

Time Management for Faculty: A Framework for Intentional Productivity and Well-Being

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Abstract

Faculty work includes a wide range of responsibilities and long lists of tasks. Some of these tasks have more immediate deadlines and necessitate frequent attention, while other responsibilities are longer-term projects. For example, teaching preparation can consume a large proportion of a new faculty member's time; however, one's research and writing cannot be neglected. New faculty in particular may be faced with teaching, research, and service activities all requiring their time and attention at an intensity level that they might not have encountered before. This can lead to a faculty member feeling overwhelmed and trigger self-doubt.

This paper presents a research-based, holistic framework and strategies for time management, with an emphasis on taking an intentional approach to allocating time and effort to high priority activities that require both immediate and sustained, long-term attention. Another goal of this time management framework is supporting one's well-being, which can often be neglected. The PRIDE framework for time management consists of five components: Priorities, Reflection, Implementation, Deadlines, and Emotions. These five components are considered when making decisions about individual tasks and setting plans for each day, week, or semester, or for a complex project.

The audience of this paper includes new faculty, faculty at all experience levels who are looking to tune-up their time management practices, and faculty who have assumed additional administrative roles.

Introduction and Background

Time management is an aspect of our lives that we hope to improve and ironically, we might claim that we do not "have the time" to learn how to change our approaches. Studies have shown that being in a mode of busyness, or completion bias, in fact is not productive (Gino and Staats 2016). Time management is not a matter of being more "efficient" in one's use of time or ensuring that one is "productive." Before one can address these time management intentions, reflection is needed to identify and prioritize one's goals and to define what it means to be productive for oneself. Only then does time management become prioritization and not simply "doing more."

Challenges for New Faculty

New faculty encounter many competing activities and tasks that simultaneously call for their time and attention at an intensity level that they might not have previously encountered. In addition, some of these activities may be new or in unfamiliar territory for a new faculty member, adding to the effort required to navigate through and learn new skills and knowledge. For example, class preparation can consume a large proportion of a new faculty member's time; however, one's research and scholarly writing cannot be neglected. Tasks associated with teaching and students include class preparation, grading, office hours, responding to students' email, and assessment. Establishing one's research plan can be like launching a startup:

developing a research strategy, establishing one's lab, recruiting and mentoring students, writing proposals, identifying and working with collaborators, and publishing. Service activities can range in nature depending on the type: department, college, university, community/outreach, or professional. There also are the issues related to being a faculty member that can consume one's time and energy. As a new faculty member, one needs to learn about their new environment and the processes for getting things done (i.e., who, what, how, where, and when), as well as navigate through any interpersonal issues and politics, understanding the cultures, norms, and expectations of their new institution and department. Then there are department and committee meetings. In the personal realm, a new faculty member needs to attend to their dimension of life, such as supporting their well-being and addressing self-care, family and personal responsibilities (e.g., childcare, long-distance relationships, aging parents, extended family, pets), housing, commuting, finances, spiritual, and social.

As a new faculty member, one can feel a level of excitement in the face of these activities, invigorated by new opportunities and pride in one's successes, no matter how large or small. However, one might respond by working in extended periods of long hours, multi-tasking, and neglecting one's well-being. This can lead one to feel overwhelmed and isolated, develop self-doubt, feel tired, or experience burnout.

Studies on Faculty Time Allocation and Stress

Faculty time allocation has been analyzed in studies that look at how it has changed over time and how it varies based on gender, race, ethnicity, family status, and rank. For example, Milem et al. (2000) compared faculty time allocation in the areas of student advising, teaching, and research across two- and four-year institution types collected using data from national surveys of faculty conducted in 1972, 1989 and 1992. They found a general increase in time engaged in research across four-year institution types, with the largest percentage change in doctoral and comprehensive universities. Also, their findings indicated that all four-year institution types, except for research universities, and two-year colleges had statistically significant increases in teaching and preparation time over time.

Toutkoushian and Bellas (1999) found variations in time expenditures in teaching, service, and research for faculty at four-year institutions depending on their gender, race/ethnicity, and family status. A more nuanced conclusion is that these results are sensitive to the definitions of total work hours and research productivity, which has implications on institutional policy in evaluation and reward structures and their potential impacts on faculty groups. Link et al. (2008) investigated the time allocation teaching, research, grant writing, and service activities of engineering and science faculty at 150 Extensive Doctoral/Research Universities and the variations based on tenure status/rank, years in rank, gender, race, and family status. The study indicated that time allocations across faculty activity vary by tenure status and gender. For example, their analysis suggests that women spend more time in teaching and service activities and less on research activities compared to men, across all ranks, and service time allocations increase post tenure. Similarly, Egan et al. (2014) found that more male faculty members scored in the high scholarly productivity than female faculty, with the differences between men and women increasing with rank.

Results from a national survey of full-time undergraduate teaching faculty members at 269 four-year institutions conducted by the Higher Education Research Institute (Eagan et al. 2014), indicated that most faculty (74% of respondents) indicated overall job satisfaction. Regardless, the overall faculty experience is not without stress. The highest self-identified sources of stress for faculty include self-imposed high expectations (85% of respondents), institutional procedures and “red tape” (78%), change in work responsibilities (75%), lack of personal time (74%), managing household responsibilities (74%), research or publishing demands (74%), and teaching load (63%).

Why Time Management?

Clues that one’s time management approach, or lack of, may need to be addressed can appear across many aspects of one’s life. One might find that their work is consumed with daily activities and driven by being in a reactive mode, with complex projects and mid- to long-term goals falling by the wayside. Late night sessions are not sustainable when deadlines come up. Or occasionally, one might drop the ball on professional or personal commitments or not complete projects. Other signs include feeling overwhelmed by the sense of having too much to do but not enough time to complete these tasks and activities, which can lead to stress, fatigue, and feelings of anxiety and guilt. This can impact one’s physical and mental health. One can acknowledge that something is missing or aspects of their life that are being neglected (e.g., self-care, family, friends, personal pursuits). Finally, this negative mode can lead to having a lack of satisfaction, neglecting to celebrate and take pride in one’s efforts and achievements. One can lose sight of the big picture of their overall goals and priorities in their professional and personal dimensions of their lives.

Claessens et al. (2007) defines time management as “behaviours that aim at achieving an effective use of time while performing certain goal-directed activities” that include time assessment, planning (i.e., goal setting, prioritizing and planning), and monitoring. Their review of time management studies indicated that the effects of time management were positively related for stress-related outcomes, such as perceived control of time, job satisfaction, work-life, and health. Hansen (2011) noted that “time management is not about creating more time but rather about making the best use of the time we have.” In addition to increased productivity, time management can have the benefits to one’s well-being such as feeling less stressed and more energized and including opportunities for personal interests (Dudovskiy 2013).

Objectives

The intent of being efficient or productive is not complete without a framing in the context of one’s goals in the short- and long-term. A faculty member’s work, whether they are early career or at a later stage in their academic career, can fall into a reactive mode, rather than an intentional and proactive mode that supports one’s goals. In other words, one can become caught up in the day-to-day series of tasks, many of them calling for one’s immediate attention and time, and delaying progress on long-term goals and complex projects.

This paper presents a holistic framework that helps one make time management decisions and work towards their long-term goals as well as on their more immediate daily tasks. The primary objective of this paper is to present a research-based framework to improve one’s overall productivity and well-being. The second objective is to describe how the framework can be used

to make decisions about one’s time, attention, and effort as one develops their time management approach. As a third objective, this paper provides a guide for new faculty members through the multitude of strategies for time management in the context of the framework and related research.

The PRIDE Framework

The PRIDE framework for productivity and time management emphasizes taking an intentional approach to making choices on allocating one’s time and effort. This is a holistic framework for finding time to work on one's longer-term goals and priorities (macro) in the context of the constant stream of day-to-day (micro) activities and demands. Another goal of this time management framework is supporting one’s well-being, which can often be neglected in the face of other more visible tasks and activities. The PRIDE framework provides a research-based grounding for making decisions and selecting and implementing time management approaches and strategies. Rather than being prescriptive in making decisions regarding one’s time management, the PRIDE framework presents key components to consider as one makes choices, plans, and implements the use of their time *to attain their goals*.

The PRIDE framework consists of five components: Priorities, Reflection, Implementation, Deadlines, and Emotions. These components are considered when making decisions about individual tasks and setting plans for each day, week, semester, or for a complex project – “choosing with PRIDE” – in the context of attaining one’s goals (Figure 1). By choosing with PRIDE, one moves from being in a reactive mode to an intentional, proactive mode. How one uses their time can impact feelings about one’s productivity and improve one’s well-being, providing a positive feedback loop. In addition to increased productivity, time management can have the benefits to one’s well-being such as feeling less stressed and more energized and including opportunities for personal interests (Dudovskiy 2013).

Figure 1. Choosing with PRIDE: A time management framework

Goals	
Decisions for time use and strategies for tasks and activities	Priorities
	Reflection
	Implementation
	Deadlines
	Emotions

- **Priorities:** By considering multiple dimensions of priority of a task or activity, one can make decisions that align with their goals. For example, dimensions include what is the level of importance or impact of the task, how easy or difficult is it to complete, how long will it take, and how urgent is it.
- **Reflection:** Reflecting on one’s past, current, or future provides context for their decisions. For example, how does this task or activity align with one’s identity and passions, and priorities, and what are one’s current strengths and areas for development related to this task? Consider how has one’s time been spent in the past day, week,

month; a time journal or log can be helpful to provide information here. What strategies have worked or not worked in the past, and can they be applied in the current task?

- **Implementation:** Planning the practical aspects of a task or activity provides a road map for success. For example, what are the logistics and strategies that will be used to complete this task? This component is where time management strategies, tools, and processes come in. An important consideration is how realistic the implementation is in one's current contexts of their department, institution, and personal life.
- **Deadlines:** Time management implies a time-bound goal or deadline. This also includes scheduling when one will work on and complete tasks. For example, what times of the day are better to complete certain tasks, such as writing first thing in the morning, email just before lunch, or exercising mid-day?
- **Emotions:** Consider positive and negative feelings and reactions about the task or activity. For example, picture success and future aspirations, acknowledge one's doubts and fears, uncertainties, and past experiences, and set an intention and accountability to complete the task once their commitment has been made. If procrastination is an issue, what are the reasons, and what strategies and mindset can be used to address them?

The PRIDE framework assumes that one has identified their goals, both short- and long-term. A fundamental consideration for each component of the PRIDE framework is the nature of the alignment with one's goals. For a new faculty member, a long-term goal might be passing the three-year review or earning tenure and/or promotion. As such, one's goals often include the major areas of faculty work, such as teaching, research, and service/community engagement, along with personal goals, such as those related to family, self-care, recreation, and additional dimensions of well-being. Broader goal-setting, such as establishing a plan towards tenure or other longer-term plans, is not the focus of this paper. Golash-Boza (2010), Hurley (2010), and Karen (2014) provide suggestions on developing such plans.

Implementing the PRIDE Framework

This section describes strategies and approaches for applying the PRIDE framework, which applies to daily or weekly workflow as well as projects (e.g., manuscripts, proposals, course development). Multitudes of time management advice, strategies, and tools are available, as evidenced when browsing the physical or virtual bookshelves and online media. Not all strategies might work for an individual in their context at the moment. The question is how to select a strategy to try out; recall the irony of one who needs improvements in their time management approach often is one that is overwhelmed, in a reactive mode, and feeling there is no time. Also, how can one develop a system and habit for their time management, with the intent of being productive in both their daily tasks and larger projects? This section provides guidance to these questions by highlighting strategies for implementing the PRIDE framework and the research and evidence basis for these approaches.

Prioritization

A critical aspect of time management for productivity is realizing that one is in control of setting their priorities and making choices on their time allocation. The importance of setting goals and priorities and having an organized system is demonstrated by positive correlation to self-reports of prospective memory, which is the setting intentions to remember something later (Macan et al.

2010). In choosing with PRIDE, making decisions on what tasks and activities to allocate one's time and when these will be done involves establishing one's priorities for the day and week (a micro, detailed, zoomed in view) in alignment with their projects and longer-term goals (a macro, big picture, holistic perspective). This includes both work and personal life priorities that support one's overall well-being (Levine 2005). Prioritization techniques include the Action Priority Matrix (value/effort) and the Eisenhower's Principle (urgent/priority), which categorize tasks in two dimensions: 1) their value, impact, or importance and 2) effort required, priority, or urgency (Mindtools 2017b). The concept is to identify the high impact or importance tasks and to eliminate the low value tasks that require high effort or are not urgent. While the reality is that some tasks cannot be eliminated, the goal is to significantly reduce the number of low value and high effort tasks and to consider framing them in a positive light. By prioritizing one's tasks and activities for the day or during the week, one can shift from being in a reactive state of busyness to being proactive.

When one's priorities have been established, then their decisions need to support these priorities. Many strategies advocate doing an important but difficult or dreaded task as the first activity of the day; this is based on Mark Twain's quote, "Eat a live frog first thing in the morning and nothing worse will happen to you the rest of the day." At the same time, reducing the low value activities also means saying no to some requests. As a new faculty member, this can be a daunting task. There are ways to respectfully decline requests or offer alternatives, such as by requesting time to consider the request, offering an alternative, asking for help prioritizing (e.g., "If you can find a way to eliminate one of my existing service obligations, I can consider your request."), or informing the requestor of your existing commitments (e.g., "This sounds like a really great opportunity, but I just can't take on any additional commitments at this time. I am in the middle of x and y.") (Rockquemore 2010; Saunders 2011).

Reflection

Being reflective and mindful relates to prioritizing as well as the other components of the PRIDE framework. Just as reflection is an important part of the learning process for students, reflection needs to be engaged in one's time management and well-being habits. At the big picture level, this reflection can be used to inform the establishment of goals and priorities. As a new faculty member, productivity, output, and impact in teaching, research and scholarship, and service activities are measured and evaluated in some manner. However, when there is a match or overlap with one's passions, identity, strengths, and intent, this can make this work more meaningful, productive, and enjoyable.

At the mid-view level, reflection also includes the assessment of one's current strategies and habits for time management, productivity, and goal attainment. What are one's strengths and areas for development; what strategies work and what can be improved? Areas for this assessment include strategies and habits for prioritization, organization and processes, setting realistic expectations, supporting one's well-being and addressing self-care, asking for assistance and support when needed in academic and personal areas, building relationships with colleagues and collaborators (Phillips and Dennison 2015).

Finally, at the detailed and daily level, reflection includes collecting data to assess and then modify for improvement. The concept is that one needs to know how their time is spent to

assess how their time allocation aligns with their priorities, identify time slots for high priority activities (academic, professional, and personal), and make adjustments. A time log, that ideally is entered every hour in 15- to 30-minute increments, is used to gather information about one's time allocation and can be eye opening. Tracking how one uses their time can be a low-tech effort, or employ online tools or apps (see Kennedy 2015). This information can be used to both identify current areas of strength and need for improvement, as well as make mid-day or mid-week modifications as to which tasks should be done for the remainder of the day or week to realign one's time and effort with their priorities. In addition, inserting uninterrupted time that are non-negotiable appointments in one's calendar for high priority tasks, even for 25-40 minutes a day, helps carve out time for important activities and complex tasks. When done regularly, this can result in cumulative progress over the course of a week or month. Boyce (1997) showed that daily writers produce more published papers compared to "binge" writers over time. This information-based reflection helps place the faculty member in a proactive mode rather than reactive mode, even if for a brief period each day.

Implementation and Deadlines

Priorities and goals have been set, and time management areas for improvement have been identified through reflection. So how will these tasks and activities be planned and done? The implementation component of the PRIDE framework includes the logistics of getting work and activities done (i.e., what, when, where, and how), being realistic based on one's current contexts of department, institution, personal life, and priorities, and identifying the strategies one will use to address time management challenges and develop a positive habit.

In the PRIDE framework, deadlines refer to the time-bound and scheduling aspects of time management. In other words, use a calendar to schedule time for high priority tasks (e.g., writing, research) and self-care (e.g., exercise, health) as well as necessary tasks (e.g., email, class preparation, grading). Look for opportunities to insert times to work on longer-term projects and high value tasks. Take advantage of 25-30 minute blocks for tasks; for example, skim a paper, outline a manuscript or research ideas, draft a paragraph in a paper. Alternatively, find ways to rearrange the schedule during a week so that longer blocks are available.

Also, for larger and complex projects, it can be challenging to set realistic deadlines. It is common to underestimate the time to complete or complexity of a task. For example, the planning fallacy phenomenon, proposed by Kahneman and Tversky (1979), suggests that predictions on the time needed to complete a future task will display an optimism bias and an underestimate of time required. Hofstadter's Law rule states that, "It always takes longer than you expect, even when you take into account Hofstadter's Law" (Hofstadter 1979). Breaking complex projects into smaller tasks helps develop a more realistic timeline.

Most time management strategies that are described in books and websites fall under the implementation and deadlines components of the PRIDE framework. Suggested strategies are described in this section. A more extensive set of resources is listed in Appendix A.

Through reflection, one has identified their time management challenges. Common challenges include interruptions and distractions, physical and mental clutter, multitasking, not including breaks, ineffectively scheduling tasks (Dudovskiy 2012; Brans 2013; Mindtools 2017a). Other

time management challenges, such as feeling overwhelmed, procrastination, not setting goals and prioritizing tasks, being in a reactive mode, and lack of energy are addressed in the priorities, reflection, and emotions components of the PRIDE framework. The next step is to then to use strategies to address one's identified challenges.

Interruptions and distractions come in different forms, such as email, phone calls, unexpected visitors, students, social media, internet browsing, and wandering thoughts. The goal is to create periods of uninterrupted time for productivity and creativity. Some of these distractions can be eliminated by turning off email and web browser applications, silencing email and mobile notifications, and closing the door during the designated periods of uninterrupted time. A simple technique for capturing unrelated thoughts that pop up is to "park" them by taking a moment to jot down the thought or idea on paper and then immediately getting back on task. To reduce the interruptions that come from email and to minimize email from consuming one's day, set aside 2-3 times during the day in which email is read and answered. By batching your email activity, email becomes a scheduled task rather than an interruption that can cause a reactive mode. Another recommendation is to not check email as soon as one arrives to the office or start the day (Lundquist and Misra 2016). Instead use these first few minutes to review one's schedule for the day and identify high priority and urgent tasks. If there's additional time at the beginning, then this can be an opportune time to work on important tasks that are part of a project, such as writing.

Online tools and apps are available to help minimize these distractions (see Appendix A). Time tracking tools such as RescueTime and Timelog provide data on the amount of time one spends on different computer applications, while browser plug-ins such as Web Timer provide information on time spent on web sites. Other browser plug-ins, such as Block Site, prevent specified websites that are distractions from opening during specified times.

The Pomodoro Technique, developed by Francesco Cirillo, is a popular approach for focusing on identified important tasks in small increments. This is done by working uninterrupted for a 25-minute block (pomodoro or "pom") on a planned task and then taking a 5-minute break. After completing 4 blocks, a longer break (15-30 minutes) is taken. The Pomodoro Technique is based on concepts of focus or flow, with no multi-tasking or interruptions, and small bite-sized chunks of intentional work, which can seem less intimidating (Henry 2014). Many apps and browser plug-ins are available to serve as timers; for example, the browser plug-in Strict Workflow is a simple 25-minute timer in which specified websites are blocked that is followed by a 5-minute timer. One can adapt the Pomodoro Technique with varying durations of the uninterrupted session (commonly ranging from 15 minutes to 1 hour) depending on the task to be completed, one's context, and one's schedule availability.

To identify and plan tasks in one's schedule that contribute to one's longer-term goals, it is helpful to break down complex projects into smaller tasks. This can be done by developing these tasks into SMART goals, which are specific, measurable, attainable, realistic or relevant, and time-bound and was presented by Doran (1981). Locke's goal setting theory presents similar concepts regarding to goals and motivation (Locke and Latham 2002). By focusing on smaller tasks, a plan for what you will be working on during each session or when found time (e.g., meeting cancellations) appear.

Emotions

The emotions component of the PRIDE framework acknowledges the emotional aspects of work and life. This includes acknowledging one's feelings about an activity, project, or outlook on success (e.g., confidence, self-doubt, anxiety), believing in oneself, setting oneself for success especially at the beginning of a complex activity, and celebrating success including rewarding daily achievements. Being accountable to one's goals and plans can increase the likelihood of completion. One way to do this is to share one's plans and then report what occurred by sending a brief message to an accountability buddy. The online goal-setting platform [stickK.com](http://stickk.com) provides a more public announcement of one's goals.

It also is important to include time to support one's well-being and addressing self-care needs. Studies have shown the positive impacts of exercise, taking breaks, and happiness on productivity and well-being (Fritz et al. 2011, Friedman 2014) and the negative correlation of working long hours on productivity (Pencavel 2014). However, feelings of guilt can get in the way of taking breaks or leaving work on time. Suggestions developing an end of the day routine, setting an absolute time to leave, and reframing leaving the office into a positive going towards something (e.g., "I'm going to the gym to stay healthy and reduce stress." or "I'm going home to spend time with my family.") (Cooper 2016a).

Evidence indicates that not all kinds of break activities are equally effective in increasing energy and enthusiasm at work. Fritz et al. (2011) showed that positively correlated work-related break activities done at work include learning something new, focusing on what gives one joy in their work, setting a new goal, making time to show gratitude to others, seeking feedback, and reflecting on how one makes a difference at work. Their results indicated that common at work micro-break activities (i.e., those not directly related to work), such as chatting about hobbies or sports with a co-working, browsing the internet, and checking texts, were negatively correlated to vitality and positively to fatigue; only meditation was positively correlated to vitality. Out of the office down time and immersive breaks also can be used to energize oneself, support one's well-being, and increase productivity (Bernazzani 2016; O'Meara 2016).

Procrastination and lack of motivation is a common time management challenge. Psychologists and social scientists have been trying to better understand procrastination (Jaffe 2013). One explanation of procrastination is that it is an emotional reaction to things one wants to avoid and that the brain thinks about one's present and future selves differently (Cooper 2016b). The Temporal Motivation Theory, proposed by Steel and König (2006) suggests that an individual's motivation for a task is proportional to its value and expectancy (belief of success) and inversely to one's impulsiveness (sensitivity to delay) and urgency. Temporal Motivation Theory has been linked to explaining procrastination (Siaputra 2010), although this is not an agreed upon theory (Pychyl 2008). Evidence-based strategies for overcoming procrastination include making getting started easy (e.g., committing to opening the document and looking at it for 10 minutes), reframing a task into a challenge or gamification (e.g., using a count-up timer to see how long one can stay on task), setting rewards (e.g., taking a walk after completing a task, spending time with family or friends), asking for help, and exercising self-forgiveness (Cooper 2016b), as well as building momentum in a project, such as through a daily habit (Boyce 1997).

Example: Choosing with PRIDE

The following section provides an example of how the PRIDE framework may be implemented. Meet Simone; she is a faculty member in her second year at a Central State University, which is a large, regional comprehensive institution. Simone has a teaching load of 3 courses per semester, with 1-2 new course preparations each semester. In her department and college, promotion and tenure criteria include expectations of moderate research and publication activity. Simone's goal for this semester is to complete a journal manuscript based on the last part of her dissertation.

The following is an example of Simone's week during the fifth week of the semester. The letters in parentheses identify the components of the PRIDE framework that are demonstrated.

Sunday evening

Simone dedicates 15 minutes to review the upcoming week's schedule and to identify her goals (high priority tasks) for the week in the context of the schedule. Simone's goals are to 1) prepare the exam for class 1 by Friday, 2) finish grading the exam for class 2 by Wednesday, and 3) draft half of the methodology section of the paper. She develops the third goal into a SMART goal: Draft the experiment design portion of the methodology section by the end of the week by writing uninterrupted for 25-40 minutes each day. Simone then schedules times for writing, exam preparation and grading, and self-care into her calendar. (P, I, D)

Monday

8:30-9:10 am: Writes for 40 minutes on the experiment design overview of the paper. She uses the Pomodoro technique by setting the timer and minimizing distractions (e.g., closes the office door and makes sure the email application is off). (P, I)

9:15-9:20 am: Reviews the day's schedule. Simone is feeling good that she made some progress on the manuscript but also is feeling overwhelmed by the exam preparation and grading this week and the committee work to prepare for the department advisory board meeting next week. (R, I, D, E)

9:20 am: Takes a 10-minute break and walks to the department office, where she chats with the department administrative assistants and makes a cup of coffee. She runs into her department Chair, who reminds her to provide names of students recommended to join the Advisory Board lunch. (P, I, D)

9:30-10:10 am: Focuses on email tasks, reading and responding to messages related to students, committee work, and department activities. This includes sending an email to the Chair with the student names and information, identifying this as a "quick win" (high priority and low effort/time) task based on the Action-priority matrix prioritization approach. (P, I, D)

10:15-11:45 am: Works on preparation for classes 1 and 2, which both meet this afternoon. This includes reviewing class notes, looking up a video to show during class, posting updates on the learning management system and monitoring students' activity on LMS, answering student emails about class, and writing one exam question. (I, D)

12:00 pm: Walks across the Quad to purchase lunch to bring back to her office and chats with colleagues along the way. (P, I)

12:45 pm: Walks to class, located downstairs in the same building.

1-2 pm: Teaches Class 1. Before going back to the office, Simone takes a moment to jot notes about the class session (e.g., implementation of activities, areas where students did well or struggled, and ideas for next time). (R, I)

2:15 pm: Goes back to her office to swap teaching bags (she has one bag for each class) and gets the supplies for the activity in class 2. (I)

3:00-4:15 pm: Teaches Class 2.

4:30 pm: Back to office. Checks email, responds to 3 high priority mails, and adds new calendar events and task items to her calendar. (I, D)

5:10 pm: Takes 5 minutes review the day's activities and to-do list, reflecting on how time was spent and what tasks are left, and adjusts tomorrow's schedule. Simone is feeling good about the day. She sees that the rest of the week is busy and decides to keep the appointment to go to the gym that she had previously schedule because she is not sure will have much time for fitness the rest of the week. (R, I, D, E)

5:25 pm: Leaves office and goes to gym. (P, I)

Evening: Grades exams from Class 2. (I)

Tuesday

8:45-9:30 am: Class preparation for Class 3. (I)

9:30-9:40 am: Quick email and calendar check. (I)

9:45 am: Walks to classroom.

10-11:15 am: Teaches Class 3.

11:30 am: Back to office. Checks email. Gets a request from her department Chair to attend a meeting on Thursday since a colleague who normally attends will be not available. Declines and reminds the Chair of her committee work for the upcoming advisory board meeting. (P, I)

12:25 pm: Looks at her schedule for the rest of the day, and sees time scheduled in the afternoon to review her graduate student's draft of a conference paper. (P, I, D)

12:30 pm: Lunch at desk while browsing online for examples and data for an exam problem.

1:10-1:55 pm: Writes additional exam questions for class 2. (I, D)

1:55-3:45 pm: Office hours are scheduled for 2-3pm but the runs longer since several students from classes 1 and 2 came to ask about the exams. Emails the advising center to follow up on a student's question. (I, E)

3:45-3:55 pm: Takes a break and walks to the department office to check her mailbox and fill her water bottle. (P, I)

4:00-4:35 pm: Sets the timer for 30 minutes to work on the methodology section of the paper, using the Pomodoro technique. She is feeling tired but is glad that she had a 35-minute writing session. (P, I)

4:40-5:15 pm: Checks email. (I)

5:20 pm: Reflects on activities of the day and reviews what tasks were not completed. Simone is disappointed that she did not review her student's conference paper draft because of the unexpected extended office hours. Goal for the evening is to complete grading the exams from Class 2 (with 3 out of 5 pages already graded). (P, R, I, D, E)

5:35 pm: Goes home.

Evening: Finishes grading exams from Class 2.

Wednesday

8:30 am: Sets the time and writes for 25 minutes using the Pomodoro technique. (P, I)

9-11 am: Enters grades for the Class 2 exam. Prepares for Classes 1 and 2. Takes a 10-minute break at 10:05 am. (P, I, D)

11 am-12 pm: Office hours and checks email in between student visits. (I)

12-12:10 pm: Takes a mid-week check, reviewing tasks completed and her schedule for rest of day and week, makes adjustments, and schedules time to finalize the exam for Class 2, writing time, and review her student's draft. She sees that there 2 long committee meetings on Friday. She makes specific plans for upcoming writing sessions, and identifies the related information needed and scales back her original goal of completing research design section. She is disappointed that she did not review her student's draft yesterday due to extended office hours but appreciated that she clarified questions with students. (R, I, D, E)

12:15 pm: Eats lunch at her desk while listening to a podcast. (I, E)

12:45-4:30 pm: Similar class routine as Monday.

4:30-4:45 pm: Back to office with 2 students who had questions about the exam and grades.

4:45 pm: Makes notes about exam and student grades. (I)

4:50-5:20 pm: Checks email. (I)

5:20 pm: Reviews the day and adjusts tomorrow's schedule. (R)

5:35 pm: Goes home.

Evening: Review student's draft paper. (P, I, D)

Summary

This paper describes the PRIDE framework and research-based strategies for new faculty members to take ownership of their time while increasing productivity towards goal attainment and supporting their well-being. The holistic framework serves as reminders that one can choose with PRIDE how they use their time by including their priorities, reflection, implementation, deadlines, and emotions. Making decisions about one's schedule and tasks places a faculty member in an intentional and proactive mode that supports one's goals.

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Appendix A: Additional Time Management Resources

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Time Management Tools

Block Site <https://addons.mozilla.org/en-US/firefox/addon/blocksite/> and

<https://chrome.google.com/webstore/detail/block-site/eiimmioipafcokbfikbljdeoipcgbh>

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RescueTime <https://www.rescuetime.com/>

StayFocusd

<https://chrome.google.com/webstore/detail/stayfocusd/laankejkbhbdhmipfmgcngdelahlfoji>

stickK.com <http://www.stickk.com/>

Strict Workflow Pomodoro timer and website blocker

<https://chrome.google.com/webstore/detail/strict-workflow/cgmfnmflficgeijcalkgnnkigkefkbhd>

Timelog <https://timelog-app.com/>

Tomato Timer <https://tomato-timer.com/>