Faculty Workload Analysis: What Matters?

C. R. Thulasi Kumar
Office of Institutional Research
University of Northern Iowa
November 9-11, 2005

History of Faculty Productivity

- Productivity definition
  - Subjective
  - Time and institution specific
- Forces influencing faculty productivity
  - Historical – deeply ingrained assumptions and generalizations
  - Societal – often invisible external interventions, information age
  - Higher education industry – actions and policies of other institutions and peers
  - Institution specific – socio-political-economic environment of the particular institution

Source: An Agenda for Reshaping Faculty Productivity, Richard Heydinger and Hasan Simsek.

Higher Education Eras

- The Colonial College (1636-1770)
  - Religious commitments rather than teaching or scholarly abilities
- The Denominational College (1770-1860)
  - Primarily teaching, external work on civic and clerical affairs (preaching and work with missionary societies)
- The Research University (1860-1945)
  - Land grant institutions
  - Morrill Act 1862 - teaching, research and service
  - Morrill Act of 1890 - research and experimental stations

Source: Faculty Service Roles and the Scholarship of Engagement, Kelly Ward.

Higher Education Eras (cont'd)

- Mass Education (1945-1975)
  - Servicemen's Readjustment Act of 1944 (GI Bill)
  - Hierarchies emerged (2 year/4 year, teaching/research etc.)
  - Teaching and research competition
- The Contemporary Era (1975-present)
  - Do more with less
  - Teaching is a "service" and education is a "good"
  - Private for profit institutions
  - What academe does and for whom, and at what cost?

Source: Faculty Service Roles and the Scholarship of Engagement, Kelly Ward.

Role Models of Faculty

- The Clergy Model (1800's)
- The Professional Model (Early 1900's)
- The Research Model (Mid 1950's)

Why faculty work load studies?

- National policy issues since 1960's
- Iowa Board of Regents issues
  - 1980's
  - Early 1990's - serious concerns about faculty productivity
    - Effective and efficient use of faculty resources
    - Enhance faculty productivity

The Chronicle of Higher Education

Despite recent moves by some institutions to increase their emphasis on teaching, many state legislators and policy makers believe that faculty members at public colleges and universities care little about undergraduate education, especially education at the freshman and sophomore levels. Faculty members are viewed as being more concerned with graduate education and their research, publication, and other professional activities. (Daniel T. Layzell, The Chronicle of Higher Education, Feb. 19, 1992)

Faculty Productivity Objectives in Iowa

- Early 1990's (Faculty Activity Report Objectives)
  - Emphasis was on institutional focus
  - Improve faculty accessibility to students
  - Reduce committee work
  - Reduce class offering with less than 10 enrollment
  - Improve the effective use of graduate students
- Early 2000's (Faculty Activity Report Objectives)
  - Emphasis on accountability

How or what to capture?
(faculty productivity/work load)

- Hours worked
- Teaching
  - Courses taught
  - Student credit hours produced
- Research
- Public service
- Percentage of time spent for various activities

Faculty Activity Report

1. What do faculty do?
2. How many hours per week do faculty work?
3. Who is actually teaching the students?
4. Are tenured faculty teaching the undergraduate students?
5. How much time do faculty spend on teaching students relative to doing research?
6. Why do our universities engage in activities besides teaching?
7. How do we know our universities are doing a good job?

What do faculty do?

Faculty Allocation of Time (%) by Status*

	Tenured	Tenure-Track	Non-Tenure Track	Total
Teaching	61.3	61	91.9	68.13
Non sponsored Research	15.2	20.3	2.3	13.24
Sponsored Research	2.7	2.8	0.7	2.26
Other Research	1	0.6	0.6	0.87
Admin. Activities	11	6.4	2.3	8.21
Service-Univ. & Public	8.7	8.9	2.2	7.3
Total - All Activities	100	100	100	100

*Fall 2004

How many hours per week do faculty work?

Faculty Status	Count	Average Hours Reported
Tenured	74	54.5
Tenure-Track	64	54.0
Non-Tenure Track (Term)	18	49.1
Total	156	53.4
Average No. of Hours Worked by Tenured and Tenure-Track Faculty	138	54.3

Survey administered fall and spring semesters 2004-05. Total sample size was 236 and the average return rate was approximately 66.1%

Who is actually teaching the students?

Full Time Equivalent Students (FTE) Taught by the Faculty Status*

	Undergraduate		Graduate		Total	
	FTE	%	FTE	%	FTE	%
Tenure	5,387	53.39	647	63.87	6,034	54.35
Tenure-Track	1,858	18.41	277	27.34	2,135	19.23
T/TT Subtotal	7,245	71.80	924	91.21	8,169	73.57
Non-Tenure Track	2,765	27.40	88	8.69	2,853	25.70
Graduate Asst.	80	0.79	1	0.10	81	0.73
Total	10,090		1,013		11,103	

*Undergraduate FTE = 15 credit hours
Graduate FTE = 9 credit hours
Fall 2004

Are tenured faculty teaching the undergraduate students?

	Undergraduate	
	SCH	%
Tenure	80,805	53.39
Tenure-Track	27,870	18.41
T/TT Subtotal	10,8675	71.80
Non-Tenure Track	41,475	27.40
Graduate Assistants	1,200	0.79
Total	15,1350	

How much time do faculty spend on teaching students relative to doing research?

Total Hours Worked by Faculty Activity

	Tenured	Tenure-Track	Non-Tenure Track	Total
Teaching	33.43	32.91	45.11	36.38
Non Sponsored Research	8.28	10.99	1.13	7.07
Sponsored Research	1.46	1.51	0.35	1.21
Other Research	0.56	0.34	0.31	0.46
Admin. Activities	6.01	3.45	1.11	4.38
Service-Univ. & Public	4.76	4.80	1.10	3.90
Total - All Activities	54.5	54.0	49.1	53.4

*Fall 2004

Why do our universities engage in activities besides teaching?

- Benefits student learning by bringing new knowledge
- Contemporary problem-solving experiences to the classroom
- Contribute their expertise to various government and non-governmental organizations

How do we know our universities are doing a good job?

- For the eighth consecutive year, the University of Northern Iowa (UNI) is ranked second in the "Midwestern Universities -- Master's" category for public universities, according to "U.S. News & World Report's" 2005 "America's Best Colleges" guidebook.

- Education Trust named UNI first among peer institutions nationally for overall high performance in graduation rates.

- "Kiplinger's Personal Finance Magazine" has ranked UNI among the nation's "Top 100 Values in Public Colleges."

Peer Institutional Data

	SCH per IFTE	FCH per IFTE
Ohio University, Athens	303.1	8.9
Univ. of North Carolina, Greensboro	215.9	9.0
University of Wisconsin, Eau Claire	308.3	10.2
Illinois State University	288.8	11.1
Northern Arizona University	234.1	12.4
University of Northern Iowa	**262.1**	**12.9**
Central Michigan University	332.0	13.2
Indiana State University	238.1	13.7
California State University, Fresno	325.1	13.8
University of Minnesota, Duluth	302.5	15.6
University of North Texas	249.6	-

Source: UNI Faculty Activity Report, 2004.

Summary

- Historical and societal forces are major contributors in in shaping what faculty do?
- Current faculty activity is influenced by historic role models.
- Faculty productivity is subjective and a fluid concept.

Resources

- Understanding Faculty Productivity: Standards and Benchmarks for Colleges and Universities, Michael F. Middaugh.
- Faculty Workload Studies: Perspectives, Needs, and Future Directions, Katrina Meyer.
- Faculty Productivity: Facts, Fictions and Issues, William Tierney.
- Analyzing Faculty Workload, Jon Wergin.
- Faculty Workload: State and System Perspectives, Alene Bycer Russell.
- "Conversations" Faculty Productivity … Its Role and Assessment in Higher Education, George Weathersby et al.
- A Case Study of Faculty Workload in Arizona: Implications for State Higher Education Policy, Stephen Jordan and Daniel Layzell.
- An Agenda for Reshaping Faculty Productivity, Richard Heydinger and Hasan Simsek.
- Task Force on Faculty Productivity, U.S. Dept. of Education, Office of Educational Research and Improvement, Educational Resources Information Center, Bruce Hozeski.
- Faculty Workload: Research, Theory and Interpretation. ASHE-ERIC Higher Education Report No. 10. Washington, D. C.: Association for the Study of Higher Education, Yuker H. E.
- 1993-2004 National Study of Postsecondary Faculty.

University of Northern Iowa
Faculty Activity Survey
Fall 2004

(Note: Please see definition of terms on the reverse side)

Part A. Department Name:
Faculty/TA Name:
Rank: Status:

Part B. Employed time in department _____% during this term.
If time is split between departments, please explain:

Part C. Activities divided on the following percentage basis
(see definition sheet on the reverse side of this page, if needed)

I. Teaching _____%
II. Research
Non-sponsored research _____%
Sponsored research _____%
Other sponsored activities _____%
III. Administrative Activities _____%
IV. Other University public and professional service _____%
(sum of itemized percentages must equal 100%)

_____
signature of faculty member

_____
signature of department head

Return to: Information Management & Analysis, 0004

Definitions of Terms on Faculty Activity Sheet

I. TEACHING: All activities related to scheduled teaching: preparation of lectures, handouts, exams, paper grading, student conferences, individual study, student research (undergraduate research, Masters' theses, and doctoral dissertations), time spent in intensive reading and study in the library and/or professional journals to maintain professional status, curriculum development. This includes PLS teaching.

II. RESEARCH: A specifically assigned and/or departmentally planned, and/or mutually understood part of the faculty member's total institutional activity. The research effort must be explainable in terms of a project title and/or description of the research being performed. It is research that usually culminates in the publication of a book or learned paper or juried exhibition or performance.

Non-sponsored Research: Includes research projects funded by university sources: e.g., collegiate, departmental, and research projects undertaken for personal reasons.

Sponsored Research: Research projects funded by outside sources. Includes research and scholarship efforts funded through state, federal, and private sources (such as foundations), which may also include mandatory cost sharing.

Other Sponsored Activities: Includes outreach and service activities that have federal or state funding.

Note: If the research is both non-sponsored and sponsored, split the percentage accordingly.

III. ADMINISTRATIVE ACTIVITIES: Those specifically assigned activities that require a significant amount of time, which can result in relief from teaching assignments, involving the administration of such activities as academic departments, academic colleges, instructional programs (e.g., graduate coordinator, director of interdisciplinary program) and student advising (other than that for scheduled teaching). Includes non-sponsored administrative activities.

IV. OTHER UNIVERSITY PUBLIC AND PROFESSIONAL SERVICE: Those activities which are carried on as a specifically assigned and/or departmentally planned and/or mutually understood part of the faculty member's total institutional activity. Examples are: committees, official services to professional organizations, governmental departments and agencies, public/private schools, colleges or universities, testing services, editing or professional journals, business, educational and health surveys, consultations, extension services, and non-credit instruction.

Do not include the instruction of classes or services for which extra compensation is received; or membership in professional associations; or membership/activity in church, civic or volunteer organizations.

SURVEY OF HOURS WORKED PER WEEK

By request of the Board of Regents, UNI conducts regular surveys of our faculty to estimate the average number of hours worked per week. At the request of the Provost, these surveys are implemented by the Office of Information Management and Analysis.

You have been randomly selected to participate in this survey for the period Saturday, 02/12/05 through Friday, 02/18/05.

The following table is intended to aid you in arriving at the requested total hours worked per week. You should have received this on Monday or Tuesday of the time period. First, fill out the appropriate hours for the weekend and then log, after each remaining day, the hours that you spent in each category. **When filling out the table please note:**

1. It is important that you report the total number of hours worked this week, **based on actual activities**, no matter how atypical. Do not report what would be a typical or average week. The categories listed below are as a guide, and are not used to draw inferences about which activities fill your work hours.

2. **It is important** that everyone in the sample **complete and return the survey data** since the Regents have agreed to a sampling process. It should take only a minimal amount of time.

3. The data provided will not be reported by individuals. Only summary statistics of the total hours worked per week will be released in the report to the Provost.

	02/12	02/13	02/14	02/15	02/16	02/17	02/18	
	Sat.	**Sun.**	**Mon.**	**Tues.**	**Wed.**	**Thurs.**	**Fri.**	**Total**
Hours spent working on campus: (e.g., in your class-room, office, attending seminars, committee meetings, etc.) **Do not include work related to private consulting.**								
Hours spent at home doing professional work directly related to your employment at UNI: (e.g., preparing lectures or exams, correcting assignments or exams, reading professional literature or theses, etc.) **Do not include work related to private consulting.**								
Hours spent away from home and campus that are directly related to your employment at UNI: (e.g., attending meetings, conferences, symposiums, etc.; include travel times as well as attendance.) **Do not include work related to private consulting.**								
Hours spent on sick or annual leave (if all day, enter 8 hrs.):								
Hours spent on other activities directly related to your employment at UNI but which do not seem to fit any of the above categories. Please list the nature of these activities_____ _____.								
TOTAL HOURS								

Please return this form to the Office of Information Management and Analysis by _____02/23/05_____, mail code #0005 (104 Seerley, UNI).
If you have any questions, please feel free to call 3-3567.