

**Faculty Teaching Load Responsibility
Executive Summary
Fall 1999**

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EXECUTIVE SUMMARY
FACULTY TEACHING LOAD RESPONSIBILITY
FALL 1999

This report summarizes the analysis of the on-campus teaching loads of full-time, regular, ranked faculty for the fall 1999 semester. Measures of teaching load presented in this report include the following: average section credits assigned, number of sections taught, average section credit value, section enrollment, and student credit hours generated. Beyond reporting teaching loads for fall 1999, the report includes a comparative analysis of changes in teaching loads since fall 1995.

Key findings include:

- The average number of section credits assigned to full-time, regular, ranked faculty was 8.7 (Table 1).
- Full-time, regular, ranked faculty were responsible for 55% of all on-campus sections and 51% of all on-campus student credit hours produced (Table 2).
- The average number of sections assigned to full-time, regular, ranked faculty was 3.2 (Table 1).
- The average number of student credit hours produced by full-time, regular, ranked faculty was 143 (Table 1).
- Since 1995, the average assigned section credits of full-time, regular, ranked faculty has gradually declined on the Kansas City, Rolla, and St. Louis campuses (Table 3a).
- UM-System totals indicate that the average student credit hours produced by full-time, regular, ranked faculty has dropped 8% over the past five years (Table 3e).
- System-wide, graduate assistants were responsible for 43% of the lower division sections taught in the fall of 1999 (Table 4).

AVERAGE INSTRUCTIONAL RESPONSIBILITY AND PRODUCTIVITY

Table 1 shows the average number of section credits, sections, student credit hours and section enrollments for full-time, ranked, regular faculty during the fall 1999 semester. Each dimension provides an important measure of faculty responsibility and productivity.

- System-wide, faculty were assigned an average of 8.7 section credits.
- The average number of section credits assigned ranged from 8.0 at UMSL to 9.6 at UMKC.
- The average number of sections assigned system-wide was 3.2.
- The highest average student credit hour production per faculty was at UMC (149), while the overall system average was 143 student credit hours.
- Average section enrollments ranged from 18.7 at UMC to 13.9 at UMKC. System-wide, the average was 16.9.

Table 1: On-Campus Average Instructional Responsibility and Productivity of Full-time, Ranked, Regular Faculty, Fall 1999

Rank	Number	Average Responsibility		Average Productivity	
		Section Credits Taught	Number of Sections Taught	Student Credit Hours Produced	Average Section Size
University of Missouri - System					
Professor	772	8.9	3.3	139	16.7
Associate Professor	713	8.8	3.3	144	16.9
Assistant Professor	424	8.2	3.0	136	17.1
Instructor	1	8.0	4.0	232	29.0
Total/Average	1910	8.7	3.2	143	16.9
Percentage/Index*	100%	1.00	1.00	1.00	1.00
University of Missouri - Columbia					
Professor	381	8.8	3.3	154	19.1
Associate Professor	337	8.5	3.1	147	18.0
Assistant Professor	207	7.9	2.9	142	18.8
Instructor	1	8.0	4.0	232	29.0
Total/Average	926	8.6	3.2	149	18.7
Percentage/Index*	48%	0.98	0.99	1.04	1.11
University of Missouri - Kansas City					
Professor	137	9.6	3.5	126	13.1
Associate Professor	166	9.9	3.7	132	13.6
Assistant Professor	97	9.2	3.3	145	15.8
Instructor	1	8.0	4.0	232	29.0
Total/Average	400	9.6	3.5	133	13.9
Percentage/Index*	21%	1.10	1.09	0.93	0.83
University of Missouri - Rolla					
Professor	136	9.3	3.6	127	15.2
Associate Professor	88	8.8	3.3	147	19.1
Assistant Professor	62	8.5	3.0	120	15.0
Instructor	1	8.0	4.0	232	29.0
Total/Average	286	9.2	3.4	132	16.4
Percentage/Index*	15%	1.06	1.05	0.92	0.97
University of Missouri - St. Louis					
Professor	118	7.7	2.7	120	15.1
Associate Professor	120	8.4	3.2	151	17.4
Assistant Professor	58	7.4	2.7	117	15.4
Instructor	1	8.0	4.0	232	29.0
Total/Average	296	8.0	2.8	132	16.2
Percentage/Index*	15%	0.92	0.88	0.92	0.96

* Index computed relative to UM-System average.

NOTE: Due to rounding, some columns may not total.

INSTRUCTIONAL CONTRIBUTION

Table 2 depicts the relative contribution of full-time, regular, ranked faculty by presenting the percent of the total section credits, sections, student credit hours, and section enrollments that these faculty members provide.

- Full-time, regular, ranked faculty were responsible for 58% of the assigned section credits.
- At UMR, they were responsible for 74% of the section credits, while at UMSL, they were responsible for 39% of the section credits.
- System-wide, 55% of all sections were assigned to this group. These faculty members were assigned two of every three sections offered at UMR and two of every five sections offered at UMSL.

Table 2: On-Campus Instructional Contribution of Full-time, Regular, Ranked Faculty, Fall 1999

Rank	Section Credits	Percent of Total:		
		Sections Taught	Student Credit Hours	Section Enrollments
University of Missouri - System				
Professor	24	23	20	20
Associate Professor	22	21	20	19
Assistant Professor	11	11	10	10
Instructor	0	0	0	0
Total	58	55	51	49
University of Missouri - Columbia				
Professor	26	23	22	20
Associate Professor	22	20	20	18
Assistant Professor	12	11	11	10
Instructor	0	0	0	0
Total	60	54	53	48
University of Missouri - Kansas City				
Professor	24	24	19	19
Associate Professor	26	26	23	25
Assistant Professor	12	11	11	11
Instructor	0	0	0	0
Total	62	62	53	55
University of Missouri - Rolla				
Professor	36	32	30	29
Associate Professor	24	22	24	23
Assistant Professor	14	13	13	11
Instructor	0	0	0	0
Total	74	67	67	63
University of Missouri - St. Louis				
Professor	13	13	11	12
Associate Professor	18	18	16	16
Assistant Professor				

COMPARISONS TO PREVIOUS FALL SEMESTERS

Tables 3a – 3e show comparisons of this semester's teaching load to the previous four fall semesters. More specifically, the tables display five-year historical trends for:

- Average assigned section credits (Table 3a)
- Average number of sections (Table 3b)
- Average credit value assigned to sections (Table 3c)
- Average enrollment per section (Table 3d)
- Average student credit hours produced (Table 3e)

The key findings include:

- System-wide there has been a slight decline in the average number of section credits assigned (-0.2) over the past five years (Table 3a).
- At the system level, the most significant decreases in average section credits assigned occurred with Assistant Professors (-0.6) and Associate Professors (-0.4), while the average for Professors remained relatively stable (Table 3a).
- System-wide, the number of clinical, independent study, laboratory, and recitation sections declined slightly during the past five years, while the number of lecture sections increased during this period (Table 3b).
- Average enrollment per section has declined on three of the four campuses (the exception is UMC). System-wide, enrollment per section has dropped from 17.5 in 1995 to 16.9 students per section in 1999 (Table 3d).
- Over the past five years, the average student credit hours produced by full-time, regular, ranked faculty has decreased on each of the four campuses. System-wide, average student credit hours produced by this group of faculty has dropped from 156 in 1995 to 143 in 1999 (Table 3e).

**Table 3a: Comparison of Average Assigned Section Credits of
Full-time, Regular, Ranked Faculty,
Fall 1995 - Fall 1999**

Campus	1995	1996	1997	1998	1999	Change	Percent Change
Full-time, Regular, All Ranks							
UMC	8.3	8.6	8.2	8.4	8.5	0.2	2%
UMKC	10.4	10.1	10.1	9.9	9.6	-0.8	-8%
UMR	9.5	9.7	9.7	9.4	9.0	-0.5	-5%
UMSL	8.8	8.3	7.9	8.3	7.9	-0.9	-10%
UM-System	8.9	9.0	8.7	8.8	8.7	-0.2	-2%

Professor

UMC

**Table 3b: Comparison of Number of Sections Assigned to
Full-time, Regular, Ranked Faculty,
Fall 1995 - Fall 1999**

Campus	1995	1996	1997	1998	1999	Change	Percent Change
	All Section Types						
UMC							

**Table 3c: Comparison of Average Credit Value per Section, By Section Type,
For Full-time, Regular, Ranked Faculty,
Fall 1995 - Fall 1999**

Campus	1995	1996	1997	1998	1999	Change	Percent Change
All Section Types							
UMC	2.71	2.71	2.68	2.67	2.71	-0.01	0%
UMKC	2.74	2.71	2.73	2.74	2.71	-0.02	-1%
UMR	2.80	2.77	2.81	2.72	2.69	-0.11	-4%
UMSL	2.74	2.74	2.73	2.82	2.73	-0.02	-1%
UM-System	2.74	2.72	2.72	2.71	2.71	-0.03	-1%
Field/Clinical Sections							
UMC	3.04	2.98	3.10	2.51	3.32	0.27	9%
UMKC	3.14	3.00	3.23	3.44			

**Table 3d: Comparison of Average Enrollment per Section, By Section Type,
For Full-time,**

**Table 3e: Comparison of Average Student Credit Hours Produced by
Full-time, Regular, Ranked Faculty,
Fall 1995 - Fall 1999**

Campus	1995	1996	1997	1998	1999	Change	Percent Change
Full-time, Regular, All Ranks							
UMC	155	147	152	154	149	-6	-4%
UMKC	154	149	148	129	133	-21	-14%
UMR	151	152	144	139	132	-19	-13%
UMSL	168	145	149	139	132	-36	-21%
UM-System	156	148	150	144	143	-13	-8%
Professor							
UMC	161	155	152	150	154	-7	-4%
UMKC	146	138	141	118	126	-20	-14%
UMR	136	144	137	131	127	-9	-7%
UMSL	154	125	136	127	120	-34	-22%
UM-System	153	146	145	138	139	-14	-10%
Associate Professor							
UMC	172	150	151	164	147	-25	-15%
UMKC	157	148	145	139	132	-25	-16%
UMR	172	170	161	154	147	-25	-15%
UMSL	169	152	151	143	151	-18	-11%
UM-System	168	153	151	153	144	-24	-9%
Assistant Professor							
UMC	125	130	154	143	142	17	14%
UMKC	162	174	169	128	145	-17	-10%
UMR	147	140	129	136	120	-27	-18%
UMSL	177	157	166	152	117	-60	-34%
UM-System	143	143	155	140	136	-7	-5%
Instructor							
UMC	155	259	208	119	232	77	50%
UMKC	221	253	217	196		-221	
UMR	312	243				-312	
UMSL	310	42	102	273		-310	
UM-System	240	199	176	196	232	-8	-3%

Note: Change and percent change are rounded.

TEACHING LOADS OF GRADUATE TEACHING ASSISTANTS

Graduate teaching assistants continued to represent a significant component of the educational delivery system at the University of Missouri. This was most notable at UMC and especially at the lower division level (Table 4).

- On average, graduate assistants were responsible for two sections during fall 1999, reflecting 3.6 section credits.
- For the system, graduate assistants were responsible for 15.6% of all sections taught during fall 1999.
- At UMC, graduate assistants were responsible for over 54% of the lower division sections while at UMR they were responsible for 31% of the lower division sections.
- At UMKC and UMSL, 11% and 19% of all lower division sections were assigned to graduate assistants, respectively.
- For the system, graduate assistants taught 27% of the lower division lecture sections.

Table 4: Teaching Loads of Graduate Teaching Assistants, Fall 1999

On-Campus Average Instructional Responsibility and Productivity

	CampusNumber	Average Responsibility		Average Productivity	
		Section Credits Taught	Number of Sections Taught	Student Credit Hours Produced	Section Size
UM-Columbia	595	4.1	2.3	94.1	22.4
UM-Kansas City	62	3.6	1.3	69.7	18.9
UM-Rolla	142	2.0	1.4	47.2	20.5
UM-St. Louis	78	3.4	1.7	79.5	21.0
UM-System	877	3.6	2.0	83.5	21.9

On-Campus Instructional Contribution

Campus	Percent of Total:			
	Section Credits	Sections Taught	Student Credit Hours	Section Enrollments
UM-Columbia	18.4	24.7	20.5	26.0
UM-Kansas City	3.6	3.5	4.6	4.4
UM-Rolla	8.2	13.6	11.5	15.8
UM-St. Louis	4.4	6.2	5.5	7.0
UM-System	11.0	15.6	13.6	17.9

Number and Percentage of Total On-Campus Lower Division Sections Taught

Campus	Section Type											
	Field/Clinical		Indep Study		Laboratory/Studio		Lecture		Recitation/Seminar/Discuss		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
UM-Columbia	2	22%	14	12%	370	71%	347	39%	441	72%	1,173	54%
UM-Kansas City			3	4%	10	17%	45	11%	0	0%	58	11%
UM-Rolla					53	45%	25	15%	30	53%	108	31%
UM-St. Louis					19	33%	12	12%	39	23%	70	19%
UM-System	2	22%	17	7%	452	60%	429	27%	510	60%	1,409	41%

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SPECIAL NOTE

The accuracy and timeliness of the teaching load data contained in this report are dependent upon the accuracy and integrity of the data maintained by the custodians of the student information and personnel/payroll systems. Because the information contained in this report is compiled by the merging of two distinct administrative systems, the data reported do not represent official, independent counts of faculty, student enrollments, credit hours, or sections. Beginning fall 1995, lecture sections have been identified separately from recitation/seminar/discussion sections. Where appropriate, historical data have been modified to