

## **University of Alaska Faculty Workload Assignment Process**

Workload assignment processes differ somewhat among the three faculty unions: UNAC, UAFT, and UNAD (Adjuncts). UNAC faculty are assigned 30 workload units per academic year, and may be assigned 10 additional units in the summer if funding is available. Salary for the summer months is often funded by external grants and contracts. Also, faculty may teach summer session classes. UNAC faculty usually have a tripartite workload including teaching, research, and service, but clinical and extension faculty have a bipartite workload consisting of teaching and service, and research faculty have a bipartite workload consisting of research and service. UAFT faculty are assigned a five-part workload each semester. The workload normally consists of four parts teaching (four courses totaling not more than 12 credits) and one part service. A few UAFT faculty have workloads consisting of three parts teaching, one part research, and one part service, or have reduced teaching and increased service or administration assigned. UAFT faculty may also have an additional assignment, usually part-time, for summer teaching. A few programs, including some offered largely online, operate on a year-round (three-semester) schedule. UNAD (adjunct) faculty are normally hired to teach specific courses, totaling not more than 15 credits during an academic year. Occasionally, adjuncts perform other duties (usually externally-funded research) part time.

The Collective Bargaining Agreements require that several factors are included in determining the faculty member's workload. For UNAC those factors include the missions and goals of academic units, including unit criteria developed for the evaluation of faculty; program needs and priorities; accountability; the requirements of externally funded contracts and grants; historical workloads; the level, duration, and mode of delivery of a workload activity; and extended contact hours. For UAFT the factors are similar but not identical: historical workloads; the missions and goals of academic units; criteria developed for the evaluation of faculty; the level, duration, and mode of delivery of a workload activity; the requirements of externally funded contracts and grants; and whether an activity requires extended contact hours.

For UNAC the workload process begins in February, when faculty consult with the department head/chair (or other academic coordinator) to find out the teaching and service needs of their unit for the coming academic year. Faculty prepare, in writing, the proposed workload for the following year. The proposed teaching normally includes credit courses; non-credit courses in the case of extension faculty; graduate student thesis research supervision; and academic advising. Research includes the effort specified in external grants and contracts; grant/contract proposal preparation; writing of research articles or books; or other scholarly and creative activity. Service includes curriculum, accreditation, governance, program review, and other university committees; professional service such as reviewing research proposals and journal articles; and regional/national service, such as serving on research steering committees for funding agencies or organizations such as the North Pacific Marine Fishery Management Council. The proposed workload must be submitted to the department head/chair (or other academic lead) by March 3. The department head/chair (or other academic lead) forwards the faculty workload proposals, along with the department's needs for teaching and service, to the dean (or director or equivalent administrator) by April 3. The dean (or other administrator)

reviews the proposed workloads and makes changes as needed to ensure that all teaching, externally funded research, and service needs of their academic unit are met. The administrator notifies unit members of their workload for the next contract period by May 3. For UAFT the process of workload approval varies somewhat by university and campus, but the responsible administrator similarly assigns workload to meet the teaching and service needs of their academic units.

The university, following consultation specified in the collective bargaining agreements, is responsible for determining the professional duties and responsibilities in a faculty member's workload. Workloads may be modified over the course of an academic year by the appropriate university administrator based upon changing needs and expectations.

## Average Fall Semester Course Credit Load for UA Instructional Faculty

<b>Average Course Credit Load Per Regular Instructional Faculty Full-Time Equivalent (FTE)</b>	<b>Fall 2011</b>	<b>Fall 2012</b>	<b>Fall 2013</b>
UAA including Community Campuses	10.2	10.4	9.9
Anchorage Campus Only	9.6	9.7	9.4
UAF including Community Campuses	10.7	10.5	10.7
Fairbanks Campus Only	10.6	10.4	10.5
UAS including Community Campuses	11.6	12.4	11.3
Juneau Campus Only	11.3	12.6	11.3
<b>Average Course Credit Load Per Adjunct Faculty</b>	<b>Fall 2011</b>	<b>Fall 2012</b>	<b>Fall 2013</b>
UAA including Community Campuses	7.7	8.0	8.0
Anchorage Campus Only	7.2	7.7	7.9
UAF including Community Campuses	8.1	8.0	7.7
Fairbanks Campus Only	7.9	8.5	8.3
UAS including Community Campuses	5.1	5.3	5.5
Juneau Campus Only	5.8	6.0	6.2

Figures reported here are compiled according to standard UA reporting definitions, using fall semester closing course data and the fall HR freeze. Standard UA figures differ from the federal Integrated Postsecondary Education Data System (IPEDS) with regard to how instructional faculty are identified and the point in time at which figures are extracted for reporting. Information above should only be used for comparisons within the UA system over time.

Regular faculty full-time equivalent for instructional activity is calculated as the proportion of bi-weekly effort budgeted to instruction. For example, a full-time regular faculty member with a joint appointment consisting of 50% instruction, 10% service, and 40% research would count as 0.5 regular, instructional faculty FTE. Adjunct faculty may teach up to and including 15 course credit hours, or equivalent, per academic year. Course sections for which there is no instructor of record, i.e. Staff is listed as the instructor, are considered to be delivered by adjunct faculty.

Source: Data supplied by UAA, UAF and UAS via UA Information Systems: UA Decision Support Database (RPTP.DSDMGR) fall semester closing tables and fall HR tables, FY12 – FY14. Regular instructional faculty course load information is also available in the 2014 edition of UA in Review, table 3.13. (iData 7983)

**National Center for Education Statistics (NCES) Methodology**  
**Student-Faculty Ratios: Headcount and Full-Time Equivalent (FTE)**  
**With External Peer Comparisons**

	Fall 2012		
<b>Student Headcount to Total Instructional Faculty Headcount</b>	<b>UAA</b>	<b>UAF</b>	<b>UAS</b>
University including Community Campuses	30.3	21.5	29.8
Main Campus Only (Anchorage, Fairbanks or Juneau Campus)	28.3	17.1	19.3
University Peer Minimum	13.4	8.9	14.2
University Peer Median	24.1	19.0	20.5
University Peer Maximum	57.1	50.5	36.2
	Fall 2012		
<b>Student FTE to Total Instructional Faculty FTE</b>	<b>UAA</b>	<b>UAF</b>	<b>UAS</b>
University including Community Campuses	22.1	15.6	27.5
Main Campus Only (Anchorage, Fairbanks or Juneau Campus)	21.3	14.3	19.0
University Peer Minimum	16.1	8.7	14.9
University Peer Median	22.2	19.1	18.7
University Peer Maximum	38.9	63.6	26.9

Two measures of student-faculty ratio are presented here to investigate instructional faculty workload while accounting for the high proportion of part-time students that attend UA campuses. For example, a faculty member may advise five full-time students (graduate or undergraduate), five part-time undergraduate students, and five part-time graduate students. The headcount ratio in this example is 15:1, while the FTE ratio is 8.8:1.

Historical trend data is not reported because NCES fundamentally changed the categorizations by which postsecondary institutions report employees by function starting with the collection of fall 2012 employment data. IPEDS states that HR data prior to fall 2012 is not comparable with the current definitions and should not be used for trend comparison. All figures presented above are compiled using standard NCES methodologies to allow for valid comparisons with peer institution data submitted through the Integrated Postsecondary Education Data System (IPEDS). Standard UA figures differ from the federal figures with regard to how instructional faculty are identified and the point in time at which figures are extracted for reporting. Information above should only be used for external comparisons.

Student Full-time Equivalent (SFTE) is defined as:

Full-time Headcount + 0.403543 x Part-time Undergraduate Headcount + 0.361702 x Part-time Graduate Headcount.

Instructional Faculty Headcount is defined as follows, and includes part-time, adjunct faculty as defined by NCES: Total Faculty Headcount - Research Faculty Headcount - Service Faculty Headcount – Other Faculty Headcount.

Faculty with a primary administrative assignment, i.e. deans, directors, etc., are categorized and reported by IPEDS as administrators and are not considered here.

Instructional Faculty FTE is defined as:

Full-time Instructional Faculty + (Part-time Instructional Faculty/3)

Source: Data supplied by the universities via UA Information Systems: UA Decision Support Database (RPTP.DSDMGR) fall 20123 Opening enrollment tables and fall HR tables. Peer data extracted from National Center for Education Statistics (NCES) IPEDS Data Center: <http://nces.ed.gov/ipeds/datacenter/>. Compiled by UA Institutional Research and Analysis. (idata 7983)

## **University of Alaska Fairbanks**

### **Context for Student/Faculty Ratio Tables**

The table “Average Fall Semester Course Credit Load for UA Instructional Faculty” provides direct information on faculty members’ average teaching assignments. However, that information is not readily available from UA peer institutions. Therefore UA Institutional Research has compiled information on student/faculty ratios to enable comparisons to peers. This comparison shows that UAF falls within the range of its peers, but is somewhat below the peer median for the Student FTE : Total Instructional Faculty FTE ratio.

It is important to understand that the student/faculty ratio is affected by institution enrollment, not just by the number of classes that each faculty member teaches per year. Other factors (such as the number of different programs offered) being equal, course enrollments will be twice as high at a university with 20,000 students as at one with 10,000 students. Since the same number of faculty will be needed to teach those classes, the student/faculty ratio will be about twice as high for the larger institution, as well. Table 1 shows that among its peer group of public research universities, UAF has the lowest enrollment.

Of course, not all factors are equal. UAF offers fewer baccalaureate and graduate programs than its peers, but unlike most of its peers UAF has responsibility for community campus career and technical programs. This means that UAF is responsible for a greater range of program types than its peers, which results in a need for more faculty. Table 1 shows the percentage of undergraduate certificate and associate degrees awarded by each institution, relative to its total degree and certificate awards, as an index of the community campus portion of its mission. UAF is far ahead of its peers on this measure, at 38%. Of the peers, only Idaho State exceeds 20% pre-baccalaureate certificate and associate awards.

Most of the peer institutions have research activity comparable to UAF; they are all Carnegie Very High or High Research Activity institutions (RUH or RUVH Basic Classification). UAF is third, behind Oregon State University and the University of Oklahoma, in total research expenditures (Table 1). However, UAF is very different from the peers in the research expenditures/FTE student, with a ratio of 28, more than twice as high as any of the others. The student:faculty ratio for the research universities ranges lower than for the UAA and UAS peer groups, in part because student:faculty is typically lower for Ph.D. programs, which are much more numerous at research universities.

To summarize, UAF is different from its peers in having the smallest enrollment, a greater range of programs due to its community campus mission, and a much greater amount of research funding per capita student. Nonetheless, UAF student/faculty ratios are well within the peer range.

**Table 1. UAF Peer Comparison on Research Expenditures, Enrollment, and Certificate + Associate Degree Awards\***

UAF Peer (includes both research and academic peers)	Total Research Expenditures FY11 (thousands)	FTE enrollment Fall 2012	Research Expenditures/ FTE student	% of Undergraduate Certificates and Associate Degrees Relative to Total Awards
Idaho State University	\$21,450	10751	2.0	24.5%
Kansas State University	\$169,197	21461	7.9	1.0%
Montana State University	\$125,966	12376	10.2	2.9%
New Mexico State University-Main Campus	\$139,062	15049	9.2	0.7%
North Dakota State University-Main Campus	\$134,064	12766	10.5	0.0%
Oregon State University	\$228,814	23161	9.9	0.0%
The University of Montana	\$60,159	12633	4.8	17.0%
<b>University of Alaska Fairbanks</b>	<b>\$175,246</b>	<b>6310</b>	<b>27.8</b>	<b>38.1%</b>
University of Delaware	\$169,746	20927	8.1	5.2%
University of Idaho	\$96,229	10623	9.1	1.8%
University of Maine	\$111,600	9511	11.7	0.0%
University of Nevada-Reno	\$89,740	15470	5.8	0.0%
University of New Hampshire	\$143,002	15246	9.3	4.1%
University of Oklahoma - Norman	\$189,506	23123	8.2	0.0%
University of Wyoming	\$57,549	11061	5.2	0.5%
Utah State University	\$174,167	21403	8.1	16.8%

\*Enrollment and certificate and degree award data are from IPEDS, and research expenditures are from [http://www.nsf.gov/statistics/nsf13325/content.cfm?pub\\_id=4240&id=2](http://www.nsf.gov/statistics/nsf13325/content.cfm?pub_id=4240&id=2). Note that research expenditures include some unrestricted fund expenditures, according to the standard NSF reporting requirements, so the total is greater than the external grant and contract funding for each institution, including UAF. FTE = Full-time equivalent.

**University of Alaska Southeast**  
**Context for Student/Faculty Ratio Tables**

*Context statement for: Average Fall Semester Course Credit Load for UA Instructional Faculty*

The table summarizing average fall semester course credit loads demonstrates the prominence of instruction in UAS faculty workloads—reflecting the importance of student learning in our UAS mission. Direct comparison of these data with other UA universities and with peer institutions is challenging given exceptional factors such as variations in institutional scale and mission. Having noted this, UAS faculty instructional loads appear robust and appropriate to our mission and core themes.

*Context statement for: Student-Faculty Ratios*

UAS student-faculty ratios presented in this table reveal the strong student-faculty ratio for our institution compared with our peer institutions. We note that, as a regional university with campuses in Juneau, Ketchikan, and Sitka, UAS has a broad mission that makes direct statistical comparison to peer institutions challenging. This broad mission, plus remoteness of campuses, preponderance of part-time students, and small size of the university overall are exceptional factors that must be taken into account in making any comparisons.