time allows, I will then catch up on the day's news, check out my favorite blogs, then head for bed.

Kulwinder Kaur-Walker
Associate Professor, Department of Psychology
Elizabeth City State University

My typical day starts at 6 a.m., when I get up and start planning my teaching work day. I teach four courses every semester. These may include Statistics and Research Design, Experimental Psychology, Sensation and Perception, Learning and Cognition, Physiological Psychology, and a Senior Seminar in Psychology. In the past, I have taught General Psychology, Developmental Psychology, Introduction to Sociology, Introduction to Anthropology, Social Theory, Basic Social Statistics, Research Methods in Social Sciences, and a Senior Seminar in Sociology. Every semester, I have at least four different course preparations. We are a teaching university.

In a typical week, I spend about 30 to 35 hours with students in one-on-one conferences, email, and by telephone. I spend 10 to 12 hours in class preparation; four to five hours in preparing assignments and exams; and three to five hours in grading assignments. The rest of my time is devoted to other activities as needed, e.g., advising and pre-registering students (28 to 35 hours per semester), writing letters of recommendations for students (five to six hours per month), planning (eight to 10 hours), taking students to professional conferences for participation (18 hours per semester), and guiding student theses or serving on thesis committees.

Then, there are meetings. Each week I attend one to three on-campus meetings. Some meetings require preparing reports. Community service includes participating as a volunteer at an elementary school and giving speeches at church meetings two to three times a month.

Professional development involves my attending two to three major conferences, workshops or seminars each year. My laptop goes wherever I go, so that I may continue to give feedback to students via email or Blackboard, including grading when I am away from campus.

My research interests are in cognitive psychology (experimental gerontology) and health disparities. I received a developmental grant from the ECHO program at Chapel Hill for "Awareness and Prevention in Breast Cancer among Minority Females." I am working on submitting a similar grant proposal to National Institutes of Health (NIH). I have been working on a textbook on basic statistics for behavioral sciences, although I have no idea when this project will be finished because of time constraints.

I work in my home office until midnight or later to prepare lectures, grade assignments, prepare committee reports, and write or research grant proposals. I also participate in professional development activities. On average, I devote at least 75 hours per week to my profession. My hours are flexible in that, except for class, meetings, and office hours, I can do much of my professional work at any time or place.

Thomas J. Rossbach
Associate Professor, Department of Geological, Environmental, & Marine Sciences
Elizabeth City State University

During a typical week I am responsible for teaching four lecture classes and two laboratories, though in semesters past, I have taught five classes plus labs. My potential roster of classes includes Introductory Geology, Historical Geology, Sedimentology, Stratigraphy, Paleontology, Hydrogeology, Petrology, Dinosaurs, Coastal Geology, and Individual Study in Geology. I have also taught, when required, Geology Seminar, Geomorphology, Field Geology, Marine and Coastal Resources, and Beach and Island Environments.

As our department has no graduate assistants, I am responsible for all classroom preparation and the setting up and putting away of laboratories; and I am, of course, responsible for the grading of all student assignments. Throughout the week, I meet with students as their academic advisor, to assist them with assigned work and to supervise their research activities. I am the principal investigator or Co-PI on several grants, all of which require my attention during the week.

Although my classroom notes are complete, save for the addition of new information, I spend several hours each week preparing PowerPoint presentations for my classes' Blackboard sites, as well as PowerPoints for classroom use. I am also the department's unofficial graphic artist and prepare PowerPoints for the three sections of introductory geology.

Even though ECSU is called a "teaching university," I am also active in scholarly research. For the 2005-2006 academic year, I produced (as author or co-author) six publications (two journal articles, two field guide articles, and two presentation abstracts) and made three professional presentations (two at ECSU and one at a professional meeting). I also serve on several committees (Career Services, Faculty Senate, Faculty Search Committee, etc.) and serve the community by visiting local schools — either for classroom presentations or as a science fair judge.

For each of my 16 classroom hours, there is at least an equal hour of preparation or grading time. Research, advising, and other academic endeavors add another 10 hours per week, including weekends when I do most of my PowerPoint and Blackboard work. This totals between 42 and 52 hours per week during an academic semester, for teaching duties alone.

My current research is on the Late Devonian Frasnian-Famennian extinction event, a mass extinction during which at least 70 percent of species vanished. A record of this event can be found in the rocks of the central Appalachian basin. I have been investigating this topic for over a decade, collecting fossils from outcrops in Virginia and West Virginia, and plotting the first and last occurrences of specific marker fossils that identify the boundary between the Frasnian and Famennian stages. These events dramatically affected the marine community. My research indicates a distinct difference in how shallow- and deeper-water faunas responded to the extinction, with deeper-water species surviving longer than the same species that lived in the shallow-water environments.

Blanche Radford Curry
Associate Professor of Philosophy,
Department of Government and History
Fayetteville State University

My workload as a faculty member averages 50 to 60 hours a week, usually averaging 10 to 12 hours from Monday through Friday, and four to five hours on most Saturdays and sometimes on Sundays. My yearly teaching schedule consists of four lower level courses each semester: three Philosophy 110, Critical Thinking and Philosophy 212, African-American Philosophy, and one other 200- or 300-level philosophy course.

I spend numerous hours each semester in class preparation developing pedagogical strategies for the 25 percent of the freshmen and sophomores enrolled in my courses who need additional motivation and academic/social support to be successful learners. My Philosophy 212 course is web enhanced and requires students to comment on unit readings and questions, as well as collaborate with one another. I review their online work two to three hours a week. I average three hours a day grading. I grade 60 to 75 papers each week and approximately 15 journals of three- to five- double-spaced typed pages every other week. On a given day, I spend one to two hours in conference with three to five students during my office hours or between classes. I spend between one and two hours a week in conversation with colleagues sharing research literature and best practices for the courses I teach.

I spend approximately two hours a day responding to emails from students, colleagues, and university administrators. In addition to hours related to teaching, I prepare grant proposals and spend many hours addressing extracurricular activities. These include approximately five hours a semester attendance at university guest speakers and performing arts events which are sometimes a part of students' course requirements. I also serve as a committee member for Black History Month and as Chair of our Annual Women's History Month in March, both time consuming positions. I average five to eight hours a week as Faculty Advisor of National Council of Negro Women and on community service committees, serving as chair of Women's and Gender Studies Program proposal, Faculty Assembly delegate, Faculty Assembly Governance Chair and following up with my own Faculty Senate.

I juggle in order to address the many day-to-day responsibilities that fill my typical day. Inevitably, that affects my overall ability to be effective, and it also affects my family and personal life. What motivates me at the moment is the validation from students through course evaluations that say that I am a change agent for them. But I am finding it more and more difficult to do so. My focused research time is regulated to the summer. That time is shortened by one session of summer school, if I make the choice to teach one summer session to subsidize my income for better retirement benefits. I hope my story will make a difference in addressing salary and workload issues for faculty with four-four teaching loads and a multitude of other responsibilities.

Thomas E. Van Cantfort
Associate Professor, Department of Psychology
Fayetteville State University

My typical week is anywhere from 50 to 60 hours. This year I have a two-two course load. I'm teaching one graduate and one undergraduate course this semester. My graduate course is an intensive reading course, and I spend about eight hours a week preparing the readings and about two hours just before class preparing for the seminar. I also meet weekly with my graduate students who are working on their theses.

This semester, I am updating my undergraduate class on Sensation and Perception, using a multimedia software package showing various phenomena in perception. As the faculty advisor for Psi Chi, the national honor society for psychology, I spend several hours a week lining up speakers for the Psi Chi Scholarly Lecture Series. As a member of the Biopsychology Committee, we meet for about an hour and half each week in planning of and bringing on line a new Biopsychology Concentration for psychology. I spend on average an hour a day responding to email from students, faculty, administrators, and applicants to our graduate program. I am the coordinator of the graduate program and have weekly meetings on accreditation of the counseling program, reviewing the progress in establishing a new experimental psychology program, oversight of the comprehensive exam, and reviewing the applications for the graduate program.

A significant amount of my time is spent in meetings at the college or university level. I serve on the University's Strategic Planning & Budget Committee and serve on several subcommittees that are involved in developing the strategic plans and the budget for Fayetteville State University. I am the Vice Chair of the Faculty Senate and Chair of the Governance Committee. I am also the Vice Chair of the University Task Force on Comprehensive Evaluation. This committee is charged with revising the faculty evaluation process and aligning the process with our annual review and promotion and tenure.

I spend between 15 to 20 hours a week doing literature research on academic issues, then spend time drafting policies to present to the various committees. Finally, I am the Vice Chair of the Faculty Assembly and I am responsible for the migration of the Faculty Assembly web page from a private server to a server at General Administration.

In between these activities, I meet with our research group on a weekly basis to review the progress of our research on breathing exercise in the reduction of depression in women who have experienced spousal abuse. On weekends, I set aside time to work on three manuscripts in various stage of completion: a chapter in an edited volume, *Extending the Multicultural Debate: Culture in Nonhuman Primates*; a journal article on multimodal communication by male mantled howler monkeys (co-author, Clara B. Jones); and a third piece on the effects of breathing vs testimony on depression in battered women (co-author, Susan Franzblau).

Claude M. Hargrove
Assistant Professor, Department of Electronics,
Computer & Information Technology
North Carolina A&T State University

Committee work occupies a lot of my time. The committees requiring the greatest amount of time are Academic Assessment, which I chair, and Recruitment. Academic assessment requires that students in each of seven core courses be administered an assessment quiz, quantifying the material they have learned. This process has led to important improvements in the master syllabi and hence in doing a quality job of teaching these courses.

Another professor and I share responsibility for the recruitment committee. This committee requires travel to multiple sites on and off campus to recruit quality students for the ECIT Department. These committees eat into nights and weekends. I am also chair of the Department Chair Evaluation Committee, and am on the School of Technology Graduate Committee. Additionally, I'm the graduate coordinator for Information Technology concentration, School of Technology curriculum committee, and Futures Committee.

I am one of the advisors for our IEEE Student chapter. Recently the students built a robot for a competition in Memphis, Tenn. Weekly meetings throughout the fall semester were devoted to planning, and many late nights in the spring semester were spent helping students construct the robot. A colleague and I stayed late nights and weekends to allow the students access to the labs.

No one week is typical, though my course load is one constant. Two of them, Digital Circuits I and Mechatronics, are face-to-face, while another section of Digital Circuits is online. The 110-minute lectures are scheduled on Monday and labs on Wednesday. The lectures are video taped for future use. Preparation for the lecture and the lab portion starts the prior week. Often additional time is needed on weekends and early Monday morning prior to the initial lecture at 10 a.m. I usually post a skeleton of the lecture notes on Blackboard for the students. Students fill in notes on the skeleton during scheduled lectures. These skeleton notes are reviewed and updated from prior semesters to improve them from year to year.

About 10 hours a week of office hours, student advising, and conference attendance fill out a typical week.

Alvin Keyes
Associate Professor, Department of Psychology
North Carolina A&T State University

I enjoy the career that I have chosen: teaching. Unfortunately, teaching is not respected or supported as it once was. The myth that teachers are only required to deliver a lecture in the classroom, and then hide in their offices until the day's end, promotes an unfair devaluing of the profession. Consider a day in my schedule.

My day at work typically begins at 8 a.m. I spend an hour checking email and voice mail. Then I spend about a half hour reading materials related to research – typically, research related to my independent study students. Then I prepare for a writing-intensive course that includes both a lecture and a learning laboratory (two hours of contact). I teach two sections of this course, for a total of 120 students. A one-hour break at noon allows me to prepare for the second section and have lunch.

At 3 p.m., on the days I teach this course, I schedule independent research students. In a given week, I spend two to six hours with each of five students as they go through the process of writing literature reviews and proposals, and as they collect and analyze data. At around 5:30 p.m., I complete classroom management activities – recording grades and attendance, reviewing the syllabus, assessing small-group progress, and redrafting assignments to fit the needs of the current students.

On two half-days of the week, my time is devoted to advising students. This service activity is time consuming, yet vital to the operation of the university. Because I am in the Department of Psychology, students tend to perceive me as being a professional helper. Thus, I often advise students more broadly than just on their academic lives.

The remainder of my week is used for completing committee work. My roles as president of a major faculty body, and the co-chair of a university commission, sometimes place me in the precarious position of resolving conflicts and organizing disparate faculty needs and objectives. This can be an exhausting position that needs to always be balanced with my, and the university's, main objective – to provide quality instruction. But committee work and faculty governance are central to the quality and future of the university.

My teaching and service commitments are typically complete between 6:30 p.m. and 9 p.m. During later hours, however, I write letters of recommendation, grade tests, and read papers (those 120 students in the writing-intensive course!).

My daily/weekly routine entails more than delivering a series of lectures and spending down time in my office. I, as well as other faculty members, commit a substantial amount of time to serving both the university and community. And we still manage to polish those students who literally beg for more of our precious time. That's because teaching is our art.

Isabel Chicquor
Professor, Department of Art
North Carolina Central University

There is no such thing as a typical day, week, or month when one teaches studio art. February was busy. The Art Center in Carrboro wanted to celebrate Black History Month with an exhibition of student work. I accepted the responsibility. With two students and another faculty member, we matted and framed 35 works on Friday, secured them in a van (which I drove) on Monday, and transported them on Tuesday, when the work was installed in the gallery. I had other tasks as well: photographs for newspapers, printed labels, invitations, a master list of works/ prices, signage, and donations of food and beverages for a reception. One week after the reception in Carrboro, I took 40 students to Hampton University to see one of the nation's finest collections of African-American Art.

But in addition to vans and installations, I also revise curriculum, advise and register one third of the students in our program, write letters of recommendation for students for graduate school, and work with community groups, from the local United Arts Council to the Contemporary Art Museum.

Teaching, however, consumes much of my time. Studio classes meet for three hours twice a week. Full-time studio faculty like me teach three classes: 18 contact hours in the classroom. On Monday and Wednesday, I teach drawing to a large freshmen class. Each week, I design a different still life to support an assignments' objective. (Scavenging and collecting materials is an ongoing process.) This past Sunday, I reorganized the studio — moving, hauling and arranging — to accommodate a new set-up. I had bought a variety of colored bags and fabric which matched the colors of the bags. Pieced together, it formed a large backdrop against which the bags were arranged. Still life with bags. When students finish assignments, we have a class critique, and students learn to evaluate their own and each other's work. Their written critiques are read aloud.

A drawing class is labor intensive. But it's nothing compared to ceramics. I teach one class in hand building, and a second in throwing (wheel forming.) I do the grunt work because I have no graduate students. Beginning students use tremendous amounts of clay, primarily due to mistakes. These "mistakes" are put in barrels and slaked down with water. That's only the beginning. Reclaiming clay is a lengthy and arduous process. I do it repeatedly toward the end of the semester when clay is in short supply. It saves the department hundreds of dollars each semester.

I make glazes for the ceramics class on weekends and after class. Finally, to complete the ceramic process, the work is fired twice—once at a low temperature to make the pieces less fragile, then to a much higher temperature to mature the clay and glaze. When firing a glaze kiln, I am there for a minimum of 12 hours.

Carlton Wilson
Associate Professor & Dean, Department of History
North Carolina Central University

I am an associate professor and chair of the Department of History. My primary duties involve both administration and teaching. Though busy, and often a juggling act, my days consist of rewarding challenges as I work to provide the best possible learning environment for a wonderful student body.

As chair I supervise 11 faculty members and nearly 175 undergraduate and graduate students. My additional administrative duties involve directing the University's General Education Curriculum that enrolls every undergraduate student. I also chair the Convocations Committee that oversees six major convocations, including the two commencement exercises. However, my true passion is teaching. Currently, I am teaching two courses and team-teaching a third. One of the courses is an online distance education course.

A normal day on campus usually starts between 8 and 8:30 a.m. That is, if I don't have a 7:30 a.m. meeting with the Provost. I first speak with my administrative assistant about pressing issues that need to be immediately addressed – for instance, budget issues or reports requested by the Dean or Provost. The first two hours of the day are usually consumed with answering significant emails and attending both scheduled and unscheduled meetings related to my various administrative duties. I also use this time for advising and scheduled meetings with student groups. From 11 a.m. to noon on Monday, Wednesdays, and Fridays, I meet with students. Then, I teach a European or world history class from noon to 1 p.m. Unless I am attending some type of university-sponsored luncheon, I usually just run to the deli for a quick snack.

The time after 2 p.m. is usually consumed with administrative meetings. In addition to administering programs, I usually serve on a least one search committee per semester and ad-hoc committees that meet in the afternoons. I also use this time to plan and prepare a variety of reports requested by deans, program directors, and the Provost. My door is open to students and faculty who may need to discuss significant issues or just talk about what they are doing.

As the day nears 5 p.m., I once again speak directly with my administrative assistant to review the day's work and think about the next day. On Wednesdays, I prepare for my 6 p.m. graduate class that meets until 8:30 p.m. On other days, from 6:15 p.m. until 7:30 p.m., I work out at the University Fitness Center. Then, I return to the office to work with my online course. I post assignments, grade papers, and send messages to my students. This time is also used to plan and prepare for my traditional classes. The final tasks of the day may involve answering correspondence, preparing memorandums, and addressing some of my own research and professional development activities. I leave campus between 10:30 p.m. and 11:30 p.m. It's a busy day, but extremely rewarding because I am making a positive contribution to student learning and the continuing growth of a great university.

**Pamela Knourek
Costume Director,
School of Design & Production
North Carolina School of the Arts**

I am a faculty member at the North Carolina School of the Arts in the School of Design & Production. An average student contact week for me ranges from 45 to 60 hours. I am also the president of the Board of The Adam Foundation, responsible for raising and granting money to area non-profit organizations for HIV and AIDS care. I chair a monthly board meeting and attend all four related committee meetings every month. Happily, the three university committees I am on meet only when needed, and I somehow find room to squeeze them in.

I wear many hats in one work week. I am first, and always, a teacher. I teach four to five classes a term. Monday, Wednesday, and Friday I am in the classroom, or working as an arts advisor, an average of nine hours each day. Tuesdays and Thursdays, I am on campus from 9 a.m. to 11 p.m. The majority of that time is spent with students. I do get locked in a room with my colleagues for two hours for a faculty meeting on Thursday. There are times when I can leave and get a dinner break before the evening class, which meets from 7 p.m. to 11 p.m. But usually I am in the classroom or in my office, running to keep up with the pace of this campus.

The weekend work schedule is not as demanding. Many Saturdays are graduate interview days, or I meet with my students to work on their classes. Sundays are a gift; sometimes there is a whole day away from the campus. However, many Sunday evenings are spent in the theater; Sunday is the day first-dress rehearsal hits within our production schedule. And, as the saying goes, "The show must go on." The production advising I do on the student-produced shows here places me in the theater for as many rehearsals as it takes for the product to be the best it can be.

I am also the faculty sponsor for the United States Institute for Theatre Technology Student Chapter here at NCSA. This is a national organization that promotes education and networking within our industry. I also sit on the Strategic Planning Committee for the Costume Commission on the national level. These two hats are needed to keep my students, this institution, and myself visible – professionally and academically. I am also the Costume Shop Apprentice Supervisor for The Santa Fe Opera. I am part of the hiring team for the Opera Festival and during the school year, I reach students from schools across the country. In the eight years I have been part of this team, some of the students here and I have been blessed to work on world-class productions. A trail of new students has followed us home here to North Carolina.

Those are the hats I wear every week. I guess if I added it all up, I often have an 80-hour work week. Yet, this average teacher is just that. I'm average for my campus.

Brenda Daniels
Assistant Dean, School of Dance
North Carolina School of the Arts

Here is a typical recent Monday from my life at North Carolina School of the Arts:

I wake at 6 a.m. and spend an hour working on projects for the American Dance Festival/Hollins University master's degree program I am currently enrolled in. One project is a research paper for my History, Theory, and Criticism class. My topic is dancers who have had children and careers at the New York City Ballet, American Ballet Theatre, and Alvin Ailey American Dance Company. I read books and articles, take notes, and prepare interview questions; I write, edit and footnote the manuscript. Some days I work on my digital portfolio, which should detail every aspect of my career so far. I write the narrative, scan materials for a slide show, and capture video clips in iMovie. I then prepare myself and my 5-year-old daughter for our respective school days.

After dropping my daughter off at her school, I continue on to NCSA. I usually arrive in my office at 9 a.m. and for the next hour, I put on my Assistant Dean hat. I deal with day-to-day scheduling issues, posting notices, meeting with students, answering emails from parents and prospective students, setting the agenda for faculty meetings, writing letters of recommendation, arranging audition tours, doing assorted committee work (this year that included the SACS Quality Enhancement Plan, Alcohol Policies Task Force, Educational Policies Committee, and the High School Improvement Team), and contacting future guest artists. At 10 a.m., I begin to plan my technique and composition classes. I teach technique every day from 10:20 a.m. to 11:50 a.m., and composition every day from 11:50 a.m. to 12:50 p.m. Teaching is the heart and soul of my work at NCSA and requires every ounce of my energy and passion.

After classes, the contemporary faculty meets from 1 p.m. to 3 p.m. to discuss all manner of departmental business. After the meeting, I listen to Mozart's Serenade in B Flat – the music I am using for a new major half-hour piece I am choreographing for the Winter Dance concert. I pick up my daughter at 4 p.m., shop, and make dinner. At 7 p.m., I head back to school to rehearse my piece with the 30 dancers involved. Rehearsal lasts until 10 p.m. I then will see some student creative work and leave the building at 10:30 p.m. I go home and make a rehearsal plan for the next day, and finally go to bed around 11 p.m.

Every day is very similar to this day. When I am choreographing pieces, Saturdays are spent at NCSA as well. The time commitment of the job is enormous, but so are the rewards. It is at North Carolina School of the Arts that my creative, pedagogical, and administrative talents can all be used to their maximum.

G. Craig Yencho
Associate Professor and Leader
Sweet Potato and Potato Breeding
and Genetics Programs
Department of Horticultural Science
North Carolina State University

I am a plant breeder with a 100 percent research appointment in the Department of Horticultural Science. My responsibilities include developing new sweet potato and potato varieties for farmers, developing new breeding methods, and training the next generation of plant breeders. Sweet potatoes are the most important vegetable crop produced in North Carolina, generating about \$90 million in annual farm revenue. North Carolina accounts for about 40 percent of our nation's sweet-potato production. Potatoes, North Carolina's third most important vegetable crop, account for \$18 to \$22 million in annual revenue.

I work extensively with farmers in eastern North Carolina, and I collaborate with scientists (basic and applied, in everything from genomics to food science) at NC State and elsewhere, nationally and internationally. Much of my research is conducted at agricultural research stations located in Clayton, Clinton, Kinston, Plymouth, the Sandhills, and Fletcher. We also are engaged in on-farm research, conducting three to five potato variety trials each year, in cooperation with extension agents/specialists. The Grower Participatory Breeding Program is a highly successful partnership between industry, research, and extension, supported by the North Carolina Sweet Potato Commission. Our latest variety, Covington, will account for about half the sweet-potato acreage in North Carolina during 2006.

My projects receive minimal operational support from the state, and my technical support is eroding due to funding reductions. Most of our budget is grant supported, via a combination of commodity organization support, USDA-CSREES and USDA-ARS grants, funding from foundations, variety royalty income, and private donations.

During the off-season (after harvest) I spend about 50 hours per week on my job: preparing reports, writing grants and manuscripts, and mentoring students; in addition, I manage our laboratory and greenhouse winter-breeding activities. I attend scientific meetings (typically on weekends) and I present research results at commodity organization and extension meetings during the winter. These night meetings result in late-night trips home from eastern North Carolina locales. May to November, during planting and harvest, my associates and I often leave home by 6:30 a.m. and return after 6:30 p.m. This makes for long, but productive days and many 60-hour-plus weeks.

My formal appointment is 100 percent research, but my position allows me to contribute to the extension and teaching mission of our land-grant institution. I guest lecture in several courses, and I teach a graduate-level plant-breeding course. Being a university professor highly engaged with farmers and extension personnel located in rural North Carolina provides me with a unique perspective regarding the role that NC State plays in generating economic development in urban and rural North Carolina, and NC State's impact on North Carolina families. I truly enjoy my job and greatly value the support and friendship of my academic colleagues, and the many farmers and industry members whom I work with around the state. NC State's faculty are making an important difference in the lives of many North Carolinians.

Catherine C. Mitchell
Professor, Department of Mass Communication
University of North Carolina at Asheville

Here's what I did on Monday, March 20, 2006:

I arrived at 10:30 a.m. My official office hours are 1:45 to 2:45 p.m., but students came by throughout the day. Two students wanted to talk about summer internships (I supervise internships for the department). Another wanted to talk about the research paper for my class in media history. Others just dropped by just to say hello.

First task of the morning: I posted a sign-up sheet for students to come in and discuss their class schedules for the fall semester. I then handled 15 email and 2 voice mail messages from students and faculty. The director of the Master of Liberal Arts program asked if I would teach a new course. Another email reminded me of the board meeting on Wednesday of the Asheville Area Arts Council (I'm on its executive committee).

I spent the rest of the morning preparing a proposal for submission to the Academic Policies Committee. The proposal, which would allow a faculty member to withdraw a disruptive student from class, is the product of a 10-person task force that I chaired.

At noon, I lunched in my office while reading a newspaper and preparing a quiz on the drama reviews in the paper. Students in my Opinion Writing course are reviewing a play this week. I looked over my notes on drama reviewing, deciding what to address in class that afternoon. Then I returned to writing the proposal, which I finished and emailed just before class at 2:45 p.m.

I walked over to the classroom with one of the students, a member of student government who told me about his meeting with an administrator. At the classroom door, I ran into the director of the MLA and briefly discussed the course she wants me to teach.

In class, we talked about the ethics of theatrical reviewing. I asked the class: Is it fair to judge a student production by Broadway standards? A lively discussion ensued. Also, I explained the problems a director faces with a theater in the round. I walked back from class with another student who talked about his experiences at a recent convention of student journalists.

By then it was 4:20 p.m. I ran to a restaurant to grab a hamburger and was back in my office at 5 p.m. I then graded columns from the Opinion Writing class until 5:50 p.m. Then I went to my graduate class, where the students are planning their final research projects. I again ran into the director of the MLA and we agreed to meet over the weekend to talk about the new course.

The class ran from 6 p.m. to 8:30 p.m. and I collected a set of rough drafts. After class I talked with two students about proposals they are submitting to the Graduate Council. I left campus at 9 p.m., thinking about my media history class for the next day.

Keith Krumpe
Associate Professor & Chair, Department of Chemistry
University of North Carolina at Asheville

This Wednesday began just like any other weekday. At home, at 7 a.m., I checked my calendar and answered emails from the day before. At 7:45 a.m., I left with my 2-year-old son and 2-month-old daughter for my son's daycare. My daughter has come to work with me since she was 4 weeks old because we could not afford for my wife to be away from work any more. By 8:15 a.m., my office manager was knocking on my door, as she usually does, so we could discuss departmental matters and authorize payment on our daily stack of invoices.

My daughter and I walked over to the library for an 8:30 a.m. committee meeting with a group of staff, faculty and administrators. We discussed a broad range of issues that affect the overall university environment and culture. This meeting ended just before 10 a.m. and I walked to a meeting with the chair of our Integrated Liberal Studies Oversight Committee (ILSOC) so we could design and create a new website for our ILS (general education) program.

From 11 a.m. to 12:30 p.m., I held six 15-minute, scheduled, bi-weekly meetings with students from my second semester organic chemistry class. At 12:30 p.m., a student came by to complain about the instruction she was receiving in her course. Since she was not the first student to complain about this instructor, we talked for more than an hour about solutions and decided that we should and could move her to another section. She left about 1:40 p.m., pleased that I had not dismissed her concerns and had actually corrected the situation for her. Through many meetings with many people over some days, a plan has been put into place to improve the instruction in this class for this semester; the instructor will not be teaching the course in the future.

During a spare 20 minutes, we went to the campus store to get a soda and a pack of crackers for lunch. From 2 p.m. to 3 p.m., students with advising questions and faculty with other issues stopped by. From 3 p.m. to 4 p.m., four more students from organic chemistry came by for their bi-weekly meetings.

At 4 p.m., I went to my bi-weekly meeting of ILSOC. As chair of the Writing-Intensive Subcommittee, I reported on the subcommittee's efforts to help faculty transform their courses into writing-intensive courses.

After the ILSOC meeting I returned to my office to prepare for my 6 p.m. class. After class, I met with students from 7:15 p.m. to 7:45 p.m.

My son met me at our door at 8 p.m. We read and played for 30 to 45 minutes, and then I put him to bed. My wife and I talked as I prepared dinner, and I then sat down to grade and prepare. By the end of the late-night news, I was ready to stop thinking about work and watch a little late-night television before heading to bed.

Daniel Reichart
Assistant Professor,
Department of Physics and Astronomy
University of North Carolina at Chapel Hill

One of Professor Reichart's undergraduate students, while using remote technology in Chapel Hill to operate a telescope in Chile, documented the oldest stellar explosion ever detected in the universe. The event made international news and resulted in a major publication in Nature, with the student and another graduate student as primary authors.

I divide my time between research, teaching, and outreach. At the moment, my research group has a postdoctoral student, four graduate students, and four undergraduate students. We're building six telescopes in the Chilean Andes, called PROMPT. These telescopes' primary purpose is to observe distant cosmic explosions when they are only seconds old. Since this is faster than humans can respond, we have also been writing a computer program, called Skynet, to control the telescopes. Skynet has become so popular that telescopes from all across the United States are now joining Skynet.

This project is fun and exciting, but also a lot of work. Everyone in my group knows this and gives 150 percent effort. My primary responsibilities in the group are fundraising, management, and mentoring. Much of my time is spent preparing grant proposals, initially to purchase hardware, but now more for salary support. So far, I have raised about \$2 million. Management also requires a great deal of my time, but management style is equally important. Given how hard my students work, and how much we are trying to accomplish in a short amount of time, high morale and enthusiasm are key.

I also take mentoring very seriously. After my students have given me their all for a few years, I want to make sure that I have repaid them by preparing them for the next stage of their careers. I have only been here a few years and consequently have only graduated three undergraduates; but I placed them all in top astronomy and astrophysics graduate programs.

Teaching also takes a great deal of my time, particularly this semester. Previously, I taught the introduction to astronomy for non-science majors course, which typically enrolls 100 students. However, this semester I am teaching a graduate course on white dwarfs, neutron stars, and black holes. Since this is the first time I have taught this course, it is taking a great deal of my time – about 20 hours a week – but appears to be going well.

PROMPT is now available to every undergraduate institution in the state with an astronomer, and I hire two undergraduates from these institutions each summer to further strengthen ties. PROMPT is also available to every high school in the state through Morehead Planetarium. Each summer for the past 14 years, I have also taken 15 students, selected competitively from a national pool, to the National Radio Astronomy Observatory in Green Bank, W.V., where I teach them radio astronomy using a 40-foot diameter telescope. And finally, I give about a dozen talks about astronomy to the public each year as well.

Laura Linnan
Associate Professor, Department of Health Behavior & Health Education
University of North Carolina at Chapel Hill

I smiled when I thought about describing my “typical” day or week because there is nothing “typical” about the mix of teaching, research, and service involved.

Teaching involves classroom instruction (which I love), but much of my “teaching” happens outside the classroom when advising graduate students who just “drop by” to talk, to ask advice about their papers or practica, job opportunities, or life. Teaching also happens in my mentoring of the post-doctoral students with whom I work directly each week; with my project staff; and with junior faculty with whom I have formal mentoring relationships, at both UNC-Chapel Hill and NCCU.

Research obligations in a typical week include leading three large community-based, health-behavior intervention studies: one in 40 beauty salons with more than 1,200 African American women enrolled; another in four African-American barbershops; and yet another in 17 community colleges (and more than 1,200 employees) around the state. Each week, countless issues arise with these complicated and exciting projects. We have weekly team meetings with project staff and work with advisory boards. While the projects are running, my job involves keeping our funding stable at the same time federal dollars are shrinking. My typical week involves grant writing (last year I submitted six proposals requesting more than \$6.5 million in federal dollars); planning for grants; meeting with funders; and writing manuscripts to help secure grants. I also collaborate on studies with other colleagues at UNC and nationally. I serve on several expert panels at the CDC, direct the Evaluation Unit at the Prevention Research Center, and have a joint appointment at Lineberger Cancer Center.

Service responsibilities take on many dimensions: Service to the university (member of oversight committee doing CQI for the PRC, Faculty Welfare Committee, the UNC-system Health Care Steering Committee, STEWAC advising on worksite wellness for state employees); to the School of Public Health (faculty mentoring committee, school-wide awards committee); to my department (awards chair, master’s program leadership, MPH comps committee, and soon, leading the MPH program); and to professional organizations (APHA, SOPHE, SBM), where I have leadership positions. My service to our local/state community is linked to the connections that my funded research provides – in each beauty salon, barbershop, and community college, UNC now has a relationship and a true presence.

In a “typical” week, I rarely work fewer than 60 hours. My son will confirm this. Allocating time between teaching, research, and service is a fairly even split; except that research “wins” when a grant deadline is looming; teaching “wins” when I am grading midterms, finals, or reading master’s papers/dissertations. I worked in the private sector, and at the federal, state, and local level before I became an “academic.” There is nothing like this workload anywhere else I have been; but I would not change it either. This job is a privilege because it allows me to give (to students and to the community) and to continue to grow and learn – and there is nothing “typical” about that.

Charles Bodkin
Associate Professor,
Department of Marketing
University of North Carolina at Charlotte

In order to provide students with the best possible education, I try to blend my research, teaching, and service, so that I can bring current and interesting examples of marketing concepts to the classroom. Here's a brief overview of the first three days of a recent work week:

Sunday from noon to 7 p.m.

I arrived at school and found 10 other faculty members working on their own research projects. I responded to student emails regarding class and advising. I currently work with several co-authors and have a number of working papers at various stages of development (conceptual development, data collection, statistical analysis, article writing). My focus this day was on a paper about the NASCAR industry and customer commitment. My co-authors and I have spent six months gathering and analyzing the data. Sunday, after having read more than 100 journal articles, I was writing up the managerial implications of our findings. The result of much collaborative work, this article will be submitted soon.

Monday from 8 a.m. to 7 p.m.

I responded to student emails regarding last week's exam and met students for advising. I have a deadline to complete a paper on eHealthcare and marketing by the end of the week. I skipped lunch so I could get a revision of the paper to my co-author by 5 p.m. After I sent my revisions, I started preparing tomorrow's marketing concepts class. I left at 7 p.m. so I could attend a neighborhood community meeting.

Tuesday from 7:30 a.m. to 10:30 p.m.

This is my long day. My classes began at 11 a.m. Since students learn better when given current examples, I came in early to scan *Fortune*, *Forbes*, *Business Week*, *Time*, and *Yahoo Financial*. I also took time to find examples using local companies. I taught two classes from 11 a.m. to 2 p.m. and a night class from 6 p.m. to 8:50 p.m. After the morning classes (120 students) I got ready for the night class (40 students) and started preparing for Thursday's classes. Since my night class is smaller, I was able to run a marketing simulation for that class. When I got back from my class at 2 p.m., I had a message from a co-author regarding a third paper I am writing. My co-author and I decided to use new statistical software for the data analysis, so I began to teach myself how to run the software. It was 5:30 p.m., and I had had no lunch and no dinner, so I grabbed something from the vending machine and went to class. When class ended at 9 p.m., I ran the simulation so the students could get their results online the next morning. After running the simulation and uploading student results into WebCT, I left around 10:30 p.m. I planned to return early in the morning to get back to my research projects.

I usually work a six-day week. Wednesday, Thursday, and Friday will be more of the same.

James M. Conrad
Associate Professor, Department of Electrical & Computer Engineering
University of North Carolina at Charlotte

When I was a young faculty member in Arkansas, I hired three schoolteachers to help with a workshop. These teachers worked daily with me for two-and-a-half months. At the end of the summer, they noted they had previously thought that professors had "an easy life." But no more.

Many people I talk to think I meander to my office late, sit around and think (or snooze!), take a long lunch, teach one short 50-minute class, think some more, then leave for home early. But nearly all faculty I know, and especially the new tenure-track faculty, work long, long hours, and work nearly every day – even Sundays.

Here's a little background. I arrived in North Carolina in 1984 to work for IBM, and earned my master's and Ph.D. degrees from NC State in the process. Jobs for Ph.D. degree holders were a bit scarce in North Carolina, so I took a faculty position in Arkansas. But my family longed to return here, so I left teaching and took industry jobs here and in South Carolina. The entire time, I was looking for a university position. I was lucky to find such a job at UNC-Charlotte in 2003.

Here was my day, Wednesday, March 29. I spent 11 hours working: five hours teaching, three hours researching, and three hours on service tasks.

8 a.m.: I arrive a bit late, since I met some other men for breakfast to discuss religion. I've been nominated by my department for the UNC Charlotte Engineering Undergraduate Teaching Award, and today is the deadline for my nomination to be submitted, so I work on that package for an hour.

9 a.m.: I work with three students on space research. We are looking at the ability of my robot, Stiquito, to operate in the cold Mars environment. This work is sponsored by the North Carolina Space Grant program, but I was awarded just \$2,000 to conduct this research. This represents only 200 hours of work by undergraduate students – perhaps enough research time to produce a conference article. I also meet with graduate research students working on two other grants.

10 a.m.: I quickly walk over to the Student Activities Center to visit the job fair, where I talk with employers about the value of our students.

11:30 a.m.: Lunch at my desk, preparing for my 2 p.m. class.

3 p.m.: Students are always eager to know about life after college. I'm here to assure them that they will eventually find jobs. They want to stay local, but electrical and computer engineering jobs are difficult to find in North Carolina right now.

6:10 p.m.: As I leave, a younger faculty member asks me some questions about proposal writing. I provide some guidance.

10 p.m.: Much to my wife's displeasure, I check and answer emails from home. Then I pack for a bus trip that weekend with 28 students. We are going to Memphis for an educational and research conference sponsored by the Electrical and Computer Engineering professional society.

Ceola Ross Baber
Professor, Curriculum and Instruction
University of North Carolina at Greensboro

Thank you for giving me this opportunity to share a typical week in the life of a faculty member with an appointment in one of the university's professional academic units (e.g., schools of education, schools of nursing). I take pride in being a professor whose duties and responsibilities center on preparing and continuing the professional development of teachers; creating new and usable knowledge that will contribute to equity and excellence for all students in K-20 learning environments; and continuing my own growth and development as a professional educator.

My duties and responsibilities result in a 50-to-60 hour work week. I am in my office or in the schools by 8:30 a.m. and do not leave for home until between 5 p.m. and 6 p.m. On those days that I have evening classes, I am in the office by 10 a.m. and leave for home between 8 p.m. and 9 p.m. My work day does not necessarily end at those times, and my work week very often extends into the weekend.

I spend nine to 15 hours a week teaching. This includes delivery of content courses, supervision of student teachers in the schools, and meetings with doctoral students to help them prepare for comprehensive exams or develop dissertation proposals. I spend another 15 hours preparing to teach: reading, grading papers, and/or giving written feedback on student teaching performances; responding to on-line discussion boards; conducting pre-observation and post-observation conferences with student teachers; and meeting with individual students to further clarify material covered in class.

I am engaged in research for 15 hours a week. Although time spent working with doctoral students during the actual dissertation stage might come under the category of teaching, I include it under research. When I chair doctoral committees, my students and I become collaborators in the construction of new and usable knowledge related to their interests and my areas of expertise. We spend time examining their collection and analyses of data. I then read their dissertations drafts and give them feedback. In terms of my own research, I spend the remaining 10 hours a week conducting library research, preparing grant proposals, preparing new manuscripts, and/or revising manuscripts for resubmission.

I apply about 10 to 15 hours a week on service at the university, state, and national levels. These activities include advising undergraduate and master's students, responding to email and telephone inquiries about undergraduate and master's programs that I coordinate; preparing for, attending, or writing reports for committee or taskforce meetings; handling paperwork for grants; peer review of manuscripts for publication (textbook publishers or professional journals), peer review of proposals for presentations at professional meetings, writing letters of support related to tenure and/or promotion, etc.

I think that my work week is typical of the majority of faculty members in my academic unit, although junior (untentured) faculty probably have a longer work week, with the additional time spent on research.

Scott Romine
Associate Professor, Department of English
University of North Carolina at Greensboro

I joke with my minister that he's the only person I know who works less than I do: while I teach nine hours a week, he only preaches for half an hour on Sunday morning. We both get the joke.

This semester, I teach three courses: two sections of an American literature survey and one graduate course on bibliography and methodology. For the survey course this week, we are reading Walt Whitman and Emily Dickinson. Preparation for a class session – rereading the texts, reviewing criticism, and preparing class notes – takes about two hours; for graduate classes, the preparation is closer to six. In my graduate course, we're covering theories of textual editing and what has come to be called "the history of the book," which examines physical books as they are designed, produced, marketed, and purchased. The theory is that physical books communicate meanings about texts and about conceptions of literature at a particular historical moment.

On the previous Friday, I gave my second exam in the survey course. With 71 students, this batch will require about 20 hours to grade. Like all of my departmental colleagues, I give only written examinations, and the grading burden is heavy, even heavier when essays arrive, as they will, three weeks hence. During my five office hours this week, I see most of my 20 advisees for upcoming registration, talk with four graduate students about their Ph.D. examinations, and have a long talk with a Master's of Fine Arts student about which Ph.D. program he should attend. An assistant professor stops by to discuss her leaving UNC-G for a position at Harvard. We also discuss a search committee I'm chairing (on which she serves) for two visiting positions. I spend two hours reviewing applications (the heavy lifting will be next week). This week I have (miraculously) only one committee meeting, at which the English faculty discusses altering our Ph.D. exam structure.

This week, my research work is fairly heavy. I begin drafting a proposal in response to a request by Professor Mark Smith of University of Southern California. He wants me to identify, edit for re-publication, and write an introduction for a "Southern classic" that's currently out of print. I decide on Walter Hines Page's *The Southerner*, a novel about the racial politics of the 1890s. Next, I copy-edit my essay that will appear in a scholarly journal, and after several hours of work checking quotations, responding to the editor's queries, and rewording a few sections, I send it on its way. Next week, I'll be giving a conference paper on another Southern novel, and I begin cutting down a forthcoming essay to an eight-page version suitable for oral presentation. After six to seven hours of work, it's in decent shape. Progress on my current book, on contemporary Southern narrative and the problem of cultural authenticity, is slow this week. I finish a short section on Alex Haley's *Roots* and begin sketching a longer discussion of Julie Dash's 1992 film, *Daughters of the Dust*.

Bonnie Kelley
Professor, Department of Biology
University of North Carolina at Pembroke

Monday, from 8:30 a.m. to 10:30 a.m., I checked email, worked on data outcomes from past funding from the National Institute of General Medical Sciences, part of the National Institutes of Health. I also lined up students and administrators to meet with the Director of NIGMS and other collaborators from UNC–Chapel Hill on Thursday. Then, I wrote a recommendation letter for a student for a summer internship. From 10:30 a.m. to 12:20 p.m., I prepared and taught Honors Biology 100. I ate lunch at my desk while preparing for my upcoming Biology 231 lecture and lab. From 1:30 p.m. to 5 p.m., I lectured, worked in the laboratory with students, and cleaned up the lab. From 6 to 8 p.m., I attended the Tri Beta biological honor society induction and banquet.

Tuesday, from 9 a.m. to 11 a.m., I emailed, and prepared for my evening class by updating a PowerPoint presentation and making handouts. Then, from 11 a.m. to 3 p.m., I hosted three postdoctoral students with ties to Chapel Hill. They do research for two years at UNC–Chapel Hill, and then are mentored by a faculty member at a historically minority university. From 3 p.m. to 4:30 p.m., I was in a departmental meeting, then went to teach Biology 422 from 5 p.m. to just before 8 p.m.

Wednesday from 8:30 a.m. to 4:30 p.m., I emailed and worked out some details for Thursday's visit. I wrote two student recommendations, and submitted a lab supply order. I also prepared classes (wrote pop quiz for Biology 100, made transparencies), and then taught. I had a quick lunch with a colleague before returning to teach another class. After class, until 4:30 p.m., I graded, worked on text orders, and made sure the van I ordered for a Sunday field trip to the coast would be ready.

Thursday, from 12:30 p.m. to 5 p.m., I revised the data outcomes, put out refreshments, and made some coffee. I checked on students, administrators, and faculty who would meet with Dr. Jeremy Berg (as director of NIGMS, he's a higher-up and usually does not make visits like this, but he's been convinced that UNC-Pembroke has some impressive outcomes). As a result of this particular round of meetings, four students (three of them Native American) are on their way to graduate school. They wowed Berg. I met with the students to thank them for their presentations, and talked to them about how to properly follow through on leads they were offered.

Friday, from 9 a.m. to 2:30 p.m., I emailed, met about a weekend field trip, and prepared for and then taught classes. From 2:30 to 4 p.m., we gathered and loaded equipment for an 8 a.m. Sunday field trip to the coast.

Sunday, all day, students and I mucked through the marsh in waders, walked on the beach collecting, and observed specimens under microscopes set up at my house on Sunset Beach. We then had a fine seafood lunch, and returned to university by 6 p.m.

Jeffrey Geller
Professor & Chair, Department of Philosophy & Religion
University of North Carolina at Pembroke

Seven days a week, my day begins at 8 a.m. with an hour of discipline-related reading. On weekends, this is followed by a writing session. Proofreading and major revisions are generally reserved for holiday periods and summer. I usually stop writing around 11:30 a.m.

Weekdays differ. I come to my office at 8:30 a.m. for my office hour. Today, for example, while writing this, I had two students come in. Mondays are catch-up days. Monday mornings are spent making phone calls and taking care of email correspondence. Monday afternoons (apart from a tennis break) are spent following up on morning tasks. For example, the department is currently hiring a new faculty member; such a search involves detailed analysis of more than 100 applications. We need to follow guidelines and keep the finalists informed. Toward the end, the process involves delicate negotiations. As I write, our department is in the final stages (we hope) of a search. But we will be doing another national search next year, the year after, and so on; and our department has only six full-time faculty and five part-time faculty.

Tuesdays are almost exclusively teaching days. I teach three classes: Introduction to Logic from 9:30 a.m. to 10:45 a.m., Introduction to Philosophy from 12:30 p.m. to 1:45 p.m., and an evening seminar on Contemporary Philosophy from 6:30 p.m. to 9 p.m. There is a break for a few quick administrative tasks and lunch between the first two classes. The afternoon is generally reserved for meetings. Tuesdays are hectic.

Wednesdays are hectic for other reasons. I have a committee meeting every Wednesday at 9 a.m. The rest of the day is spent on administrative tasks (budget work, personnel issues, queries from other offices). I am on only three committees, which actually minimizes the time I spend at meetings. Many faculty members serve on numerous committees, requiring enormous time expenditures. I have known two people who served simultaneously on more than 20 committees.

Thursdays are much like Tuesdays, but without the evening seminar.

Fridays are spent desperately trying to finish items on my list that remain to be completed. But weekends are a bit more relaxed. After writing and lunch on weekends, I visit friends for a couple of hours, return home to work on house projects, and then drive to the office. I spend about three hours working in my office. After catching up on email, reviewing syllabi, and listing and prioritizing administrative tasks, I spend an hour at the gym. My weekend evenings end with about two hours of reading and writing; I proof what I wrote in the morning and go back over my research notes and original sources for accuracy.

This is my work week. It will get a lot worse in a couple of weeks, when I have to do the dreaded end-of-year evaluations for each member of the department. But this is good enough for now. Besides, I have some other things to do.

Pamela Seaton
Professor, Department of Chemistry
University of North Carolina at Wilmington

I am a very lucky person. As a chemistry professor at UNC–W, I do what I love. I love thinking about and doing organic chemistry, and I love teaching students how to think about and do organic chemistry. My job revolves around working with students, in lecture, lab, and research.

Preparing for class is one of the most time-consuming parts of my job. On days I have an 8 a.m. organic chemistry lecture, I start my morning at 6:30 a.m., going over my notes with my Cheerios. I often meet with students during office hours, and throughout the week, to try to help them understand the material better. I also put a lot of effort into writing problem sets, quizzes, exams, and labs, attempting not only to test students' knowledge and challenge them, but to help them realize that there is always so much more to learn. Then there is the grading, most of which is done at home in the evenings or on weekends.

For both my undergraduate and graduate spectroscopy classes, I use the quiet of the weekends to run samples to generate a wide variety of spectra for use as examples of some fundamental point, or as problems for homework. I convert the spectra to an electronic format and post them on the class web site.

The most time-consuming, but also the most enjoyable aspect of my job is working with research students in my lab. I average three to six undergraduate and one to three graduate research students per semester. Each student works in the lab for anywhere between three hours to 40 hours per week, and I work with each student individually. When a student first starts in the lab, I work with her or him to design and set up reactions, purify and analyze the products, and decide where to go from there. As students gain more experience and confidence, I mainly help them analyze results and make decisions about the next step. When it comes time for students to write honors or master's theses, I spend countless hours helping them organize their thoughts, prepare graphics, and write. With four to eight research students per semester in the lab, I am a busy bee.

With the exception of committee work, which averages a couple of hours per week, the rest of my time is spent thinking about, researching, and writing about my research. I spend hours searching the literature to design new synthetic routes and protocols for a new idea. Writing up those ideas for proposals or writing up the results for research papers usually comes after students have left for the day. Unfortunately, that means that my writing often takes a back seat to working with students, but that is a compromise that I make willingly. Between teaching, class preparation, course assessment, working with students, research, and service, my work week is usually about 55 hours.

Keith Newlin
Professor, Department of English
University of North Carolina at Wilmington

I teach three courses – a writing course (20 students), a studies in the novel course (30 students), and a survey of African-American literature (35 students) – each meeting on Tuesdays and Thursdays for a class period of one hour and 15 minutes. My day at school begins at 9:30 a.m. and ends at 5 p.m. Between classes, I hold office hours for three hours. I devote another two to three hours each week to advising other students about honors theses. On Monday, Wednesday, and Friday, I generally work in my home office, where I have the quiet necessary to concentrate on grading student papers (which means I devote 20 to 30 minutes per paper, commenting on focus, development of ideas, and suggesting revision strategies). I collect one set of papers each week, so I typically spend about 12 hours per week grading. I spend another four hours or more per course preparing to teach, which mostly consists of reading the literature I teach. I need to reread the works every time I teach them (my courses vary each semester). The eight novels, each averaging more than 300 pages, for my studies in the novel class alone requires considerable time. Often I need to return to campus for work on various committees – I chair the undergraduate literature and outcomes assessment committees – and to attend department meetings, student presentations, mentor junior colleagues about their teaching and professional development, and other department functions.

I also edit and publish *Dreiser Studies*, a refereed journal published by the International Theodore Dreiser Society, of which I am president. Part of my duties involves reading and evaluating submissions, helping contributors revise their essays, and ensuring the timely publication of the journal, in addition to fielding email regarding Dreiser Society business. In a typical week, I also devote some time to my own scholarship, which this week has meant corresponding with a university press about the publication schedule for my biography of the writer Hamlin Garland and working on an essay for an academic conference. The majority of productive time on my research necessarily takes place during summers and academic holidays, though I try to reserve one day for this work. This week I've also spent several hours arranging to host a visiting professor from the University of Swansea in Wales, who will teach here during fall 2006, as well as arranging to lecture in Germany this summer – all part of my university's mission to increase our international presence, to foster better understanding of other cultures, and to establish linkages with educational institutions abroad.

Aside from preparing for classes and fulfilling my professional obligations, in a typical week I also spend about two hours each night responding to email from students and correspondence with scholars at other institutions. In the evenings I typically return to course preparation. The realities of the job are such that I work until 11 p.m. or midnight, five or six nights a week.

Bradford Sims
Associate Professor &
Construction Management Program Director
Kimmel School of Construction Management,
Engineering & Technology
Western Carolina University

Every day in my life as a professor is different. Normally, we faculty balance on what has been dubbed the "three-legged stool" (teaching, research, service) prior to tenure. I was just recently tenured. Now my three-legged stool seems to consist of telephone, students, and meetings. The week becomes so busy with "other duties" that even teaching is a tight fit into the weekly schedule, as central as it is to our lives.

Even the simple fact of getting elected to the faculty senate brings with it complications; I automatically then serve on a faculty senate council and then on one of the council's sub-committees as part of the senate.

My service on my school and college tenure and promotion committees adds unpredictable hours to the work day throughout the semester. This is a 50-to-60-hour-a-week job.

During the typical week, I receive numerous telephone calls from employers who want to hire interns or full-time graduates, prospective students wishing to ask questions about either our undergraduate or master's degree programs in construction management, or local school groups arranging for a campus tour. Current students call about an array of events: from completing our dual degree in construction management with Galway-Mayo Institute of Technology to questions about an upcoming class.

While the construction management program is relatively new, it has 250 majors and only five faculty. The fast growth of the program is not unexpected, as there is a national shortage of construction managers and the construction industry drives our economy as every one dollar spent on new construction creates three dollars economically. Our students will find a 99 percent placement rate, with high starting salaries. These students stop by to ask questions about the career fairs we organize, to complete paperwork for their required internships, to inform themselves about our national competition teams, and to find out about our club service projects.

But mostly, they ask about class scheduling. For two weeks a semester, I have a "take-a-number" device attached to my door. Not only does each construction management faculty advise more than 50 students, but I am also the first stop for all majors requesting course approval for prerequisites, for students with questions about transfer credit, etc.

The meetings, oh the meetings, we have. These range on a weekly basis from faculty meetings, to tenure committee meetings, to new university scheduling software meetings, general university meetings, to special ad hoc meetings, etc. I don't think I need to go on.

Our reward as faculty is seeing our students graduate into the working world. We know that most will become vice-presidents and presidents of construction companies. In three or four years, most of our graduates will make more money a year than our faculty earn.

Bryan M. Jack
Assistant Professor, Department of History
Winston-Salem State University

I am a tenure-track assistant professor at Winston-Salem State University. It is a rewarding career, but it is a balancing act. As a teacher, my primary responsibility is to my students. However, as scholarly research has become increasingly valued as a way to assess job performance, teaching must be balanced with my scholarly responsibilities as an academic on the tenure track. When these responsibilities are combined with time spent in service to the college, it leads to a busy, but fulfilling life.

When non-academic friends hear that I teach 12 hours a week (four classes) and have eight hours of office hours, they mistakenly assume that I work only 20 hours a week. Instead, I easily work 50 to 60 hours a week. I teach two sections of World Civilizations (77 students), and one section each of African-American History (37 students) and United States History (42 students). Having 156 students in three different classes is very time-intensive. To make grading easier, it would be easy to give the students Scantron exams and require no writing assignments, but I feel that taking these shortcuts would not adequately challenge my students and prepare them for life after college. All of my exams include essay questions; as my students move from lower-level to higher-level classes, their exams become increasingly writing-based. In addition, students in all of my classes are required to complete multiple writing assignments and to use both primary and secondary source material. Grading this much writing consumes a great deal of time, but it is worth it.

I think that my students see me as someone who wants to help them and whose door is open. My students call, email, and stop by my office every day. Their concerns range from help with assignments to requests for letters of recommendation. Advising those who are history majors also requires time. I believe that it is important to build these relationships with students outside of the classroom. In addition, I also spend time serving on hiring and other committees, attending faculty meetings, and designing new courses.

I try to balance student commitments with scholarly commitments. I have a book contract with the University of Missouri Press. My research has required travel to Kansas and Missouri, as well as numerous trips to UNC–Greensboro. My spring break was spent at UNC–G and in my office, writing. The manuscript is due this summer (2006), so most of my summer break will be spent writing and revising. In addition, I completed two biographical entries for the Salem Press, and have been regularly presenting my research at conferences (the next is at the University of Nebraska). I try to use my research, and the fact that I am actively researching and writing, to inform my teaching and to help inspire my students to be active scholars.

Cathy Canzona
Associate Professor, Department of Health Sciences
Winston-Salem State University

Monday starts at 5 a.m. From my night shift as a staff nurse, I go to my office. I have a 7 a.m. review with my students, who are seniors and struggling with math. They have to know how to work math problems, or they will fail the nursing licensure exam. I change from my nursing uniform to a suit in the bathroom outside my office. In class, 78 students are waiting for me to tell them something that might get them one step closer to practicing as a nurse. We finish at 8:30 a.m., and I go to my office to check my email and be available for students requiring assistance. From 1 p.m. to 3 p.m. I again lecture and interact with 115 undergraduate students. At 3 p.m., I grab a bite and walk the half mile to the Anderson Center for my poster presentation for the nursing honor society's Sigma Theta Tau Research Day. (Somehow, several colleagues and I produced a poster worthy of presentation. Now if I can remember what the poster is about and my name, I should be okay.)

From 4 to 5 p.m. I have office hours. I then type a test for my graduate class on Tuesday evening into Blackboard, an e-education platform designed to use the Internet as an educational environment. I work on this until 8:30 p.m. I have been up 24 hours and realize that I must go home and lie down.

Tuesday at 7 a.m., I am back in my office – completing the test that must be ready by 9 a.m. I then work on my lecture until I teach my graduate class at 5:50 p.m. At 9 p.m. class is over, and by 9:30 p.m., students have disappeared. I'm home by 10 p.m.

Wednesday at 7 a.m., I run inside my office and shut the door, hoping that I can work on my 3 p.m. lecture. My colleague across the hall wants to work on the class we are teaching together next week – so, I can't get a lecture together for the class I teach tonight. And then I realize that I have to arrange a clinical unit visit for my students. I finish my lecture, type a review sheet for tomorrow's test, and post it on Blackboard. At 11 a.m., I meet with the sophomore and freshmen nursing students and other faculty in an open forum. At 7 p.m., I go home, after teaching my class and having office hours.

Thursday at 7 a.m., I meet with my research partner to work on our publication. After office hours and some student review, there's my 3:30 p.m. class, where I explain the registration process for the Nursing Licensure examination.

Friday I'm in at 7 a.m. again. I grade 115 tests with analysis. At 2 p.m., I go home and sleep, because I am working tonight as a staff nurse – so I can practice what I teach.

Do I love my job? Absolutely. Am I overworked and underpaid? Absolutely. Do I make a difference? Every day.

**Summary of Faculty Workload Study
in the University of North Carolina System
March 2006**

Prepared by the Faculty Assembly Executive Committee

President Erskine Bowles requested this spring that the UNC Faculty Assembly provide information on the nature of faculty work and typical patterns of work within the UNC System, so that he could better understand and explain faculty work to policy makers and members of the public. In response, the Assembly developed a survey to gather preliminary information from faculty who are members of the Assembly, with modest supplementation from faculty senates on three campuses (UNC-Chapel Hill, UNC-Wilmington, and Western Carolina University). The study in some respects indicates patterns similar to those reported nationwide, though it is not a statistically representative sample. It appears that faculty involved in the Assembly and faculty senates devote approximately 53 hours a week to a variety of professional responsibilities. The study did not request precise hours worked in a specific week but rather requested ranges of hours worked on major job responsibilities, including the following:

Preparing to Teach. Nearly all faculty report spending significant time each week – about 12 hours – preparing class lectures, developing handouts or other written materials, keeping up with their field, and working with other faculty members on curriculum. For many, time is also spent on instruction initiatives, development of information technology or teaching-related skills, and design of new courses to keep their teaching relevant and updated.

Types of Teaching. Faculty members are involved in many sorts of teaching – from 100 students in a lecture hall, to lab oversight, to summer field work involving just a few students. Those responsible for graduate students generally teach in smaller, more intensive settings, and tutorials. Those teaching professional students may team-teach, oversee work in laboratories, teach larger classes or seminars, and teach in tutorial settings, depending on their field.

Students Taught. Across the board, UNC faculty report significant responsibilities in teaching undergraduates and graduate and professional students. Instruction of continuing education students, distance education students, and library patrons are also an important part of teaching responsibilities for many faculty and librarians. Faculty respondents indicated that direct classroom teaching hours vary, but is in the range of six hours a week. As noted below, that is only the beginning of student/faculty interaction.

Informal Contact with Students. Faculty respondents report significant time spent working with students individually, answering email, mentoring, holding office hours, writing reference letters, or assisting in student recruitment efforts. Respondents reported spending as much time each week meeting with students or emailing with students as they do teaching – in many cases involving around nine hours of contact.

Assessment. Faculty are also responsible for designing class assignments or exams, grading such assignments, working with departmental assessment or accreditation, and working with colleagues outside the department. Such assessment activities often take considerable time and are becoming an ever-more-critical component of higher education. Faculty respondents reported spending

approximately five hours a week on assessment, though the time spent varies in part by the type of course and the rhythm of the semester.

Continuing and Distance Education. A substantial number of faculty members (about a third) report involvement in continuing education, extension, or other non-traditional educational programming. Interest and involvement in distance education varied from campus to campus, but perhaps a quarter of responding faculty indicated interest or active involvement in this area.

Research Emphasis and Activities. Nearly all responding faculty are interested and dedicated to research, but lengthy hours spent each week on research was dependent on being on a campus or in a department where research plays a central role and external research funds are most available. Many faculty respondents reported keeping up with their fields, planning research, consulting with co-researchers, writing, presenting and disseminating work. Respondents at major research universities are generally more significantly involved in externally funded research, peer-review of research, and working with graduate students on research. Time spent varies, but about 12 hours a week was the middle range of all respondents.

Service to the Academy and the Public. Many faculty respondents report significant time spent on service to the academy (committee work on campus, involvement in professional societies, mentoring of colleagues, and peer review of others' work). They also report significant service to North Carolina citizens and beyond, often through presentations to citizen or non-profit groups, research on topics likely to have impact on public issues, participation on boards and commissions where they contribute their professional expertise, and consultation with government, non-profit or business organizations. While time spent varied, many respondents indicated that they spent nine hours a week on such activities.