KPMG Peat Marwick

FACULTY WORKLOAD
AT THE
UNIVERSITY OF NORTHERN IOWA

FACULTY WORKLOAD
AT THE
UNIVERSITY OF NORTHERN IOWA

Table of Contents

I - INTRODUCTION

This report documents and presents the results of our work on faculty workload at the University of Northern Iowa. It is a companion piece to the "Framework" report which addresses more globally than is possible here, the context and perspective on faculty workload and faculty resource deployment which frame our analysis of the issue. We assume that the reader of this document has also read the Framework report, since it is there where we define, illuminate and present the concept of faculty resource deployment.

To conduct this study, Peat Marwick utilized a number of techniques to collect the data and information that provided us with the material to generate our findings, conclusions and recommendations. We generated two numeric data collection instruments, one for each of the colleges at the University of Northern Iowa, and one for each of the peers of those colleges. These instruments addressed teaching load only. Data were provided by UNI and by the peers. To address all of the other elements of a faculty member's workload, we spent time on campus interviewing a variety of people and collected and read a number of documents about the University.

In Appendix I we describe in detail the processes by which we conducted the peer and institutional data collection. This effort was considerable, expecially for UNI personnel. The approach was mutually determined by KPMG Peat Marwick and UNI representatives to address the spirit and intent of the audit. Three key parameters should be reiterated here.

- The data collected concerns teaching load only and does not include all the other aspects of faculty activities, advising, research/scholarship, professional development, and service.

- Peer comparisons are made at the collegiate level for each of UNI's five colleges.

- Data were collected for the Fall 1986 term only.

Two major sections follow this introduction. The next section discusses our findings and conclusions on faculty workload at the University of Northern Iowa, incuding institutional mission, instruction, advising, research, professional development, service, graduate assistants, and performance appraisal and salary administration of faculty. It includes the institutional and peer data analysis.

The final section discusses our findings and conclusions on management responsibilities for faculty workload by focussing on the various players in the sphere of academic management and their roles and responsibilities in managing faculty resources and information needs.

II. FACULTY WORKLOAD AT THE UNIVERSITY OF NORTHERN IOWA

Faculty workload is directly linked to an institution's mission. An institution's mission statement should provide the parameters for the workload of its faculty, since through its faculty, the institutional mission is carried out. This chapter reviews our interview findings on UNI's mission and presents the results of our campus interviews on the various aspects of faculty workload (instruction, advising, research, professional development, and service).

INSTITUTIONAL MISSION

In its 112 year history the University of Northern Iowa has evolved from its founding as the Iowa State Normal School into an arts and sciences university with a special strength in teacher education. The 1988-1990 catalog notes that "the institution offers undergraduate and graduate programs and degrees in the liberal and practical arts and sciences, including selected areas of technology. If offers preprofessional programs and conducts research and extension programs to strengthen the education, social, cultural and economic development of Iowa and the larger community." It further describes the four areas that UNI has emphasized in its last decade and which provide the parameters of faculty workload:

1. General or liberal education as the most essential ingredient for the undergraduate student

2. The central importance and complementary relationship of teaching and research

3. Enrichment of instruction through extensive clinical, laboratory and field experiences, and independent study, and

4. Development of the life of the University community itself as an effective educational force.

UNI has been undergoing a transition, one which is reflected in changing teaching loads and changing expectations with respect to research and scholarly activity. These transitions have led to confusions about UNI's mission which emerged in our interviews. These confusions fall into two areas:

- what is the thrust of teaching versus research versus service?
- what is the role of graduate education at UNI?

As UNI has evolved into a comprehensive university, administration officials began more and more to stress the importance of research. We heard that many faculty members were hired in the '70s with the expectation that they were to conduct research. Once on campus, however, the messages received by these junior faculty (whether through the value of the centrality of teaching held by senior faculty, or by their own observation of tenure and promotion decisions) was that the institution was primarily a teaching institution. And yet, verbally, at least, the value of research continued to be stressed.

Recently, moreover, there appears to be a shift back to the notion that UNI is primarily a teaching institution. One individual reported that the reemphasis on teaching has made the good researchers nervous. Other individuals, especially the deans, note that they must continue to stress research and scholarship because most faculty at UNI would prefer to teach. UNI has a long tradition of serving students and many faculty members see teaching as their most important and preferred activity.

Among the senior level individuals there is general agreement with the notion that good teaching is reinforced by scholarly activity; research and scholarship keep a faculty member current in the issues of their discipline and inform and illuminate teaching. The type of research, scholarship, professional development, or even disciplinary service that accomplishes that vitality will vary from discipline to discipline.

It seems that the confusion has been reinforced by apparent inconsistencies between policies and practices: research is stressed verbally, but many

perceive tenure decision to be made primarily on teaching excellence. Individuals have been tenured, promoted, or awarded merit who in some people's minds may not have met the standards for research productivity which seems now to be demanded. The UNI policies and procedures manual states that a candidate for tenure must have

> a record of excellence in teaching, research and scholarship, and public professional service. While it is recognized that each tenure candidate will have varying degrees of accomplishment in the three roles, a satisfactory minimum level of achievement in all three areas is required. An unacceptably weak performance in teaching or research will preclude tenure and cannot be overcome by outstanding performance in either of the other two [29-A-3, Revision 1].

The statement about promotion is similarly clear, ranking excellence in teaching first, research second, and professional service third. Yet it was reported to us that in the award of tenure and promotions it was felt that on a number of occasions faculty members who did not meet these criteria were granted promotions or tenure. Hence the confusions. The practice appeared to belie the policy in some instances.

A second set of concerns emerged regarding graduate education. A number of interviewees felt that the role of graduate education on campus is unclear. The existence of graduate programs is a major factor in recruiting faculty members, especially those individuals who want to conduct research. Graduate programs are often sources of support for research, through graduate students who are research or teaching assistants. The scope and mission of the graduate program at UNI needs to be clarified.

As one Dean put it: "tensions exist here." Several individuals made reference to the need for a name change to reflect better the changing character of the University. This suggests that UNI may be experiencing a form of identity crisis.

Conclusions and Recommendations

These kinds of uncertainties and inconsistencies are, in our mind, manifestations of positive change at the University. They reflect the fact that the University is vitally engaged in the change process rather than stubbornly set in an unchanging pattern.

Much of the confusion is likely to one of a matter of degree. It takes a long time to change a faculty. Many of the senior level faculty members now at UNI were likely hired and tenured in the 1970s when the institution had different expectations. Today in the eighties, the institutional expectations are changing again. But it does not happen overnight.

A focus on research is intended, not to turn all faculty members into researchers exclusively, but rather, over time, to encourage all faculty members to engage in scholarship. It means the institution will hire new faculty members who have records of scholarly achievement and who are likely to continue their scholarship while a member of the faculty at UNI. Moreover, a focus on research in no way minimizes the importance of excellent teaching. All it does is to say that UNI will no longer be an institution that employs primarily teachers and that it has research and scholarship expectations of its faculty members.

We recommend that UNI consider ways in which it might clarify and communicate better to its faculty what its expectations are and how faculty members will be rewarded, evaluated, and promoted. This suggestion is reinforced by comments from department chairs who note they would like to know in advance what the deans' expectations are regarding the nature and type of faculty productivity.

For example, each College and each department might consider (if they do not now do so) defining or refining its tenure and promotion policies to be more explicit. Such explicitness may need only be in the form of a consensus about terminology or definitions. For example, what constitutes excellence in teaching? How is it demonstrated? What constitutes excellence in research? Are there minimum requirements for each faculty member being

considered for promotion or tenure with respect to scholarly activity? One article? One article in a referred journal? Three articles? A book? What are the collegiate standards for professional service or institutional service? Such guidelines might provide faculty members with more clarity about institutional expectations.

In the same vein, we do not recommend that the University redefine its tenure and promotion policy. The institution wide policy must be broad enough, which it now is, to accommodate different standards and guidelines for each of the Colleges. It is critical in making tenure and promotion decisions that each faculty member be evaluated on his or her own merits by the standards of peer faculty members and the department and College of which he or she is a part.

INSTRUCTION

As UNI has evolved from a college to a university there has been a concerted effort to reduce the faculty teaching load. This was motivated by a desire to hire more Ph.D. faculty members, to provide them with more time for scholarship and to remain competitive with peers in the academic market place for high quality faculty members.

In the late '60s, the standard teaching load was 12-15 credits per term. During the 1970s the institution sought to reduce that load to 12 credits, which was accomplished by 1976. Between the mid-'70s and mid-80s, the goal has been to move the standard teaching load down to nine credits. Today, the University standard is 9 credits per term. The Board of Regents Faculty Activity Assessment Reports, discussed in the Framework report, bear out the institution's success in changing its teaching load standards.

The actual teaching load reported by the Deans ranges from 9 to 12 credits per term, but the standard varies from department to department. In some departments the standard load is 12 credits per semester, but the deans noted that one of their goals was to reduce the standards in these departments to 9 credits.

Most deans explained that department chairs make differential assignments to faculty members based on their individual talents, interests and the needs of the department.

One senior level administrator noted that the institution is currently staffed for 9000 students. The current catalog indicates that the institution enrolls 12,000 students. This suggests that the institution may be inadequately staffed to meet student demand. Indeed, the day we were on campus, the institution was experiencing enrollment shock with 250 new students who had not been expected.

It is important to note that one way in which UNI has managed to continue its practice of accommodating student need and providing the courses students need, while improving the quality of the faculty and increasing the research and scholarship output, has been to hire adjunct faculty. This is perfectly appropriate. Indeed, adjunct faculty can be a tremendous resource to an institution. They can free tenured and tenure-track faculty from teaching introductory or service courses. Because the institution has no long term commitment to them they do not make long-term resource demands on the institutional budget. Use of adjunct faculty is an excellent way for institutions to provide themselves with the flexibility to respond to changing student demand.

Of course, there is also a downside to using adjunct faculty. They typically do not have the institutional commitment that regular faculty do and are often not as available to students.

Institutional and Peer Data

Comparative data between UNI and its peers were provided for each college for instructional full-time equivalent faculty and student credit hours. Student credit hours are divided by instructional FTE so that the data for each institution are comparable. The raw data from which these charts were generated is included in this report as Appendix VI for the peer data and Appendix VII for the institutional data.

Peer data included a request for the following items:

- Instructional FTE
  - Tenured/Tenure Track Faculty
  - Non-tenure Track Faculty
  - Other Faculty
  - Total Instructional FTE

- Student Credit Hours
  - Total Undergraduate Student Credit Hours
  - Total Graduate Student Credit Hours

The University of Northern Iowa Institutional Data Collection included the following data elements:

- Instructional FTE
  - Tenured/Tenure Track Faculty
  - Non-tenure Track Faculty
  - Other Faculty
  - Total Instructional FTE

- Faculty Credit Hours (by each category of faculty member)
  - Organized Classes
    - Undergraduate Level 1 (Freshmen/Sophomore)
    - Undergraduate Level 2 (Junior/Senior)
    - Graduate
    - Number of Organized Instruction Sections
    - Unique Preparations
  - Individual Instruction
    - Undergraduate Level 1 (Freshmen/Sophomore)
    - Undergraduate Level 2 (Junior/Senior)
    - Graduate
  - Thesis and Dissertation Supervision
    - Graduate

- Student Credit Hours (by each category of faculty member)
  - Organized Classes
    - Undergraduate Level 1 (Freshmen/Sophomore)
    - Undergraduate Level 2 (Junior/Senior)
    - Graduate
  - Individual Instruction
    - Undergraduate Level 1 (Freshmen/Sophomore)
    - Undergraduate Level 2 (Junior/Senior)
    - Graduate
  - Thesis and Dissertation Supervision
    - Graduate

On the charts and in this document, the peers are referred to by a number, rather than by name. The three peer institutions are the University of Northern Arizona, the University of Northern Arizona, and Indiana State University.

In terms of total FTE faculty, UNI ranks third in size among the four peer institutions:

1.	116	1,331.68
2.	108	645.68
3.	**UNI**	539.97
4.	115	530.07

In terms of total undergraduate student credit hour production, UNI also ranks second among the four peer institutions:

1.	116	236,887
2.	**UNI**	**148,327**
3.	115	135,423
4.	108	126,677

In terms of total graduate student credit hour production, UNI ranks fourth among the four peer institutions:

1.	116	24,768
2.	115	13,801
3.	108	9,824
4.	**UNI**	8,248

Comparisons in instructional load between UNI and its three peers are presented in two sets of charts. The first set contains two charts, which follow this page. They compare total undergraduate and total graduate student credit hours. These charts present one way of looking at faculty productivity, namely the volume of student credit hours generated by each College.

The second set of charts compare faculty credit hours (inputs) with student credit hours (outputs). Six charts are presented, one for the entire institution (the sum of the five colleges) and one for each college.

Because student credit hour data were the only numbers that we were able to collect in this data collection effort these are the numbers that are being used to demonstrate productivity. It is critical to note that student credit hours are not the only indicator of instructional productivity and indeed that they in no way present the total picture of a college's productivity.

Teaching loads and their measurement at UNI are complicated by many factors. For example, in the College of Education the laboratory school has two types of faculty appointments: full probationary faculty members who typically hold the Ph.D. and for whom there are research expectations, and clinical professors who are permanent assistant professors teaching in the lab school. These faculty members teach elementary school students in the laboratory school. How does this compare, if at all, with teaching college students?

In addition, the College has a number of student teaching locations throughout the State with a faculty line attached to each. Some faculty are resident in distant locations others are located in Cedar Falls. Technology is beginning to have an impact in the College as well. How do you evaluate

the instructional load of a faculty member who is supervising student teachers at remote locations throughout the state via an interactive computer system? Many faculty, particularly those supervising interns or student teachers must often travel extensively to meet with principals and others. How does this get counted in instructional workload?

Other areas that pose problems for measurement are the arts, particularly if student credit hours are the determinant. In these courses faculty members may often teach one-on-one, in, for example, music instruction. Such faculty members may have high faculty credit hour numbers, but low student credit hours. Student contact hours are a much better measure of arts education than are student credit hours.

Thus, we caution the reader not to interpret these data as presenting the total picture. Rather they are one way of looking at available information and they point to areas where the institution might wish to review in more depth.

Total Student Credit Hour Peer Comparison

Chart 1, Undergraduate Student Credit Hour Peer Comparison, displays the total student credit hour (SCH) production divided by the total tenured/tenure track and non-tenure track instructional full-time equivalent faculty (FTE) for the entire institution and for each of the five colleges. Of the four institutions, UNI ranks second in productivity for the entire University. It ranks first in productivity in the College of Social and Behavioral Sciences, and second in the four remaining colleges.

Chart 2, Graduate Student Credit Hour Peer Comparison displays the same information as Chart 1, but for graduate programs. As above, the divisor is the total instructional FTE. Neither from the peers nor from UNI did we receive a breakdown of instructional FTE who were teaching graduate courses. Such a breakdown might provide a more accurate representation. Nevertheless, because the divisors are the same for the peers and for UNI, the data are comparable.

Iowa Board Of Regents
University of Northern Iowa
Faculty Instructional Load
Undergraduate Student Credit Hour Peer Comparison
Fall, 1986

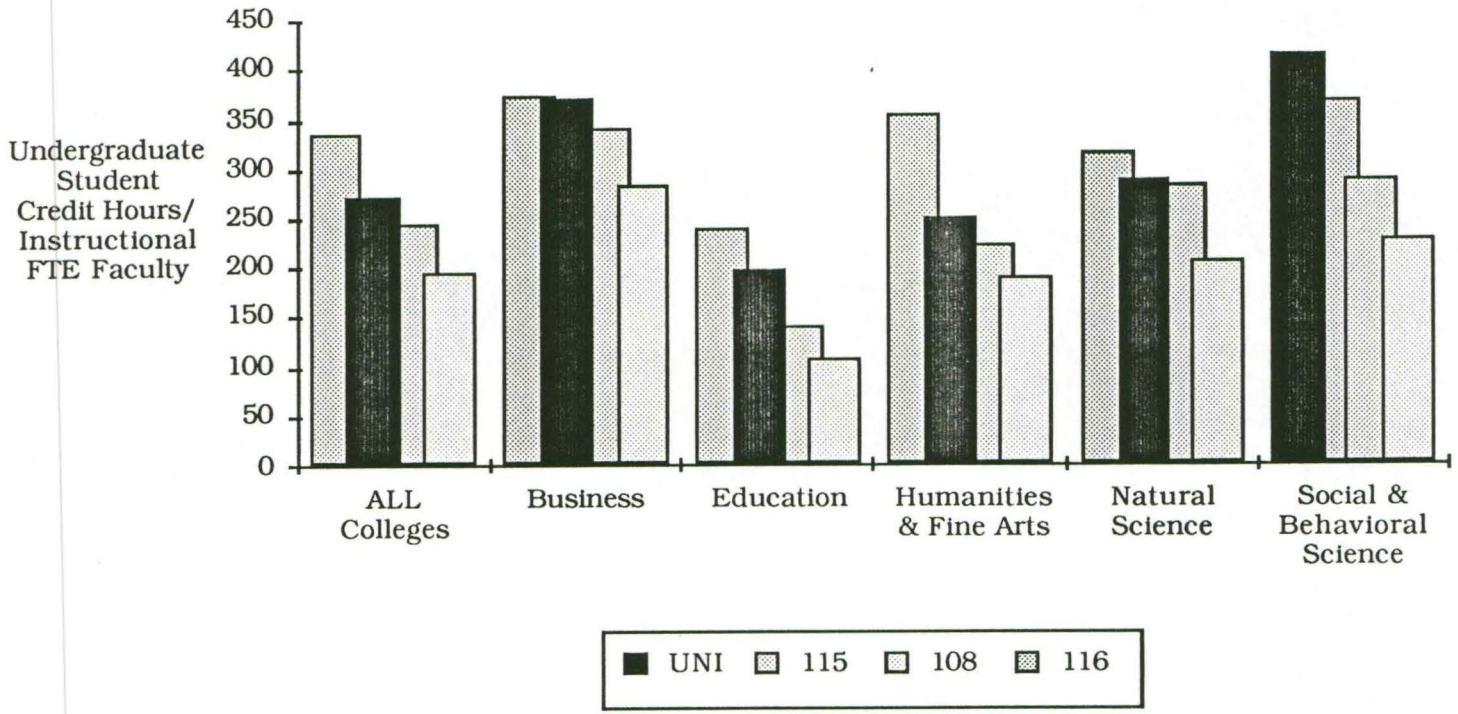


Chart 1

Iowa Board Of Regents
University of Northern Iowa
Faculty Instructional Load
Graduate Student Credit Hour Peer Comparison
Fall, 1986

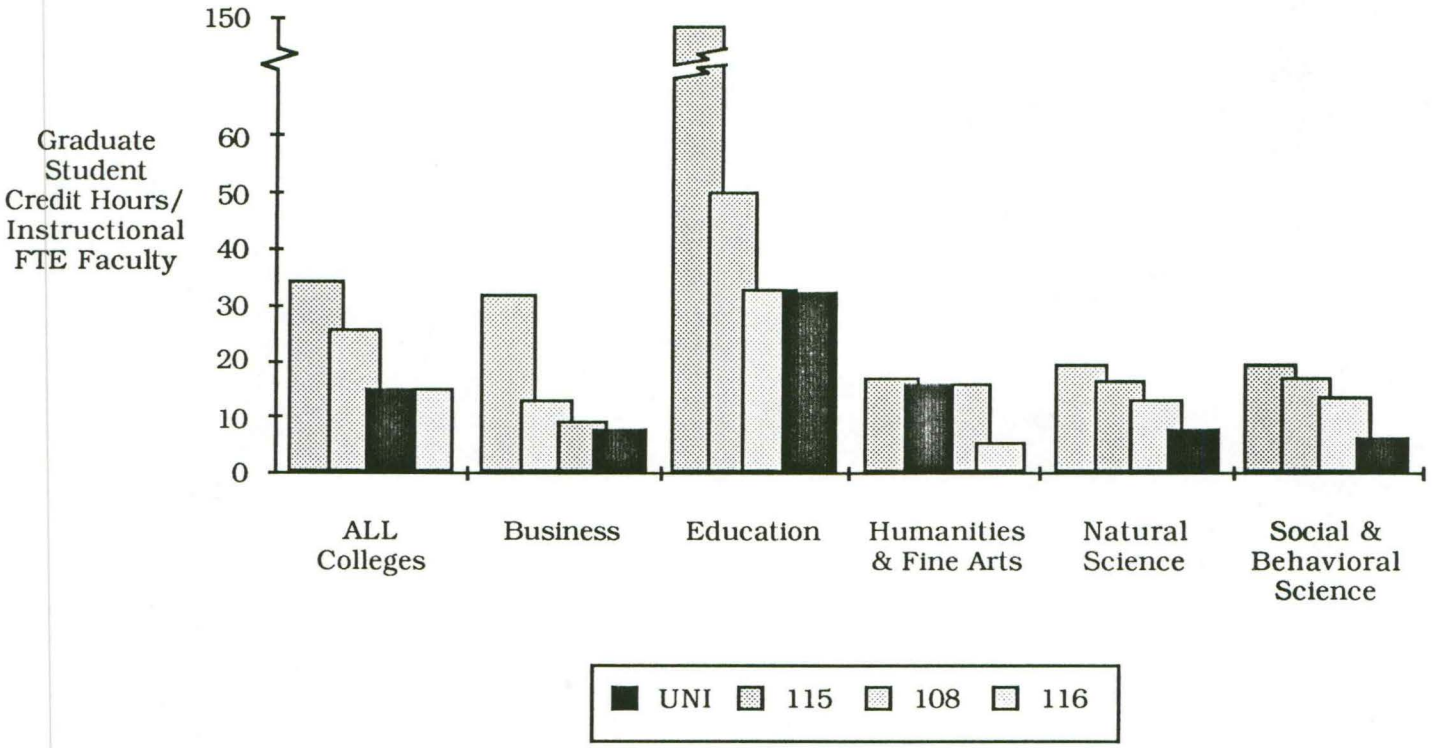


Chart 2

This chart shows the relative lack of emphasis on graduate programs at UNI as compared to its peers. This supports our statement earlier in this report, that UNI has not clearly defined its role with respect to graduate education. UNI ranks third in productivity among the four institutions, largely because of the productivity in the College of Humanities and Fine Arts, where it ranks second. In all other colleges, UNI ranks last in graduate student credit hour production.

Faculty Instructional Load Comparison

Six charts which present faculty instructional load data are presented in the next pages. The first page shows data for all colleges at UNI and the subsequent five pages show the data for each of the five colleges.

Each page contains two charts. The chart in the lower half of the page presents data for the total faculty in the College, while the chart on the upper half of the page presents the disaggregated data, one point for tenured/tenure track faculty, the other for non-tenure track faculty.

The charts are X,Y graphs which map, on the X-axis, the undergraduate student credit hours (SCH), and on the Y-axis, the faculty credit hours (FCH). Both SCH and FCH are divided by the total of tenured/tenure track faculty plus non-tenured faculty. We have excluded from this analysis, "other faculty," since only one of the peers provided information on other faculty. A key to these charts is included at the end of Appendix V.

The two vertical lines rising from the X-axis represent the lower and upper boundary peer data. The left-hand vertical line sits at the point of SCH/IFTE for the lowest peer institution, while the right-hand vertical line is at the SCH/IFTE point for the highest peer institution.

The two horizontal lines emerging from the Y-axis represent our best guess as to the lower and upper boundaries of FCH/IFTE at UNI. We do not have peer data for these points. Therefore, the upper boundary is set at the 9 credit hour/per term standard, articulated by UNI representatives as being

the current norm. The lower boundary is set at 3 credit hours per term on the assumption that UNI would not want any faculty member to be teaching less than three credits.

The intersection of these four lines creates a field, which is shaded in the graph. The field represents a range of relationships between the faculty credit hours (the inputs) and the student credit hours (the outputs). It creates a normal range defined, in part, by the peer institutions.

The UNI data has been plotted on the graph. By comparing the location of the plotted UNI points with the field we can draw some conclusions about the instructional load of the faculty at the University of Northern Iowa. We make the assumption that any point falling inside the field is within a normal range; normal being defined as consistent with the peer institutions.

- The instructional workload of the total faculty falls within the field for the entire university and for all colleges except the College of Social and Behavioral Sciences.

- The total faculty at the College of Social and Behavioral Sciences is more productive in SCH production than its peers. This may also imply that the faculty in this school are more overworked. Exploration of this issue should yield a more accurate picture of the causes.

- The tenured/tenure track faculty at the entire university and at all colleges fall within the field.

- The non-tenure track faculty data all fall outside of the field. For the University as a whole, for the School of Business, the College of Humanities and Fine Arts and the College of Social and Behavioral Sciences, the non-tenure track faculty are more productive both in terms of inputs and outputs; their FCH and SCH data are higher than the field. Non-tenure track faculty in the College of Education and the College of Natural Sciences are more productive in SCH (outputs), but not FCH (inputs).

The disaggregated data show how UNI has used non-tenure track faculty as a way of supplementing the teaching ranks and meeting student demand for courses. Tenured and tenure track faculty are not overloaded in instruction; their instructional loads all fall within a reasonable range. Many non-tenured faculty are carrying the teaching burden of the institution.

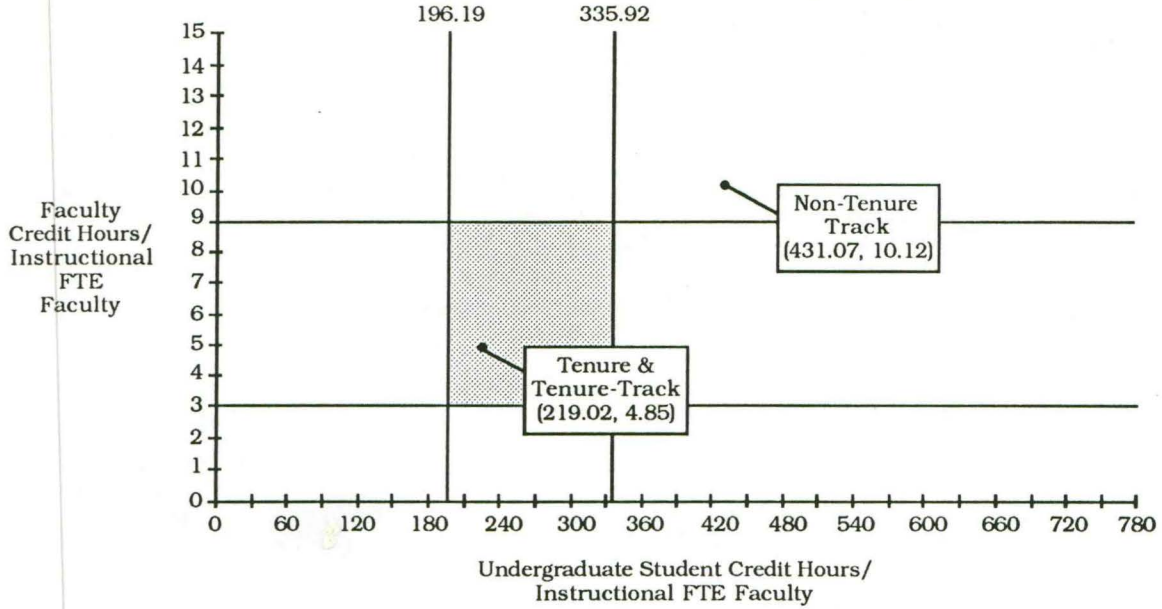
Another way of interpreting these data is that UNI has not been provided with an adequate number of tenure track lines to keep up with its growth. We do not believe that the FCH load of tenured and tenure track faculty should be increased. Indeed, in order to encourage research, they should stay exactly where they are.

UNI, however, has had to turn to ad hoc solutions to meet demand. UNI's ability to do this has been critical in providing the University with the flexibility to expand and contract its teaching staff, but it also means that many students are not being taught by faculty in whom the University has made a longer term commitment, and who are presumably more highly qualified.

This is a trade-off that needs to be considered in terms of resources and quality. Put simplistically, non-tenure track faculty are less expensive, but may also be less effective teachers/scholars; tenure-track faculty are more expensive, but are presumably of higher quality and contribute more to the whole of the University community.

We recommend that UNI use these data as a springboard for reviewing its faculty staffing levels in the departments and colleges and make a determination as to whether the goals of the University will be served by continuing to hire non-tenure track faculty or whether additional regular faculty lines need to be requested in some departments.

Iowa Board of Regents
University of Northern Iowa - All Colleges
Faculty Instructional Load
Fall, 1986



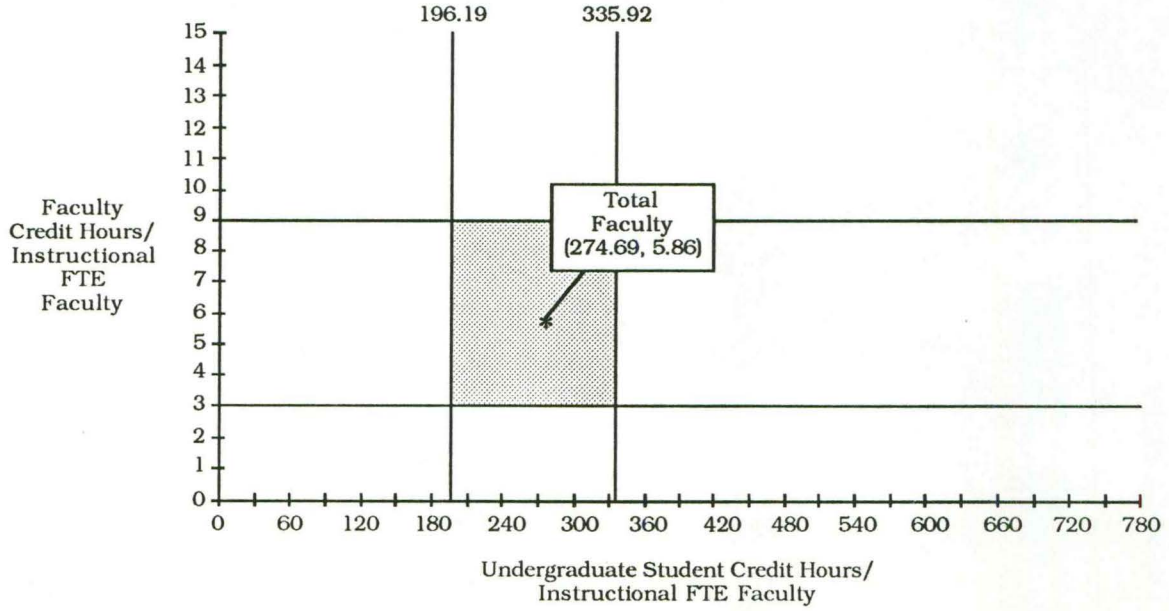
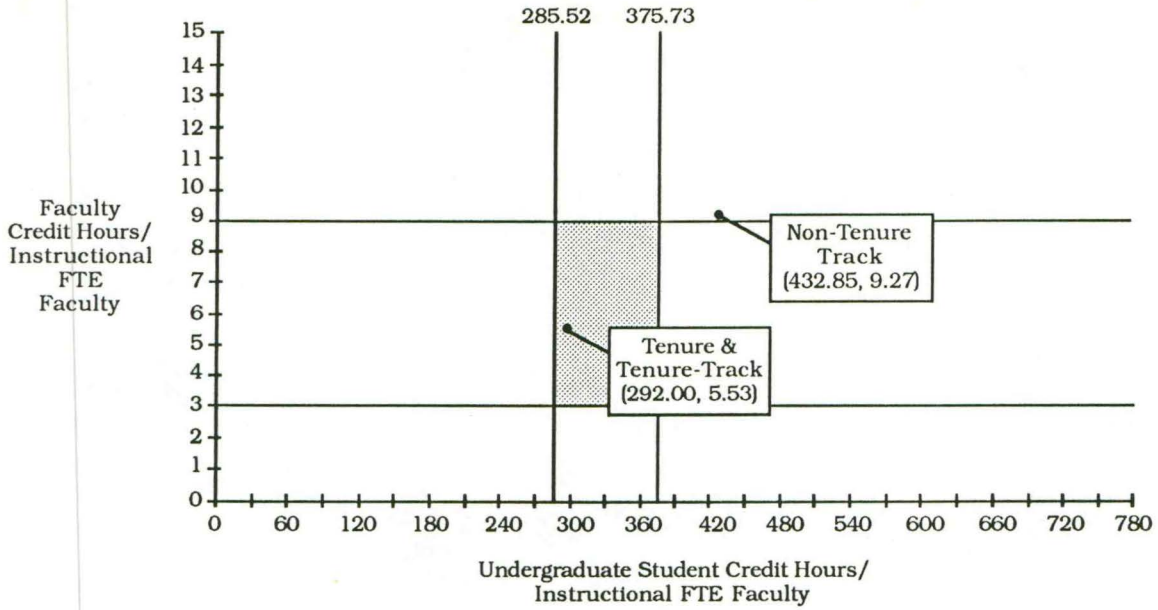


Chart 3

Iowa Board of Regents
University of Northern Iowa - School of Business
Faculty Instructional Load
Fall, 1986



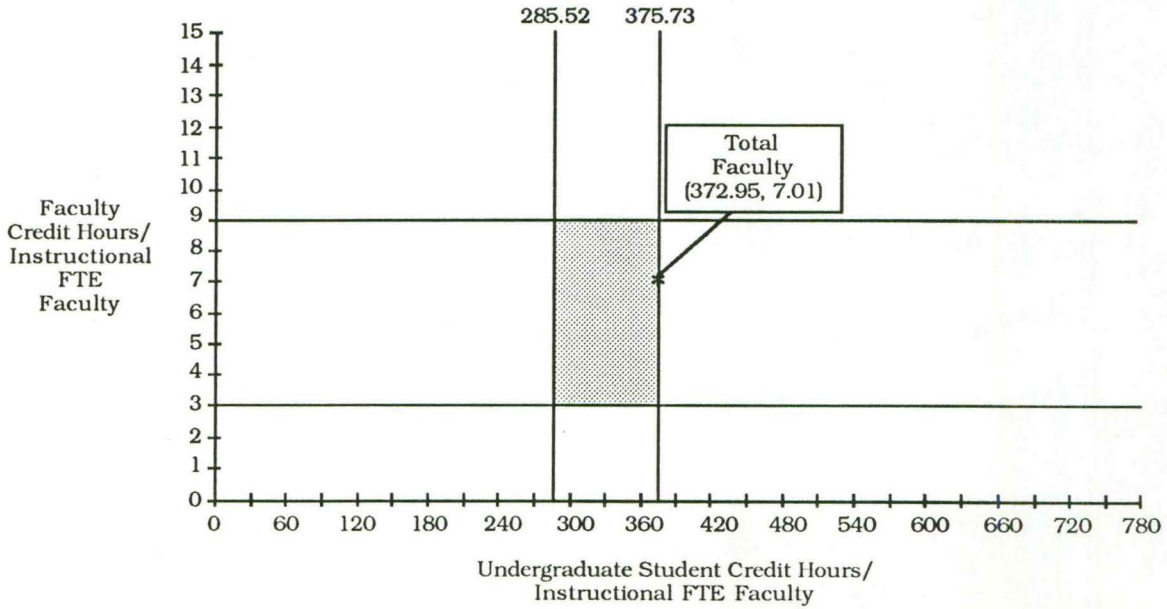
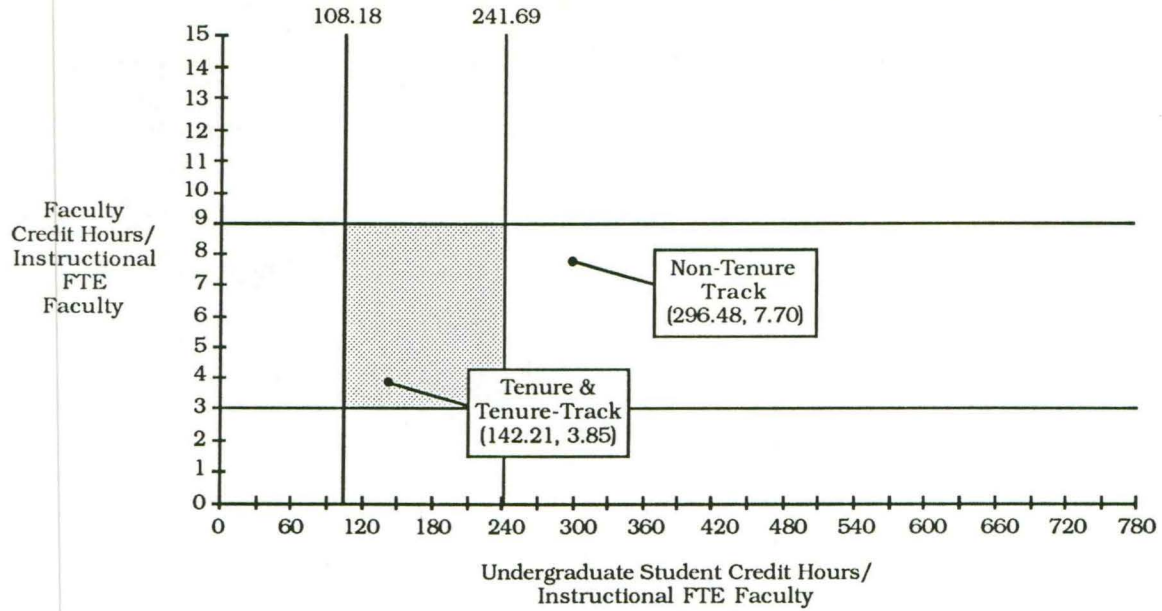


Chart 4

Iowa Board of Regents
University of Northern Iowa - College of Education
Faculty Instructional Load
Fall, 1986



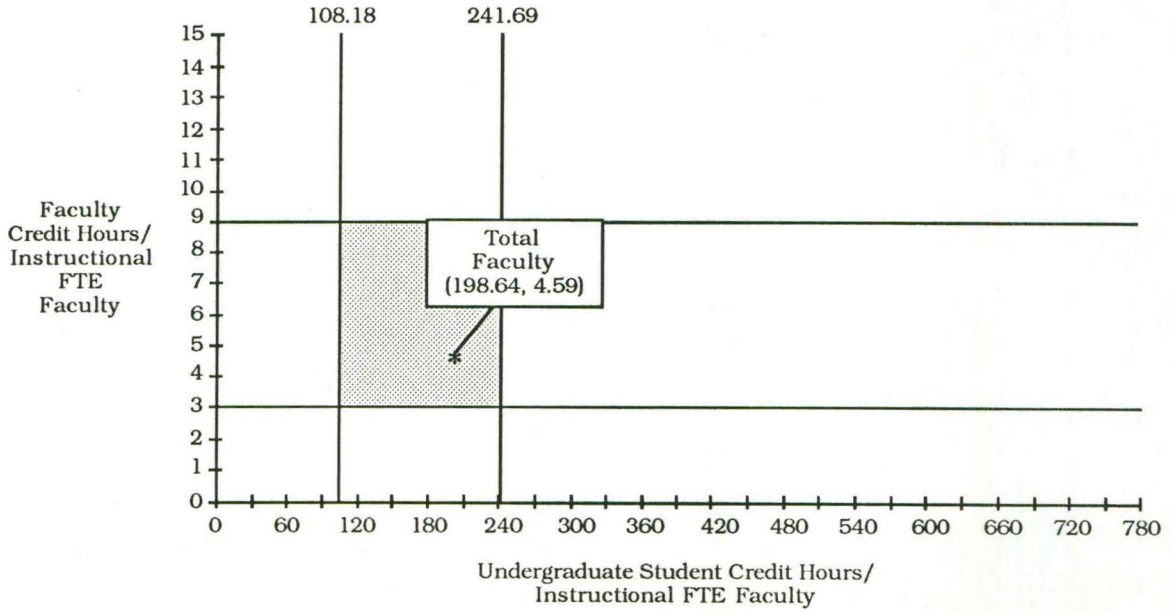
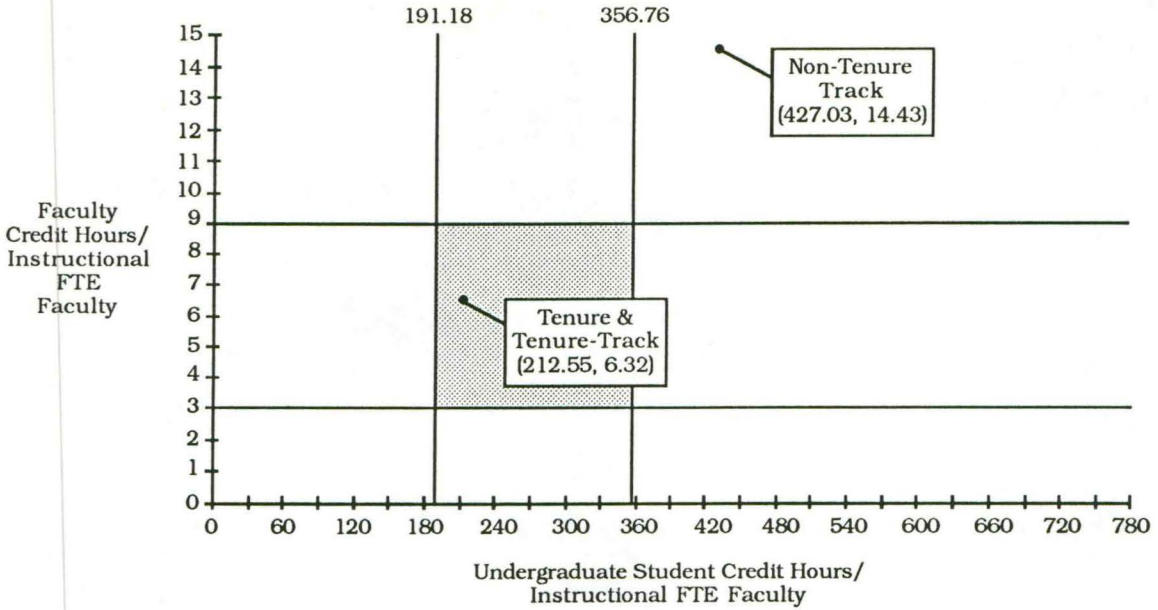


Chart 5

Iowa Board of Regents
University of Northern Iowa - College of Humanities & Fine Arts
Faculty Instructional Load
Fall, 1986



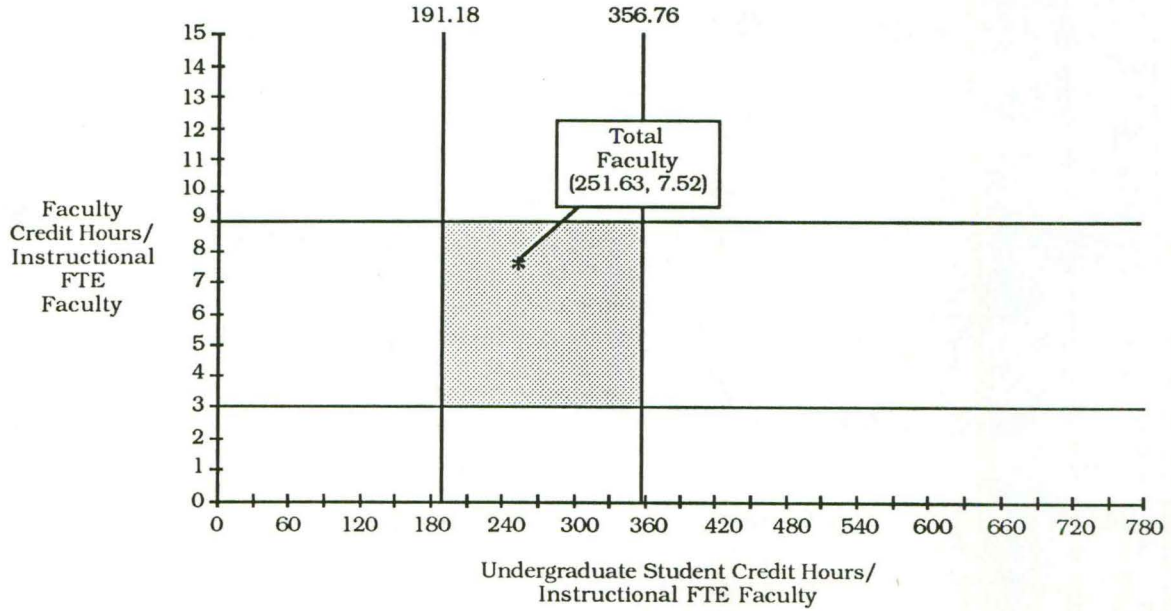
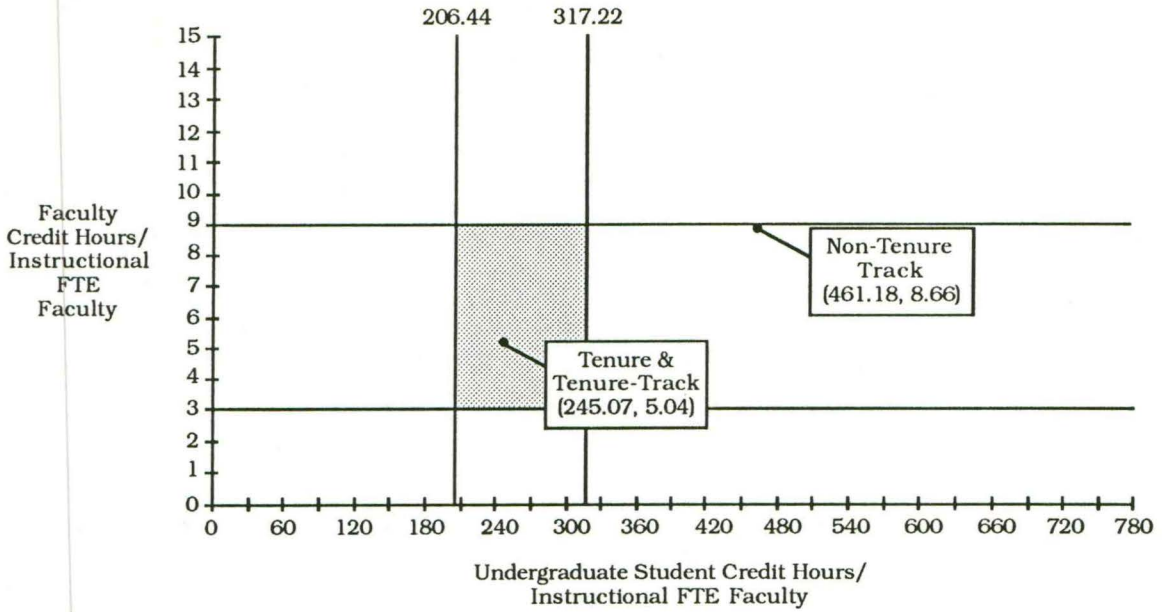


Chart 6

Iowa Board of Regents
University of Northern Iowa - College of Natural Sciences
Faculty Instructional Load
Fall, 1986



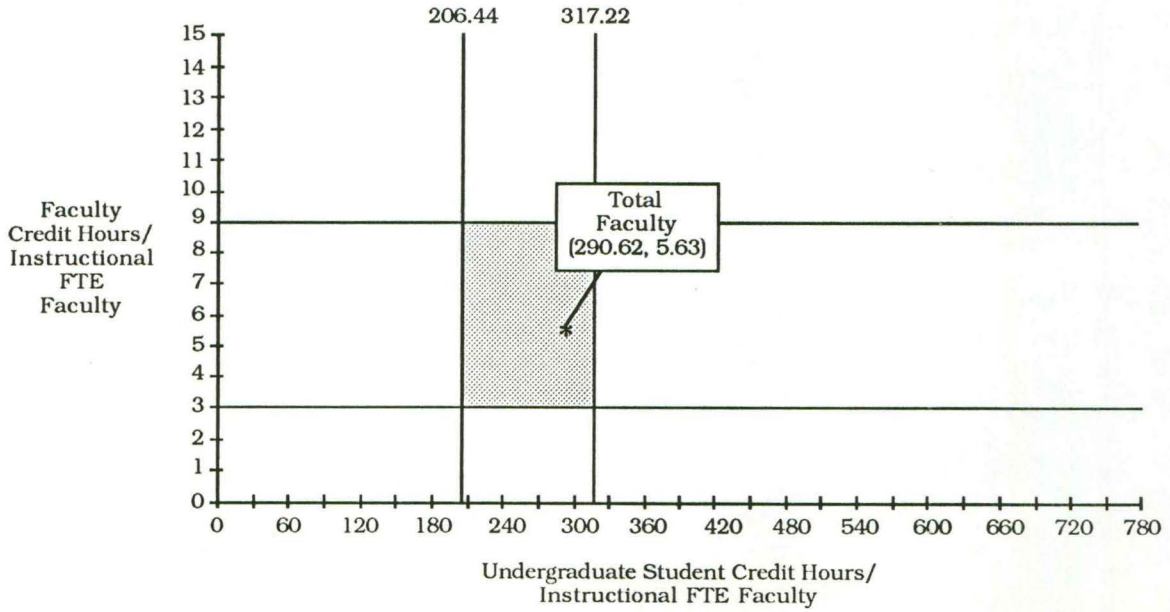
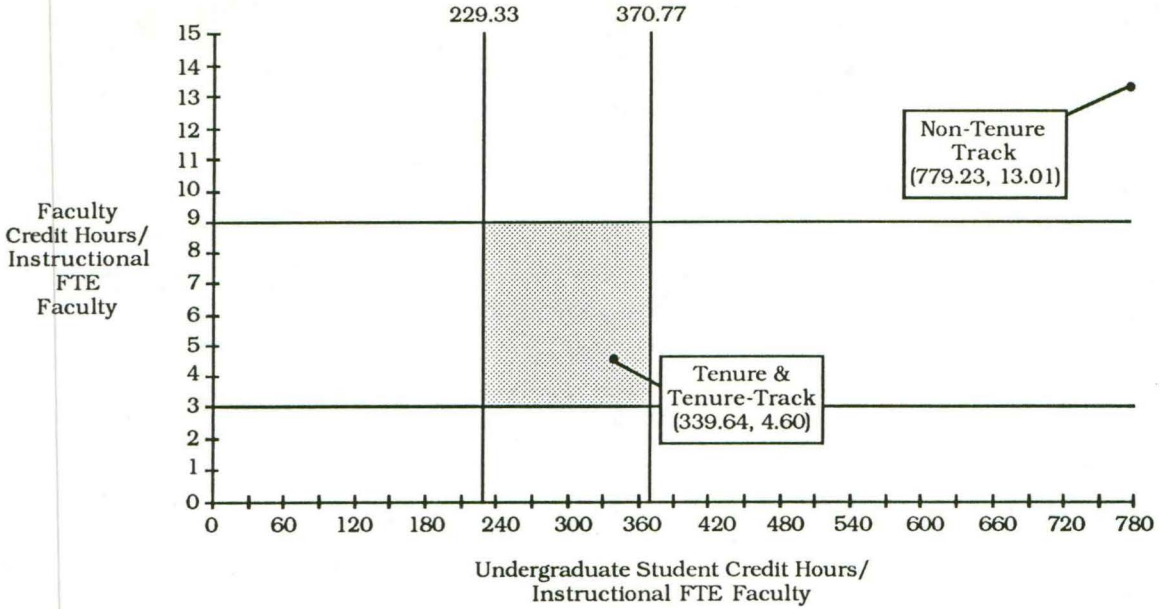


Chart 7

Iowa Board of Regents
University of Northern Iowa - College of Social & Behavioral Sciences
Faculty Instructional Load
Fall, 1986



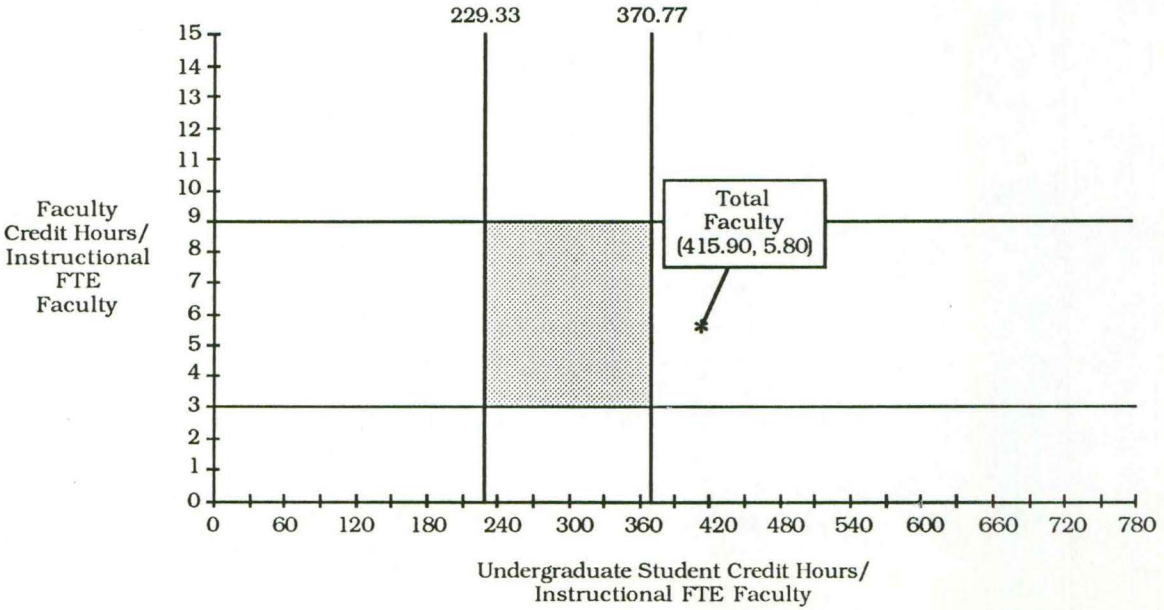


Chart 8

Unique Preparations

UNI data were also collected on number of organized undergraduate instruction sections and unique preparations. If a faculty member is teaching three sections (three courses), two sections of the same course and one section of another course, then his or her section count would be three, but the unique preparation count would be two.

This is a different indicator of workload than faculty credit hours. Using the example from above, we can compare two hypothetical faculty members as follows:

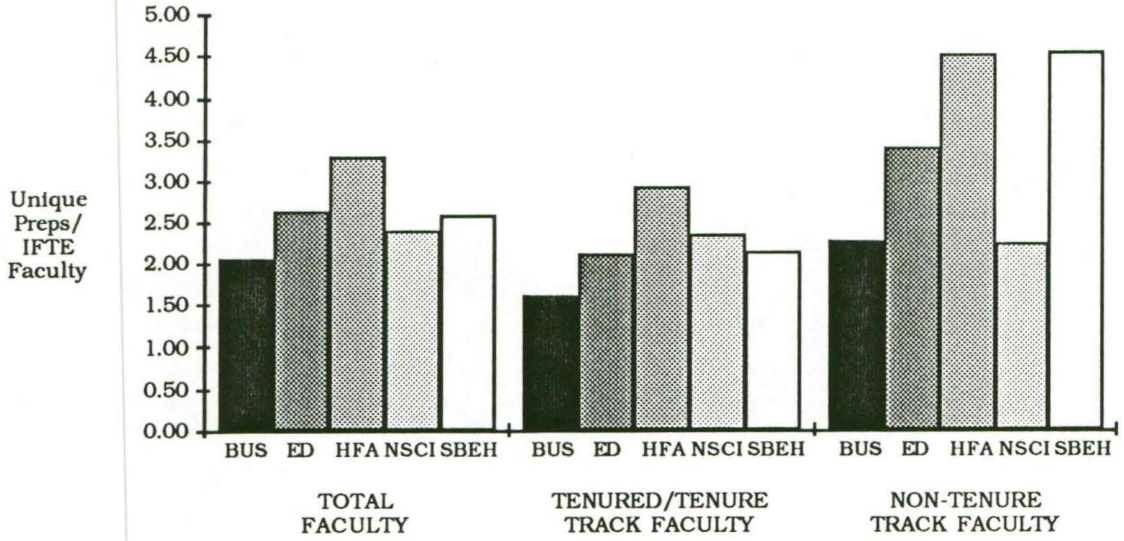
	Section Count		Course Number		FCH
Professor A:	1		101		3
	1		101		3
	1		349		4
# of Sections:	3	Unique Preparations:	2	FCH:	10
Professor B:	1		101		3
	1		101		3
	1		110		3
# of Sections:	3	Unique Preparations:	2	FCH:	6

With the same configuration of sections and unique preparations, the faculty members have different faculty credit hours. Thus, we look at unique preparations as a different indicator than faculty credit hours.

We have prepared two graphs presented on Chart 9 showing different aspects of unique preparation. Peer data are not available, so these charts show only UNI data.

The first graph, in the upper half of the page, shows the average unique preparations for each faculty member in each college. It indicates that at UNI the number of unique preparations for all faculty member range between 2 and 3.5 courses. The range for tenured/tenure track faculty is somewhat lower, between 1.5 and 3 courses, while the range for non-tenured faculty is between 2 and 4.5 courses per term.

Iowa Board of Regents
University of Northern Iowa
Unique Preparations



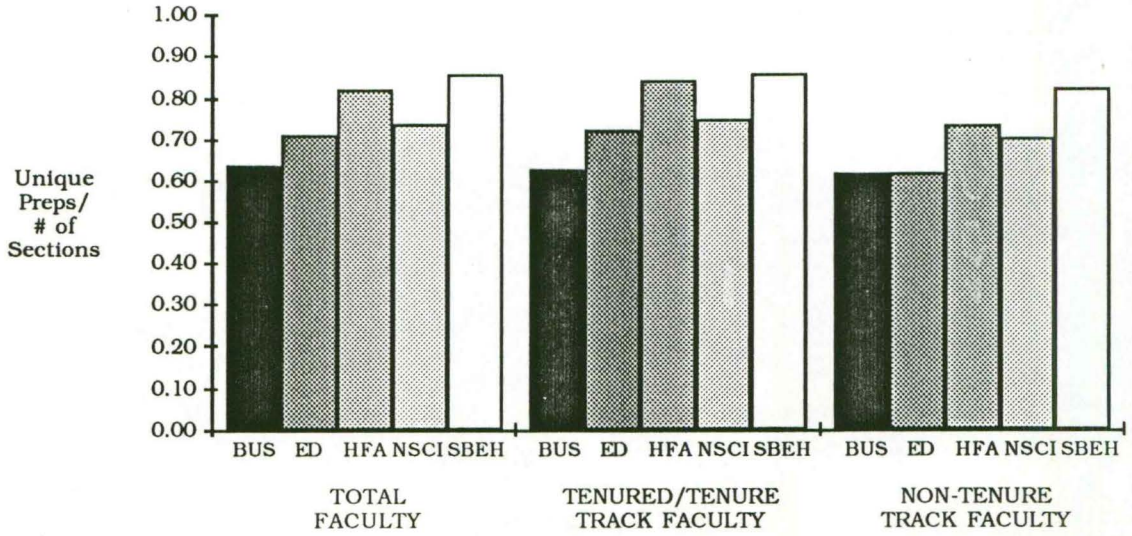


Chart 9

The second graph, on the bottom half of the page, shows the unique preparation ratio for each category of faculty member. This ratio is the result of the number of unique preparations divided by the number of organized undergraduate sections. It shows, for each College, the percent of unique sections as a function of the total sections.

At a unique preparation ratio of 1, every section would be a discrete course, i.e., no faculty member would teach multiple sections of the same course. The lower the ratio, the more faculty members are teaching multiple sections of the same course.

To integrate these data with the earlier charts on FCH and SCH, let us look at several of the Colleges more closely.

In Chart 8, we indicated that the College of Social and Behavioral Sciences has a higher output of student credit hours than its peers. In particular, the non-tenure track faculty in this College are generating many credit hours. Chart 9 indicates that tenure and tenure track faculty in the College have 2.14 unique preparations, while non-tenured faculty have 4.54, but that the unique preparation ratio for tenure/tenure track faculty and non-tenured faculty are roughly equal, at 86 percent and 82 percent respectively.

This means that the curriculum in the College of Social and Behavioral Sciences has a relatively low number of sections, with few multiple section courses. From Chart 8, we can also infer that the College has high enrollments and the average credit per course is likely to be high. This is confirmed when we calculate the average credit per course by dividing FCH by number of sections. These data show that the College of Social and Behavioral Sciences has the second highest average credit per course:

1. Business	2.30
2. Social and Behavioral Sciences	1.98
3. Humanities and Fine Arts	1.90
4. Natural Sciences	1.77
5. Education	1.31

In short, the College of Social and Behavioral Sciences is a well diversified unit, offering a wide variety of different courses to many students.

On chart 9, the School of Business has the lowest number of unique preparations per faculty member and the lowest ratio of unique preparations to total sections. This suggests that many of the courses in the School of Business are service courses, in relatively high demand. This is verified by the data in Chart 1, which shows that with the exception of Social and Behavioral Sciences, the School of Business is generating the most student credit hours at UNI. It is probable that the School of Business has a high number of majors and that there may be many students who are minoring in business. As indicated in the table above, the School of Business has the highest average credits per course.

The College of Education has the lowest average credits per undergraduate course and falls in the middle range of the unique preparations graphs. This is in all likelihood because these charts show data for organized instruction and much of the instruction in the College of Education is individualized in the form of practica, internships, and student teaching. Also, Chart 2 indicates that the College of Education produces the most graduate student credit hours at UNI. Graduate data are not included in the unique preparation information in Chart 9.

In the remainder of this chapter, we discuss the other aspects of faculty workload not covered in this analysis of instructional load.

ADVISING

Advising consists of assisting students to determine their schedule for the term and helping students with issues or problems they might be having with the content of a class. All faculty are expected to be available to students to assist them with a problem they might be having in a class. In this sense, advising is clearly an extension of instruction.

Responsibility for assisting students to determine their schedule varies across each of the five colleges at UNI. All but one college have a professional advising staff. In some colleges professional advisers are used only for lower level undergraduate students, while faculty advise upper level undergraduate students. In all cases, graduate students are advised by faculty members.

One of the deans noted that he would like to move advising responsibilities totally into the faculty. In most instances, it appears that the colleges turned to professional advising staffs in the years when UNI enrollments grew at a rate which exceeded the number of new faculty lines to cover the teaching responsibilities. Faculty time and energy were required for teaching.

In those departments where faculty members do the advising, there are a variety of approaches to assigning responsibility for advising. In some departments, some faculty do no advising while others do a lot. In other departments the advising is spread across all faculty members. In at least one department, the Dean reported that all advising is done by one faculty member. One dean reported that he does not concern himself with advising; he believes that advising assignments are the responsibility of the department.

RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITY

The Deans reported that their expectation is that faculty members will spend between 20-40 percent of their time on research or scholarship activities. They estimate that between 40-60 percent of their faculty members produce one or more articles each year in a recognized outlet. If the definition of research is broadened to include conference proceedings, software development, curricular innovations, text book materials and the like, then a greater percentage of UNI faculty are involved in some kind of scholarly activities each year.

The kinds of scholarship faculty members are involved in vary from department to department and discipline to discipline. Faculty members in the sciences, humanities and social sciences are publishing articles, monographs and books. In the arts, musicians and artists will often receive small external grants to put on a concert or hang an art show. Evidence of quality and creativity in these disciplines is demonstrated through a variety of mechanisms such as being awarded a prize, being asked to jury a competition, or being asked to perform or display works of art at another cultural or academic institution.

In education, the Dean is concerned to know that faculty members are contributing to the educational community. Some faculty members in education are involved in technological innovations, such as developing software packages for educational purposes at the elementary or secondary level. Others are involved in curricular development or in-service training to Iowa's public teachers.

Deans have begun to work with faculty members in different ways to encourage scholarship. The FAAR reports show an increase in non-sponsored research activity between 1979 and 1986, but little change in sponsored research in that period. More recently, in the natural sciences, however, the Dean has provided hands-on assistance to faculty members for writing and submitting grant proposals. In this college external research funding has risen from $185,000 to $2,000,000 in four years. The Dean estimates that between 10-15 percent of the faculty in the College of Natural Sciences are largely responsible for this 981 percent increase in sponsored research.

In the Social and Behavioral sciences, the Dean started a challenge grant program. A faculty member writes a two to three page proposal to the dean. Those faculty members whose proposals have been accepted will receive a three credit course load reduction in a term in order to carry out their research. Last year, the Dean received four more proposals than he had in the previous year.

In 1986, UNI published "Research Activities at the University of Northern Iowa. This compendium lists the research and scholarly output of the UNI faculty in the years 1984-1986.

PROFESSIONAL DEVELOPMENT

Professional development is closely allied with research and scholarship, but can be separated as a distinct category of activities. The deans reported that their faculty were very involved in a wide variety of professional development activities. Between 20 and 30 percent of UNI faculty members are actively involved in national or state-wide professional organizations as officers, committee members, peer reviewers or journal editors. Approximately 50 percent go to at least one local or national meeting each year. UNI offers a professional development leave program for which faculty members can and do apply to spend a term on a special project.

SERVICE

Institutional service is largely self-selected on the part of faculty members and their involvement varies widely depending on the inclination of the individual faculty member. One Dean estimated that approximately 5-10 percent of the faculty in his College do 80 percent of the service. Other deans reported that their faculty are widely involved in institutional service. One Dean noted that he discourages assistant professors from serving on committees; he is concerned that they develop skill and experience in scholarship in the early part of their careers.

The Deans noted that this is the least prestigious of all faculty activities, yet faculty members are extremely loyal to the institution and are willing to actively involve themselves in its governance. Faculty members receive no release time to sit on committees or participate in the faculty senate, with the exception of the Faculty Senate chair who receives 1 credit release time for these institutional governance activities. In short, institutional service is expected and needed, but not rewarded.

GRADUATE ASSISTANTS

UNI offers graduate students the opportunity to hold a graduate assistantship or a research assistantship. Largely their work consists of

assisting with departmental administrative affairs or supporting a faculty member's research efforts.

Consistent with UNI's primary emphasis on teaching, graduate students are not hired as teaching assistants, although many graduate assistants may support teaching activities by grading papers, running discussion sessions or coordinating laboratories.

PERFORMANCE APPRAISAL AND SALARY ADMINISTRATION

Faculty are rewarded for their activities at UNI by a combination of salary raises and merit monies. The collective bargaining process determines compensation for all faculty members regardless of whether or not they are members of the union. Thus, our discussions with interviewees focused on the use and application of merit monies to reward faculty members.

The pool of money available for annual faculty salary increases is distributed in three major portions: a designated percentage (recently 3 percent) is allocated to all faculty - across the board. A second portion of the pool is used to provide each faculty member with the step, or flat sum, increase provided for by contract. The third portion of the salary increase pool (approximately 30 percent, or one-third) is used for "discretionary" or merit increases.

There is an overall pattern to the manner in which the merit pool is allocated to individual faculty members. Generally, the Office of the Vice President for Academic Affairs retains a small percentage of the merit pool for discretionary distribution as that Office reviews the annual faculty salary increase recommendations submitted by the deans. The remaining pool is then distributed among the deans. Usually, but not in all cases, the respective dean's office holds a portion of the pool (perhaps 15-20 percent) for discretionary distribution as that Office reviews the faculty salary increase recommendations submitted by department heads. From the deans' level, the remaining merit pool funds are distributed to department heads in one of two ways - proportionately according to the number of faculty within

the department or at the dean's discretion variously according to the assessed performance level of each department.

Finally, the department heads assess individual faculty performance and recommend a distribution of the merit funds, subject to review by the Dean and senior management as described above.

Because of the constraints on base pay, owing to the fact that the faculty are unionized, the amount of merit pay and how merit pay is administered is of great interest at UNI. There appears to be less of an interest in the external competitiveness of base pay. There were, however, numerous references to the fact that UNI is perceived as a "step child" as far as base pay for faculty is concerned among the three institutions in the State system.

There seems to be a general acceptance of the current process for arriving at merit increases by faculty member. The deans reported receiving few grievances or appeals about salary increases from faculty. Except in one or two isolated areas cited during our interviews, department heads do differentiate merit increases by faculty member. Some faculty receive no merit increase; others receive amounts substantially above average, based on their individual assessed performance.

Where across-the-board allocation of the merit increase pool still exists, the respective dean is diligently working to shift the department heads gradually to merit increase allocations.

A concern overarching the entire merit increase process, and expressed by several with whom we spoke, is that the confusion about the desired faculty contribution to teaching, research and service at the University, or within a particular school, clouds the effort of administrators to reward individual faculty member performance appropriately. As described at length earlier in this report, the issue of what constitutes baseline faculty contribution or performance is in flux in some departments and/or schools within the University.

A second major concern is that the merit pool is just not large enough to afford increases that "reasonably" reward performance that either is "above average" or clearly and consistently "exceeds performance expectations." It was acknowledged that the merit pool generated by the State during the last two years has been increased and is now on par with the merit pools provided the University of Iowa and Iowa State University. This was not always the case. It was also acknowledged that the administration at UNI has supplemented the merit pool from other funds in an effort to afford appropriate faculty increases.

There is the belief at UNI, among those we interviewed, that overall faculty performance there is improving at a faster rate than at either the University of Iowa or Iowa State University. Administrators are concerned that the merit pay program as currently structured will not provide funds necessary to incent this escalating performance improvement or, more importantly, to retain top quality faculty once developed within the institution.

III. MANAGEMENT RESPONSIBILITIES FOR FACULTY WORKLOAD

How does an institution oversee the balance of instruction, scholarship and service of its faculty members? Who is responsible for what? In our interviews, we asked people to discuss the roles of academic managers at different levels of the academic hierarchy, the department chairs, deans, central academic administrators and the Board of Regents. Our findings are discussed here.

DEPARTMENT CHAIRS

At the University of Northern Iowa, department chairs are outside the bargaining unit. They are the first line of academic management and in exchange for their managerial and administrative responsibilities have a reduced course load. The following were articulated as department chair responsibilities:

- to work closely with the deans in setting departmental and collegiate policies and practices that are aligned with the institutional and collegiate missions

- to orchestrate the affairs of the department, monitor the delivery of programs, and conduct departmental administrative matters

- to assign courses to faculty, equitably and fairly, and to balance the teaching requirements, student demands, and class sizes with the needs and interests of the faculty, the department, the College and the institution (in some cases this might mean assigning some faculty 12 hours of teaching while others have only six)

- to evaluate, encourage and develop faculty members.

- to participate in the faculty evaluation process for promotion and tenure decisions

Department chairs have the main responsibility for working with each faculty member to set his or her schedule of activities for each term. They need to balance the student demand for a given program with faculty members current activities and the type of research and scholarship desired by the department and the faculty member.

Department chairs report that work is assigned in a manner that balances the teaching, research, and service activities of each faculty member, that takes into account faculty strengths which will ensure the likelihood of departmental and personal success, rank of faculty member and opportunity and need for retooling or professional development.

Annually department chairs collect a faculty activity report from each faculty member which documents their activities in all areas in the previous year. These reports are kept in a file for use in promotion and tenure decisions. They are also used by many department chairs to evaluate the faculty member's performance and make merit recommendations.

DEANS

The deans are responsible for overseeing the affairs of their colleges, for directing the collegiate mission consistent with the institutional mission, for allocating collegiate resources, for determining collegiate policies and procedures, and for balancing the interests, needs, and conflicts of the departments in the college. They must monitor the College's long-range plan and work with department chairs to foster the College's mission. They need to have the latitude and flexibility to change the Collegiate culture over time. They articulated various responsibilities on their part with respect to managing faculty workload:

- to monitor the workload of faculty members in general, across departments and taking class size into account

- to watch out for inequities in the system, including preventing faculty from teaching too much and not devoting time to scholarship

- to determine within their Colleges where significant departmental deviations are allowable and useful

- to hire department chairs who are capable of running the department

- to promote faculty growth and development

- to evaluate faculty for promotion and tenure

Deans have a critical balancing act to maintain between collegiate autonomy and institutional cohesiveness. Each college must be, to some extent, autonomous. Differences in disciplinary cultures and collegiate mandates means that there will be different balances between instruction, scholarship and service in the different colleges.

For example, because of the nature of their disciplines, faculty in the College of Natural Sciences have the potential for much greater access to external sponsored research grants than do faculty in the College of Arts and Humanities. Because of its centrality to the original mission of the University and because of its central role as an educator of educators, the College of Education would be likely to have a much stronger emphasis on professional service to the State of Iowa than some of the other colleges. The College of Business seeks accreditation by the AACSB. It must therefore focus its faculty efforts in the direction of teaching and level of research that will win that accreditation. The College of Social and Behavioral Science may wish to pursue a greater parity between teaching and research for its faculty members.

At the same time, the Deans must work closely with central administration to ensure that the institution functions as a unified whole. Thus, workload parameters must balance the collegiate needs with the institutional needs.

CENTRAL ADMINISTRATION

The central academic administration works with the deans to ensure that the resources of the institution are being distributed appropriately. They have responsibility for distributing faculty lines across the institution. They should adjudicate conflicts that exceed collegiate boundaries. Their focus is to ensure that the colleges and the institution are meeting the educational needs of the citizens of Iowa.

Central administration needs data and information from the deans about what is going on in each of the colleges. It was felt generally that the central administration should not be involved in actual faculty assignments. The Vice President of Academic Affairs should manage the academic enterprise as a whole, while the President is responsible for managing the institution as a whole and for being the spokesperson and liaison to external constituencies.

BOARD OF REGENTS

In the long-range planning process, the Board of Regents affirms, by it approval of the institutional and collegiate mission statements, the kind of faculty an institution should have and the kind of activities they should engage in. One high level interviewee noted that the Board of Regents expects the UNI faculty to be teachers first. Not all interviewees, however, agreed with this statement.

There was universal agreement that the Board of Regents should not be intimately involved in determining faculty workload assignments or standards. Concern was expressed that the Board not micromanage the institutions, but rather that they hire good people and hold them accountable for producing mutually desired results. As one dean put it, "Keep the money coming; get good people; let them do their job, and review them once every five years." Thus, the Board should set broad educational guidelines for the state, but not try to manage the institutions, particularly at the departmental, or even collegiate level.

Several of the interviewees noted that a major role of the Board should be to make sure that the institutions are adequately funded to provide a quality education. In this vein, they felt that UNI is particularly under-supported. Faculty members and Deans do not have the kind of support staff that they do at the other two institutions. The salary structure makes it difficult for the institution to attract top quality faculty candidates.

The key issue is to determine the kind of institution the Board of Regents want UNI to be. To quote one Dean, "when does quality go down, when you have two students dissecting a frog, four students, eight students?"

At the same time, most interviewees also recognized that the Board members need to have information about faculty activities and need to have an understanding about what goes on at the three institutions and what their respective issues are. The question is then, What information does the Board need to oversee the institution effectively?

One interviewee noted that the FAAR is not a useful document, because it does not tell the Board anything particularly meaningful. [Please note that in the Framework document, we have conducted an analysis of the FAAR reports.] Instead, this individual suggested that the University should define some baselines for each College and then plot trends. Every five years the baselines could be adjusted. The trends could be reported periodically to the Board who would then be able to see how the mission of the institution and the colleges was evolving and in what direction the institution is moving.

FACULTY RESOURCE DEPLOYMENT, INSTITUTIONAL MISSION, AND INFORMATION

We began this report with a discussion of mission, because it is the institutional mission that defines the parameters within which faculty members do their work. Establishing a mission is done by the institution in concert with the Board of Regents. Once the institutional mission is

determined, its application flows down and throughout the institution, affecting all departments and all segments of the University.

To assess the viability and success of an institution, information must flow up, from those who in various ways carry out the institution, namely the faculty and staff, to those who make resource allocation and application decisions. These flows, of mission down and information up are depicted in Chart 10 on the next page.

As we have seen, the mission of UNI has changed considerably in its history. Indeed, a changing mission reflects the institutional and regential sensitivity to the changing needs of the environment and of society. An institutional mission must, however, also remain relatively constant for long periods of time, so that those who carry out the mission, the institutional employees, know what is expected of them and what goals to pursue. In institutional terms, UNI's transformation from a state teachers college to a comprehensive university is relatively recent. The transformation is still in process; it is not yet completed.

The Board of Regents needs to know how the transformation is taking place and whether it is being made satisfactorily. They need good, clear information, over time, to assure them that resources are being used for the purposes for which they were allocated.

The institutional players need good clear information about what expectations are required of them, particularly if those expectations are changing. They need to have a degree of certainty that they are doing the right thing in an uncertain environment.

In this report, we have presented some information to show how faculty members are conducting their work at UNI. This information has several limitations:

(1) it is static and fixed in time. It shows only a small portion of faculty activities, for one term, Fall 1986.

Iowa Board of Regents
Faculty Resource Management
and Development Model

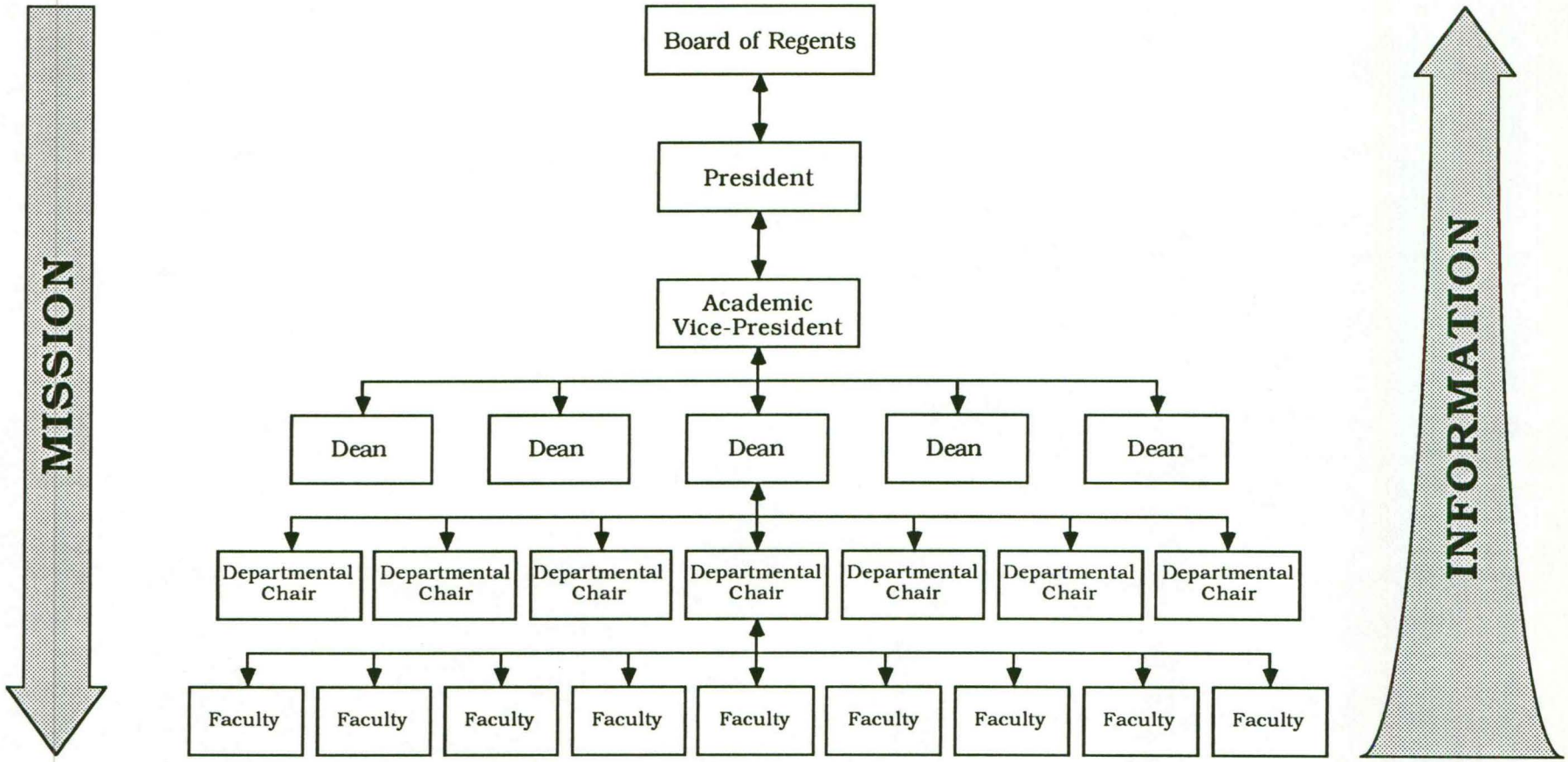


Chart 10

(2) it is limited, in that it presents only information on instructional workload of faculty teaching organized courses. It does not capture individualized courses, or other teaching modes. It does not capture the variety of other essential activities in which faculty engage (research, scholarship, creative activities, advising, professional development, and service).

(3) its collection was non-routine and required a special effort of institutional personnel to prepare.

For information to be useful, it needs to be captured regularly, routinely, without special effort, and it must show trends. Had we been able to collect FCH and SCH data for UNI for the fall semesters in 1987 and 1988, we might have plotted some trends on Charts 3-8, which may have provided a very different picture of how the institution is shifting and changing.

By collecting data and depicting trends, the institution and the Board of Regents can evaluate each college on its own merits and not attempt to make facile comparisons with other colleges in the institution. This is why peer data, despite its limitations, is so important. Peer data, because it matches college to college, can provide a context or environment in which to place collegiate data. By establishing a baseline and plotting trends each college can be compared against itself over time.

We recommend that the Board of Regents and the University of Northern Iowa consider implementing a process of developing strategic indicators of faculty resource deployment that would

(1) reflect the diversity of activities conducted by faculty

(2) reflect the diverse missions of the five colleges

(3) provide different levels of institutional management with different levels and amounts of information needed for decision making

(4) be routinely and easily collected and prepared, and

(5) be able to show changes and shifts over time.

Chart 10 shows the different hierarchical levels in the institution. Each one of these levels requires different amounts of information at different times. Thus, information must be collected and consolidated at the appropriate time, for the appropriate individuals, without creating undue extra effort on the part of the preparer. We believe that reporting can be systematized in a manner which still provides enormous room for individual departmental or collegiate differences.

With respect to faculty workload, the following table shows the kind of information required at each level of the hierarchy:

Who	About What
Department Chairs	Individual Faculty Members
Deans	Departments
Central Administration	Colleges
Board of Regents	The Institution

Under certain circumstances, of course, this table of information is modified. For example, when a faculty member is being evaluated for promotion or tenure, specific information about his or her activities may flow as high as the President.

Data Collection and Information

Much of the basic data on faculty activities is collected at UNI on a regular and routine basis. As a part of our interview and document collection effort, we asked the deans to provide us with the forms faculty members complete at the end of each year to describe their activities (faculty activity reports).

In three of UNI's colleges, the forms are essentially the same (Business, Education, and Social and Behavioral Sciences). In each case, the form is a

collegiate wide form, not a departmental specific form. It requests that the faculty member describe the scope of his or her activities in the previous year and includes

- organized courses taught and number of students
- individual instruction
- number of advisees
- books and articles published
- works in progress
- papers presented and meetings attended
- service activities.

In two colleges (Natural Sciences and Humanities and Fine Arts) the forms are unique to each department. In a number of cases, while the forms request much of the same information described above, they are uniquely tailored to the mandates of the discipline (for example the form for the Department of Communicative Disorders includes a section on clinical supervision activities). Some departments have no forms. The faculty member may write a letter each year describing his or her activities.

These materials are filed into a faculty member's personnel file for use in merit, promotion, and tenure decisions.

As an institution, UNI also collects information in its administrative computing system, but this information is typically limited to course registration data. UNI faces the same problem as many academic institutions, which is that its computing systems were developed to support the administrative (registration) and budgeting processes of the university rather than its academic information needs. Thus, many institutions have relatively sophisticated capabilities for collecting data and generating reports about administrative matters, but primitive capabilities to do this in academic matters.

UNI is now in this situation. This was evidenced clearly by the difficulties attending the data collection for this effort. UNI's computer system, for example, did not have data in it on the category of faculty

member (i.e., who was tenured or tenure track) therefore, the data had to be tabulated manually.

In considering, then, the amount of information which must be collected, the needs of the user and the institutional capabilities, careful consideration must be given to the extent to which information can and should be automated. Some information must be automated so that the institution can easily and routinely prepare reports for monitoring itself. Other information is probably best not automated.

Process for Developing Strategic Indicators

Because of the unique nature of the disciplines and because of the differences in mission and activities of departments and colleges, we have suggested that the University consider implementing a process of developing strategic indicators. In order for this process to reflect both institutional cohesiveness and departmental diversity, it needs to be conducted in a manner that is both top down and bottom up. In the Framework report, we have listed a menu of strategic indicators from which participants in the process may select those that are most appropriate, or develop their own.

From the bottom up, that is at the departmental level, departments need to decide what measures of productivity best reflect the activities of faculty in that department. Some measures may be unique to the department, but some measures should be common across the entire college of which the department is a part.

Thus, the Deans will need to decide, what measures they will require of the departments, so that some information about the entire college can be collected. The strategic indicators established by the deans need to be communicated to the department heads and to central administration, because central administration may want some indicators that are common to all colleges.

Example

Let us provide an example. (The numbers and imputed decisions which follow are purely hypothetical and illustrative only.) The School of Music has indicated to us that its best measure of faculty instructional activities is student contact hours, not student credit hours and the director and faculty members of the School of Music decide that they want to be measured in terms of student contact hours. However, the institution and the deans have determined that student credit hours divided by instructional FTE are an easily aggregable measure that needs to flow up to the central administration.

The Director of the School of Music would provide, then, each year, to the Dean data reflecting the School of Music's contact hours and student credit hours. The contact hour data would remain with the Dean, while the student credit hour data could be consolidated into a report for the College of Humanities and Fine Arts that would go forward to central administration and possibly to the Board of Regents.

In the course of this process the institution has decided that the Fall of 1986 will be the institutional baseline. Thus data are collected for the School of Music which show its student contact hour/IFTE data for the Fall of 1986 and its student credit hour/IFTE data.

Student credit hours in the School of Music are likely to be low relative to other departments because of the nature of instruction in that school; it is largely individualized. But, since the baseline data in Fall 1986 are for the School of Music subsequent data, e.g., for Fall 1987 and 1988 and 1989 on the school's SCH/IFTE will reflect changes in that school only.

These data will then flow into the collegiate wide reports for each term and the accumulating trends will provide the Dean of Humanities and Fine Arts with the information about what is happening in the school. Meanwhile, the Director of the School of Music can also provide trend data on the student contact hours in the school and use disparities or similarities in trends of the two measures as input to an annual report on the progress of the School

of Music. But this need flow no higher than the Dean of the College of Humanities and Fine Arts.

The end result is that the institution and the deans have the aggregated data that they need to analyze their units, while the deans and department heads have the specific information they need to monitor the progress and changes in the departments and the college.

Why Bother?

In the Framework report, we recommend that the FAAR reporting effort be continued, in part because it is now a familiar process and the institutions and the Board of Regents have become accustomed to collecting and preparing this data. Indeed, if, in 1990, a third FAAR report is prepared, there will be three periods worth of trend data to review.

The process described here would be an effort to yield additional indicators that would provide to different levels of institutional management, information about how their areas are changing. It would provide them with information that would allow different players to make proactive changes and requests for increases or decreases in resources to meet goals.

To carry this out would require an enormous effort and considerable time on the part of many individuals at the institution who must continue to conduct their work. Why would such an effort be important? We believe there are several reasons.

(1) Early in this report, we noted that the institution may be having some communication problems with respect to clarifying and informing people of institutional expectations. These findings confirmed an earlier report, the "Report of the Select Committee on University Planning," prepared during President Curris' first year, which noted a significant morale problem because of poor communication.

We believe that for UNI to engage in this kind of a process, to open an institutional dialogue about what work should faculty be doing, how do

we measure it, what do we agree to, and similar questions will provide an opportunity for a kind of communication that appears to not now be occurring at UNI. In this sense, simply going through the process, if thoughtfully planned and executed, regardless of the outcomes, may be one effort that could help to open up lines of communication and clarify expectations at all levels of the institution.

(2) As a result of other work being conducted by Peat Marwick and the institutions, the institutions are developing strategic planning processes. Since faculty workload is among the the most important elements in strategic change, development of these indicators can go hand in hand with monitoring the strategic planning process and the effectiveness of strategic planning over time.

Peat Marwick Main & Co.

Appendix I

UNIVERSITY OF NORTHERN IOWA
FACULTY WORKLOAD STUDY METHODOLOGY

Peer Institutions Data Collection

The University of Northern Iowa, unlike the University of Iowa and Iowa State University is not a member of a formal institutional data exchange. The peer institution relationships have recently been established through formal communication between President Curris and the presidents of the peer institutions. There is, however, no long-term experience with exchanging institutional data and there are no established conventions for comparing information. It seems, that the formal peer relationships have largely been used to provide benchmarks for tuition and fees, and not for matters involving faculty or academic affairs.

A number of early decisions, also discussed in the Framework report, shaped the parameters of the peer institutions study.

- The study would address teaching load only, as information about teaching load is commonly and readily available in most institutional databases and management information systems.

- The level of comparison would be the collegiate level, not the institutional level and not the departmental level. The ideal way to conduct this study would be to collect data that reflected the peer departments of UNI's departments. Unfortunately time and budget constraints precluded this approach. Further, we felt that data collection aggregated up to the institutional level would be too generic and not provide real information. We reasoned that, since a college at UNI is a cluster of relatively similar departments, a collegiate comparison would be the best compromise.

- The data requested of the peers would be considerably more abbreviated than that which we asked the University of Northern Iowa to provide us. The data elements ultimately agreed upon represented a negotiation between what Peat Marwick felt it was important to collect and what UNI felt it could reasonably ask of its peers.

- UNI would be responsible for collecting the peer data and providing it to us. The peer institutions would be more likely to respond to a request from UNI and, moreover, it might foster future data exchange relationships.

- Data would be collected on the Fall term only for the year 1986.

From the start, concern was expressed with whether or not the peers would provide the data. These fears eventually materialized. Peat Marwick and UNI jointly adopted a compromise position that addressed the spirit of the mandate, but took many of the technical details into consideration.

The peer institution data collection took place during September and October 1988 and was provided to Peat Marwick on October 21, 1988. A copy of the peer data collection form and other materials relevant to the peer data collection are contained in Appendix II.

Institutional Data Collection

Institutional data were received by Peat Marwick on September 26, 1988. For the most part, internal UNI data were tabulated by hand at the University from reports on the instructional workload of each individual faculty member. UNI's system is currently unable to generate a summary level report. Completing this data request thus represented a major effort of UNI personnel and time.

Data were collected on instructional workload from each of the five colleges at the University of Northern Iowa on four categories of faculty: tenured/tenure track; non-tenure track; graduate assistants; and other faculty. The latter were defined to consist of faculty members not in the collective bargaining unit, and consists principally of department heads, deans and other academic administrators who also teach.

The data collection focussed in four areas:

- instructional FTE
- faculty credit hours
- student credit hours
- unique preparations

An example of the UNI collegiate data collection form is contained in Appendix III, along with the instructions and definitions for the data elements.

Interviews

Peat Marwick visited the campus of the University of Northern Iowa on August 23 and 24, 1988. During that time we interviewed all the deans, the senior academic personnel in central administration, and a number of faculty members and department heads. A complete list of the people we interviewed is contained in Appendix IV.

Our interviews were designed to move us beyond the formal data collection with its emphasis on teaching load, to a broad perspective on the totality of what faculty members at UNI do: scholarship, research, advising, professional and institutional services, and the like. In addition, we wanted to get a flavor for each of the colleges that could not be conveyed through the written word.

Interviews with faculty members and department heads provided us with the raw material we needed to write the faculty member case studies contained in the Framework report.

Everyone we interviewed was most generous with their time and thoughtful in their comments. We appreciated it very much.

Document Review

We collected and reviewed a number of key documents that provided us with factual information about UNI and its colleges. The complete list of documents reviewed is contained in Appendix V.

Appendix II

PEER DATA COLLECTION

SEP 14 1988

University of Northern Iowa
Office of Academic Affairs

Cedar Falls, Iowa 50614
Telephone (319) 273-2517

September 1, 1988

Karen D. Byers, Project Manager
Iowa Human Resource Projects
Peat Marwick Main & Co.
345 Park Avenue
New York, NY 10154

Dear Karen:

As a follow-up to your visit of August 24, 1988, I write to indicate our recent findings relative to identifying a set of peer institutions. Dr. Bisbey contacted the following institutions:

Indiana State *
Northern Arizona *
Northern Illinois *
Western Michigan
Miami University of Ohio
Illinois State
Ball State of Indiana
North Texas state

Only the three institutions identified by the asterisk (*) indicated they were able to provide comparable data. The others either aggregate their FTE or student credit hour data across the colleges (no departmental level data is maintained) or across faculty ranks/status.

It would appear to expand the possible peer institutions beyond the above identified list will lead to an even greater lack of peer congruence. Please advise as to whether we should seek information from these three institutions.

Sincerely,

Marlene Strathe, Ph.D.
Assistant Vice President
Academic Affairs

MS:cw

KPMG Peat Marwick

Peat Marwick Main & Co.
345 Park Avenue
New York, New York 10154

Telephone 212 758 9700
Telex 666890

Telecopiers 212 758 9819
212 308 9064

September 7, 1988

Dr. Marlene Strathe
Assistant Vice President for
Academic Affairs
University of Northern Iowa
Cedar Falls, Iowa 50614-2566

Dear Marlene:

This letter restates and confirms our revised approach to the peer data collection efforts for the Iowa Board of Regents faculty workload study at the University of Northern Iowa.

As we discussed the problems attending the peer data collection request during our visit to UNI in August it became apparent that we had to modify our original approach. In particular the lack of a formal, on going data collection network (which ISU and USI have in the AAU data exchange), and the nascent peer relationships, means there are no formal established vehicles for information exchange, especially of the type desired here. Moreover UNI's collegiate configuration is virtually unique, with separate colleges (Humanities and Fine Arts, Social and Behavioral Sciences, and Natural Sciences) for the disciplines which in most institutions are clustered together in a single College of Arts and Sciences.

In working with Rick Stinchfield and Gerald Bisbey to resolve these data collection concerns we arrived at the following procedures to satisfy the peer data collection aspect of this part of the Audit:

- We will identify five peers common to the three arts and sciences colleges and to the Colleges of Education and Business

- We will ask the peer institutions
  a) if they were willing to provide the data, and
  b) if they were capable of providing the data in the format requested, at the departmental level

- The departmental data provided by the institutions will be assembled into "look-alike" colleges. That is, we will take the data provided by the six departments at the peer institution that are the same as the departments in UNI's College of Natural Science and construct a peer college of Natural Science. The same will be done for the other two arts and sciences colleges at UNI. Thus, while the peer institution data will not reflect the organizational and operational reality of the peer institutions it will represent, with information

from the peer departments, a peer "College of Natural Sciences."

- We will limit the peer data request to instructional and student credit hours since these are the data most commonly available in higher education institutions.

As we collectively agreed to this methodology, we also felt we needed to confirm peer institutional willingness to participate. Three institutions agreed to provide data. They are:

- Northern Illinois University
- Indiana State University
- Northern Arizona University

While we agreed that five peers would be preferable, it seems clear that, at this point in time that simply will not be possible and we will work with a peer set of three institutions.

Enclosed for your use is a new set of peer data collection forms, with space provided to fill in the name of the department for which data is being provided.

Please let me know if I can help in anyway as you go through this process.

Sincerely,

Karen D. Byers

Karen D. Byers
Senior Consultant

cc: A. Pappas
W. Richey
R. Barak
J. Carney
G. Lozier
R. Stinchfield

University of Northern Iowa
Office of Academic Affairs
Cedar Falls, Iowa 50614
Telephone (319) 273-2517

October 20, 1988

Karen D. Byers
Senior Consultant
Peat Marwick Main & Co.
345 Park Avenue
New York NY 10154

Dear Karen:

Enclosed please find the peer institution data collection forms from the University of Northern Iowa's three peer institutions; namely, Northern Arizona University, Northern Illinois University and Indiana State University. I have also enclosed the original data sets from which these figures were drawn (note the departments included are identified on each school/college).

I believe it is important to the interpretation of the information to note the following:

1. The Northern Arizona data reflects fall, 1987, while the other two reflect fall, 1986. NAU was simply not able to recapture the data we desired prior to the 1987 fall semester.

2. In all three cases, the subdivision of the data element -- Student Credit Hours -- by faculty status was not retrievable in any consistent form. Thus, I elected only to provide the composite subdivision by school/college.

3. While all UNI departments are represented within the "created" colleges/ schools, some units (i.e. the School of Allied Health at Northern Illinois) were not placed in a school/college due to lack of knowledge regarding the curriculum within the unit. It may be, then, that some data inaccuracies exist by omission.

4. Finally, given the variance in the form in which data arrived, the compiling of the data required it be done manually. Because judgments were required as to inclusion/exclusion/parallelism of units, this was not a task which could be assigned to student help or clerical staff. I assumed responsibility for this compilation. Should questions arise, they should be directed to me.

Please let me know should I be able to be of further assistance.

Sincerely,

Marlene Strathe, Ph.D.
Assistant Vice President
Academic Affairs

MS:cw

Enclosures

UNIVERSITY OF NORTHERN IOWA
PEER INSTITUTIONS DATA ELEMENTS

Please fill out the attached form which lists, at the top, the school at your institution for which data need to be collected. We are requesting data for the Fall of 1986 only.

Faculty have been divided into four categories:

I. Those with tenure or who are on the tenure track
II. Those who are not on the tenure track
III. Graduate teaching assistants
IV. Other faculty. This might include, for example, administrators, faculty not in the bargaining unit, or volunteer faculty.

For each category of faculty listed, we would appreciate receiving the following information:

INSTRUCTIONAL FTE: The instructional FTE is the sum total of faculty members in the category whose actual salaries came from the instructional budget.

We define 1 FTE as being a faculty member who is on a "full-time" contract for the academic year. Thus, for example, if you have 50 faculty members who are employed full-time for both semesters, for purposes of this data collection, the FTE will equal fifty. A faculty member who is half-time for the year will have an FTE of .50.

STUDENT CREDIT HOURS: Student credit hours (SCH) are the product of the number of credits assigned to a given course and the number of students enrolled in the course. For example, Professor A's SCH for the semester would be as follows:

Course X	3 credits x 50 students	=	150 SCH
Course Y	3 credits x 10 students	=	30 SCH
Course Z	1 credit x 30 students	=	30 SCH
Independent Study	3 credits x 1 student	=	3 SCH
		TOTAL	213 SCH

FACULTY CREDIT HOURS: Faculty credit hours (FCH) are being collected for organized courses only. Organized courses include lectures, seminars, laboratories, studios, and recitations. They do not include individual instruction, such as independent studies, internships, student teaching, theses, dissertations and the like.

Faculty credit hours consist of the sum of the organized course credit hours an individual faculty member teaches during the period. Professor A's faculty credit hours, using the example described above, would be:

Course X	3 credits
Course Y	3 credits
Course Z	1 credit
TOTAL	7 credits

Professor A's total FCH equals seven. We are not including, in this data collection, a request for individual faculty credits, so Professor A's 3 credit independent study is not counted.

****

We would appreciate it very much if you would annotate your data submission where appropriate. For example, tell us who you have included in the "Other Faculty" category and who is not included. Some institutions have separate instructional and research budgets and might therefore be able to provide a "pure" instructional FTE, while other institutions do not have separate budgets. Please tell us what is included in these categories.

Thank you.

IOWA INSTITUTION: UNIVERSITY OF NORTHERN IOWA
DEPARTMENT:

01-Sep-88
FILE: UNICOLL2

PEER INSTITUTION:
DEPARTMENT:

PEER INSTITUTIONS DATA COLLECTION
FALL 1986

FACULTY STATUS: / DATA ELEMENTS:	TENURED/ TENURE TRACK FACULTY	NON-TENURE TRACK FACULTY	GRADUATE TEACHING ASSISTANTS	OTHER FACULTY	TOTAL
FTE COUNT					
Instructional FTE:					
STUDENT CREDIT HOURS					
Undergraduate:					
Graduate:					
Total:					

Appendix III

INSTITUTIONAL DATA COLLECTION

University of Northern Iowa
Office of Academic Affairs

Cedar Falls, Iowa 50614
Telephone (319) 273-2517

SEP 26 1988

September 20, 1988

Karen D. Byers, Project Manager
Iowa Human Resource Projects
Peat Marwick Main & Co.
345 Park Avenue
New York, NY 10154

Dear Karen:

Enclosed please find the faculty workload institutional data for the University of Northern Iowa. Also, I have enclosed a copy of the decision rules which were applied in compiling the data. Please feel free to contact me should you have any questions.

Sincerely,

Marlene Strathe, Ph.D.
Assistant Vice President
Academic Affairs

MS:cw

Enclosures

cc: R. Stinchfield
R. Leahy
P. Patton
G. Bisbey
file

PEAT MARWICK AUDIT

1. Check Instructor Status List.

   U and B* List under tenure faculty.
   T and R* List under non-tenure track.

   *If holding an administrative position, list under other faculty.
   If instructor not listed, put under non-tenure track.

2. Faculty Credit Hours.

   a) Course numbers 0-099 - list under U1.

      Course number 100-199 - list under U2.

      Course number 100g-199g or 200 and above - list under graduate.

   b) Organized Instruction.

      List credit hour of the course.

      Individual Instruction. (in cases of variable credit only)

      Divide total credits by number of students.

   c) Organized Section.

      Consider labs as a separate preparation even if zero hours of credit are assigned.

3. Student Credit Hours.

   a) List all credits in course 00-99 under UI regardless of the classification of the students in the course.

   b) List all credits in courses 100-199 under U2 regardless of the classification of the students in the course.

   c) List all credits in the courses 200 and above under graduate regardless of the classification of the students in the course.

   d) In course 100g-199g, list credits in U2 and graduate depending upon the classification of the students.

UNIVERSITY OF NORTHERN IOWA
FACULTY WORKLOAD DATA COLLECTION

DEFINITIONS

1. Tenured or Tenure-Track faculty, include any individual, regardless of rank or full or part-time status who is in a tenured or tenure-track position.

2. Non-tenure Track Faculty, includes all non-tenure track faculty members whether full or part-time on continuing or fixed-term contracts, for at least one academic year.

3. Graduate Teaching Assistants, includes all graduate students who hold a teaching assistantship as a part of their educational program.

4. Other faculty. Most institutions have faculty who do not fit in the above categories. This might include administrators who teach a course over and above their full-time administrative responsibilities, volunteer faculty, librarians, and the like.

Data on these four categories of faculty members are requested in four areas:

1. Instructional FTE
2. Student Credit Hours
3. Faculty Credit Hours
4. Number of Organized Instruction Sections

Instructional FTE. The instructional FTE is the sum total of faculty members in the category whose actual salaries came from the instructional budget.

We define 1 FTE as being a faculty member who is on a "full-time" contract for the academic year. Thus, for example, if you have 50 faculty members who are employed full-time for both semesters, for purposes of this data collection, the FTE will equal fifty. A faculty member who is half-time for the year will have an FTE of .50.

Student Credit Hours. The product of the number of credits assigned to a given course and the number of students enrolled in the course is the student credit hours (SCH). For example, Professor A's SCH would be as follows:

Course X	3 credits x 50 students	=	150 SCH
Course Y	3 credits x 10 students	=	30 SCH
Course Z	1 credit x 30 students	=	30 SCH
Independent Study	3 credits x 1 student	=	3 SCH
		TOTAL	213 SCH

Instructional Level. Data are being collected on three levels of instruction at UNI.

U1 Lower division, undergraduate level; includes basic overview courses, introductory courses and courses directed at or primarily taken by freshmen and sophomores.

U2 Upper division, undergraduate level; includes advanced courses or seminars, usually directed at or taken by juniors and seniors.

G All graduate courses.

Instruction Type. There are different types of instruction which also have an impact on the workload of faculty members. We have defined the following categories:

- Organized Group Classes, consist of lectures, seminars, laboratories, studios, and recitation sections.
- Independent or Directed Study. This consists of honors work, practica, internships and student teaching, in which one student works with a faculty member.
- Thesis or dissertation supervision. This consists of faculty members who are the principal advisers of a student's thesis or dissertation.

Faculty Credit Hours

Faculty credit hours are a measure of input. We make the assumption that group instructional activities and individual instructional activities cannot be added for faculty credit hours. Thus, each faculty member will have a Group FCH and an Individual FCH.

Group faculty credit hours (G-FCH) is the sum of the organized group course credit hours an individual faculty member teaches during a given period and individual faculty credit hours (I-FCH) is the sum of individual instruction credits and is the same as the individual instruction SCH number. For individual instruction FCH = SCH since the number of students is equal to one. Using the example of Professor A's workload as described for the student credit hour above, we would count her FCH numbers as follows:

Course X	3 credits	G-FCH
Course Y	3 credits	G-FCH
Course Z	1 credit	G-FCH
TOTAL	7 credits	G-FCH
Independent Study	3 credits	I-FCH
TOTAL	3 credits	I-FCH

Unique Preparations. Unique preparations are the number of different group courses taught in a semester. For example, Professor B teaches two sections of Course X, a single-section Course Y and a 2 credit independent study: his unique preparations for the semester equals two.

INSTITUTION: UNIVERSITY OF NORTHERN IOWA
SCHOOL:

06-Aug-88
FILE: UNICOLN2

IOWA INSTITUTIONS DATA COLLECTION

DATA ELEMENTS: / FACULTY STATUS:	TENURED/ TENURE TRACK FACULTY	NON-TENURE TRACK FACULTY	GRADUATE TEACHING ASSISTANTS	OTHER FACULTY	TOTAL
FTE COUNT					
Instructional FTE:					
FACULTY CREDIT HOURS					
Organized Instruction					
UNDERGRADUATE1:					
UNDERGRADUATE2:					
TOTAL UNDERGRADUATE:					
TOTAL GRADUATE:					
NUMBER OF ORGANIZED INSTRUCTION SECTIONS					
Number of Sections:					
Unique Preparations:					

IOWA INSTITUTIONS DATA COLLECTION

DATA ELEMENTS: / FACULTY STATUS:	TENURED/ TENURE TRACK FACULTY	NON-TENURE TRACK FACULTY	GRADUATE TEACHING ASSISTANTS	OTHER FACULTY	TOTAL
STUDENT CREDIT HOURS					
II. UNDERGRADUATE ORGANIZED INSTRUCTION					
ORGANIZED CLASSES-U1:					
ORGANIZED CLASSES-U2:					
TOTAL ORGANIZED UNDERGRADUATE INSTRUCTION:					
III. UNDERGRADUATE INDIVIDUAL INSTRUCTION					
Individual Instruction-U1:					
Individual Instruction-U2:					
TOTAL UNDERGRADUATE INDIVIDUAL INSTRUCTION:					
IIII. GRADUATE ORGANIZED INSTRUCTION					
TOTAL ORGANIZED GRADUATE INSTRUCTION:					
IIV. GRADUATE INDIVIDUAL INSTRUCTION					
TOTAL GRADUATE INDIVIDUAL INSTRUCTION:					
IV. THESIS AND DISSERTATION SUPERVISION					
TOTAL GRADUATE THESIS AND DISSERTATION:					

Appendix IV

UNIVERSITY OF NORTHERN IOWA

List of Persons Interviewed
August 23-24, 1988

John Deegan, Dean, College of Social and Behavioral Sciences
Thomas Thompson, Dean, College of Humanities and Fine Arts
Roy Saigo, Dean, College of Natural Sciences
Paul Uselding, Dean, School of Business
Thomas Switzer, Dean, College of Education
James Martin, Vice President of Academic Affairs and Provost

Len Froyen, Professor, Educational Psychology and Foundations
Peter Goulet, Professor or Management
Howard Jones, Professor of History
Augusta Schurrer, Professor of Mathematics and Computer Science
Ted Hovet, Professor of English Language and Literature
Andrea Bowman, Assistant Professor, Office of Field Experience
Robert Seager, Associate Professor of Biology
Gary Greenberg, Assistant Professor of Art
Ron Ross, Professor and Director, School of Music
Marion Thompson, Professor and Head, Department of Special Education
Steven Corbin, Associate Professor and Head, Department of Marketing

John Mixsell, Director of Personnel Services
Gerald Bisbey, Coordinator of Institutional Research
Rick Stinchfield, Executive Assistant to the President
Marlene Strathe, Assistant Vice President for Academic Affairs

Appendix V

UNIVERSITY OF NORTHERN IOWA

List of Documents Reviewed

1. UNI Policy and Procedures Manual

2. 1988-1989 Bulletin and Catalog

3. Master Agreement between the State of Iowa Board of Regents and the UNI-United Faculty

4. Research Activities at the University of Northern Iowa, July 1, 1984 to June 30, 1986; The Graduate College

5. Long-Range Academic Planning Report, June 1986

6. Long-Range Academic Planning Report, 1988

7. Faculty Consulting Report to Board of Regents, March 1987

8. Faculty Activity Report Form for:

    - College of Social and Behavioral Sciences
    - School of Business
    - College of Education
    - College of Natural Sciences
        - Physics
        - Earth Science
        - Biology
    - College of Humanities and Fine Arts
        - English Language and Literature
        - Art
        - Philosophy and Religion
        - Modern Languages
        - Communication and Theatre Arts
        - School of Music
        - Communicative Disorders

9. Report of the Select Committee on University Planning

Appendix VI

DATA TABLES
PEER AND INSTITUTIONAL COMPARISON

File: FWL1

IOWA BOARD OF REGENTS

FACULTY WORKLOAD DATA

UNIVERSITY OF NORTHERN IOWA AND PEER INSTITUTIONS

		INSTRUCTIONAL FTE					STUDENT CREDIT HOURS					
INST	SCHOOL	TENURED/ T-TRACK FTE	NON-TENURED FTE	TENURED/ T-TRACK + NON-TENRD FTE	OTHER FTE	TOTAL FACULTY	UGRAD SCH	GRAD SCH	TOTAL SCH	TOT SCH PER INSTR FTE	UG SCH/ T/NT IFTE	GRAD SCH/ T/NT IFTE
108	ALL	589.50	56.18	645.68	0.00	645.68	126677	9824	136501	211.41	196.19	15.21
115	ALL	339.88	63.26	403.14	126.93	530.07	135423	13801	149224	281.52	335.92	34.23
116	ALL	771.96	188.39	960.35	371.33	1331.68	236887	24768	261655	196.48	246.67	25.79
UNI	ALL	435.86	104.11	539.97	0.00	539.97	148327	8248	156575	289.97	274.69	15.27
108	BUS	72.00	5.00	77.00		77.00	21985	1020	23005	298.77	285.52	13.25
115	BUS	35.25	13.53	48.78	3.00	51.78	18328	444	18772	362.53	375.73	9.10
116	BUS	93.84	44.29	138.13	77.52	215.65	47352	4437	51789	240.15	342.81	32.12
UNI	BUS	40.00	26.33	66.33		66.33	24738	515	25253	380.72	372.95	7.76
108	ED	119.50	8.74	128.24		128.24	13873	4271	18144	141.48	108.18	33.30
115	ED	47.19	7.00	54.19	34.50	88.69	13097	8074	21171	238.71	241.69	148.99
116	ED	150.53	36.04	186.57	50.15	236.72	26291	9339	35630	150.52	140.92	50.06
UNI	ED	96.00	22.72	118.72		118.72	23582	3832	27414	230.91	198.64	32.28
108	HFA	151.00	19.78	170.78		170.78	32650	916	33566	196.55	191.18	5.36
115	HFA	93.50	24.16	117.66	44.72	162.38	41976	2003	43979	270.84	356.76	17.02
116	HFA	233.45	69.02	302.47	88.51	390.98	67404	4870	72274	184.85	222.85	16.10
UNI	HFA	125.96	21.90	147.86		147.86	37206	2383	39589	267.75	251.63	16.12
108	NSCI	144.50	15.91	160.41		160.41	33115	2121	35236	219.66	206.44	13.22
115	NSCI	94.89	10.57	105.46	30.38	135.84	33454	1755	35209	259.19	317.22	16.64
116	NSCI	154.97	24.00	178.97	90.68	269.65	51150	3435	54585	202.43	285.80	19.19
UNI	NSCI	79.90	15.48	95.38		95.38	27719	739	28458	298.36	290.62	7.75
108	SBEH	102.50	6.75	109.25		109.25	25054	1496	26550	243.02	229.33	13.69
115	SBEH	69.05	8.00	77.05	14.33	91.38	28568	1525	30093	329.32	370.77	19.79
116	SBEH	139.17	15.04	154.21	64.47	218.68	44690	2687	47377	216.65	289.80	17.42
UNI	SBEH	70.00	11.68	81.68		81.68	33971	556	34527	422.71	415.90	6.81

Appendix VII

INSTITUTIONAL DATA TABLES

File: FWL3U

IOWA BOARD OF REGENTS
FACULTY WORKLOAD
UNIVERSITY OF NORTHERN IOWA
UNDERGRADUATE STUDENT CREDIT HOURS

SCHOOL	CATEGORY	IFTE	ORGANIZED INSTRUCTION U1	ORG U2	ORG TOTAL ORG SCH/	ORG U1/ IFTE	ORG U2/ IFTE	ORG TOTAL ORG SCH/ IFTE	INDIVIDUAL INSTRUCTION U1	IND U2	IND TOTAL	IND U1/ IFTE	IND U2/ IFTE	IND TOTAL IND SCH/ IFTE	TOTAL TOTAL USCH	TOTAL USCH/ IFTE
ALL	TOTAL FACULTY	539.97	95163	47785	142948	176.24	88.50	264.73	1160	4219	5379	2.15	7.81	9.96	148327	274.69
ALL	TENURED/T-TRACK	435.86	61597	31490	93087	141.32	72.25	213.57	749	1625	2374	1.72	3.73	5.45	95461	219.02
ALL	NON-TENURE TRACK	104.11	30982	12979	43961	297.59	124.67	422.26	411	507	918	3.95	4.87	8.82	44879	431.07
BUS	TOTAL FACULTY	66.33	10297	14330	24627	155.24	216.04	371.28	0	111	111	0.00	1.67	1.67	24738	372.95
BUS	TENURED/T-TRACK	40.00	4209	7467	11676	105.23	186.68	291.90	0	4	4	0.00	0.10	0.10	11680	292.00
BUS	NON-TENURE TRACK	26.33	5857	5540	11397	222.45	210.41	432.85	0	0	0	0.00	0.00	0.00	11397	432.85
ED	TOTAL FACULTY	118.72	12332	7807	20139	103.87	65.76	169.63	726	2717	3443	6.12	*****	29.00	23582	198.64
ED	TENURED/T-TRACK	96.00	6937	5499	12436	72.26	57.28	129.54	473	743	1216	4.93	7.74	12.67	13652	142.21
ED	NON-TENURE TRACK	22.72	5007	1360	6367	220.38	59.86	280.24	253	116	369	11.14	5.11	16.24	6736	296.48
HFA	TOTAL FACULTY	147.86	25157	10988	36145	170.14	74.31	244.45	434	627	1061	2.94	4.24	7.18	37206	251.63
HFA	TENURED/T-TRACK	125.96	18164	7910	26074	144.20	62.80	207.00	276	423	699	2.19	3.36	5.55	26773	212.55
HFA	NON-TENURE TRACK	21.90	6327	2721	9048	288.90	124.25	413.15	158	146	304	7.21	6.67	13.88	9352	427.03
NSCI	TOTAL FACULTY	95.38	21845	5679	27524	229.03	59.54	288.57	0	195	195	0.00	2.04	2.04	27719	290.62
NSCI	TENURED/T-TRACK	79.90	14570	4839	19409	182.35	60.56	242.92	0	172	172	0.00	2.15	2.15	19581	245.07
NSCI	NON-TENURE TRACK	15.48	6407	727	7134	413.89	46.96	460.85	0	5	5	0.00	0.32	0.32	7139	461.18
SBEH	TOTAL FACULTY	81.68	24656	8789	33445	301.86	107.60	409.46	0	526	526	0.00	6.44	6.44	33971	415.90
SBEH	TENURED/T-TRACK	70.00	17717	5775	23492	253.10	82.50	335.60	0	283	283	0.00	4.04	4.04	23775	339.64
SBEH	NON-TENURE TRACK	11.68	6644	2465	9109	568.84	211.04	779.88	0	226	226	0.00	*****	19.35	9335	799.23

THE FOLLOWING DATA WERE NOT USED IN THE ANALYSIS

ALL	OTHER FACULTY		2584	3316	5900				0	2087	2087				7987	
BUS	OTHER FACULTY		231	1323	1554				0	107	107				1661	
ED	OTHER FACULTY		388	948	1336				0	1858	1858				3194	
HFA	OTHER FACULTY		666	357	1023				0	58	58				1081	
NSCI	OTHER FACULTY		868	113	981				0	18	18				999	
SBEH	OTHER FACULTY		295	549	844				0	17	17				861	
OTHR	NON-TENURE TRACK	6.00	740	166	906	123.33	27.67	151.00	0	14	14	0.00	2.33	2.33	920	153.33
OTHR	OTHER FACULTY		136	26	162				0	29	29				191	
OTHR	TENURED/T-TRACK	24.00	0	0	0	0.00	0.00	0.00	0	0	0	0.00	0.00	0.00	0	0.00
OTHR	TOTAL FACULTY	30.00	876	192	1068	29.20	6.40	35.60	0	43	43	0.00	1.43	1.43	1111	37.03

File: FWL3G

IOWA BOARD OF REGENTS

FACULTY WORKLOAD

UNIVERSITY OF NORTHERN IOWA

GRADUATE STUDENT CREDIT HOURS

SCHOOL	CATEGORY	IFTE	ORGANIZED	INDIVIDUAL	THESIS & DISSERTATION	TOTAL	GRAD ORG/ IFTE	GRAD IND/ IFTE	GRAD T&D/ IFTE	TOTAL GSCH/ IFTE
ALL	TOTAL FACULTY	539.97	6972	1115	161	8248	12.91	2.06	0.30	15.27
ALL	TENURED/TENURE-TRACK	435.86	5160	802	95	6057	11.84	1.84	0.22	13.90
ALL	NON-TENURE TRACK	104.11	986	154	0	1140	9.47	1.48	0.00	10.95
BUS	TOTAL FACULTY	66.33	492	23	0	515	7.42	0.35	0.00	7.76
BUS	TENURED/TENURE-TRACK	40.00	356	6	0	362	8.90	0.15	0.00	9.05
BUS	NON-TENURE TRACK	26.33	75	0	0	75	2.85	0.00	0.00	2.85
ED	TOTAL FACULTY	118.72	3301	427	104	3832	27.80	3.60	0.88	32.28
ED	TENURED/TENURE-TRACK	96.00	2414	239	56	2709	25.15	2.49	0.58	28.22
ED	NON-TENURE TRACK	22.72	430	61	0	491	18.93	2.68	0.00	21.61
HFA	TOTAL FACULTY	147.86	2006	320	57	2383	13.57	2.16	0.39	16.12
HFA	TENURED/TENURE-TRACK	125.96	1456	245	39	1740	11.56	1.95	0.31	13.81
HFA	NON-TENURE TRACK	21.90	269	74	0	343	12.28	3.38	0.00	15.66
NSCI	TOTAL FACULTY	95.38	607	132	0	739	6.36	1.38	0.00	7.75
NSCI	TENURED/TENURE-TRACK	79.90	573	124	0	697	7.17	1.55	0.00	8.72
NSCI	NON-TENURE TRACK	15.48	13	4	0	17	0.84	0.26	0.00	1.10
SBEH	TOTAL FACULTY	81.68	344	212	0	556	4.21	2.60	0.00	6.81
SBEH	TENURED/TENURE-TRACK	70.00	307	188	0	495	4.39	2.69	0.00	7.07
SBEH	NON-TENURE TRACK	11.68	37	15	0	52	3.17	1.28	0.00	4.45

THE FOLLOWING DATA WERE NOT INCLUDED IN THE ANALYSIS

ALL	OTHER FACULTY		826	159	66	1051				
BUS	OTHER FACULTY		61	17	0	78				
ED	OTHER FACULTY		457	127	48	632				
HFA	OTHER FACULTY		281	1	18	300				
NSCI	OTHER FACULTY		21	4	0	25				
SBEH	OTHER FACULTY		0	9	0	9				
OTHR	NON-TENURE TRACK	6.00	162	0	0	162				27.00
OTHR	OTHER FACULTY		6	1	0	7				
OTHR	TENURED/TENURE-TRACK	24.00	54	0	0	54				2.25
OTHR	TOTAL FACULTY	30.00	222	1	0	223				7.43

File: FWL4U

IOWA BOARD OF REGENTS

FACULTY WORKLOAD

UNIVERSITY OF NORTHERN IOWA

UNDERGRADUATE FACULTY CREDIT HOURS

			ORGANIZED INSTRUCTION							INDIVIDUAL INSTRUCTION						
SCHOOL	CATEGORY	IFTE	U1	U2	TOTAL	ORG U1/ IFTE	ORG U2/ IFTE	TOTAL ORG/ IFTE	U1	U2	TOTAL	IND U1/ IFTE	IND U2/ IFTE	TOTAL IND/ IFTE
ALL	TOTAL FACULTY	539.97	2308	982	3290	4.27	1.82	6.09	127	397	524	0.24	0.74	0.97
ALL	TENURED/T-TRACK	435.86	1485	627	2112	3.41	1.44	4.85	89	265	354	0.20	0.61	0.81
ALL	NON-TENURE TRACK	104.11	767	287	1054	7.37	2.76	10.12	38	59	97	0.36	0.57	0.93
BUS	TOTAL FACULTY	66.33	229	263	492	3.45	3.97	7.42	0	15	15	0.00	0.23	0.23
BUS	TENURED/T-TRACK	40.00	84	137	221	2.10	3.43	5.53	0	1	1	0.00	0.03	0.03
BUS	NON-TENURE TRACK	26.33	139	105	244	5.28	3.99	9.27	0	0	0	0.00	0.00	0.00
ED	TOTAL FACULTY	118.72	367	212	579	3.09	1.79	4.88	30	86	116	0.25	0.72	0.98
ED	TENURED/T-TRACK	96.00	209	161	370	2.18	1.68	3.85	22	55	77	0.23	0.57	0.80
ED	NON-TENURE TRACK	22.72	145	30	175	6.38	1.32	7.70	8	11	19	0.35	0.48	0.84
HFA	TOTAL FACULTY	147.86	893	244	1137	6.04	1.65	7.69	97	97	194	0.66	0.66	1.31
HFA	TENURED/T-TRACK	125.96	637	159	796	5.06	1.26	6.32	67	69	136	0.53	0.55	1.08
HFA	NON-TENURE TRACK	21.90	241	75	316	11.00	3.42	14.43	30	18	48	1.37	0.82	2.19
NSCI	TOTAL FACULTY	95.38	424	126	550	4.45	1.32	5.77	0	86	86	0.00	0.90	0.90
NSCI	TENURED/T-TRACK	79.90	304	99	403	3.80	1.24	5.04	0	73	73	0.00	0.91	0.91
NSCI	NON-TENURE TRACK	15.48	108	26	134	6.98	1.68	8.66	0	4	4	0.00	0.26	0.26
SBEH	TOTAL FACULTY	81.68	366	126	492	4.48	1.54	6.02	0	103	103	0.00	1.26	1.26
SBEH	TENURED/T-TRACK	70.00	251	71	322	3.59	1.01	4.60	0	67	67	0.00	0.96	0.96
SBEH	NON-TENURE TRACK	11.68	110	42	152	9.42	3.60	13.01	0	23	23	0.00	1.97	1.97

THE FOLLOWING DATA WERE NOT USED IN THE ANALYSIS

ALL	OTHER FACULTY		56	68	124				0	73	73			
BUS	OTHER FACULTY		6	21	27				0	14	14			
ED	OTHER FACULTY		13	21	34				0	20	20			
HFA	OTHER FACULTY		15	10	25				0	10	10			
NSCI	OTHER FACULTY		12	1	13				0	9	9			
SBEH	OTHER FACULTY		5	13	18				0	13	13			
OTHR	NON-TENURE TRACK	6.00	24	9	33	4.00	1.50	5.50	0	3	3	0.00	0.50	0.50
OTHR	OTHER FACULTY		5	2	7				0	7	7			
OTHR	TENURED/TENURE-TRA	24.00	0	0	0	0.00	0.00	0.00	0	0	0	0.00	0.00	0.00
OTHR	TOTAL FACULTY	30.00	29	11	40	0.97	0.37	1.33	0	10	10	0.00	0.33	0.33

File: FWL4G

IOWA BOARD OF REGENTS
FACULTY WORKLOAD
UNIVERSITY OF NORTHERN IOWA
GRADUATE FACULTY CREDIT HOURS

SCHOOL	CATEGORY	IFTE	ORGANIZED	INDIVIDUAL	THESIS & DISSERTATION	ORG/ IFTE	IND/ IFTE	T&D/ IFTE
ALL	TOTAL FACULTY	539.97	1550	669	104	2.87	1.24	0.19
ALL	TENURED/T-TRACK	435.86	1202	511	72	2.76	1.17	0.17
ALL	NON-TENURE TRACK	104.11	222	67	0	2.13	0.64	0.00
BUS	TOTAL FACULTY	66.33	135	32	0	2.04	0.48	0.00
BUS	TENURED/T-TRACK	40.00	90	11	0	2.25	0.28	0.00
BUS	NON-TENURE TRACK	26.33	33	3	0	1.25	0.11	0.00
ED	TOTAL FACULTY	118.72	417	182	63	3.51	1.53	0.53
ED	TENURED/T-TRACK	96.00	296	108	36	3.08	1.13	0.38
ED	NON-TENURE TRACK	22.72	58	20	0	2.55	0.88	0.00
HFA	TOTAL FACULTY	147.86	499	190	41	3.37	1.28	0.28
HFA	TENURED/T-TRACK	125.96	401	164	36	3.18	1.30	0.29
HFA	NON-TENURE TRACK	21.90	66	22	0	3.01	1.00	0.00
NSCI	TOTAL FACULTY	95.38	250	95	0	2.62	1.00	0.00
NSCI	TENURED/T-TRACK	79.90	227	88	0	2.84	1.10	0.00
NSCI	NON-TENURE TRACK	15.48	13	4	0	0.84	0.26	0.00
SBEH	TOTAL FACULTY	81.68	227	170	0	2.78	2.08	0.00
SBEH	TENURED/T-TRACK	70.00	185	140	0	2.64	2.00	0.00
SBEH	NON-TENURE TRACK	11.68	36	18	0	3.08	1.54	0.00

THE FOLLOWING DATA WERE NOT USED IN THE ANALYSIS

ALL	OTHER FACULTY		126	91	32			
BUS	OTHER FACULTY		12	18	0			
ED	OTHER FACULTY		63	54	27			
HFA	OTHER FACULTY		32	4	5			
NSCI	OTHER FACULTY		10	3	0			
SBEH	OTHER FACULTY		6	12	0			
OTHR	NON-TENURE TRACK	6.00	16	0	0	2.67	0.00	0.00
OTHR	OTHER FACULTY		3	0	0			
OTHR	TENURED/T-TRACK	24.00	3	0	0	0.13	0.00	0.00
OTHR	TOTAL FACULTY	30.00	22	0	0	0.73	0.00	0.00

File: UPREP

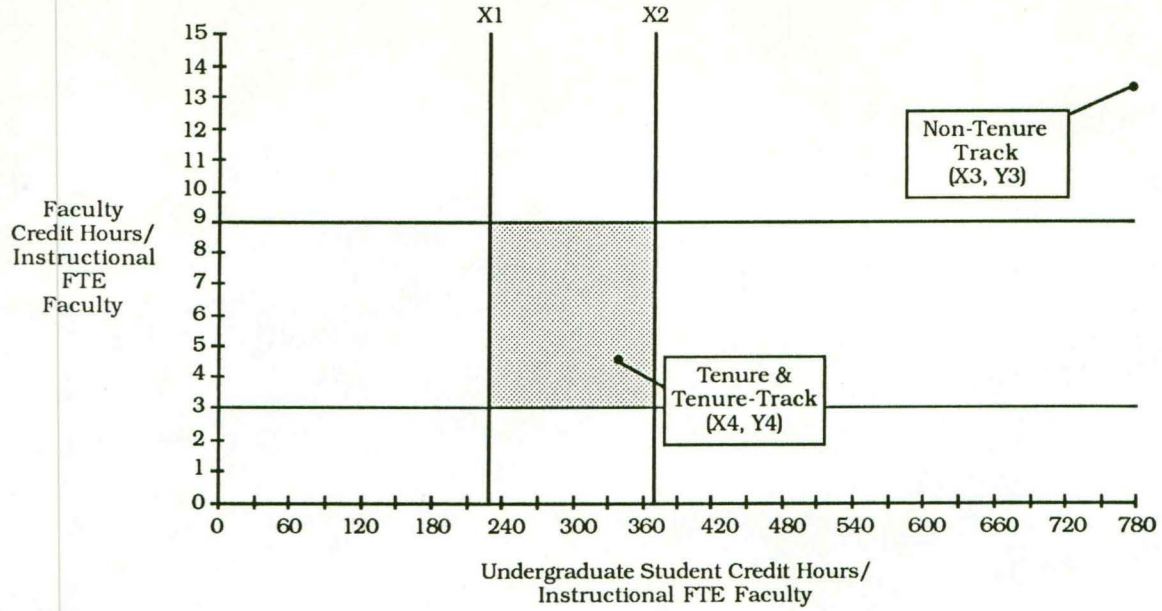
IOWA BOARD OF REGENTS
FACULTY WORKLOAD
UNIVERSITY OF NORTHERN IOWA

SCHOOL	CATEGORY	INSTRUCTIONAL FULL-TIME EQUIVALENT FACULTY	UNIQUE PREPARATIONS: NUMBER OF ORGANIZED INSTRUCTION SECTIONS	UNIQUE PREPARATIONS: ORGANIZED INSTRUCTION UNIQUE PREPARATIONS	NO. OF SECNS/ IFTE	UNIQUE PREPS/ IFTE	UNIQUE PREPARATION RATIO
ALL	TOTAL FACULTY	539.97	1848	1407	3.42	2.61	0.76
BUS	TOTAL FACULTY	66.33	214	137	3.23	2.07	0.64
ED	TOTAL FACULTY	118.72	441	313	3.71	2.64	0.71
HFA	TOTAL FACULTY	147.86	599	490	4.05	3.31	0.82
NSCI	TOTAL FACULTY	95.38	311	230	3.26	2.41	0.74
SBEH	TOTAL FACULTY	81.68	248	212	3.04	2.60	0.85
ALL	TENURED/TENURE-TRACK	435.86	1248	975	2.86	2.24	0.78
BUS	TENURED/TENURE-TRACK	40.00	104	65	2.60	1.63	0.63
ED	TENURED/TENURE-TRACK	96.00	280	203	2.92	2.11	0.73
HFA	TENURED/TENURE-TRACK	125.96	437	368	3.47	2.92	0.84
NSCI	TENURED/TENURE-TRACK	79.90	252	188	3.15	2.35	0.75
SBEH	TENURED/TENURE-TRACK	70.00	174	150	2.49	2.14	0.86
ALL	NON-TENURE TRACK	104.11	502	344	4.82	3.30	0.69
BUS	NON-TENURE TRACK	26.33	96	60	3.65	2.28	0.63
ED	NON-TENURE TRACK	22.72	125	77	5.50	3.39	0.62
HFA	NON-TENURE TRACK	21.90	136	99	6.21	4.52	0.73
NSCI	NON-TENURE TRACK	15.48	50	35	3.23	2.26	0.70
SBEH	NON-TENURE TRACK	11.68	65	53	5.57	4.54	0.82

THE FOLLOWING DATA WERE NOT USED IN THE ANALYSIS

SCHOOL	CATEGORY	INSTRUCTIONAL FULL-TIME EQUIVALENT FACULTY	UNIQUE PREPARATIONS: NUMBER OF ORGANIZED INSTRUCTION SECTIONS	UNIQUE PREPARATIONS: ORGANIZED INSTRUCTION UNIQUE PREPARATIONS	NO. OF SECNS/ IFTE	UNIQUE PREPS/ IFTE	UNIQUE PREPARATION RATIO
ALL	OTHER FACULTY		98	88			
BUS	OTHER FACULTY		14	12			
ED	OTHER FACULTY		36	33			
HFA	OTHER FACULTY		26	23			
NSCI	OTHER FACULTY		9	7			
SBEH	OTHER FACULTY		9	9			
OTHR	NON-TENURE TRACK	6.00	30	20	5.00	3.33	0.67
OTHR	OTHER FACULTY		4	4			
OTHR	TENURED/TENURE-TRACK	24.00	1	1	0.04	0.04	1.00
OTHR	TOTAL FACULTY	30.00	35	25	1.17	0.83	0.71

Iowa Board of Regents
University of Northern Iowa - KEY
Faculty Instructional Load
Fall, 1986



X1 - Lower boundary peer data
Total Undergraduate Student Credit Hours / (Tenured + Tenure-Track + Non-Tenure Track Faculty Instructional FTE)

X2 - Upper boundary peer data
Total Undergraduate Student Credit Hours / (Tenured + Tenure-Track + Non-Tenure Track Faculty Instructional FTE)

X3 - UNI data
Non-Tenure Track Faculty Undergraduate Student Credit Hours / Non-Tenure Track Faculty Instructional FTE

Y3 - UNI data
Non-Tenure Track Faculty Undergraduate Faculty Credit Hours (organized instruction) / Non-Tenure Track Faculty Instructional FTE

X4 - UNI data
Tenured + Tenure-Track Faculty Undergraduate Student Credit Hours / Tenured + Tenure-Track Faculty Instructional FTE

Y4 - UNI data
Tenured + Tenure-Track Faculty Undergraduate Faculty Credit Hours (organized instruction) / Tenured + Tenure-Track Faculty Instructional FTE

X5 - UNI data
Total Undergraduate Student Credit Hours / (Tenured + Tenure-Track + Non-Tenure Track Faculty Instructional FTE)

Y5 - UNI data
(Tenured + Tenure-Track + Non-Tenure Track Faculty Undergraduate Faculty Credit Hours (organized instruction)) / (Tenured + Tenure-Track + Non-Tenure Track Faculty Instructional FTE)