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Executive Summary
For the purpose of comparing Truman State University’s compensation (salary and benefits) structure to other institutions of higher education, 11 comparison schools were identified based on a number of criteria. For the purpose of examining Truman’s summer pay structure, a number of other public universities in Missouri were surveyed, as well as the 11 designated comparison schools. Some considerations of merit pay were included in the appendix of this report, although the issue was not thoroughly investigated. (It is noted that questions of merit pay quickly initiate discussions of faculty load, roles, and responsibilities).
The comparison school group, as identified, consists of eight COPLAC universities (Council of Public Liberal Arts Colleges and universities), and three other.
Data collected suggest that Truman’s faculty compensation package—salary and benefits—lags behind the average of comparable schools. This appears to be true at all ranks, although most notably at the rank of full professor. Regardless of rank, evidence based on some measures, as presented below, indicate that this lag may be substantial.
In all comparisons regarding summer pay, Truman is positioned firmly at the bottom of the scale.

I. Introduction
The members of the Truman Faculty Compensation Ad Hoc Committee would like to thank the Faculty Senate for the opportunity to conduct this study and are pleased to issue this report. We were charged with:
• determining comparison schools
• gathering information on the pay structure at these schools, including salary and benefits
• researching merit pay structures at these and other institutions
• researching summer salary structures at these and other institutions

We have largely fulfilled these charges, with the following exceptions. Extensive information on salary structures of comparison schools—narrowly defined and more broadly construed—were collected; however, opportunities to supplement salaries through internal grants were not identified. Comparative data on Truman’s benefits package are provided; however, an extensive and detailed comparison of benefit packages with similar institutions was ultimately beyond our capacity due to limitations in professional (human resources) expertise and time constraints. Information on merit pay structures at comparison and other institutions was not collected; however, some sample criteria by which some other universities determine faculty merit pay are included in this report. Finally, information on current summer teaching policies and summer pay schedules at comparison and other schools not gathered in the spring have been collected for this final report. The table reporting comparative summer salary data at selected Midwest public schools (gathered and reported by Professor David Gruber in 1997) has been moved to the appendix.
The issue of faculty compensation must be evaluated in various contexts. At a minimum such contexts would include four considerations: a) faculty compensation compared with other similar schools, b) the nature of the university charter, mission, reputation and academic aspirations c) the comparative salary schedules of other university staff (e.g., executive, administrative, technical, clerical, other support) relative both to internal staff hierarchy and external horizontal comparisons and d) competitive regional and national salary trends for professionals with postgraduate training employed outside of academia. While this report makes a substantive contribution to an understanding of the first context, we on the committee would respectfully suggest that members of Faculty Senate might include consideration of the other three contexts in subsequent deliberation.
a. Faculty Compensation Relative to Other Similar Schools
Addressed below.

b. Nature of the University
As most students and employees are well aware, Truman University is Missouri’s designated public liberal arts and sciences university, with highly selective admission and an institutional commitment to excellence. A recognized element of this excellence is high-quality faculty. One explicit goal of Affirming the Promise (1997-2007)¹, is to “recruit and retain diverse faculty with impressive academic credentials, solid experience in the liberal arts and sciences, dedication to the support and cultivation of student progress, and a strong commitment to continuing scholarly and professional development” (p. 60). To underscore the importance of this point, Affirming the Promise goes on to describe the anticipated result of this faculty recruitment and retention goal in some detail:

To recruit new, full-time, tenure-track faculty who have outstanding professional qualifications earned at leading institutions and a strong background in the liberal arts and sciences; specific indicators shall include the following: (a) percentage of new faculty who earned an undergraduate degree at Baccalaureate I (as defined by Carnegie Classification) or comparable liberal arts institution; (b) percentage of new faculty who exhibited significant breadth in undergraduate education outside the major field of study; (c) percentage of new faculty who earned academic honors as an undergraduate, e.g., cum laude or higher, Phi Beta Kappa, Phi Kappa Phi, other general honors, or honors recognition in the major; (d) percentage of new faculty who earned academic honors as a graduate student or a practicing professional, e.g., teacher of the year; and (e) a listing of the graduate institutions at which new faculty earned their terminal degrees. A specific database for these measures is under development (p. 61).

But Truman is more than a collection of aspirations. The quality of its existing faculty is reflected in the institution’s high academic ratings. Truman enjoys a regional and even national reputation across several education-related domains. This fact makes the selection of a comparison group of similar institutions particularly challenging. In terms of university mission the 17 member institutions of the Council On Public Liberal Arts Colleges and universities (COPLAC) would be a logical comparison group; however, as discussed below, these schools vary widely on certain key comparison criteria—and very few enjoy the academic reputation of Truman. The difficulty of selecting comparison institutions is exemplified by the fact that university administration maintains (at least until recently) six different lists of “Comparison Groupings For Truman State University.”² This effort is complicated even further by Truman’s supportive institutional value of affordability (Affirming, pp. 5, 12-13) and its commitment to a lean administrative and staffing structure in conjunction with its emphasis on institutional quality. Just as “higher education in Missouri has, historically, functioned in the context of two competing values” (pro-education yet anti-tax, see Affirming, p. 67), so Truman University’s commitment to maximum quality at minimum cost also constitutes a fundamental tension. To the matter at hand, this committee has attempted under our charge to establish a reasonable comparison group of educational institutions that is realistic and, we feel, relatively conservative given Truman’s academic quality and emphasis on excellence in faculty.

² From Truman’s office of Institutional Research: U.S. News Twenty-five Best National Liberal Arts Colleges; U.S. News Fifteen Best Midwestern Universities; Council On Public Liberal Arts Colleges; Money Magazine Top Ten National Best Buys; Money Magazine Top Ten Highly Selective Best Buys; Selective Private Baccalaureate I Colleges (Enrollment Greater Than 1,900 and Academic Level 1 or 2 Per Money magazine).
c. Faculty Compensation Relative to Other Staff
In this context it is worth noting that different university staffing levels experience proportionately different compensation scales when compared with similar positions at other Missouri state universities. Likewise, different university staffing levels at Truman (e.g., executive, administrative, technical, clerical, other support) have experienced disproportionate increases in salary relative to other levels. Certainly faculty salaries at Truman have shown significant recent increases. But preliminary analysis reveals that while faculty saw (actual) salaries increase about 25 percent over the past ten years, Truman administrative personnel have seen about a 35 percent increase. While a more detailed look at these comparisons are relevant to consideration of faculty compensation at Truman, the issue of compensation “fairness and adequacy internally” was specifically excluded from this committee’s charge and will not be further considered in this study. Incidental data related to this issue may be presented to Faculty Senate separately by some members of this committee, independent the committee and of this report.

d. General Salary Trends, Non-Academic Sector
In the larger context of faculty compensation, it is appropriate to note a few general economic trends. While no single institution has influence over these trends, an awareness of them can at least enlighten discussion. In the current issue of *Academe* (March-April, 2000) an article by Prof. Linda Bell, chair of the Economics department of Haverford College, offers a sophisticated statistical analysis of current compensation packages at institutions of higher education. Based on a well-known annual survey by American Association of University Professors (AAUP), the article summarizes related data gathered from over 1,700 participating institutions. Bell highlights “the persistent and widening gap between salaries at public and private institutions, between faculty at research institutions and those at other types of institutions, and between women and men” (p. 21). With the first two discrepancies, at least, she concludes that most salary differences are probably a function of an institution’s ability to pay. Of even greater relevance here is the conclusion that, despite recent sustained growth in real salaries, faculty “are losing ground in relative terms to the many professionals who are cashing in on talents not dissimilar to our own in private-sector, non-academic jobs” (p. 13). For this analysis the author looked at data from the *Current Population Survey* (CPS) produced by the U.S. Bureau of Labor Statistics for the years 1997 and 1985. Bell calculates that whereas faculty could expect to earn about 13.8 percent less than other highly educated professionals in 1985, by 1997 the disadvantage had nearly doubled to roughly 24 percent (p. 15). After certain statistical controls were entered into the equation (demographic variables that affect earnings), the adjusted difference in pay was even wider: 23 percent in 1985, which rose to 32 percent in 1997. As for the recent national gains in faculty salaries in real terms, Bell points out that faculty salaries are actually lower, relatively, than they were in 1972. Bell declares that this concern over relatively lower, and declining, faculty income is not merely a personal one. She points out (to paraphrase freely) that economists have shown that people’s career decisions lag behind salary trends, often by many years. Deterioration in the relative salary position of faculty therefore raises a troubling question about the future of quality higher education in this country. “Could the growing opportunity cost of an academic career,” she asks, “end up discouraging future generations of brilliant students from pursuing [the profession]” (Bell, p. 13).

Coincidentally, a news item which may shed some light on the answer appeared the same week the *Academe* article was published. In the April 20 *Kansas City Star*, Mara Rose Williams reported on the nationwide K-12 teacher shortage. Over the next 10 years the nation will look for about 2.5 million teachers. For highly desirable teachers, some school districts are already offering $5,000 signing bonuses. According to the article, Missouri will need to hire about 10,000 teachers this year, Kansas about 1,200. The assistant director of Career and Employment Services at the University of Kansas stated that “There is no way we will be able to meet demand, no way.” The relevant observation to this study was made by Ken Bungent from the Kansas Board of Education, when he said (quoting the article) “the problem is not that universities and colleges are not preparing enough educators. *It’s that too many graduates are opting to work in the corporate arena*” (p. A12, emphasis added).
Again, it is beyond the capacity of Truman or even the state of Missouri to counter such national trends in faculty compensation. The information is offered here to help fit the local issue into a larger context.

II. **Summary of Method**

The first step was to determine the schools that were most comparable to Truman. The committee used the following criteria:

- Student enrollment, and the nature and extent of any postgraduate academic programs;
- Percentage of undergraduate student body graduating within the top 10 percent and top 25 percent of their high school class;
- SAT and ACT scores.
- Percentage graduating within six years;
- Student to faculty ratio; and
- Percentage of full-time faculty;

The most important of these were enrollment, ratio, and percentage of full-time faculty. Also considered was the Carnegie category of the institution. Schools not in Category IIA (like Truman) or IIB were automatically excluded. (These categories are defined below.) Using these criteria, the committee began by examining other Council of Public Liberal Arts Colleges and universities (COPLAC) schools, since this association--of which Truman is a member--features medium-sized schools with a largely undergraduate liberal arts and sciences mission. We then examined extensive reports from *Peterson’s* in order to identify additional schools similar to Truman on these criteria. Over several meetings the committee examined potential comparison schools and narrowed the list to eleven public universities. For information only, the committee selected three private universities to which Truman is sometimes compared academically, as well as four other Missouri schools for purposes of general reference. Also for information only, the committee reports the names of schools considered or discussed that were not included on the final comparison list. The Truman Faculty Senate approved the committee’s selection at its meeting on March 16, 2000.

The committee utilized three sources of faculty salary and compensation data: (a) an annual survey conducted by the American Association for University Professors (AAUP), (b) the College and University Personnel Association (CUPA), and, to a limited extent, the National Center for Education Statistics IPEDS (Integrated Postsecondary Education Data System). The AAUP conducts a yearly survey of faculty salaries and issues an annual report on the economic status of the profession in April. Table 1 presents these some of these data from 1997, 1998, and 1999. For each institution, average salaries are reported for professors, associate professors, assistant professors, instructors, and a weighted average for all ranks at the institution as a whole. These data do not, however, account for the wide variation between disciplines in salaries and overall compensation. We therefore also include data at the conclusion of the Appendix from CUPA’s annual report on faculty salaries, which is broken down by discipline and level. We have picked the disciplines reported by CUPA that seemed to best reflect disciplines at Truman, although inevitably there are differences. CUPA’s report also includes the percentage of each faculty for each level in each discipline (FAC Mix). CUPA reports separate data for schools whose faculty are represented in collective bargaining, those whose faculty is not represented in collective bargaining, and combined data. IPEDS data are available on the Web at http://nces.ed.gov/ipeds/index.html

The committee was not able to pursue the issue of merit pay in detail, but a sample faculty load report from the Florida Institute of Technology is provided in the Appendix. Regarding faculty merit and load--and the related issue of faculty release time--several Web sites could prove helpful. These include Sonoma State University (Faculty Merit Increases Criteria and Procedures) at http://www.sonoma.edu/UAffairs/policies/facultymerit.htm, and the University of Scranton (Faculty Affairs Council), at http://academic.scranton.edu/organization/fac/.
III. Findings:
The findings of this committee are presented primarily in tabular format under four headings based on our charge: (a) Identification of comparative schools and their salary scales; (b) benefit packages; (c) merit pay structures; (d) summer teaching pay. Again, lack of time and expertise precluded a thorough examination of benefit packages.

A. Schools and Salary
For clarity, much of the information in this report is presented in tabular format. To aid readability of the narrative portion of this report, most of those tables are positioned in the Appendix. For the list of comparison schools on selected criteria, see Table A1. For a list of potential comparison schools considered by rejected, see Table A2. For information purposes only a short list of selected private and Missouri public schools is itemized by comparison criteria in Table A3. Again for information purposes only, salary and compensation data of these schools are presented in Table A4. Table 1 below summarizes similar data for Truman and the comparison schools.


<table>
<thead>
<tr>
<th>U.S. News Ranking</th>
<th>CAT</th>
<th>Salary</th>
<th>Compensation Package</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>PR</td>
<td>AO</td>
</tr>
<tr>
<td>COPLAC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CA-Sonoma State</td>
<td>97</td>
<td>IIA</td>
<td>66.9</td>
</tr>
<tr>
<td>98</td>
<td>Regional</td>
<td>67.3</td>
<td>52.6</td>
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<tr>
<td>99</td>
<td>West, 21</td>
<td>71.5</td>
<td>56.8</td>
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<tr>
<td>MD-St. Mary's</td>
<td>97</td>
<td>IB</td>
<td>60.2</td>
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<tr>
<td>98</td>
<td>National, LAS</td>
<td>70.0</td>
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</tr>
<tr>
<td>99</td>
<td>Second Tier</td>
<td>72.4</td>
<td>55.5</td>
</tr>
<tr>
<td>MN-UM-Morris</td>
<td>97</td>
<td>IB</td>
<td>62.5</td>
</tr>
<tr>
<td>98</td>
<td>National Univ.</td>
<td>64.9</td>
<td>49.4</td>
</tr>
<tr>
<td>99</td>
<td>Second Tier</td>
<td>67.2</td>
<td>51.4</td>
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<tr>
<td>MO-TRUMAN</td>
<td>97</td>
<td>IIA</td>
<td>56.6</td>
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<tr>
<td>98</td>
<td>Regional</td>
<td>58.7</td>
<td>48.8</td>
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<td>99</td>
<td>Midwest, 9</td>
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<td>50.6</td>
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<tr>
<td>NC-UNC-Ashville</td>
<td>97</td>
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<td>98</td>
<td>National LAS</td>
<td>64.2</td>
<td>49.4</td>
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<tr>
<td>99</td>
<td>Fourth Tier</td>
<td>65.2</td>
<td>49.9</td>
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<tr>
<td>NJ-College of NJ</td>
<td>97</td>
<td>IIA</td>
<td>74.7</td>
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<td>(Trenton)</td>
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<td>99</td>
<td>North, 8</td>
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<td>NY-SUNY-Geneseo</td>
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<td>47.2</td>
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<tr>
<td>99</td>
<td>North, 8</td>
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<td>48.6</td>
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<tr>
<td>SC-College of Charleston</td>
<td>97</td>
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<td>South, 11</td>
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<td>VA-Mary Washington</td>
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<td>99</td>
<td>South, 5</td>
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<tr>
<td>Non-COPLAC</td>
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<tr>
<td>KY-Murray State</td>
<td>97</td>
<td>IIA</td>
<td>54.4</td>
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<td>57.0</td>
<td>48.2</td>
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<tr>
<td>99</td>
<td>South, 29</td>
<td>60.8</td>
<td>50.1</td>
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<td>MN-Winona State</td>
<td>97</td>
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<tr>
<td>98</td>
<td>Reg. Mid-West</td>
<td>IB</td>
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<tr>
<td>99</td>
<td>Second Tier</td>
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<tr>
<td>WI-Lacrosse</td>
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<td>Regional</td>
<td>58.0</td>
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<tr>
<td>99</td>
<td>Midwest, 23</td>
<td>60.8</td>
<td>51.7</td>
</tr>
</tbody>
</table>

Notes To Tables Based on (AAUP) Data:
(American Association of University Professors)
(From Academe, March-April 2000, p. 37)

**Instructional Faculty.** The instructional faculty is defined as those members of the instructional-research staff who are employed on a full-time basis and whose major regular assignment is instruction, including those with released time for research. Institutions are asked to exclude (a) instructional faculty who are employed to teach less than two semesters, three quarters, two trimesters, or two four-month sessions; (b) instructional faculty in preclinical and clinical medicine; (c) instructional faculty who are employed on a part-time basis; (d) administrative officers with titles such as dean of students, librarian, registrar, coach, and the like, even though they may devote part of their time to classroom instruction and may have faculty
status; (e) undergraduate or graduate students who assist in the instruction of courses, but have titles such as teaching assistant, teaching fellow, and the like; (f) faculty on leave without pay; and (g) replacement for faculty on sabbatical leave.

Salary. This figure represents the contracted salary excluding summer teaching, stipends, extra load, or other forms of remuneration. Where faculty members are given duties for eleven or twelve months, salary is converted to a standard academic-year basis by applying a factor of $9/11$ or 81.8 percent or by the official factor used in a publicly announced formula which is reflected in a footnote to the appendix tables of this report.

Compensation. Compensation represents salary plus major fringe benefits.

Category IIA (Comprehensive Institutions). These institutions are characterized by diverse postbaccalaureate programs (including first professional), but do not engage in significant doctoral-level education. Specifically, this category includes institutions not considered specialized schools in which the number of doctoral-level degrees granted is fewer than thirty or in which fewer than three unrelated disciplines are offered. In addition, these institutions must grant a minimum of thirty postbaccalaureate degrees and either grant degrees in three or more postbaccalaureate programs or, alternatively, have an interdisciplinary program at the postbaccalaureate level.

Category IIB (General Baccalaureate). These institutions are characterized by their primary emphasis on general undergraduate baccalaureate-level education. These institutions are not significantly engaged in postbaccalaureate education. Included in this category are institutions which are not considered specialized and in which the number of postbaccalaureate degrees granted is fewer than thirty or in which fewer than three postbaccalaureate-level programs are offered and which either (a) grant baccalaureate degrees in three or more program areas, or (b) offer a baccalaureate program in interdisciplinary studies.

Table 2. Truman Rank Against 11 Comparison Institutions by Faculty Rank in Salary and Compensation -- Not Adjusted for Cost of Living
(Source of Data: AAUP, Academe, March-April, 2000)

<table>
<thead>
<tr>
<th></th>
<th>PR</th>
<th>AQ</th>
<th>AI</th>
<th>IN</th>
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<tbody>
<tr>
<td>Truman Rank</td>
<td>7</td>
<td>6</td>
<td>10</td>
<td>-</td>
<td>9</td>
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<table>
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<th>AQ</th>
<th>AI</th>
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<td>9</td>
<td>7</td>
<td>10</td>
<td>-</td>
<td>11</td>
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</tbody>
</table>

Table 2, above, shows Truman’s relative position to the 11 comparison schools by academic rank in terms of salary and compensation. For a complete listing of these schools by salary and compensation by rank, see Table A5. For this information adjusted by cost-of-living (COL) see Table A6. That said it should be observed that although Truman faculty salaries and compensation do not compare favorably to all Category IIA universities nationwide, these measures do compare very favorably to Category IIA schools in the West North Central region (see Table A7). Aside from American Association for University Professors, the College and University Personnel Association, and Category IIA classifications there is another way to compare Truman with peer universities—a way that takes into account this school’s drive for academic quality and outstanding faculty. This alternative involves making an institutional commitment to being competitive at some
level with institutions of higher education well known for excellence. Truman’s Master Plan takes this approach where it states the goal of increasing the salaries of full-time, regular assistant and associate professors at Truman to at least 90 percent of the average for nationally ranked liberal arts colleges and increase full professors to at least 80 percent of the comparable national average ("provided sufficient mission enhancement funds are available"). Using the administration-provided list of U.S. News’ 25 Best National Liberal Arts Colleges, Truman fell about 10 percent short of those goals in 1999 (see Table A8).

Table A9, a list of the top 15 Missouri schools of higher education by average salary (all ranks) is offered for information purposes.

Finally there are offered here several sets of data from CUPA which shed additional light on the salary structure of Truman faculty compared nationally and to ten comparison institutions (College of Charleston, College of New Jersey, Murray State University, Sonoma State University, St. Mary’s College of Maryland, SUNY College at Geneseo, University of Minnesota-Morris, UNC at Asheville, University of Wisconsin-La Crosse, and Winona State University). (See also Table A19.)

B. Benefits

Table 3, below, is provided for information purposes. It may require additional explanation from Truman’s Office of Institutional Research.

<table>
<thead>
<tr>
<th>IN DOLLARS</th>
<th>AS A PERCENTAGE OF SALARY</th>
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<tbody>
<tr>
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<td>Retirement</td>
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<td>Medical Insurance</td>
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<td>Disability</td>
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<td>Tuition</td>
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<td>Benefits in Kind</td>
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<td>All Combined</td>
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</tbody>
</table>

Major Fringe Benefits. In general, the major fringe benefits include those where the institution (or state) makes a definite payment of a specified amount on behalf of and for the benefit of the individual faculty member. The major benefits include (a) social security (rate effective January 1998); (b) retirement contribution, regardless of the plan's vesting provision; (c) medical insurance; (d) dental insurance; (e) group life insurance; (f) disability income protection; (g) unemployment compensation; (h) workers' compensation; (i) tuition for faculty dependents (both waivers and remission are included); and (j) other benefits in kind with cash alternatives (for the most part, these include benefits such as moving expenses, housing, cafeteria plans or cash options to certain benefits, bonuses, and the like).
Comparative data from IPEDS regarding Truman’s Medical/Dental plan also suggests that faculty benefits at Truman are relatively low (Table 4).

Table 4. Medical/Dental Plans: 9/10 Month Contracts, Expenditures--1998
From the Integrated Postsecondary Education Data System (IPEDS)
(Faculty Salaries Data: Fringe benefits of full-time instructional faculty(SAL98_B))

<table>
<thead>
<tr>
<th>Institution Name</th>
<th>Total $</th>
<th>Participants</th>
<th>Average $</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE COLLEGE OF NEW JERSEY</td>
<td>2,111,998</td>
<td>322</td>
<td>6,559</td>
</tr>
<tr>
<td>UNIVERSITY OF MINNESOTA-MORRIS</td>
<td>695,742</td>
<td>114</td>
<td>6,103</td>
</tr>
<tr>
<td>UNIVERSITY OF WISCONSIN-LA CROSSE</td>
<td>1,739,486</td>
<td>337</td>
<td>5,162</td>
</tr>
<tr>
<td>WINONA STATE UNIVERSITY</td>
<td>1,163,452</td>
<td>280</td>
<td>4,155</td>
</tr>
<tr>
<td>SONOMA STATE UNIVERSITY</td>
<td>861,507</td>
<td>215</td>
<td>4,007</td>
</tr>
<tr>
<td>SUNY COLLEGE AT GENEO</td>
<td>778,416</td>
<td>226</td>
<td>3,444</td>
</tr>
<tr>
<td>MURRAY STATE UNIVERSITY</td>
<td>1,066,611</td>
<td>318</td>
<td>3,354</td>
</tr>
<tr>
<td>MARY WASHINGTON COLLEGE</td>
<td>538,614</td>
<td>161</td>
<td>3,345</td>
</tr>
<tr>
<td>SAINT MARYS COLLEGE OF MARYLAND</td>
<td>332,472</td>
<td>111</td>
<td>2,995</td>
</tr>
<tr>
<td>COLLEGE OF CHARLESTON</td>
<td>904,912</td>
<td>368</td>
<td>2,459</td>
</tr>
<tr>
<td>TRUMAN STATE UNIVERSITY</td>
<td><strong>829,150</strong></td>
<td><strong>350</strong></td>
<td><strong>2,369</strong></td>
</tr>
<tr>
<td>UNIVERSITY OF NORTH CAROLINA AT ASHEVILLE</td>
<td>279,335</td>
<td>161</td>
<td>1,735</td>
</tr>
</tbody>
</table>

C. Merit Pay / Release Time

Models for merit pay in higher education exist. Members of the committee regret they were not able to pursue details of successful merit pay structures at other universities. The committee did some cursory, preliminary investigation of these models and concluded (a) merit pay is possible and may be desirable, however, (b) the institution of merit pay at Truman would take strong leadership and a significant commitment of administration time and energy. As mentioned above, Regarding faculty merit and load-and the related issue of faculty release time--several Web sites could prove helpful. These include Sonoma State University (Faculty Merit Increases Criteria and Procedures) at http://www.sonoma.edu/UAffairs/policies/facultymerit.htm, and the University of Scranton (Faculty Affairs Council), at http://academic.scranton.edu/organization/fac/.

D. Summer teaching pay

Faculty salary compensation for summer teaching at Truman is the lowest offered by either set of comparison schools examined. Compensation by percentage is half what the University of Missouri system offers, and 50% less than the typical summer salary percentage offered by the comparison schools (see Table 5 below; see also Table A14).
Table 5. Faculty Summer Pay Calculation per Three-Credit Hour Course
Data for 1999/00 Academic Year
Compiled by Prof. Gary Jones, Truman State University, July, 2000 (gjones@truman.edu)
Sources of Information Available on Request

COPLAC
CA-Sonoma State Flat rates by rank Varies—See URL address below. E.g., for enrollment of 20:
   AI = $3375; AO = $4254; PR = $4458
   Generally, compensation for 1 month summer work max = 1/9th

MD-St. Mary’s Flat rates by rank Director is out of town. Call the Provost sometime…

MN-UNC-Morris Flat rates by rank 9% Of base annual salary per previous academic year;

NC-College of Asheville Flat rates by rank (In=2220; AI=2260; AO=2550; PR=2925, per 3-hr course)

NJ-College of NJ (Trenton) 6.25% or 5.25% without Ph.D.

NY-SUNY-Genesee Flat rate, $2400 Per 3-hour course

SC-College of Charleston 7.50% Of 9-month salary; or $83 per semester hr per student
   Summer cap is 22.5% of 9-month salary (with few exceptions)

VA-Mary Washington 7.20% Of base salary; guaranteed. If course is listed, it is taught.

Other

KY-Murray State 7.50%

MN-Winona State 6.75% -> with $2,877 minimum

WI-Lacrosse Not Obtained

Selected MO Schools (Information only)

MO-Mizzou 11% Of 9-month base pay; maximum

MO-UMKC 10%

MO-Rolla 10% 20% maximum compensation in the summer (via John Mulchan)

MO-UMSL 10% Of base salary for regular faculty; flat rates for adjuncts and lecturers

MO-Missouri Western 8.57% Equated hour load X (1/7) X (20%) [or .02857 per credit hour taught]

MO-Southeast 8.25% Of 9-month salary

MO-Missouri Southern 8.25% Of base salary

MO-Central 7.50% For Part-time faculty, 6.75%

MO-Southwest 7.50% Of 9-month base salary

MO-Northwest 7.50% Of annual (academic year) salary

MO-TRUMAN 5%

Relevant WEB Sites:

Cal State Salary Schedule
http://www.calstate.edu/hrpims/salary.htm

Cal State Summer Pay

U of M - Rolla
http://www.umr.edu/~chanc/policy/i114.htm

IV. Conclusions

Truman’s faculty compensation package lags behind that of comparable institutions as identified by this committee. Based on calculations provided by the VPAA’s office, Truman also remains slightly short of its Master Plan goals for salary of Professor, Associate Professor, and Assistant Professor. Whether considered substantial or slight, this lag does not seem to be improving, despite recent raises (Tables A10). Nor do continuing faculty do not seem to be faring well against some comparable institutions (Table A11)
The subject of employee benefits is extremely complex. Data presented above, although somewhat selective, suggests that Truman is not keeping pace with comparable universities in this realm. While Truman’s retirement plan appears solid, other aspects of compensation appear weak. This is in part a function of revenue, of course (see Table A15), but it is also a matter of will and dedication to the hiring and retention of quality faculty in a competitive market. A tentative comparison of aspects of Truman’s benefit package with KCOM’s is provided in the appendix (Table A16). Although at the margins of this committee’s charge, this report also includes data that suggest Truman’s wage-earning staff is also somewhat underpaid compared to a couple other state universities (Table A18). As noted above, this does not seem to be the case with administration compensation at Truman. Southwest Missouri State has attacked the issue of compensation by establishing a Salary Equity Adjustment plan (a small sample of which is shown in Table A17). Central Missouri and Northwest Missouri have also recently implemented new compensation calculation systems. If Truman is serious about evaluating the state of its institutional benefits package then consideration might be given to calling in the experts. Some firms experienced in higher education compensation analysis are suggested on CUPA’s Web site, specifically at:

http://www.cupahr.org/HRsolution/providers.html

The market is competitive. If Truman cannot remain competitive in terms of faculty salaries and total compensation packages, the talent may go elsewhere.
Table A1. Comparison Schools on Selected Criteria  
(Source: Peterson’s Guide)

<table>
<thead>
<tr>
<th>Public Schools</th>
<th>Undergraduates (Graduate Students)</th>
<th>Student:Faculty Ratio</th>
<th>UG Faculty (% fulltime)</th>
<th>6-year Graduation Rate</th>
<th>(Average) SAT Verbal Middle 50%</th>
<th>(Average) SAT Math Middle 50%</th>
<th>(Average) ACT Middle 50%</th>
<th>Top 10% of HS Class</th>
<th>Top 25% of HS Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of New Jersey</td>
<td>5853 (858)</td>
<td>14:1</td>
<td>626 (52%)</td>
<td>80%</td>
<td>(607) 560-660</td>
<td>(620) 580-670</td>
<td>(25) 22-28</td>
<td>59%</td>
<td>92%</td>
</tr>
<tr>
<td>University of Charleston</td>
<td>8876 (0)</td>
<td>18:1</td>
<td>671 (68%)</td>
<td>52%</td>
<td>(576) 530-620</td>
<td>(563) 520-600</td>
<td>(25) 22-28</td>
<td>27%</td>
<td>58%</td>
</tr>
<tr>
<td>Mary Washington</td>
<td>3596 (36)</td>
<td>18:1</td>
<td>242 (73%)</td>
<td>74%</td>
<td>550-650</td>
<td>550-630</td>
<td>(25) 22-28</td>
<td>44%</td>
<td>82%</td>
</tr>
<tr>
<td>University of Minnesota-Morris</td>
<td>1919 (0)</td>
<td>16:1</td>
<td>120 (100%)</td>
<td>63%</td>
<td>(550) 520-650</td>
<td>(570) 540-690</td>
<td>(25) 22-28</td>
<td>45%</td>
<td>76%</td>
</tr>
<tr>
<td>Murray State University</td>
<td>7347 (1556)</td>
<td>16:1</td>
<td>481 (77%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30%</td>
<td>64%</td>
</tr>
<tr>
<td>University of North Carolina - Asheville</td>
<td>2760 (40)</td>
<td>11:1</td>
<td>287 (56%)</td>
<td>52%</td>
<td>510-630</td>
<td>520-620</td>
<td>21-26</td>
<td>25%</td>
<td>66%</td>
</tr>
<tr>
<td>Sonoma State University</td>
<td>5856 (1147)</td>
<td>19:1</td>
<td>520 (49%)</td>
<td>45%</td>
<td>(522) 500-599</td>
<td>(523) 500-599</td>
<td>(25) 22-28</td>
<td>25%</td>
<td>55%</td>
</tr>
<tr>
<td>St Mary’s of Maryland</td>
<td>1539 (0)</td>
<td>13:1</td>
<td>173 (65%)</td>
<td>374%</td>
<td>(621) 580-680</td>
<td>(616) 570-660</td>
<td>(25) 22-28</td>
<td>48%</td>
<td>80%</td>
</tr>
<tr>
<td>SUNY - Geneseo</td>
<td>5197 (300)</td>
<td>19:1</td>
<td>334 (75%)</td>
<td>77%</td>
<td>(600) 560-640</td>
<td>(604) 570-620</td>
<td>(25) 22-28</td>
<td>48%</td>
<td>92%</td>
</tr>
<tr>
<td>Truman State University</td>
<td>5967 (354)</td>
<td>16:1</td>
<td>396 (90%)</td>
<td>64%</td>
<td>(614) 560-670</td>
<td>(610) 560-670</td>
<td>(25) 22-28</td>
<td>45%</td>
<td>81%</td>
</tr>
<tr>
<td>Winona State University</td>
<td>6138 (615)</td>
<td>21:1</td>
<td>350 (93%)</td>
<td></td>
<td>(530)</td>
<td>(560)</td>
<td>(23) 21-25</td>
<td>20%</td>
<td>45%</td>
</tr>
<tr>
<td>University of Wisconsin-La Crosse</td>
<td>8324 (682)</td>
<td>20:1</td>
<td>478 (75%)</td>
<td>51%</td>
<td>(520)</td>
<td>(560)</td>
<td>(23) 21-25</td>
<td>20%</td>
<td>45%</td>
</tr>
<tr>
<td>Sample of Undergraduates</td>
<td>Student/Faculty Ratio</td>
<td>UG Faculty (% fulltime)</td>
<td>6-year Graduation Rate</td>
<td>(Average) SAT Verbal Middle 50%*</td>
<td>(Average) SAT Math Middle 50%*</td>
<td>(Average) ACT Middle 50%*</td>
<td>Top 10% of HS Class</td>
<td>Top 25% of HS Class</td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td>-----------------------</td>
<td>-------------------------</td>
<td>------------------------</td>
<td>-------------------------------</td>
<td>-------------------------------</td>
<td>-------------------------</td>
<td>---------------------</td>
<td>---------------------</td>
<td></td>
</tr>
<tr>
<td>Truman State University</td>
<td>16:1</td>
<td>396 (90%)</td>
<td>64%</td>
<td>614</td>
<td>560-670</td>
<td>560-670</td>
<td>25-30</td>
<td>45%</td>
<td>81%</td>
</tr>
<tr>
<td>Bemidji State University</td>
<td>20:1</td>
<td>151 (98%)</td>
<td>37%</td>
<td>(22)</td>
<td>18-23</td>
<td>10%</td>
<td>50%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evergreen</td>
<td>12:1</td>
<td>173 (88%)</td>
<td>86%</td>
<td>630-730</td>
<td>630 - 710</td>
<td>28-31</td>
<td>68%</td>
<td>94%</td>
<td></td>
</tr>
<tr>
<td>Fort Lewis</td>
<td>20:1</td>
<td>276 (78%)</td>
<td>21</td>
<td>-490</td>
<td>480-560</td>
<td>(21) 19-24</td>
<td>17%</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Grinnell</td>
<td>10:1</td>
<td>154 (87%)</td>
<td>45%</td>
<td>460-570</td>
<td>480-560</td>
<td>40-50</td>
<td>20-23</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>Henderson</td>
<td>18:1</td>
<td>229 (60%)</td>
<td>8%</td>
<td>540</td>
<td>540</td>
<td>30%</td>
<td>20-23</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>Humboldt State University</td>
<td>18:1</td>
<td>543 (57%)</td>
<td>25%</td>
<td>400</td>
<td>400</td>
<td>30%</td>
<td>20-23</td>
<td>35%</td>
<td></td>
</tr>
<tr>
<td>Keene</td>
<td>16:1</td>
<td>346 (51%)</td>
<td>48%</td>
<td>440</td>
<td>440</td>
<td>50%</td>
<td>20-23</td>
<td>35%</td>
<td></td>
</tr>
<tr>
<td>Montevallo</td>
<td>16:1</td>
<td>209 (65%)</td>
<td>19%</td>
<td>(22)</td>
<td>18-23</td>
<td>19%</td>
<td>51%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New College of Florida</td>
<td>11:1</td>
<td>56 (100%)</td>
<td>41%</td>
<td>460</td>
<td>460</td>
<td>50%</td>
<td>20-23</td>
<td>35%</td>
<td></td>
</tr>
<tr>
<td>Ramapo</td>
<td>16:1</td>
<td>292 (51%)</td>
<td>51%</td>
<td>540</td>
<td>540</td>
<td>60%</td>
<td>20-23</td>
<td>35%</td>
<td></td>
</tr>
<tr>
<td>Richard Stockton College of NJ</td>
<td>17:1</td>
<td>340 (61%)</td>
<td>57%</td>
<td>540</td>
<td>540</td>
<td>60%</td>
<td>20-23</td>
<td>35%</td>
<td></td>
</tr>
<tr>
<td>University of North Florida</td>
<td>17:1</td>
<td>645 (60%)</td>
<td>20%</td>
<td>530</td>
<td>490</td>
<td>50%</td>
<td>20-23</td>
<td>35%</td>
<td></td>
</tr>
<tr>
<td>Western Kentucky</td>
<td>21:1</td>
<td>913 (61%)</td>
<td>20%</td>
<td>(21)</td>
<td>18-23</td>
<td>15%</td>
<td>50%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Private Schools</td>
<td>Under-graduates (Graduate Students)</td>
<td>Student: Faculty Ratio</td>
<td>UG Faculty (% full-time)</td>
<td>6-year Graduation Rate</td>
<td>(Average) SAT Verbal Middle 50%*</td>
<td>(Average) SAT Math Middle 50%*</td>
<td>(Average) ACT Middle 50%*</td>
<td>Top 10% of HS Class</td>
<td>Top 25% of HS Class</td>
</tr>
<tr>
<td>----------------</td>
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<td>---------------------------------</td>
<td>---------------------------------</td>
<td>--------------------------</td>
<td>-------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Bradley</td>
<td>4850 (940)</td>
<td>14:1</td>
<td>476 (66%)</td>
<td>500-650</td>
<td>570-660</td>
<td>23-28</td>
<td></td>
<td>31%</td>
<td>61%</td>
</tr>
<tr>
<td>DePauw</td>
<td>2201 (0)</td>
<td>12:1</td>
<td>221 (76%)</td>
<td>540-640</td>
<td>550-660</td>
<td>25-29</td>
<td></td>
<td>47%</td>
<td>80%</td>
</tr>
<tr>
<td>Gustavus Adolphus</td>
<td>2527 (0)</td>
<td>13:1</td>
<td>224 (75%)</td>
<td>(600)</td>
<td>540-660</td>
<td>(616)</td>
<td>(26)</td>
<td>38%</td>
<td>71%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Missouri Schools</th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Missouri</td>
<td>8461 (1895)</td>
<td>17:1</td>
<td>499 (85%)</td>
<td>(22) 19-24</td>
<td>15%</td>
<td>41%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Missouri Southern</td>
<td>5370 (0)</td>
<td>27:1</td>
<td>283 (79%)</td>
<td>17-24</td>
<td>14%</td>
<td>38%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Northwest Missouri</td>
<td>4992 (1099)</td>
<td>27:1</td>
<td>259 (88%)</td>
<td>(22) 18-23</td>
<td>10%</td>
<td>36%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Southeast Missouri</td>
<td>7058 (1044)</td>
<td>19:1</td>
<td>378 (100%)</td>
<td>(23) 19-23</td>
<td>17%</td>
<td>45%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Truman State University</td>
<td>5967 (354)</td>
<td>16:1</td>
<td>396 (90%)</td>
<td>(614) 560-670</td>
<td>(610) 560-670</td>
<td>25-30</td>
<td></td>
<td>45%</td>
<td>81%</td>
</tr>
</tbody>
</table>
### Table A4. Selected Private and Missouri Public Schools by Faculty Salaries and Total Compensation Packages, by Rank, 1997-99 (information only)


<table>
<thead>
<tr>
<th>CAT</th>
<th>Salary</th>
<th>Compensation Package</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PR</td>
<td>AO</td>
</tr>
<tr>
<td>MO-TRUMAN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>97 IIA</td>
<td>56.6</td>
<td>45.9</td>
</tr>
<tr>
<td>98</td>
<td>58.7</td>
<td>48.8</td>
</tr>
<tr>
<td>99</td>
<td>62.0</td>
<td>50.6</td>
</tr>
<tr>
<td>Selected Privates—information only</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IL-Bradley</td>
<td></td>
<td></td>
</tr>
<tr>
<td>97 IIA</td>
<td>64.1</td>
<td>51.7</td>
</tr>
<tr>
<td>98</td>
<td>65.3</td>
<td>53.8</td>
</tr>
<tr>
<td>99</td>
<td>67.1</td>
<td>53.8</td>
</tr>
<tr>
<td>IN-DePauw</td>
<td></td>
<td></td>
</tr>
<tr>
<td>97 IIB</td>
<td>59.4</td>
<td>48.9</td>
</tr>
<tr>
<td>98</td>
<td>61.7</td>
<td>50.5</td>
</tr>
<tr>
<td>99</td>
<td>66.0</td>
<td>53.4</td>
</tr>
<tr>
<td>MN-Gustavus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>97 IIB</td>
<td>58.6</td>
<td>46.6</td>
</tr>
<tr>
<td>Selected Missouri Schools—information only</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MO-Central</td>
<td></td>
<td></td>
</tr>
<tr>
<td>97 IIA</td>
<td>58.5</td>
<td>50.0</td>
</tr>
<tr>
<td>98</td>
<td>59.9</td>
<td>51.2</td>
</tr>
<tr>
<td>99</td>
<td>61.5</td>
<td>52.1</td>
</tr>
<tr>
<td>MO-Southeast</td>
<td></td>
<td></td>
</tr>
<tr>
<td>97 IIB</td>
<td>54.1</td>
<td>44.1</td>
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Table A5. Salary and Compensation of Comparison Schools Ordered by All Ranks

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<th>AR</th>
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* 1999 data not available

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<td>MN-UM-Morris</td>
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<td>IIB</td>
<td>88.7</td>
<td>69.6</td>
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<td>IIA</td>
<td>77.6</td>
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<tr>
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* 1999 data not available
Table A6. Comparison Institutions, Average Faculty Salary by Rank, Adjusted for Cost of Living
(Salaries in Thousands; Source: AAUP, Academe, March-April, 2000)

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<th>Actual</th>
<th>COL</th>
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<td>2) KY - Murray State</td>
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<td>63.2</td>
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<tr>
<td>3) MN - UM - Morris</td>
<td>67.2</td>
<td>62.5</td>
</tr>
<tr>
<td>4) MO - Truman</td>
<td>62.0</td>
<td>62.0</td>
</tr>
<tr>
<td>5) MD - St. Mary's</td>
<td>72.4</td>
<td>61.5</td>
</tr>
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<td>6) WI - La Crosse</td>
<td>60.8</td>
<td>57.2</td>
</tr>
<tr>
<td>7) NC - UNC - Asheville</td>
<td>65.2</td>
<td>56.1</td>
</tr>
<tr>
<td>8) SC - College of Charleston</td>
<td>60.9</td>
<td>49.3</td>
</tr>
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<td>9) NY - SUNY - Geneseo</td>
<td>59.7</td>
<td>49.0</td>
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<tr>
<td>3) MO - Truman</td>
<td>50.6</td>
<td>50.6</td>
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<tr>
<td>4) WI - La Crosse</td>
<td>51.7</td>
<td>48.6</td>
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<td>5) MN - UM - Morris</td>
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<td>6) MD - St. Mary's</td>
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<td>47.2</td>
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<td>7) NC - UNC - Asheville</td>
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<td>42.9</td>
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<td>8) SC - College of Charleston</td>
<td>49.7</td>
<td>40.3</td>
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<td>9) NY - SUNY - Geneseo</td>
<td>48.6</td>
<td>39.9</td>
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<td>10) CA - Sonoma State</td>
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<th>Average Salary of Assistant Professors</th>
<th>Actual</th>
<th>COL</th>
<th>Cost of Living Factors:</th>
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<td>43.1</td>
<td>Trenton NJ (.90)</td>
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<td>2) NJ - College of NJ (Trenton)</td>
<td>47.5</td>
<td>42.8</td>
<td>St Mary's MD (.85)</td>
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<tr>
<td>3) WI - La Crosse</td>
<td>45.1</td>
<td>42.4</td>
<td>St Mary's NC (.86)</td>
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<td>4) MO - Truman</td>
<td>39.7</td>
<td>39.7</td>
<td>Morris MN (.93)</td>
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<td>5) MN - UM - Morris</td>
<td>38.7</td>
<td>36.0</td>
<td>Charleston SC (.81)</td>
</tr>
<tr>
<td>6) MD - St. Mary's</td>
<td>41.1</td>
<td>34.9</td>
<td>Murray KY (1.04)</td>
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<td>7) NC - UNC - Asheville</td>
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<td>La Crosse WI (.94)</td>
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<td>8) NY - SUNY - Geneseo</td>
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<td>Sonoma CA (.65)</td>
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<td>32.5</td>
<td>Geneseo NY (not available, used Rochester .82)</td>
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<td>45.4</td>
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<td>Source: Homefair.com Cost Index</td>
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<td>12) MN - Winona State</td>
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Table A7. Average Salary and Compensation Levels, Category IIA and Academic Rank, All and West North Central Region, 1999-2000 (dollars, in thousands)

**PUBLIC**

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<tr>
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<td>66.2</td>
<td>63.0</td>
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<td>Instructor</td>
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<td>-</td>
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<td>-</td>
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<td>-</td>
</tr>
<tr>
<td>Combined</td>
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<td>65.5</td>
<td>59.4</td>
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Average Salary by Region, Category, and Academic Rank, 1999-2000 (dollars, in thousands)

**WEST NORTH CENTRAL * **

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<th>Category IIA (Comprehensive)</th>
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<tr>
<td>Professor</td>
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<td>62.0</td>
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<td>Associate</td>
<td>50.7</td>
<td>50.6</td>
</tr>
<tr>
<td>Assistant</td>
<td>41.4</td>
<td>39.7</td>
</tr>
<tr>
<td>Instructor</td>
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<td>32.6</td>
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<td>Lecturer</td>
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<td>-</td>
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<tr>
<td>Combined</td>
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<td>47.6</td>
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* Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota
Table A8. *U.S. News 25 Best National Liberal Arts Colleges, Alpha by State*
Faculty Salaries by Rank; Total Compensation by All Ranks, 1999
(Source: Colleges, *U.S. News & World Report*; List from Truman’s office of Institutional Research)
(Source of Salaries, AAUP’s *Academe*, March-April, 2000)

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<th>AR</th>
<th>AR</th>
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<td>IIA</td>
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<td>53.9</td>
<td>78.0</td>
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<td>IIB</td>
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<td>65.1</td>
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<td>68.1</td>
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<td>47.7</td>
<td>66.5</td>
</tr>
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<td>60.3</td>
<td>45.2</td>
<td>37.5</td>
</tr>
<tr>
<td>Davidson</td>
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<td>IIB</td>
<td>76.3</td>
<td>54.1</td>
<td>44.1</td>
<td>61.6</td>
</tr>
<tr>
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<td>IIB</td>
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<td>67.4</td>
<td>49.7</td>
<td>69.4</td>
</tr>
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<td>IIB</td>
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</tr>
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<td>47.6</td>
<td>40.8</td>
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<tr>
<td>Oberlin</td>
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<td>59.9</td>
<td>46.2</td>
<td>40.7</td>
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<tr>
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<td>61.7</td>
<td>48.6</td>
<td>65.2</td>
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<td>82.6</td>
<td>61.6</td>
<td>48.3</td>
<td>63.6</td>
</tr>
<tr>
<td>Swarthmore</td>
<td>PA</td>
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<td>66.4</td>
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<td>45.4</td>
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<td>Washington and Lee</td>
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<td>82.9</td>
<td>56.5</td>
<td>46.6</td>
<td>68.8</td>
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<td>63.2</td>
<td>50.4</td>
<td>45.3</td>
</tr>
</tbody>
</table>

| Crude Average | 86.3 | 62.1 | 48.8 | 42.1 | 68.1 | 86.2 |
| Truman’s Goal (PR*80%) | 69.1 |
| Truman’s Goal (AO*90%) | 55.9 |
| Truman’s Goal (AI*90%) | 43.9 |
| Truman’s Actual, 1999 | 62.0 | 50.6 | 39.7 | 32.6 | 47.6 | 59.4 |
| Difference, 1999 | -$7,074.0 | -$5,332.0 | -$4,182.0 |

| Percent of Goal | 89.8% | 90.5% | 90.5% |

1 *Affirming the Promise*, p. 63
Table A9. Top 15 Missouri Schools of Higher Education by Average Salary, All Ranks, 1999
(Source, AAUP, Academe, March-April, 2000)

<table>
<thead>
<tr>
<th>CAT</th>
<th>AR (thousands)</th>
<th>Average Salary Quintile (in category, by rank)</th>
</tr>
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<td>Washington University **</td>
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</tr>
<tr>
<td>2</td>
<td>UM - Rolla</td>
<td>I</td>
</tr>
<tr>
<td>3</td>
<td>UM - Columbia</td>
<td>I</td>
</tr>
<tr>
<td>4</td>
<td>UM - KC</td>
<td>I</td>
</tr>
<tr>
<td>5</td>
<td>SLU</td>
<td>I</td>
</tr>
<tr>
<td>6</td>
<td>UM - SL **</td>
<td>I</td>
</tr>
<tr>
<td>7</td>
<td>STL CC - Florissant (2-yr)**</td>
<td>III</td>
</tr>
<tr>
<td>8</td>
<td>STL CC - Forest Park (2-yr)</td>
<td>III</td>
</tr>
<tr>
<td>9</td>
<td>STL CC - Meramec (2-yr)</td>
<td>III</td>
</tr>
<tr>
<td></td>
<td>STL College of Pharmacy *</td>
<td>IIB</td>
</tr>
<tr>
<td>10</td>
<td>Webster University **</td>
<td>IIA</td>
</tr>
<tr>
<td>11</td>
<td>Southwest Missouri</td>
<td>IIA</td>
</tr>
<tr>
<td></td>
<td>Nazarene Theological Seminary *</td>
<td>IIA</td>
</tr>
<tr>
<td>12</td>
<td>Southeast Missouri</td>
<td>IIA</td>
</tr>
<tr>
<td>**</td>
<td>Truman State University</td>
<td>IIA</td>
</tr>
<tr>
<td>14</td>
<td>Rockhurst College **</td>
<td>IIB</td>
</tr>
<tr>
<td>15</td>
<td>William Jewel College **</td>
<td>IIB</td>
</tr>
</tbody>
</table>

* Not comparable due to mission
** No Instructor salary reported

Note: No Cost of Living Adjustments
Table A10. Comparative Salary Data from Truman’s Office of the VPAA

Table 1
Comparative Salary Data Summary

Full-time Faculty, Nine-month Contracts

Truman Salaries by Rank as a Percentage of Various Comparison Groups
(Excluding All Missouri Public Institutions)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. News Twenty-five Best National Liberal Arts Institutions</td>
<td>72.3%</td>
<td>70.5%</td>
<td>82.4%</td>
<td>81.5%</td>
<td>84.4%</td>
<td>84.4%</td>
</tr>
<tr>
<td>U.S. News Top Fifteen Midwestern Universities</td>
<td>92.3%</td>
<td>92.0%</td>
<td>94.6%</td>
<td>97.6%</td>
<td>93.8%</td>
<td>95.1%</td>
</tr>
<tr>
<td>Money Magazine Top Ten Best Buys -- National</td>
<td>72.2%</td>
<td>71.3%</td>
<td>81.4%</td>
<td>81.1%</td>
<td>79.3%</td>
<td>77.9%</td>
</tr>
<tr>
<td>Money Magazine Top Ten Best Buys -- Highly Selective</td>
<td>78.3%</td>
<td>76.8%</td>
<td>87.6%</td>
<td>87.1%</td>
<td>84.4%</td>
<td>84.3%</td>
</tr>
<tr>
<td>Thirty-one Selective Private Liberal Arts Institutions -- Enrollment Greater than 1,900</td>
<td>78.7%</td>
<td>77.7%</td>
<td>87.5%</td>
<td>87.2%</td>
<td>88.6%</td>
<td>88.8%</td>
</tr>
<tr>
<td>COPLAC Institutions</td>
<td>99.2%</td>
<td>98.1%</td>
<td>102.0%</td>
<td>100.7%</td>
<td>101.6%</td>
<td>99.3%</td>
</tr>
</tbody>
</table>

Average Comparison Group Salary by Rank --

| Excluding Missouri Master's Level                      | $68,520           | $73,513           | $51,520           | $55,085           | $41,989          | $44,698          |
| Truman Salaries by Rank                                 | $55,500           | $58,700           | $45,700           | $48,800           | $37,000          | $39,200          |
| Truman Salaries by Rank as a Percentage of All Groups  | 81.0%             | 79.9%             | 88.7%             | 88.6%             | 88.1%            | 87.7%            |

Version: July 5, 1999

Table A11. Percent Increase in Salary for Continuing Faculty,
AAUP Salary Survey, 1999-2000 Academic Year

<table>
<thead>
<tr>
<th>University</th>
<th>Prof.</th>
<th>Assoc.</th>
<th>Asst.</th>
<th>Instr.</th>
<th>AR</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Charleston</td>
<td>6.96</td>
<td>7.18</td>
<td>7.08</td>
<td>8.13</td>
<td>7.15</td>
</tr>
<tr>
<td>St. Mary's Coll. of Maryland</td>
<td>7.63</td>
<td>5.67</td>
<td>6.86</td>
<td>3.86</td>
<td>6.75</td>
</tr>
<tr>
<td>Univ. of N.C. at Asheville</td>
<td>5.35</td>
<td>5.76</td>
<td>5.77</td>
<td>6.68</td>
<td>5.60</td>
</tr>
<tr>
<td>Murray State University</td>
<td>5.43</td>
<td>5.42</td>
<td>5.47</td>
<td>4.97</td>
<td>5.43</td>
</tr>
<tr>
<td>SUNY College at Geneseo</td>
<td>4.55</td>
<td>5.46</td>
<td>5.90</td>
<td>6.10</td>
<td>5.33</td>
</tr>
<tr>
<td>Truman State Univ.</td>
<td>5.40</td>
<td>5.30</td>
<td>5.10</td>
<td>4.50</td>
<td>5.22</td>
</tr>
<tr>
<td>Sonoma State University</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Trenton State College</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Univ. Minnesota-Morris</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Winona State University</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
### Table A12. Number of Faculty by Rank, by Comparison Universities
AAUP 1999-00 Salary Survey

<table>
<thead>
<tr>
<th>University</th>
<th>Prof.</th>
<th>Assoc.</th>
<th>%</th>
<th>Asst.</th>
<th>%</th>
<th>Instr.</th>
<th>%</th>
<th>All Ranks</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Charleston</td>
<td>107</td>
<td>117</td>
<td>0.26</td>
<td>139</td>
<td>0.34</td>
<td>51</td>
<td>0.12</td>
<td>414</td>
</tr>
<tr>
<td>Truman State Univ.</td>
<td>73</td>
<td>127</td>
<td>0.20</td>
<td>136</td>
<td>0.38</td>
<td>26</td>
<td>0.07</td>
<td>362</td>
</tr>
<tr>
<td>Trenton State College</td>
<td>81</td>
<td>97</td>
<td>0.25</td>
<td>148</td>
<td>0.45</td>
<td>2</td>
<td>0.01</td>
<td>328</td>
</tr>
<tr>
<td>Murray State University</td>
<td>102</td>
<td>92</td>
<td>0.33</td>
<td>110</td>
<td>0.36</td>
<td>5</td>
<td>0.02</td>
<td>309</td>
</tr>
<tr>
<td>Sonoma State University</td>
<td>144</td>
<td>47</td>
<td>0.59</td>
<td>51</td>
<td>0.21</td>
<td>1</td>
<td>0.00</td>
<td>243</td>
</tr>
<tr>
<td>SUNY College at Geneseo</td>
<td>55</td>
<td>79</td>
<td>0.24</td>
<td>80</td>
<td>0.35</td>
<td>14</td>
<td>0.06</td>
<td>228</td>
</tr>
<tr>
<td>Univ. of N.C. at Asheville</td>
<td>47</td>
<td>43</td>
<td>0.34</td>
<td>45</td>
<td>0.33</td>
<td>2</td>
<td>0.01</td>
<td>137</td>
</tr>
<tr>
<td>St. Mary's Coll. of Md</td>
<td>35</td>
<td>32</td>
<td>0.30</td>
<td>46</td>
<td>0.40</td>
<td>3</td>
<td>0.03</td>
<td>116</td>
</tr>
<tr>
<td>Univ. Minnesota-Morris</td>
<td>25</td>
<td>32</td>
<td>0.22</td>
<td>46</td>
<td>0.41</td>
<td>9</td>
<td>0.08</td>
<td>112</td>
</tr>
<tr>
<td>Winona State University</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

### Table A13. Weighted Average Salaries, by Rank, by Comparison Universities
AAUP 1999-00 Salary Survey

<table>
<thead>
<tr>
<th>University</th>
<th>Prof.</th>
<th>Assoc.</th>
<th>Assist.</th>
<th>Instr.</th>
<th>All Ranks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sonoma State University</td>
<td>71,900</td>
<td>56,800</td>
<td>45,400</td>
<td>32,400</td>
<td>63,300</td>
</tr>
<tr>
<td>Trenton State College</td>
<td>78,100</td>
<td>62,400</td>
<td>47,500</td>
<td>42,700</td>
<td>59,400</td>
</tr>
<tr>
<td>St. Mary's Coll. of Maryland</td>
<td>72,400</td>
<td>55,500</td>
<td>41,100</td>
<td>38,400</td>
<td>54,400</td>
</tr>
<tr>
<td>Univ. of N.C. at Asheville</td>
<td>65,200</td>
<td>49,900</td>
<td>38,800</td>
<td>34,400</td>
<td>51,300</td>
</tr>
<tr>
<td>Murray State University</td>
<td>60,800</td>
<td>50,100</td>
<td>41,400</td>
<td>29,000</td>
<td>50,200</td>
</tr>
<tr>
<td>Univ. Minnesota-Morris</td>
<td>67,200</td>
<td>51,400</td>
<td>38,700</td>
<td>35,900</td>
<td>48,500</td>
</tr>
<tr>
<td><strong>Truman State Univ.</strong></td>
<td>62,000</td>
<td>50,600</td>
<td>39,700</td>
<td>32,600</td>
<td>47,500</td>
</tr>
<tr>
<td>SUNY College at Geneseo</td>
<td>59,700</td>
<td>48,600</td>
<td>40,200</td>
<td>35,200</td>
<td>47,500</td>
</tr>
<tr>
<td>College of Charleston</td>
<td>60,900</td>
<td>49,700</td>
<td>40,100</td>
<td>33,800</td>
<td>47,400</td>
</tr>
<tr>
<td>Winona State University</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

* Arithmetic Average 67,039 53,063 41,652 35,209 52,759
* Weighted Average 67,066 52,989 42,271 34,344 52,798

Weighted Avg minus Truman 5,066 2,389 2,571 1,744 5,298

* Arithmetic and Weighted Averages do not include the Requesting Institution
Table A14. Faculty Summer Pay (Per Course) As a Percent of Academic Year Salary  
Data for 1996/97 Academic Year  
Provided by Prof. David Gruber

<table>
<thead>
<tr>
<th>School</th>
<th>Percent</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Truman State University</td>
<td>5.000</td>
<td>(1500-2500 for Adjuncts)</td>
</tr>
<tr>
<td>*Northwest Missouri State University</td>
<td>7.500</td>
<td>prorated if less than five students</td>
</tr>
<tr>
<td>*Southeast Missouri State University</td>
<td>8.250</td>
<td></td>
</tr>
<tr>
<td>*Southwest Missouri State University</td>
<td>7.500</td>
<td></td>
</tr>
<tr>
<td>^Central Missouri State University</td>
<td>7.500</td>
<td></td>
</tr>
<tr>
<td>^St. Louis University</td>
<td>9.000</td>
<td>prorated for fewer than 10 students</td>
</tr>
<tr>
<td>^University of Missouri-Columbia</td>
<td>--</td>
<td>$3500 per course, minimum enrollment required</td>
</tr>
<tr>
<td>^University of Missouri-St. Louis</td>
<td>10.000</td>
<td>minimum enrollment required</td>
</tr>
<tr>
<td>^Washington University</td>
<td>--</td>
<td>Asst. Prof: $2550, Assoc.:$3000, Prof.: $3550</td>
</tr>
<tr>
<td>^College of the Ozarks</td>
<td>--</td>
<td>$1200-$1500 per course</td>
</tr>
<tr>
<td>*Arkansas State University</td>
<td>6.944</td>
<td></td>
</tr>
<tr>
<td>*Henderson State</td>
<td>5.000</td>
<td></td>
</tr>
<tr>
<td>*University of Arkansas, Little Rock</td>
<td>7.500</td>
<td>prorated for some part time faculty</td>
</tr>
<tr>
<td>*University of Central Arkansas</td>
<td>6.000</td>
<td>prorated</td>
</tr>
<tr>
<td>*Nicholls State (LA)</td>
<td>8.640</td>
<td>re-evaluating</td>
</tr>
<tr>
<td>*Southeastern Louisiana</td>
<td>7.300</td>
<td></td>
</tr>
<tr>
<td>*Alcorn State (MS)</td>
<td>5.600</td>
<td></td>
</tr>
<tr>
<td>*Delta State (MS)</td>
<td>--</td>
<td>$1500/course, prorated if &lt; 8 students</td>
</tr>
<tr>
<td>*East Central Oklahoma</td>
<td>4.000</td>
<td>prorated</td>
</tr>
<tr>
<td>*Northeastern OK A&amp;M</td>
<td>8.250</td>
<td>investigating possibility of flat rate</td>
</tr>
<tr>
<td>*Southeastern Oklahoma</td>
<td>7.500</td>
<td></td>
</tr>
<tr>
<td>*Southwestern Oklahoma</td>
<td>7.500</td>
<td></td>
</tr>
<tr>
<td>*Austin Peay (TN)</td>
<td>9.375</td>
<td></td>
</tr>
<tr>
<td>*Tennessee Tech</td>
<td>9.375</td>
<td></td>
</tr>
<tr>
<td>*University of TN-Chattanooga</td>
<td>9.375</td>
<td></td>
</tr>
<tr>
<td>*University of TN-Martin</td>
<td>9.375</td>
<td>prorated in exceptional cases</td>
</tr>
<tr>
<td>Illinois State University</td>
<td>11.111</td>
<td>1/9 of annual salary</td>
</tr>
</tbody>
</table>

*Information from a survey conducted by the Faculty Senate of the University of Central Arkansas.  
^Information gathered from the "MOAAUP," the AAUP Missouri Conference listserve.
Table A15. In-State and Out-of-State Tuition Rates Ranked with Comparative Schools  
(Source: Peterson’s Guide to Four-Year Colleges and Universities, 1999) 

<table>
<thead>
<tr>
<th>Comparison Schools</th>
<th>Rank</th>
<th>Rank</th>
<th>Rank</th>
<th>Rank</th>
<th>Rank</th>
<th>Rank</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tuition (High Out-of-State -low)</td>
<td>Tuition (High In-State -low)</td>
<td>Ratio (High Out/In -low)</td>
<td>Endowment (High (Millions) -low)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NC-UNC-Asheville</td>
<td>8300</td>
<td>7</td>
<td>1900</td>
<td>12</td>
<td>4.4</td>
<td>1</td>
<td>12.0</td>
</tr>
<tr>
<td>CA-Sonoma State</td>
<td>8000</td>
<td>8</td>
<td>2100</td>
<td>11</td>
<td>3.8</td>
<td>2</td>
<td>24.0</td>
</tr>
<tr>
<td>WI-Lacrosse</td>
<td>9800</td>
<td>2</td>
<td>3200</td>
<td>8</td>
<td>3.1</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>KY-Murray State</td>
<td>6400</td>
<td>10</td>
<td>2400</td>
<td>10</td>
<td>2.7</td>
<td>4</td>
<td>12.0</td>
</tr>
<tr>
<td>VA-Mary Washington</td>
<td>9100</td>
<td>4</td>
<td>3600</td>
<td>5</td>
<td>2.5</td>
<td>5</td>
<td>19.6</td>
</tr>
<tr>
<td>NY-SUNY-Geneeseo</td>
<td>9000</td>
<td>5</td>
<td>4100</td>
<td>4</td>
<td>2.2</td>
<td>6</td>
<td>5.3</td>
</tr>
<tr>
<td>MN-Winona State</td>
<td>6100</td>
<td>11</td>
<td>3000</td>
<td>9</td>
<td>2.0</td>
<td>7</td>
<td>2.4</td>
</tr>
<tr>
<td>SC-College of Charleston</td>
<td>6900</td>
<td>9</td>
<td>3400</td>
<td>6</td>
<td>2.0</td>
<td>7</td>
<td>21.0</td>
</tr>
<tr>
<td>MN-UM-Morris</td>
<td>9500</td>
<td>3</td>
<td>5100</td>
<td>3</td>
<td>1.9</td>
<td>9</td>
<td>-</td>
</tr>
<tr>
<td>MO-TRUMAN</td>
<td>6000</td>
<td>12</td>
<td>3400</td>
<td>6</td>
<td>1.8</td>
<td>10</td>
<td>9.8</td>
</tr>
<tr>
<td>MD-St. Mary's</td>
<td>11900</td>
<td>1</td>
<td>7200</td>
<td>1</td>
<td>1.7</td>
<td>11</td>
<td>19.0</td>
</tr>
<tr>
<td>NJ-College of NJ (Trenton)</td>
<td>8400</td>
<td>6</td>
<td>5300</td>
<td>2</td>
<td>1.6</td>
<td>12</td>
<td>3.4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Selected MO Schools (Information only)</th>
<th>Rank</th>
<th>Rank</th>
<th>Rank</th>
<th>Rank</th>
<th>Rank</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tuition (High Out-of-State -low)</td>
<td>Tuition (High In-State -low)</td>
<td>Ratio (High Out/In -low)</td>
<td>Endowment (High (Millions) -low)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MO-Mizzou</td>
<td>12100</td>
<td>4</td>
<td>4400</td>
<td>4</td>
<td>2.8</td>
<td>1</td>
</tr>
<tr>
<td>MO-UMKC</td>
<td>12200</td>
<td>2</td>
<td>4500</td>
<td>2</td>
<td>2.7</td>
<td>2</td>
</tr>
<tr>
<td>MO-Rolla</td>
<td>12200</td>
<td>2</td>
<td>4500</td>
<td>2</td>
<td>2.7</td>
<td>2</td>
</tr>
<tr>
<td>MO-UMSL</td>
<td>12300</td>
<td>1</td>
<td>4600</td>
<td>1</td>
<td>2.7</td>
<td>2</td>
</tr>
<tr>
<td>MO-Central</td>
<td>4400</td>
<td>11</td>
<td>2200</td>
<td>11</td>
<td>2.0</td>
<td>5</td>
</tr>
<tr>
<td>MO-Missouri Southern</td>
<td>4500</td>
<td>10</td>
<td>2300</td>
<td>10</td>
<td>2.0</td>
<td>5</td>
</tr>
<tr>
<td>MO-Southwest</td>
<td>6400</td>
<td>5</td>
<td>3400</td>
<td>5</td>
<td>1.9</td>
<td>7</td>
</tr>
<tr>
<td>MO-Southeast</td>
<td>5600</td>
<td>7</td>
<td>3100</td>
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Table A16. Comparison of KCOM and Truman Benefits on Selected Criteria
(Compiled by Prof. Dan Mandell)

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Notes to Tables Based on (CUPA) Data
(College and University Personnel Association; Name changed to CUPA-HR on July 1, 2000)

DEFINITION OF TERMS

Salary - based on a 9- or 10-month academic year salary of full-time faculty only. Does not reflect salaries of any faculty members teaching less than 51 percent of time. Salary for summer academic work, fringe benefits and perquisites are not included in the salary data. Salary data are current as of October 1, 1997.

Average Salary - based on the survey information with the assumption that all employees are full-time. The average salary displayed is a weighted average of all faculty salaries reported for a given rank and discipline.

High Salary - the highest salary for any full-time individual of the defined group for which the information is reported.

Low Salary - the lowest salary for any full-time individual of the defined group for which the information is reported.

FAC Mix - the percentage of faculty in a given Discipline/Major Field who hold a given academic rank. For example, the FAC Mix factor of 33.9 percent for associate professor in the Discipline/Major Field of Business Management and Administrative Services/Accounting means that 33.9 percent of the faculty in that Discipline/Major field hold the rank of associate professor.

Salary Factor - for a given rank of a given Discipline/Major Field, the ratio of the average salary to the total average salary of all institutions in the selected peer group. For example, a Salary Factor of 1.36 for assistant professor of Business Management and Administrative Services/Accounting means that the salary is 36 percent higher than the average salary of all assistant professors of all institutions that participated in the survey.

Rank - the data are arrayed among the following academic ranks: Professor, Associate Professor, Assistant Professor, New Assistant Professor and Instructor. The rank of "Lecturer" is not included in the survey.

Table A19. A Comparison of Salary Factors Using CUPA Data
Provided by Prof. Kevin Easley

The College and University Personnel Association (CUPA) reports obtained by the Faculty Compensation Committee contain listings of salary factors, a term defined as follows.

Salary Factor: We will define this term by example. Consider the group of ten public institutions which the compensation committee have identified as “peer” institutions for Truman. Select an academic discipline and an academic rank within that discipline; for example, associate professor of communications. From the CUPA salary tables for the comparison group, obtain the average salary of all associate professors of communications from the ten schools in our comparison group; this figure is seen to be $49,312. Next, determine the average salary of all associate professors represented in the comparison group; this average is taken over all academic disciplines and over all ten schools in the comparison group. The average salary of all associate professors in our group of ten peer schools is $52,295. The Salary Factor for the group of Associate Professors of Communications is defined to be the ratio 49,312/52,295 = 0.94, indicating that the average salary for associate professors of communications equals 94% of the average salary of all associate professors within the comparison group.
It is clear that a salary factor represents one statistic which is largely independent of variations in cost of living from region to region. Nevertheless, some caution is called for when making direct comparisons of salary factors. It is possible that Universities A and B pay identical salaries across all liberal arts disciplines and yet still exhibit significantly different salary factors for each of these disciplines. For example, if the only difference between the schools is that University A possesses a medical school and University B does not, then each salary factor from a liberal arts discipline at A would probably appear significantly lower than its counterpart from B. Direct comparison of salary factors is clearly meaningful only when such variations have been filtered out of the comparison group.

Legend for the Table of Salary Factors

The following page contains a table of salary factors for three groups: (i) the group of all 374 institutions which participated in the 1998-99 CUPA general survey; (ii) the group of ten “peer” institutions identified by the Faculty Compensation Committee (the rationale is given elsewhere in this report); and (iii) Truman State University, considered individually. Each of these three salary factors is presented for 24 academic disciplines. It must be noted that the salary factors for Truman University and the ten peer institutions have been obtained from 1999-2000 CUPA data, while the general CUPA data for all 374 participating institutions date from 1998-99. The 1999-2000 data for the 374 CUPA participants was unavailable at the time this document was prepared.

The traditional academic ranks of full/associate/assistant professor are listed in the table. The fourth column, entitled New Assistant Professor, contains data for the subset of assistant professors who were hired for the first time during the fall semester of the year of the salary survey.

An empty cell in the table indicates no reporting faculty from that rank and discipline. Also, some of the cells represent data from extremely small numbers of faculty; these numbers are not included in this table since they are present in the CUPA source documents.

[For additional information regarding these calculations, please contact Dr. Kevin Easley, Math and Computer Science, keasley@truman.edu]

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3 This group includes universities of all tiers and categories, and does not consist solely of institutions which are comparable to Truman in mission and size.

## Salary Factors

Sources: CUPA General Survey of 1998-99  
See Preceding Page for Explanations

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<th>Discipline</th>
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<th>New Asst. Professor</th>
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33
Please refer to the May 12 Compensation Committee Report, or contact Dr. Dan Mandell, chair for a copy of this appendix document.

Please refer to the May 12 Compensation Committee Report, or contact Dr. Dan Mandell, chair for a copy of this appendix document.

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Please refer to the May 12 Compensation Committee Report, or contact Dr. Dan Mandell, chair for a copy of this appendix document.
Faculty Load Report Guidelines
(In Connection with the Issue of Merit Pay)
Sample Form, Florida Institute of Technology

Introduction

These guidelines describe a procedure for the equitable and reasonable assignment of faculty responsibilities, including classroom instruction, academic advising, committee membership, guidance of student organizations, research, and service to the university. A minimum work assignment for each full-time faculty member at Florida Tech, as prescribed by the Vice President for Academic Affairs, is 15 academic credits or the equivalent, per semester.

A Load Report (which must be submitted early in the semester) establishes the responsibilities of that faculty member for that semester. It is an agreement between the faculty member and the university as to what the faculty member's responsibilities and goals are and the time allotted for their accomplishment. Consideration of the quality of the productivity and achievement of these goals is made during the faculty members evaluation at the end of the academic year.

Purpose

The purpose of the guidelines is to give general instructions as to how reports should be filled in; however, alterations may be made when this is necessary to properly account for the faculty member's efforts. All activities which are part of the faculty member's responsibility with respect to the University are to be included in the report.

General Instructions

On the front of each report the appropriate numbers are to be filled in. On the reverse side, specific details concerning the numbers should be included, e.g., course numbers, credit hours, enrollment, names and contract numbers of research grants, names of committees and hours spent.

In general, both the faculty member and the faculty member's academic unit head should be in agreement with the Faculty Load Report and both should sign it to indicate this agreement. The guidelines give specific suggestions as to appropriate credit for various types of activities. When deviations from the suggested credit occur, the academic unit head, with the approval of the academic dean, may approve modifications of these numbers.

Specific Instructions

A. Teaching and advising

1. Undergraduate courses

Credit received by a faculty member for teaching an undergraduate lecture course is equal to the semester credit for that course.
2. Undergraduate courses with large enrollments

If it can be demonstrated that the teacher will expend substantial additional time and effort on a class with large enrollment, then additional credit may be allowed after consideration of such variables as additional preparation, the increase in number of papers, projects, problems, and tests to be evaluated, and assistance rendered by students, staff members, or other faculty members.

If it is determined that additional credit is warranted, the faculty member may be given 1 1/3 times the usual credit for classes with 30 to 50 students, 1 2/3 times the usual credit for classes with 51 to 70, and 2 times the usual credit for classes with more than 70 students.

Because of the unique situation in Freshman and Sophomore English writing courses and Engineering design courses, the faculty member will be given 0.15 credit hours for each student in the class beyond 20.

3. Undergraduate courses with low enrollments.

If a faculty member is directed by the academic unit head to teach a course with low enrollment, then the faculty member will receive full credit irrespective of the enrollment. If a faculty member requests to teach a course with low enrollment, then for each class having fewer than 7 students enrolled, claim 1 credit for 1 to 3 students and 2 credits for 4 to 6 students.

4. Graduate Courses

Faculty members assigned to the teaching of a graduate course may claim 1 1/3 credits for each hour of course credit, provided 5 or more graduate students are actually enrolled in the 5000 or 6000 level course. This also applies to 4000/5000 (dual numbered) level courses. The class is treated as an independent study course, with respect to credits granted, if fewer than 5 graduate students are enrolled. However, if a faculty member is directed by his/her academic unit head to teach a course with low enrollment, then the faculty member should receive full credit irrespective of the enrollment.

5. Independent Study Courses

Courses which do not lend themselves to traditional classroom or laboratory methods, but which must be taught in an individual, tutorial, or consultative manner may be credited to the faculty member on the basis of 0.2 credits for each student-credit-hour produced up to the maximum credit hours that would be awarded if it were a regular class. This includes graduate research.

6. Courses with contact hours in excess of credit hours

In general, two contact laboratory hours shall be equated to one credit hour; however, consideration should be given to the amount of preparation required for the laboratory and to the amount of time required to evaluate the students’ laboratory work and the credit adjusted accordingly.

7. Thesis and dissertation supervision

Credit for supervision of a thesis or dissertation can be granted to a faculty member only if he or she has been assigned official responsibility for a student registered in a thesis or dissertation course.
For the supervision of theses and/or dissertations, .20 credits will be assigned for each student-credit-hour produced. When the student is not officially registered for thesis or dissertation credit, only the guidelines in item 10 (below) apply.

8. Team teaching

In general, credit will be shared equally by faculty members who teach courses as a team; if three faculty members teach one three-credit-hour course, each will be credited with one credit for the course.

It is recognized that, in some cases, team teaching requires a great deal more planning and coordination than traditional methods; therefore, academic unit heads may, with the approval of the academic dean, recommend additional credit for faculty members who expend extraordinary efforts at such activity.

9. Teaching a course for the first time

New faculty members who are requested by their academic unit head to develop, restructure or teach a new course for the first time, may receive up to double credit. A new faculty member is an Assistant Professor who has been at Florida Tech for less than three years. Other faculty may claim 1 additional credit provided 7 or more students are enrolled in the class and they were requested by their supervisor to develop and teach the course.

10. Advising and counseling

It is recognized that every faculty member who teaches will spend some time other than in the classroom or laboratory answering students' questions, listening to their concerns, etc.; however, when a significant number of students are officially assigned to a faculty member as academic advisees, credit will be granted for advising. In general, the faculty member will receive 0.10 credit for each student assigned. Advising credit is not awarded for a graduate student enrolled in thesis or dissertation.

B. Research and professional development

Included in this category are pure and applied research, creative writing, textbook writing, artistic productions, and other scholarly and creative endeavors related to the faculty member's area of interest, expertise, and responsibility to the university.

In general, research can be divided into two categories:

1. Sponsored research

Sponsored research includes the conduct and administration of university related research efforts that are funded by outside agencies. The amount of credit to be recorded for sponsored research is determined by the official documentation associated with the work and by consultation between the faculty member and his/her academic unit head. If the funding does not include any portion of the faculty member's salary, credit is granted on the basis of the level of effort, not to exceed three credits. If outside funding includes a portion of the faculty member's 9 months salary, e.g., 20%, credit is granted proportionally (0.2 x 15 credits, or 3 credits).
2. Department research

Department research includes all other research and scholarly activities not covered under sponsored research. This may include, but is not limited to the following: unfunded research (often for collection of preliminary data used for proposal preparation), proposal preparation, manuscript (journal article, book chapter, book, etc.) preparation, presentations at professional meetings and conferences. Documentation of academic unit research accomplishments and scholarly activities performed, is required and will be used as an evaluation benchmark at the end of the term.

The amount of credit to be recorded for departmental research and scholarly activity is to be established in consultation between the faculty member and his or her unit supervisor at the beginning of the semester. The total credits awarded is not to exceed three.

C. University Service

Credit for university service can be granted when such service is an accepted responsibility of the university. This category includes (but is not limited to) service on a thesis or dissertation committee (not as chairperson), advisor for a student group, university committee assignments, work with professional associations, governmental agencies, educational systems or institutions, businesses and industrial organizations, and health services. Examples of service include membership on national committees, service on study sections of funding agencies, review of manuscripts for journals and proposal review for funding agencies. It does not include mere membership in, appearances before, or ordinary personal involvement with professional organizations, civic clubs, church groups, etc., nor does it include any kind of service for which extra compensation is received.

If the academic unit head agrees that a faculty member's service to a recognized group is an accepted university responsibility, credit may be allowed, but the total is not to exceed three.

D. Administration

In general, this category pertains to faculty who, in addition to regular faculty responsibilities, are assigned additional administrative duties that include (but are not limited to) program chairs, administrative assistants, or coordinators or directors of programs. Credits allotted to a faculty member with administrative duties will be arrived at in consultation with the faculty member's supervisor.
# FACULTY LOAD REPORT

Faculty ___________________  Department/Academic Unit: ____________________

Term: ___________________

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<th>Duties</th>
<th>Teaching Load Equivalent</th>
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<tr>
<td>A. Teaching and Advising</td>
<td></td>
</tr>
<tr>
<td>1. Undergraduate courses</td>
<td></td>
</tr>
<tr>
<td>2. Undergraduate courses with large enrollment</td>
<td></td>
</tr>
<tr>
<td>3. Undergraduate courses with low enrollments</td>
<td></td>
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<tr>
<td>4. Graduate courses</td>
<td></td>
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<tr>
<td>6. Courses with contact hours in excess of credit hours</td>
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<tr>
<td>7. Thesis and dissertation supervision</td>
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<tr>
<td>8. Team teaching</td>
<td></td>
</tr>
<tr>
<td>9. Teaching a course for the first time</td>
<td></td>
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<tr>
<td>10. Advising and counseling</td>
<td></td>
</tr>
<tr>
<td>Subtotal</td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Research</td>
<td></td>
</tr>
<tr>
<td>1. Sponsored research</td>
<td></td>
</tr>
<tr>
<td>2. Department research (maximum 3 credits)</td>
<td></td>
</tr>
<tr>
<td>Subtotal</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>C. University Service (maximum 3 credits)</td>
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<tr>
<td>D. Administration</td>
<td></td>
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<tr>
<td>TOTAL</td>
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</tbody>
</table>

Faculty ___________________  Date ___________________

Unit Head ___________________  Date ___________________

(Note: Place details concerning courses taught, enrollment, adjustment to standard credit assigned, contracts, grants, committees, hours spent, number of advisees, etc., on reverse side of this form.)
Faculty Load Report Worksheet

A. Teaching:

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Sect. No.</th>
<th>Enrollment</th>
<th>TA Lab Hrs. (y/n)</th>
<th>Cred Hrs.</th>
<th>Adjusted Credit</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

(In adjusted credit column, indicate adjustment made (in parenthesis) by using the following modifiers: (2) large enrollment; (3) graduate course; (4) independent study; (5) contact hours in excess of credit hours; (6) thesis and dissertation supervision; (7) team teaching; (8) teaching a course for the first time.)

Advising and Counseling: Adjusted Credit

Advisees: __________ x 0.10 = __________

B. Research and professional development:

1. Sponsored research

<table>
<thead>
<tr>
<th>Grant No.</th>
<th>Title</th>
<th>Amount ($)</th>
<th>Green card (y/n/%)</th>
<th>Hrs./Wk</th>
<th>Adjusted Credit</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

2. Department Research and Scholarly Activity

<table>
<thead>
<tr>
<th>Description of Activity</th>
<th>Hrs./Wk</th>
<th>Adj. Cr.</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

C. University Service:

<table>
<thead>
<tr>
<th>Description of Activity</th>
<th>Hrs./Wk</th>
<th>Adj. Cr.</th>
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</thead>
<tbody>
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</tbody>
</table>

Use extra sheet if more space is required!