

University of Alaska Faculty Workload Assignment Process

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

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

For UNAC the workload process begins in February, when faculty consult with the department head/chair (or other academic coordinator) to find out the teaching and service needs of their unit for the coming academic year. Faculty prepare in writing, the proposed workload for the following year. The proposed teaching normally includes credit courses, credit courses in the case of extension faculty; graduate student thesis research supervision; and academic advising. Research includes the effort specified in external grants and contracts; grant/contract proposal preparation; writing of rese,

reviews the proposed workloads and makes changes as needed to ensure that all teaching, externally funded research, and service needs of academic unit are met. The administrator

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

Student Headcount to Total Instructional Faculty Headcount UAA UAF UAS

Student FTE to Total Instructional Faculty FTE UAA UAF UAS

University of Alaska Fairbanks Context for Student/Faculty Ratio Tables

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

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

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

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

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

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

UAF Peer (includes both research and academic peers)	Total Research Expenditures FY11 (thousands)	FTE enrollment Fall 2012	Research Expenditures/ FTE student	% of Undergraduate Certificates and Associate Degrees Relative to Total Awards
Idaho State University	\$21,450	10751	2.0	24.5%
Kansas State University	\$169,197	21461	7.9	1.0%
Montana State University	\$125,966	12376	10.2	2.9%
New Mexico State University-Main Campus	\$139,062	15049	9.2	0.7%
North Dakota State University-Main Campus	\$134,064	12766	10.5	0.0%
Oregon State University	\$228,814	23161	9.9	0.0%
The University of Montana	\$60,159	12633	4.8	

