

SENATE COMMITTEE ON EDUCATIONAL POLICY

A SURVEY OF THE VIEWS OF FACULTY, DEPARTMENT CHAIRS, AND DEANS  
REGARDING THE NEED FOR AND EFFECTS OF INLOADING OUTREACH  
INSTRUCTION AT THE UNIVERSITY OF MINNESOTA

NOVEMBER 1981

Conducted by:

F. T. Benson  
Darwin D. Hendel

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## INTRODUCTION

The Study Group on University Outreach presented its report in November 1978. On November 1, 1979, the University Senate endorsed the principles set out by the Study Group but withheld approval of the operational proposals and in particular the recommendation that outreach instruction be inloaded, i.e., that "over time, the University should incorporate instruction now on overload, e.g., CEE credit instruction and Summer Session, into the regular workload of the faculty, either by substituting any instruction now on overload for other current assignments or by employing additional faculty." The Senate then asked the Committee on Educational Policy to examine the impact of various methods of implementation on faculties, students, and programs.

Dr. F.T. Benson of the Center for Educational Development was assigned to assist SCEP in conducting this study. As a means of informing the design of an anticipated larger study, two pilot studies were undertaken: one in the School of Business and Economics at the Duluth Campus and the other in the History Department on the Twin Cities Campus. The School of Business and Economics study was conducted by means of personal interviews with faculty members and administrators in the Summer of 1980. Questions developed for those interviews were revised for use in a questionnaire that was employed in the Winter of 1981 to describe History Department faculty opinions with regard to inloading. Following the History Department study, SCEP agreed that the inquiry should be expanded to include all department chairpersons (with the exception of Duluth and Waseca), faculty in a selected group of departments, and a selected group

of deans. Each of the three groups was to be asked the same questions about the need for and possible effects of inloading outreach instruction.

Questionnaires were sent to the chairperson of 143 academic departments of the University of Minnesota, including Morris and Crookston but excluding Duluth and Waseca. When data analysis was begun on August 15, 1981, a total of 62 completed questionnaires had been received.

For each item in the department questionnaire, response frequencies and percentages, and, when appropriate, means were determined. Chairpersons' responses to the open-ended questions were summarized in narrative form, except when responses could be easily categorized. Illustrative responses are included in the report for most of the open-ended questions. Departmental characteristics were summarized and analyzed with respect to key questions on the questionnaire.

Selected to be representative of faculty in the several colleges and campuses of the University were the following 15 units: History, Food Science and Nutrition, Genetics and Cell Biology, Finance and Insurance, Curriculum and Instruction, General College, Public Health, Physics, Economics, French and Italian, German, Journalism, Studio Arts, Electrical Engineering, and Morris. (In the cases of General College and Morris, a sample of their total faculties was selected.) Questionnaires and accompanying cover letters were sent to 356 faculty members in the fifteen units noted above. A reminder notice to non-respondents was sent about three weeks after the initial mailing. When data analysis began on July 15, 1981, completed questionnaires had been received from 187 of the faculty.

Information obtained from the faculty questionnaire included: (1) characteristics of faculty respondents, (2) overall faculty opinions about the need for inloading, and (3) faculty perceptions about the effects of

inloading. For each item in the questionnaire, response frequencies and percentages, and, when appropriate, means were determined. For each category of results, findings are discussed for the total group of 187 respondents and, when appropriate, comparisons among units noted. Faculty member's responses to the open-ended questions were categorized and illustrative responses to the questions included in the report.

A questionnaire was sent to the dean of each of the ten colleges represented in the sample of faculty: College of Agriculture, College of Biological Sciences, College of Education, General College, College of Home Economics, College of Liberal Arts, School of Management, Morris Campus, School of Public Health, and the Institute of Technology. Responses were received from Agriculture, Biological Sciences, Education, Home Economics, Liberal Arts, and Management. The colleges responding included 11 (73%) of the departments included in the faculty survey and 39 (63%) of the department chairpersons who returned questionnaires.

Response frequencies were determined and all of the dean's responses to the open-ended questions included in the report.

Tables were prepared comparing the responses of chairpersons, faculty, and deans to each of the questions concerning inloading.



UNIVERSITY OF MINNESOTA  
TWIN CITIES

Department of History  
614 Social Sciences  
267 19th Avenue South  
Minneapolis, Minnesota 55455

May 1, 1981

To: Deans; Department Heads; Faculty in Selected Departments

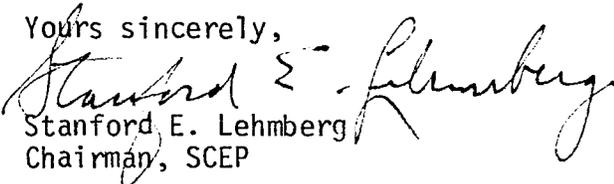
Accompanying this letter you will find a questionnaire designed to survey the opinion of faculty members regarding the issue of "inloading" of instruction. The Senate Committee on Educational Policy (SCEP) has been charged with studying this matter and will be grateful for your cooperation.

Some background is in order. In November 1978 the Study Group on University Outreach, chaired by A.J. Linck, presented its report. At a meeting held on November 1, 1979, the University Senate endorsed the principles enunciated in the Report but withheld endorsement of the operational proposals and in particular the recommendation that "over time, the University should incorporate instruction now on overload, e.g. CEE credit instruction and Summer Session, into the regular workload of the faculty, either by substituting any instruction now on overload for other current assignments or by employing additional faculty." The Senate then asked SCEP to determine the impact of various methods of implementation on faculties, students, programs, and research.

Dr. Tom Benson of the Center for Educational Development and General College was assigned to provide support for SCEP in conducting these studies. A pilot questionnaire was used during the Fall and Winter Quarters to elicit opinions from faculty in two sample units. We are now asking faculty members in twelve additional departments, selected so as to be as representative as possible, to respond to the same questions. Deans and Chairpersons or Heads of Departments are being asked to respond as well, since their concerns may well be different from those of individual faculty members. SCEP hopes to complete a report on inloading during the summer for submission to the Senate at its first meeting in the Fall of 1981.

SCEP hopes for your cooperation, since the value of the study will be increased if the data lying behind it are broadly based. Please return the questionnaire in the envelope provided not later than May 22.

Yours sincerely,

  
Stanford E. Lehmborg  
Chairman, SCEP

SENATE COMMITTEE ON EDUCATIONAL POLICY  
STUDIES ON INLOADING OUTREACH INSTRUCTION

QUESTIONNAIRE FOR FACULTY

This questionnaire is intended to obtain information about the views of University of Minnesota faculty on the possible impact of inloading outreach instruction. Please use the term "inloading" in the sense that it was defined by the Study Group on University Outreach as follows:

"The term 'inloading' describes the arrangement in which instruction now on overload, e.g. CEE credit instruction and Summer Session, would be incorporated into the regular workload of the faculty--either by substituting any instruction now on overload for other current assignments or by employing additional faculty."

You will notice that we are asking for some identifying information in order to make comparisons and analyze differences. No information received will be attributed to specific individuals in reporting the results of the study.

SECTION I: Faculty Characteristics

1. How long have you been a member of your department's faculty?  
 (1) Less than five years  
 (2) Five to ten years  
 (3) More than ten years
2. What is your current rank?  
 (1) Instructor  
 (2) Assistant Professor  
 (3) Associate Professor  
 (4) Professor
3. Approximate total number of classes you have taught through Continuing Education and Extension (CEE) over the last five years.  
 (1) None                       (3) 6 to 10                       (5) Over 15  
 (2) 1 to 5                       (4) 11 to 15

4. Approximate total number of classes you have taught in Summer Session over the last five years.

- (1) None                       (3) 6 to 10                       (5) Over 15  
 (2) 1 to 5                       (4) 11 to 15

5. Have you taught any classes in either CEE or Summer Session on an inloading arrangement?

- (1) Yes  
 (2) No

If "Yes" please describe the nature of the arrangement, i.e., Summer Session or CEE, reason for inloading, and provide any evaluative comments about the experience that you would care to make.

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SECTION II: The Need for Inloading

6. Do you believe there is a need to inload outreach instruction at the present time?

- (1) Yes  
 (2) No  
 (3) Uncertain

Please comment: \_\_\_\_\_

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7. Do you think there will be a need for inloading in the future?

- (1) Yes
- (2) No
- (3) Uncertain

If "Yes" please describe under what conditions: \_\_\_\_\_

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SECTION III: Predicted Effects of Inloading

For the items in this section (questions 8 through 27) please indicate what you think the effect of inloading would be in your department.

8. Faculty Income

- (1) Would increase
- (2) Would decrease
- (3) No effect

Please comment: \_\_\_\_\_

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9. Total Faculty Workload

- (1) Would increase
- (2) Would decrease
- (3) No effect

Please comment: \_\_\_\_\_

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10. Scheduling of faculty activities (courses taught, research time, advising, service)

- (1) Would be less difficult
- (2) Would be more difficult
- (3) No effect

Please comment: \_\_\_\_\_

(continued on next page)

10. (Continued) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

11. Instructional exchange (i.e., faculty from your department offering instruction in another department or program) would be

- (1) Less difficult
- (2) More difficult
- (3) No effect

Please comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

12. Relationships among faculty and staff in the department

- (1) Would improve
- (2) Would deteriorate
- (3) No effect

Please comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

13. Overall quality of the department's instruction

- (1) Would improve
- (2) Would deteriorate
- (3) No effect

Please comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

14. Availability of faculty advising for both graduate and undergraduate students

- (1) Would improve
- (2) Would deteriorate
- (3) No effect

Please comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

15. Availability of courses to students (i.e., appropriate course offerings needed in the major or supporting fields at times and places that provide students with reasonable access to the department's total curriculum)

- (1) Would improve
- (2) Would deteriorate
- (3) No effect

Please comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

16. Impact of inloading on the types and levels of courses offered by the department (required in the major, service courses; lower division, upper division, graduate) (Check all that apply)

- (1) Would change the types and levels offered
- (2) Would not change the types and levels offered
- (3) Would have a positive effect on curriculum planning
- (4) Would have a negative effect on curriculum planning
- (5) Would not affect curriculum planning

Please comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

17. Which group of students would most likely benefit from inloading?

- (1) Regular day students
- (2) CEE students
- (3) Summer Session students
- (4) No difference

Please comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

18. Do you believe inloading would make it possible to serve student groups not now being reached by the department?

- (1) Yes
- (2) No

Please comment: \_\_\_\_\_  
\_\_\_\_\_

19. Is any of your instruction impossible or difficult to offer on the current CEE or Summer Session format?

(1) Yes

(2) No

If "Yes" please indicate why: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

20. How do you think inloading would affect the relationships between your department and other departments in the University?

(1) Improve

(2) Make more difficult or unproductive

(3) No change

Please comment: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

21. Would inloading change the service role of your department within the University? (E.g. use of department's courses or faculty by other majors or programs)

(1) Yes

(2) No

Please comment: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

22. Would inloading change the service role of your department outside the University (E.g. non-credit instruction, lectures, consulting, etc.)

(1) Yes

(2) No

Please comment: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

23. What effect would inloading have on your department's (faculty and students) relationships with University service units or activities? (Libraries, learning resource centers, counseling services, health services, bookstores, security, etc.)

- (1) Improvement
- (2) More difficult, less effective
- (3) No change

Please comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

24. How would inloading affect the status and image of the department? (Check all that apply)

- (1) Improve locally
- (2) Deteriorate locally
- (3) Improve nationally
- (4) Deteriorate nationally
- (5) No effect

Please comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

25. Do you believe it would be desirable to inload departments and colleges differentially over an extended period of time (10 years) if outreach instruction is to be inloaded?

- (1) Yes
- (2) No

Please comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

26. In terms of faculty time and effort, and the money required, do you think inloading most of the University's outreach instruction will be more or less expensive than the present system?

- (1) More expensive
- (2) Less expensive
- (3) About the same

Please comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

27. If you believe inloading will be more expensive, will the potential benefits be worth the cost?

\_\_\_\_ (1) Yes

\_\_\_\_ (2) No

Please comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

SECTION IV: Models for Inloading

Of the models described below, which one would be most appropriate for your department if it were to inload its outreach instruction? (Check one)

- \_\_\_\_ (1) Full-Cost Inloading: The full cost of inloading present overload CEE and Summer Session instruction is calculated at "day school" rates minus tuition income. Additional funds are sought from the Legislature and/or through internal reallocation.
- \_\_\_\_ (2) Partial-Cost Inloading I: Faculty member teaches CEE of Summer Session courses as part of regular load and the department is compensated at CEE or Summer Session rates.
- \_\_\_\_ (3) Partial-Cost Inloading II: CEE students register in "day school" classes and the department receives a portion of the tuition income and all of the Student Credit Hours.
- \_\_\_\_ (4) Geography Department Arrangement: CEE and Summer Session provide position money in exchange for courses formerly on overload, e.g., six courses a year and an integrated curriculum.
- \_\_\_\_ (5) Redefinition Model: Faculty member's load is defined in terms of total instructional and service activities, i.e., both credit and non-credit instruction and other forms of service rather than credit instruction only.

Please comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

SECTION V: Would you include below any other comments you would like to make with regard to inloading or related issues. Also, please include any suggestions you have for improving the University's outreach activities.

--Thank you for your time and cooperation--  
Please return your completed questionnaire to:

Center for Educational Development  
317 Walter Library

SENATE COMMITTEE ON EDUCATIONAL POLICY  
STUDIES ON INLOADING OUTREACH INSTRUCTION  
QUESTIONNAIRE FOR DEPARTMENT CHAIRPERSONS

This questionnaire is intended to obtain information about the views of Department Chairpersons on the possible impact of inloading outreach instruction. Please use the term "inloading" in the sense that it was defined by the Study Group on University Outreach as follows:

"The term 'inloading' describes the arrangement in which instruction now on overload, e.g. CEE credit instruction and Summer Session, would be incorporated into the regular workload of the faculty--either by substituting any instruction now on overload for other current assignments or by employing additional faculty."

You will notice that we are asking for some identifying information in order to make comparisons and analyze differences. No information received will be attributed to specific individuals in reporting the results of the study.

SECTION I: Department Characteristics

1. What was the total dollar amount of your department's 1980-81 regular University budget?  
\_\_\_\_\_
2. How many regular full-time faculty are there in your department?  
(1) \_\_\_\_\_  
(2) How many adjunct faculty teaching in Continuing Education and Extension?  
\_\_\_\_\_
3. How many classes did your department offer through Continuing Education and Extension in 1980-81?  
(1) \_\_\_\_\_  
(2) How many were taught on an inloading arrangement?  
\_\_\_\_\_
4. How many classes did your department offer in Summer Session 1980?  
(1) \_\_\_\_\_  
(2) How many were taught on an inloading arrangement?  
\_\_\_\_\_

5. Please indicate your campus or college.

- |   |   |
|---|---|
| <input type="checkbox"/> (1) <u>Crookston Campus</u>    | <input type="checkbox"/> (14) Education               |
| <input type="checkbox"/> (2) <u>Duluth Campus</u>       | <input type="checkbox"/> (15) Forestry                |
| <input type="checkbox"/> (3) Business and Economics     | <input type="checkbox"/> (16) General College         |
| <input type="checkbox"/> (4) Education                  | <input type="checkbox"/> (17) Home Economics          |
| <input type="checkbox"/> (5) Fine Arts                  | <input type="checkbox"/> (18) Law School              |
| <input type="checkbox"/> (6) Letters and Science        | <input type="checkbox"/> (19) Liberal Arts            |
| <input type="checkbox"/> (7) Medicine                   | <input type="checkbox"/> (20) Medical School          |
| <input type="checkbox"/> (8) <u>Morris Campus</u>       | <input type="checkbox"/> (21) Nursing                 |
| <input type="checkbox"/> (9) <u>Waseca Campus</u>       | <input type="checkbox"/> (22) Pharmacy                |
| <input type="checkbox"/> (10) <u>Twin Cities Campus</u> | <input type="checkbox"/> (23) Public Health           |
| <input type="checkbox"/> (11) Agriculture               | <input type="checkbox"/> (24) Institute of Technology |
| <input type="checkbox"/> (12) Biological Sciences       | <input type="checkbox"/> (25) Veterinary Medicine     |
| <input type="checkbox"/> (13) Business Administration   |   |
| <input type="checkbox"/> (13) Dentistry                 |   |

SECTION II: The Need for Inloading

6. Do you believe there is a need to inload outreach instruction at the present time?

- (1) Yes  
 (2) No  
 (3) Uncertain

Please comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. Do you think there will be a need for inloading in the future?

- (1) Yes
- (2) No
- (3) Uncertain

If "Yes" please describe under what conditions: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

SECTION III: Predicted Effects of Inloading

For the items in this section (questions 8 through 27) please indicate what you think the effect of inloading would be in your department.

8. Faculty Income

- (1) Would increase
- (2) Would decrease
- (3) No effect

Please comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9. Total Faculty Workload

- (1) Would increase
- (2) Would decrease
- (3) No effect

Please comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

10. Scheduling of faculty activities (courses taught, research time, advising, service)

- (1) Would be less difficult
- (2) Would be more difficult
- (3) No effect

Please comment: \_\_\_\_\_

10. (Continued) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

11. Instructional exchange (i.e., faculty from your department offering instruction in another department or program) would be

- (1) Less difficult
- (2) More difficult
- (3) No effect

Please comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

12. Relationships among faculty and staff in the department

- (1) Would improve
- (2) Would deteriorate
- (3) No effect

Please comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

13. Overall quality of the department's instruction

- (1) Would improve
- (2) Would deteriorate
- (3) No effect

Please comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

14. Availability of faculty advising for both graduate and undergraduate students

- (1) Would improve
- (2) Would deteriorate
- (3) No effect

Please comment: \_\_\_\_\_  
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Please comment: \_\_\_\_\_  
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- (3) Would have a positive effect on curriculum planning
- (4) Would have a negative effect on curriculum planning
- (5) Would not affect curriculum planning

Please comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

17. Which group of students would most likely benefit from inloading?

- (1) Regular day students
- (2) CEE students
- (3) Summer Session students
- (4) No difference

Please comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

18. Do you believe inloading would make it possible to serve student groups not now being reached by the department?

- (1) Yes
- (2) No

Please comment: \_\_\_\_\_  
\_\_\_\_\_

19. Is any of your instruction impossible or difficult to offer on the current CEE or Summer Session format?

(1) Yes

(2) No

If "Yes" please indicate why: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

20. How do you think inloading would affect the relationships between your department and other departments in the University?

(1) Improve

(2) Make more difficult or unproductive

(3) No change

Please comment: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

21. Would inloading change the service role of your department within the University? (E.g. use of department's courses or faculty by other majors or programs)

(1) Yes

(2) No

Please comment: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

22. Would inloading change the service role of your department outside the University (E.g. non-credit instruction, lectures, consulting, etc.)

(1) Yes

(2) No

Please comment: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

23. What effect would inloading have on your department's (faculty and students) relationships with University service units or activities? (Libraries, learning resource centers, counseling services, health services, bookstores, security, etc.)

- (1) Improvement
- (2) More difficult, less effective
- (3) No change

Please comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

24. How would inloading affect the status and image of the department? (Check all that apply)

- (1) Improve locally
- (2) Deteriorate locally
- (3) Improve nationally
- (4) Deteriorate nationally
- (5) No effect

Please comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

25. Do you believe it would be desirable to inload departments and colleges differentially over an extended period of time (10 years) if outreach instruction is to be inloaded?

- (1) Yes
- (2) No

Please comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

26. In terms of faculty time and effort, and the money required, do you think inloading most of the University's outreach instruction will be more or less expensive than the present system?

- (1) More expensive
- (2) Less expensive
- (3) About the same

Please comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

27. If you believe inloading will be more expensive, will the potential benefits be worth the cost?

- (1) Yes
- (2) No

Please comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

SECTION IV: Models for Inloading

Of the models described below, which one would be most appropriate for your department if it were to inload its outreach instruction? (Check one)

- (1) Full-Cost Inloading: The full cost of inloading present overload CEE and Summer Session instruction is calculated at "day school" rates minus tuition income. Additional funds are sought from the Legislature and/or through internal reallocation.
- (2) Partial-Cost Inloading I: Faculty member teaches CEE of Summer Session courses as part of regular load and the department is compensated at CEE or Summer Session rates.
- (3) Partial-Cost Inloading II: CEE students register in "day school" classes and the department receives a portion of the tuition income and all of the Student Credit Hours.
- (4) Geography Department Arrangement: CEE and Summer Session provide position money in exchange for courses formerly on overload, e.g., six courses a year and an integrated curriculum.
- (5) Redefinition Model: Faculty member's load is defined in terms of total instructional and service activities, i.e., both credit and non-credit instruction and other forms of service rather than credit instruction only.

Please comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

SECTION V: Would you include below any other comments you would like to make with regard to inloading or related issues. Also, please include any suggestions you have for improving the University's outreach activities.

--Thank you for your time and cooperation--

Please return your completed questionnaire to:

Center for Educational Development  
317 Walter Library

SENATE COMMITTEE ON EDUCATIONAL POLICY  
STUDIES ON INLOADING OUTREACH INSTRUCTION

QUESTIONNAIRE FOR DEANS

This questionnaire is intended to obtain information about the views of deans in the University of Minnesota on the possible impact of inloading outreach instruction. Please use the term "inloading" in the sense that it was defined by the Study Group on University Outreach as follows:

"The term 'inloading' describes the arrangement in which instruction now on overload, e.g. CEE credit instruction and Summer Session, would be incorporated into the regular workload of the faculty--either by substituting any instruction now on overload for other current assignments or by employing additional faculty."

You will notice that we are asking for some identifying information in order to make comparisons and analyze differences. In reporting the results of the study, no information received will be attributed to you directly without your prior consent.

With the exception of some items having to do with faculty and department characteristics the following questions are the same as those asked of department chairs and a selected group of faculty. Please answer them from your perspective as dean.

SECTION I: Please indicate your campus or college.

- |   |   |
|---|---|
| <input type="checkbox"/> (1) <u>Crookston Campus</u>    | <input type="checkbox"/> (14) Education               |
|   | <input type="checkbox"/> (15) Forestry                |
| <input type="checkbox"/> (2) <u>Duluth Campus</u>       | <input type="checkbox"/> (16) General College         |
| <input type="checkbox"/> (3) Business and Economics     | <input type="checkbox"/> (17) Home Economics          |
| <input type="checkbox"/> (4) Education                  | <input type="checkbox"/> (18) Law School              |
| <input type="checkbox"/> (5) Fine Arts                  | <input type="checkbox"/> (19) Liberal Arts            |
| <input type="checkbox"/> (6) Letters and Science        | <input type="checkbox"/> (20) Medical School          |
| <input type="checkbox"/> (7) Medicine                   | <input type="checkbox"/> (21) Nursing                 |
| <input type="checkbox"/> (8) <u>Morris Campus</u>       | <input type="checkbox"/> (22) Pharmacy                |
|   | <input type="checkbox"/> (23) Public Health           |
| <input type="checkbox"/> (9) <u>Waseca Campus</u>       | <input type="checkbox"/> (24) Institute of Technology |
|   | <input type="checkbox"/> (25) Veterinary Medicine     |
| <input type="checkbox"/> (10) <u>Twin Cities Campus</u> |   |
| <input type="checkbox"/> (11) Agriculture               |   |
| <input type="checkbox"/> (12) Biological Sciences       |   |
| <input type="checkbox"/> (13) Business Administration   |   |
| <input type="checkbox"/> (13) Dentistry                 |   |

SECTION II: The Need for Inloading

1. Do you believe there is a need to inload outreach instruction at the present time?

- (1) Yes  
 (2) No  
 (3) Uncertain

Please comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Do you think there will be a need for inloading in the future?

- (1) Yes
- (2) No
- (3) Uncertain

If "Yes" please describe under what conditions: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

SECTION III: Predicted Effects of Inloading

For the items in this section (questions 8 through 27) please indicate what, in general, you think the effect of inloading would be in departments in your college.

3. Faculty Income

- (1) Would increase
- (2) Would decrease
- (3) No effect

Please comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Total Faculty Workload

- (1) Would increase
- (2) Would decrease
- (3) No effect

Please comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Scheduling of faculty activities (courses taught, research time, advising, service)

- (1) Would be less difficult
- (2) Would be more difficult
- (3) No effect

Please comment: \_\_\_\_\_

(continued on next page)

5. (Continued) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Instructional exchange (i.e., faculty from departments offering instruction in another department or program) would be

- (1) Less difficult
- (2) More difficult
- (3) No effect

Please comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Relationships among faculty and staff in departments

- (1) Would improve
- (2) Would deteriorate
- (3) No effect

Please comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. Overall quality of the departments' instruction

- (1) Would improve
- (2) Would deteriorate
- (3) No effect

Please comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. Availability of faculty advising for both graduate and undergraduate students

- (1) Would improve
- (2) Would deteriorate
- (3) No effect

Please comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9. Availability of courses to students (i.e., appropriate course offerings needed in the major or supporting fields at times and places that provide students with reasonable access to the department's total curriculum)

- (1) Would improve
- (2) Would deteriorate
- (3) No effect

Please comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

10. Impact of inloading on the types and levels of courses offered by the department (required in the major, service courses; lower division, upper division, graduate) (Check all that apply)

- (1) Would change the types and levels offered
- (2) Would not change the types and levels offered
- (3) Would have a positive effect on curriculum planning
- (4) Would have a negative effect on curriculum planning
- (5) Would not affect curriculum planning

Please comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

11. Which group of students would most likely benefit from inloading?

- (1) Regular day students
- (2) CEE students
- (3) Summer Session students
- (4) No difference

Please comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

12. Do you believe inloading would make it possible to serve student groups not now being reached by the departments?

- (1) Yes
- (2) No

Please comment: \_\_\_\_\_  
\_\_\_\_\_

13. Is any of your instruction impossible or difficult to offer on the current CEE or Summer Session format?

- (1) Yes
- (2) No

If "Yes" please indicate why: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

14. How do you think inloading would affect the relationships between departments?

- (1) Improve
- (2) Make more difficult or unproductive
- (3) No change

Please comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

15. Would inloading change the service role of your departments within the University? (E.g., use of departments' courses or faculty by other majors or programs?)

- (1) Yes
- (2) No

Please comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

16. Would inloading change the service role of your departments outside the University? (E.g., non-credit instruction, lectures, consulting, etc.)

- (1) Yes
- (2) No

Please comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

17. What effect would inloading have on your departments' (faculty and students) relationships with University service units or activities? (Libraries, learning resource centers, counseling services, health services, bookstores, security, etc.)

- (1) Improvement
- (2) More difficult, less effective
- (3) No change

Please comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

18. How would inloading affect the status and image of the departments? (Check all that apply)

- (1) Improve locally
- (2) Deteriorate locally
- (3) Improve nationally
- (4) Deteriorate nationally
- (5) No effect

Please comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

19. Do you believe it would be desirable to inload departments and colleges differentially over an extended period of time (10 years) if outreach instruction is to be inloaded?

- (1) Yes
- (2) No

Please comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

20. In terms of faculty time and effort, and the money required, do you think inloading most of the University's outreach instruction will be more or less expensive than the present system?

- (1) More expensive
- (2) Less expensive
- (3) About the same

Please comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

21. If you believe inloading will be more expensive, will the potential benefits be worth the cost?

- \_\_\_\_(1) Yes
- \_\_\_\_(2) No

Please comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

SECTION IV: Models for Inloading

Of the models described below, which one would be most appropriate for your department if it were to inload its outreach instruction? (Check one)

- \_\_\_\_(1) Full-Cost Inloading: The full cost of inloading present overload CEE and Summer Session instruction is calculated at "day school" rates minus tuition income. Additional funds are sought from the Legislature and/or through internal reallocation.
- \_\_\_\_(2) Partial-Cost Inloading I: Faculty member teaches CEE of Summer Session courses as part of regular load and the department is compensated at CEE or Summer Session rates.
- \_\_\_\_(3) Partial-Cost Inloading II: CEE students register in "day school" classes and the department receives a portion of the tuition income and all of the Student Credit Hours.
- \_\_\_\_(4) Geography Department Arrangement: CEE and Summer Session provide position money in exchange for courses formerly on overload, e.g., six courses a year and an integrated curriculum.
- \_\_\_\_(5) Redefinition Model: Faculty member's load is defined in terms of total instructional and service activities, i.e., both credit and non-credit instruction and other forms of service rather than credit instruction only.

Please comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

SECTION V: Would you include below any other comments you would like to make with regard to inloading or related issues. Also, please include any suggestions you have for improving the University's outreach activities.

--Thank you for your time and cooperation--  
Please return your completed questionnaire to:

Center for Educational Development  
317 Walter Library

List of Tables summarizing responses  
to questionnaires on inloading outreach instruction

- Table 1: Departmental characteristics for respondents to chairperson questionnaire on inloading outreach instruction
- Table 2: The need for inloading: Responses of departmental chairpersons to questionnaire on inloading outreach instruction
- Table 3: Predicted effects of inloading: Responses of departmental chairpersons to questionnaire on inloading outreach instruction
- Table 4: Characteristics of faculty respondents to questionnaire on inloading outreach instruction: total and by department
- Table 5: The need for inloading: Responses of faculty to questionnaire on inloading outreach instruction
- Table 6: Predicted effects of inloading: Responses of faculty to questionnaire on inloading outreach instruction: total and by department
- Table 7: The need for inloading: Responses of selected deans to questions on inloading outreach instruction
- Table 8: Predicted effects of inloading: Responses of selected deans to questions on inloading outreach instruction
- Table 9: The need for inloading: Responses of department chairs, faculty, and deans compared
- Table 10: Predicted effects of inloading: Responses of department chairs, faculty and, deans compared

Table 1

Departmental characteristics for respondents (N=62) to  
chairperson questionnaire on inloading outreach instruction (Section I)

| Item   | N  | %    | $\bar{x}$ |
|--|----|------|-----------|
| <u>1980 REGULAR UNIVERSITY BUDGET</u>                                | 56 |      | 786,993   |
| \$101K - 400K  | 13 | 23.2 | 240,291   |
| 401K - 700K  | 23 | 41.0 | 544,331   |
| 701K - 1000K   | 10 | 17.8 | 853,698   |
| 1001K - 1300K  | 3  | 5.4  | 1,097,966 |
| 1301K - 1600K  | 2  | 3.6  | 1,398,104 |
| 1601K - 1900K  | 1  | 1.8  | 1,800,000 |
| 1901K - 2200K  | 1  | 1.8  | 2,107,200 |
| 2201K - 2500K  | 0  | -    | -         |
| > 2501K  | 3  | 5.4  | 3,558,821 |
| <u>REGULAR FULL-TIME FACULTY</u>                                     | 60 |      | 19.4      |
| 10 or fewer  | 19 | 31.7 | 7.4       |
| 11 - 20  | 19 | 31.7 | 15.4      |
| 21 - 30  | 13 | 21.7 | 24.4      |
| 31 - 40  | 5  | 8.3  | 35.2      |
| 41 - 50  | 2  | 3.3  | 43.5      |
| 51 - 60  | 0  | -    | -         |
| 61 - 70  | 0  | -    | -         |
| 71 - 80  | 2  | 3.3  | 76.5      |
| <u>ADJUNCT FACULTY IN CEE</u>  | 59 |      | 4.9       |
| 0  | 29 | 49.1 | -         |
| 1 - 3  | 11 | 18.6 | 1.4       |
| 4 - 6  | 7  | 11.9 | 4.7       |
| 7 - 9  | 3  | 5.1  | 8.3       |
| 10 - 12  | 4  | 6.8  | 10.5      |
| 13 - 15  | 2  | 3.4  | 14.0      |
| 16 - 18  | 2  | 3.4  | 17.0      |
| 19 - 21  | 1  | 1.7  | 20.0      |
| <u>CEE CLASSES OFFERED IN 1980-81</u>                                | 61 |      | 20.0      |
| 10 or fewer  | 30 | 49.2 | 3.9       |
| 11 - 20  | 13 | 21.4 | 15.5      |
| 21 - 30  | 5  | 8.2  | 26.0      |
| 31 - 40  | 4  | 6.6  | 36.0      |
| 41 - 50  | 3  | 4.9  | 43.0      |
| 51 - 60  | 2  | 3.3  | 56.5      |
| 61 - 70  | 1  | 1.6  | 66.0      |
| 71 - 80  | 1  | 1.6  | 78.0      |
| 81 - 90  | 0  | -    | -         |
| 91 - 100   | 1  | 1.6  | 99.0      |
| 101 or more  | 1  | 1.6  | 146.0     |
| <u>CEE CLASSES OFFERED IN 1980-81 ON<br/>INLOADING BASIS</u>         | 59 |      | 3.6       |
| 0  | 37 | 62.7 | -         |
| 1 - 10   | 16 | 27.1 | 2.9       |
| 11 - 20  | 2  | 3.4  | 16.5      |
| 21 - 30  | 3  | 5.1  | 26.0      |
| 31 - 40  | 0  | -    | -         |
| 41 - 50  | 0  | -    | -         |
| 51 - 60  | 1  | 1.7  | 53.0      |
| <u>SUMMER SESSION CLASSES OFFERED IN<br/>1980</u>                    | 59 |      | 12.8      |
| 10 or fewer  | 35 | 59.3 | 4.3       |
| 11 - 20  | 12 | 20.3 | 15.2      |
| 21 - 30  | 8  | 13.6 | 24.0      |
| 31 - 40  | 0  | -    | -         |
| 41 - 50  | 3  | 5.1  | 47.0      |
| 51 - 60  | 0  | -    | -         |
| 61 - 70  | 0  | -    | -         |
| 71 - 80  | 0  | -    | -         |
| 81 - 90  | 1  | 1.7  | 88.0      |
| <u>SUMMER SESSION CLASSES OFFERED IN<br/>1980 ON INLOADING BASIS</u> | 47 |      | .8        |
| 0  | 4  | 8.5  | -         |
| 1 - 3  | 4  | 7.0  | 1.8       |
| 4 - 6  | 5  | 8.8  | 5.0       |
| 7 - 9  | 0  | -    | -         |
| 10 - 12  | 1  | 1.7  | 11.0      |

Table 2

The need for inloading: Responses of departmental chairpersons to chairperson questionnaire on inloading outreach instruction (Section II & IV)

| Item                             | N         | %    |
|----------------------------------|-----------|------|
| <u>BELIEF IN NEED -- PRESENT</u> | <u>61</u> |      |
| Yes                              | 25        | 41.0 |
| No                               | 25        | 41.0 |
| Uncertain                        | 11        | 18.0 |
| <u>BELIEF IN NEED -- FUTURE</u>  | <u>62</u> |      |
| Yes                              | 27        | 43.5 |
| No                               | 14        | 22.6 |
| Uncertain                        | 21        | 33.9 |
| <u>MODELS FOR INLOADING</u>      | <u>45</u> |      |
| Full-Cost Inloading              | 20        | 44.4 |
| Partial-Cost Inloading I         | 3         | 6.7  |
| Partial-Cost Inloading II        | 4         | 8.9  |
| Geography Department Arrangement | 2         | 4.4  |
| Redefinition Model               | 16        | 35.6 |

Table 3

Predicted effects of inloading: Responses of departmental chairperson questionnaire on inloading outreach instruction (Section III)

| Item  | N                | Z    |
|---|------------------|------|
| <b><u>FACULTY INCOME</u></b>  | <b><u>55</u></b> |      |
| Would increase  | 1                | 1.8  |
| Would decrease  | 31               | 56.4 |
| No effect   | 23               | 41.8 |
| <b><u>TOTAL FACULTY WORKLOAD</u></b>                                      | <b><u>58</u></b> |      |
| Would increase  | 26               | 44.8 |
| Would decrease  | 6                | 10.3 |
| No effect   | 26               | 44.8 |
| <b><u>SCHEDULING OF FACULTY ACTIVITIES</u></b>                            | <b><u>59</u></b> |      |
| Would be less difficult   | 7                | 11.9 |
| Would be more difficult   | 41               | 69.5 |
| No effect   | 11               | 18.6 |
| <b><u>INSTRUCTIONAL EXCHANGE</u></b>                                      | <b><u>56</u></b> |      |
| Less difficult  | 5                | 8.9  |
| More difficult  | 19               | 33.9 |
| No effect   | 32               | 57.1 |
| <b><u>RELATIONSHIPS AMONG FACULTY AND STAFF<br/>IN DEPARTMENT</u></b>     | <b><u>54</u></b> |      |
| Would improve   | 5                | 9.3  |
| Would deteriorate   | 21               | 38.9 |
| No effect   | 28               | 51.9 |
| <b><u>OVERALL QUALITY OF DEPARTMENT'S<br/>INSTRUCTION</u></b>             | <b><u>55</u></b> |      |
| Would improve   | 13               | 23.6 |
| Would deteriorate   | 22               | 40.0 |
| No effect   | 20               | 36.4 |
| <b><u>AVAILABILITY OF FACULTY ADVISING</u></b>                            | <b><u>52</u></b> |      |
| Would improve   | 7                | 13.5 |
| Would deteriorate   | 23               | 44.2 |
| No effect   | 22               | 42.3 |
| <b><u>AVAILABILITY OF COURSES TO STUDENTS</u></b>                         | <b><u>58</u></b> |      |
| Would improve   | 18               | 31.0 |
| Would deteriorate   | 19               | 32.8 |
| No effect   | 21               | 36.2 |
| <b><u>IMPACT ON TYPES AND LEVELS OF COURSES<br/>OFFERED</u></b>           | <b><u>62</u></b> |      |
| Would change  | 15               | 24.2 |
| Would not change  | 27               | 43.5 |
| Would have positive effect on<br>curriculum planning                      | 14               | 22.6 |
| Would have negative effect on<br>curriculum planning                      | 10               | 16.1 |
| Would not affect curriculum<br>planning                                   | 23               | 37.1 |
| <b><u>STUDENTS WHO WOULD BENEFIT</u></b>                                  | <b><u>62</u></b> |      |
| Regular day students  | 4                | 6.5  |
| CEE students  | 34               | 54.8 |
| Summer session students   | 23               | 37.1 |
| No difference   | 13               | 21.0 |
| <b><u>WOULD SERVE STUDENT GROUPS NOT NOW<br/>BEING SERVED</u></b>         | <b><u>55</u></b> |      |
| Yes   | 26               | 47.3 |
| No  | 29               | 52.7 |
| <b><u>DIFFICULT TO OFFER INSTRUCTION ON<br/>CURRENT CEE/SS FORMAT</u></b> | <b><u>57</u></b> |      |
| Yes   | 32               | 56.1 |
| No  | 25               | 43.9 |
| <b><u>RELATIONSHIPS BETWEEN DEPARTMENT AND<br/>OTHER DEPARTMENTS</u></b>  | <b><u>55</u></b> |      |
| Improve   | 4                | 7.3  |
| Make more difficult or unproductive                                       | 10               | 18.2 |
| No change   | 41               | 74.5 |
| <b><u>CHANGE DEPARTMENT'S SERVICE ROLE WITHIN<br/>THE UNIVERSITY</u></b>  | <b><u>56</u></b> |      |
| Yes   | 17               | 30.4 |
| No  | 39               | 69.6 |

Table 3 (Continued)

Predicted effects of inloading: Responses of departmental chairperson questionnaire on inloading outreach instruction (Section III)

| <u>Item</u>                                    | <u>N</u> | <u>Z</u> |
|--|----------|----------|
| <u>CHANGE DEPARTMENT'S SERVICE ROLE</u>        |          |          |
| <u>OUTSIDE THE UNIVERSITY</u>                  |          |          |
| Yes  | 21       | 36.8     |
| No   | 36       | 63.2     |
| <u>DEPARTMENT'S RELATIONSHIPS WITH</u>         |          |          |
| <u>UNIVERSITY SERVICE UNITS OR ACTIVITIES</u>  |          |          |
| Improvement                                    | 5        | 9.4      |
| More difficult, less effective                 | 12       | 22.6     |
| No change                                      | 36       | 67.9     |
| <u>DEPARTMENT'S STATUS AND IMAGE</u>           |          |          |
| Improve locally                                | 15       | 24.2     |
| Deteriorate locally                            | 11       | 17.7     |
| Improve nationally                             | 8        | 12.9     |
| Deteriorate nationally                         | 17       | 27.4     |
| No effect                                      | 23       | 37.1     |
| <u>INLOAD DIFFERENTIALLY OVER EXTENDED</u>     |          |          |
| <u>PERIOD OF TIME</u>                          |          |          |
| Yes  | 32       | 69.6     |
| No   | 14       | 30.4     |
| <u>MORE OR LESS EXPENSIVE THAN PRESENT</u>     |          |          |
| <u>SYSTEM</u>                                  |          |          |
| More expensive                                 | 35       | 68.6     |
| Less expensive                                 | 6        | 11.8     |
| About the same                                 | 10       | 19.6     |
| <u>POTENTIAL BENEFITS WORTH THE ADDITIONAL</u> |          |          |
| <u>COST</u>                                    |          |          |
| Yes  | 15       | 40.5     |
| No   | 22       | 59.5     |

Table 4

Characteristics of faculty respondents to Questionnaire on  
Inloading Outreach Instruction: total and by department (Section I)

| Item  | Total |      | Department |      |     |      |     |      |         |      |        |      |    |      |          |      |         |      |      |       |        |       |        |      |       |      |        |       |        |      |        |       |
|---|-------|------|------------|------|-----|------|-----|------|---------|------|--------|------|----|------|----------|------|---------|------|------|-------|--------|-------|--------|------|-------|------|--------|-------|--------|------|--------|-------|
|   |       |      | Hist       |      | FSN |      | GCB |      | Finance |      | Curric |      | GC |      | Pub Hlth |      | Physics |      | Econ |       | French |       | German |      | Journ |      | Studio |       | El Eng |      | Morris |       |
|   | N     | %    | N          | %    | N   | %    | N   | %    | N       | %    | N      | %    | N  | %    | N        | %    | N       | %    | N    | %     | N      | %     | N      | %    | N     | %    | N      | %     | N      | %    | N      | %     |
| <b>LENGTH OF SERVICE</b>                    | 187   |      | 26         |      | 19  |      | 12  |      | 5       |      | 23     |      | 22 |      | 14       |      | 18      |      | 11   |       | 3      |       | 3      |      | 13    |      | 2      |       | 11     |      | 5      |       |
| Less than 5 years                           | 27    | 14.4 | 4          | 15.4 | 3   | 15.8 | 0   | -    | 0       | -    | 4      | 17.4 | 1  | 4.5  | 9        | 64.3 | 0       | -    | 1    | 9.1   | 1      | 33.3  | 0      | -    | 1     | 7.7  | 0      | -     | 1      | 9.1  | 2      | 40.0  |
| 5 - 10 years                                | 31    | 16.6 | 2          | 7.7  | 5   | 26.3 | 1   | 8.3  | 2       | 40.0 | 6      | 26.1 | 5  | 22.7 | 3        | 21.4 | 3       | 16.7 | 0    | -     | 0      | -     | 1      | 33.3 | 3     | 23.1 | 0      | -     | 0      | -    | 0      | -     |
| More than 10 years                          | 129   | 69.0 | 20         | 76.9 | 11  | 57.9 | 11  | 91.7 | 3       | 60.0 | 13     | 56.5 | 16 | 72.7 | 2        | 14.3 | 15      | 83.3 | 10   | 90.9  | 2      | 66.7  | 2      | 66.7 | 9     | 59.2 | 2      | 100.0 | 10     | 90.9 | 3      | 60.0  |
| <b>CURRENT RANK</b>                         | 187   |      | 26         |      | 19  |      | 12  |      | 5       |      | 23     |      | 22 |      | 14       |      | 18      |      | 11   |       | 3      |       | 3      |      | 13    |      | 2      |       | 11     |      | 5      |       |
| Instructor                                  | 2     | 1.1  | 0          | -    | 0   | -    | 0   | -    | 0       | -    | 0      | -    | 0  | -    | 2        | 14.3 | 0       | -    | 0    | -     | 0      | -     | 0      | -    | 0     | -    | 0      | -     | 0      | -    | 0      | -     |
| Assistant Professor                         | 32    | 17.1 | 3          | 11.5 | 3   | 15.8 | 0   | -    | 1       | 20.0 | 4      | 17.4 | 6  | 27.3 | 8        | 57.1 | 0       | -    | 0    | -     | 1      | 33.3  | 1      | 33.3 | 1     | 7.7  | 0      | -     | 1      | 9.1  | 3      | 60.0  |
| Associate Professor                         | 47    | 25.1 | 6          | 23.1 | 6   | 31.6 | 1   | 8.3  | 1       | 20.0 | 9      | 39.1 | 6  | 27.3 | 3        | 21.4 | 5       | 27.8 | 1    | 9.1   | 1      | 33.3  | 1      | 33.3 | 2     | 15.4 | 1      | 50.0  | 2      | 18.2 | 2      | 40.0  |
| Professor                                   | 106   | 56.7 | 17         | 65.4 | 10  | 52.6 | 11  | 91.7 | 3       | 60.0 | 10     | 43.5 | 10 | 45.5 | 1        | 7.1  | 13      | 72.2 | 10   | 90.9  | 1      | 33.3  | 1      | 33.3 | 10    | 76.9 | 1      | 50.0  | 8      | 72.7 | 0      | -     |
| <b>CEE CLASSES TAUGHT (5 YR)</b>            | 186   |      | 26         |      | 19  |      | 12  |      | 5       |      | 23     |      | 22 |      | 14       |      | 18      |      | 10   |       | 3      |       | 3      |      | 13    |      | 2      |       | 11     |      | 5      |       |
| None  | 56    | 30.1 | 4          | 15.4 | 4   | 21.1 | 6   | 50.0 | 1       | 20.0 | 7      | 30.4 | 1  | 4.5  | 0        | -    | 13      | 72.2 | 8    | 80.0  | 1      | 33.3  | 0      | -    | 5     | 38.5 | 0      | -     | 5      | 45.5 | 1      | 20.0  |
| 1 - 5                                       | 67    | 36.0 | 12         | 46.2 | 11  | 57.9 | 5   | 41.7 | 1       | 20.0 | 10     | 43.5 | 2  | 9.1  | 8        | 57.1 | 4       | 22.2 | 1    | 10.0  | 1      | 33.3  | 1      | 33.3 | 5     | 38.5 | 0      | -     | 5      | 45.5 | 1      | 20.0  |
| 6 - 10                                      | 31    | 16.7 | 6          | 23.1 | 2   | 10.5 | 0   | -    | 2       | 40.0 | 2      | 8.7  | 8  | 36.4 | 3        | 21.4 | 1       | 5.6  | 0    | -     | 0      | -     | 1      | 33.3 | 3     | 23.1 | 1      | 50.0  | 0      | -    | 2      | 40.0  |
| 11 - 15                                     | 12    | 6.5  | 4          | 15.4 | 1   | 5.3  | 0   | -    | 0       | -    | 1      | 4.3  | 5  | 22.7 | 0        | -    | 0       | -    | 0    | -     | 1      | 33.3  | 0      | -    | 0     | -    | 0      | -     | 0      | -    | 0      | -     |
| More than 15                                | 20    | 10.8 | 0          | -    | 1   | 5.3  | 1   | 8.3  | 1       | 20.0 | 3      | 13.0 | 6  | 27.3 | 3        | 21.4 | 0       | -    | 1    | 10.0  | 0      | -     | 1      | 33.3 | 0     | -    | 1      | 50.0  | 1      | 9.1  | 1      | 20.0  |
| <b>SUMMER SESSION CLASSES TAUGHT (5 YR)</b> | 185   |      | 26         |      | 18  |      | 12  |      | 5       |      | 23     |      | 22 |      | 14       |      | 18      |      | 10   |       | 3      |       | 3      |      | 13    |      | 2      |       | 11     |      | 5      |       |
| None  | 76    | 41.1 | 3          | 11.5 | 17  | 94.4 | 9   | 75.0 | 2       | 40.0 | 5      | 21.7 | 5  | 22.7 | 6        | 42.9 | 13      | 72.2 | 7    | 70.0  | 1      | 33.3  | 0      | -    | 4     | 30.8 | 0      | -     | 3      | 27.3 | 1      | 20.0  |
| 1 - 5                                       | 78    | 42.2 | 21         | 80.8 | 1   | 5.6  | 2   | 16.7 | 2       | 40.0 | 4      | 17.4 | 16 | 72.7 | 5        | 35.7 | 4       | 22.2 | 2    | 20.0  | 2      | 66.7  | 2      | 66.7 | 7     | 53.8 | 1      | 50.0  | 5      | 45.5 | 4      | 80.0  |
| 6 - 10                                      | 26    | 14.1 | 2          | 7.7  | 0   | -    | 1   | 8.3  | 0       | -    | 10     | 43.5 | 1  | 4.5  | 3        | 21.4 | 1       | 5.6  | 1    | 10.0  | 0      | -     | 1      | 33.3 | 2     | 15.4 | 1      | 50.0  | 3      | 27.3 | 0      | -     |
| 11 - 15                                     | 4     | 2.2  | 0          | -    | 0   | -    | 0   | -    | 1       | 20.0 | 3      | 13.0 | 0  | -    | 0        | -    | 0       | -    | 0    | -     | 0      | -     | 0      | -    | 0     | -    | 0      | -     | 0      | -    | 0      | -     |
| Over 15                                     | 1     | .5   | 0          | -    | 0   | -    | 0   | -    | 0       | -    | 1      | 4.3  | 0  | -    | 0        | -    | 0       | -    | 0    | -     | 0      | -     | 0      | -    | 0     | -    | 0      | -     | 0      | -    | 0      | -     |
| <b>INLOADING CLASSES TAUGHT</b>             | 183   |      | 25         |      | 19  |      | 11  |      | 5       |      | 21     |      | 22 |      | 14       |      | 18      |      | 11   |       | 3      |       | 3      |      | 13    |      | 2      |       | 11     |      | 5      |       |
| Yes   | 38    | 20.8 | 2          | 8.0  | 2   | 10.5 | 2   | 18.2 | 1       | 20.0 | 13     | 61.9 | 6  | 27.3 | 7        | 50.0 | 1       | 5.6  | 0    | -     | 0      | -     | 1      | 33.3 | 1     | 7.7  | 0      | -     | 2      | 18.2 | 0      | -     |
| No  | 145   | 79.2 | 23         | 92.0 | 17  | 89.5 | 9   | 81.8 | 4       | 80.0 | 8      | 38.1 | 16 | 72.7 | 7        | 50.0 | 17      | 94.4 | 11   | 100.0 | 3      | 100.0 | 2      | 66.7 | 12    | 92.3 | 2      | 100.0 | 9      | 81.8 | 5      | 100.0 |

Table 5

The need for inloading: Responses of faculty to Questionnaire on Inloading Outreach Instruction, total and by department (Sections II & IV)

| Item                             | Total |      | Hist |      | PSN |      | GCB |      | Finance |      | Curric |      | GC |      | Pub Hlth |      | Physics |      | Econ |      | French |      | German |       | Journ |      | Studio |       | El Eng |      | Morris |      |
|----------------------------------|-------|------|------|------|-----|------|-----|------|---------|------|--------|------|----|------|----------|------|---------|------|------|------|--------|------|--------|-------|-------|------|--------|-------|--------|------|--------|------|
|                                  | N     | %    | N    | %    | N   | %    | N   | %    | N       | %    | N      | %    | N  | %    | N        | %    | N       | %    | N    | %    | N      | %    | N      | %     | N     | %    | N      | %     | N      | %    | N      | %    |
|                                  |       |      |      |      |     |      |     |      |         |      |        |      |    |      |          |      |         |      |      |      |        |      |        |       |       |      |        |       |        |      |        |      |
| <b>BELIEF IN NEED -- PRESENT</b> | 185   |      | 26   |      | 19  |      | 12  |      | 5       |      | 22     |      | 22 |      | 14       |      | 18      |      | 11   |      | 3      |      | 3      |       | 13    |      | 2      |       | 11     |      | 4      |      |
| Yes                              | 52    | 28.1 | 5    | 19.2 | 3   | 15.8 | 7   | 58.3 | 1       | 20.0 | 12     | 54.5 | 2  | 9.1  | 7        | 50.0 | 5       | 27.8 | 2    | 18.2 | 0      | -    | 2      | 66.7  | 2     | 15.4 | 0      | -     | 3      | 27.3 | 1      | 25.0 |
| No                               | 77    | 41.6 | 12   | 46.2 | 9   | 47.4 | 1   | 8.3  | 3       | 60.0 | 4      | 18.2 | 14 | 63.6 | 3        | 21.4 | 11      | 61.1 | 5    | 45.5 | 1      | 33.3 | 0      | -     | 5     | 38.5 | 2      | 100.0 | 5      | 45.5 | 2      | 50.0 |
| Uncertain                        | 56    | 30.3 | 9    | 34.6 | 7   | 36.8 | 4   | 33.3 | 1       | 20.0 | 6      | 27.3 | 6  | 27.3 | 4        | 28.6 | 2       | 11.1 | 4    | 36.4 | 2      | 66.7 | 1      | 33.3  | 6     | 46.2 | 0      | -     | 3      | 27.3 | 1      | 25.0 |
| <b>BELIEF IN NEED -- FUTURE</b>  | 186   |      | 26   |      | 19  |      | 12  |      | 5       |      | 23     |      | 22 |      | 14       |      | 18      |      | 10   |      | 3      |      | 3      |       | 13    |      | 2      |       | 11     |      | 5      |      |
| Yes                              | 74    | 39.8 | 8    | 30.8 | 4   | 21.1 | 7   | 58.3 | 1       | 20.9 | 14     | 60.9 | 8  | 36.4 | 8        | 57.1 | 8       | 44.4 | 3    | 30.0 | 1      | 33.3 | 2      | 66.7  | 5     | 38.5 | 1      | 50.0  | 3      | 27.3 | 1      | 20.0 |
| No                               | 47    | 25.3 | 6    | 23.1 | 7   | 36.8 | 1   | 8.3  | 3       | 60.0 | 3      | 13.0 | 8  | 36.4 | 3        | 21.4 | 7       | 38.9 | 2    | 20.0 | 0      | -    | 0      | -     | 2     | 15.4 | 1      | 50.0  | 2      | 18.2 | 2      | 40.0 |
| Uncertain                        | 65    | 34.9 | 12   | 46.2 | 8   | 42.1 | 4   | 33.3 | 1       | 20.0 | 6      | 26.1 | 6  | 27.3 | 3        | 21.4 | 3       | 16.7 | 5    | 50.0 | 2      | 66.7 | 1      | 33.3  | 6     | 46.2 | 0      | -     | 6      | 54.5 | 2      | 40.0 |
| <b>MODELS FOR INLOADING</b>      | 141   |      | 18   |      | 16  |      | 10  |      | 4       |      | 19     |      | 17 |      | 13       |      | 15      |      | 5    |      | 0      |      | 2      |       | 9     |      | 1      |       | 8      |      | 5      |      |
| Full-Cost Inloading              | 52    | 36.3 | 7    | 38.9 | 7   | 43.8 | 4   | 40.0 | 2       | 50.0 | 5      | 26.3 | 5  | 29.4 | 1        | 7.7  | 6       | 40.0 | 3    | 60.0 | 0      | -    | 2      | 100.0 | 4     | 44.4 | 0      | -     | 6      | 75.0 | 0      | -    |
| Partial-Cost Inloading I         | 6     | 4.2  | 1    | 5.6  | 1   | 6.3  | 1   | 10.0 | 0       | -    | 2      | 10.5 | 1  | 5.9  | 0        | -    | 0       | -    | 0    | -    | 0      | -    | 0      | -     | 0     | -    | 0      | -     | 0      | -    | 0      | -    |
| Partial-Cost Inloading II        | 18    | 12.7 | 2    | 11.1 | 1   | 6.3  | 0   | -    | 0       | -    | 6      | 31.6 | 1  | 5.9  | 6        | 46.2 | 1       | 6.7  | 0    | -    | 0      | -    | 0      | -     | 1     | 11.1 | 0      | -     | 0      | -    | 0      | -    |
| Geography Department Arrangement | 21    | 14.8 | 6    | 33.3 | 4   | 25.0 | 1   | 10.0 | 1       | 25.0 | 0      | -    | 1  | 5.9  | 1        | 7.7  | 4       | 26.7 | 0    | -    | 0      | -    | 0      | -     | 1     | 11.1 | 1      | 100.0 | 0      | -    | 1      | 20.0 |
| Redefinition Model               | 45    | 31.7 | 2    | 11.1 | 3   | 18.8 | 4   | 40.0 | 1       | 25.0 | 6      | 31.6 | 9  | 52.9 | 5        | 38.5 | 4       | 26.7 | 2    | 40.0 | 0      | -    | 0      | -     | 3     | 33.3 | 0      | -     | 2      | 25.0 | 4      | 80.0 |

Table 6 (Continued)

Predicted effects of inloading: Responses of faculty to  
Questionnaire on Inloading Outreach Instruction, total and by department (Section III)

| Item   | Total |      | Hist |      | FSN |      | GCB |      | Finance |       | Curric |      | GC |      | Pub Hlth |      | Physics |      | Econ |      | French |       | German |       | Journ |      | Studio |       | El Eng |       | Morris |      |
|--|-------|------|------|------|-----|------|-----|------|---------|-------|--------|------|----|------|----------|------|---------|------|------|------|--------|-------|--------|-------|-------|------|--------|-------|--------|-------|--------|------|
|  | N     | %    | N    | %    | N   | %    | N   | %    | N       | %     | N      | %    | N  | %    | N        | %    | N       | %    | N    | %    | N      | %     | N      | %     | N     | %    | N      | %     | N      | %     | N      | %    |
|  |       |      |      |      |     |      |     |      |         |       |        |      |    |      |          |      |         |      |      |      |        |       |        |       |       |      |        |       |        |       |        |      |
| <b>WOULD SERVE STUDENT GROUPS NOT NOW BEING SERVED</b>                       |       |      |      |      |     |      |     |      |         |       |        |      |    |      |          |      |         |      |      |      |        |       |        |       |       |      |        |       |        |       |        |      |
| Yes  | 77    | 45.8 | 8    | 33.3 | 5   | 29.4 | 7   | 70.0 | 0       | -     | 14     | 68.2 | 6  | 30.0 | 12       | 92.3 | 8       | 50.0 | 2    | 25.0 | 0      | -     | 2      | 100.0 | 6     | 50.0 | 0      | -     | 4      | 44.4  | 2      | 40.0 |
| No   | 91    | 54.2 | 16   | 66.7 | 12  | 70.6 | 3   | 30.0 | 5       | 100.0 | 7      | 31.8 | 14 | 70.0 | 1        | 7.7  | 8       | 50.0 | 6    | 75.0 | 3      | 100.0 | 0      | -     | 6     | 50.0 | 2      | 100.0 | 5      | 55.6  | 3      | 60.0 |
| <b>DIFFICULT TO OFFER INSTRUCTION ON CURRENT CEE/SS FORMAT</b>               |       |      |      |      |     |      |     |      |         |       |        |      |    |      |          |      |         |      |      |      |        |       |        |       |       |      |        |       |        |       |        |      |
| Yes  | 70    | 39.8 | 17   | 68.0 | 7   | 38.9 | 4   | 33.3 | 0       | -     | 7      | 31.8 | 4  | 18.2 | 4        | 28.6 | 6       | 37.5 | 2    | 25.0 | 0      | -     | 2      | 100.0 | 9     | 69.2 | 0      | -     | 3      | 33.3  | 3      | 60.0 |
| No   | 106   | 60.2 | 8    | 32.0 | 11  | 61.1 | 8   | 66.7 | 5       | 100.0 | 15     | 68.2 | 18 | 81.8 | 10       | 71.4 | 10      | 62.5 | 6    | 75.0 | 3      | 100.0 | 0      | -     | 4     | 30.8 | 2      | 100.0 | 6      | 66.7  | 2      | 40.0 |
| <b>RELATIONSHIPS BETWEEN DEPARTMENT AND OTHER DEPARTMENTS</b>                |       |      |      |      |     |      |     |      |         |       |        |      |    |      |          |      |         |      |      |      |        |       |        |       |       |      |        |       |        |       |        |      |
| Improve  | 18    | 11.0 | 0    | -    | 2   | 11.8 | 1   | 10.0 | 0       | -     | 4      | 18.2 | 2  | 9.1  | 5        | 38.5 | 1       | 7.1  | 1    | 16.7 | 0      | -     | 1      | 50.0  | 1     | 8.3  | 0      | -     | 0      | -     | 4      | 0    |
| Make more difficult or unproductive  | 30    | 18.3 | 8    | 33.3 | 5   | 29.4 | 0   | -    | 1       | 20.0  | 1      | 4.5  | 3  | 13.6 | 3        | 23.1 | 5       | 35.7 | 0    | -    | 0      | -     | 0      | -     | 1     | 8.3  | 1      | 50.0  | 1      | 12.5  | 1      | 25.0 |
| No change  | 116   | 70.7 | 16   | 66.7 | 10  | 58.8 | 9   | 90.0 | 4       | 80.0  | 17     | 77.3 | 17 | 77.3 | 5        | 38.5 | 8       | 57.1 | 5    | 83.3 | 3      | 100.0 | 1      | 50.0  | 10    | 83.3 | 1      | 50.0  | 7      | 87.5  | 3      | 75.0 |
| <b>CHANGE DEPARTMENT'S SERVICE ROLE WITHIN THE UNIVERSITY</b>                |       |      |      |      |     |      |     |      |         |       |        |      |    |      |          |      |         |      |      |      |        |       |        |       |       |      |        |       |        |       |        |      |
| Yes  | 65    | 40.9 | 12   | 57.1 | 8   | 44.4 | 3   | 37.5 | 2       | 40.0  | 6      | 27.3 | 5  | 23.8 | 10       | 76.9 | 5       | 35.7 | 1    | 16.7 | 0      | -     | 0      | -     | 6     | 54.5 | 1      | 50.0  | 3      | 33.3  | 3      | 75.0 |
| No   | 94    | 59.1 | 9    | 42.9 | 10  | 55.6 | 5   | 62.5 | 3       | 60.0  | 16     | 72.7 | 16 | 76.2 | 3        | 23.1 | 9       | 64.3 | 5    | 83.3 | 3      | 100.0 | 2      | 100.0 | 5     | 45.5 | 1      | 50.0  | 6      | 66.7  | 1      | 25.0 |
| <b>CHANGE DEPARTMENT'S SERVICE ROLE OUTSIDE THE UNIVERSITY</b>               |       |      |      |      |     |      |     |      |         |       |        |      |    |      |          |      |         |      |      |      |        |       |        |       |       |      |        |       |        |       |        |      |
| Yes  | 74    | 46.5 | 5    | 23.8 | 8   | 50.0 | 4   | 33.3 | 4       | 80.0  | 13     | 59.1 | 6  | 31.6 | 6        | 50.0 | 10      | 66.7 | 3    | 60.0 | 0      | -     | 1      | 50.0  | 6     | 54.5 | 0      | -     | 5      | 55.6  | 3      | 60.0 |
| No   | 85    | 53.5 | 16   | 76.2 | 8   | 50.0 | 8   | 66.7 | 1       | 20.0  | 9      | 40.9 | 13 | 68.4 | 6        | 50.0 | 5       | 33.3 | 2    | 40.0 | 3      | 100.0 | 1      | 50.0  | 5     | 45.5 | 2      | 100.0 | 4      | 44.4  | 2      | 40.0 |
| <b>DEPARTMENT'S RELATIONSHIP WITH UNIVERSITY SERVICE UNITS OR ACTIVITIES</b> |       |      |      |      |     |      |     |      |         |       |        |      |    |      |          |      |         |      |      |      |        |       |        |       |       |      |        |       |        |       |        |      |
| Improvement  | 7     | 4.6  | 2    | 9.5  | 0   | -    | 1   | 11.1 | 0       | -     | 3      | 16.7 | 0  | -    | 0        | -    | 1       | 8.3  | 0    | -    | 0      | -     | 0      | -     | 0     | -    | 0      | -     | 0      | -     | 8      | 0    |
| More difficult, less effective   | 46    | 30.5 | 8    | 38.1 | 8   | 47.1 | 3   | 33.3 | 1       | 20.0  | 5      | 27.8 | 6  | 31.6 | 1        | 7.7  | 6       | 50.0 | 1    | 14.3 | 0      | -     | 1      | 50.0  | 4     | 36.4 | 1      | 50.0  | 0      | -     | 1      | 25.0 |
| No change  | 98    | 64.9 | 11   | 52.4 | 9   | 52.9 | 5   | 55.6 | 4       | 80.0  | 10     | 55.6 | 13 | 68.4 | 12       | 92.3 | 5       | 41.7 | 6    | 85.7 | 3      | 100.0 | 1      | 50.0  | 7     | 63.6 | 1      | 50.0  | 8      | 100.0 | 3      | 75.0 |
| <b>DEPARTMENT'S STATUS AND IMAGE</b>   |       |      |      |      |     |      |     |      |         |       |        |      |    |      |          |      |         |      |      |      |        |       |        |       |       |      |        |       |        |       |        |      |
| Improve locally  | 59    | 31.2 | 9    | 34.6 | 5   | 26.3 | 3   | 21.4 | 1       | 20.0  | 16     | 69.6 | 3  | 13.6 | 7        | 50.0 | 2       | 11.1 | 2    | 18.2 | 0      | -     | 3      | 66.7  | 3     | 23.1 | 0      | -     | 5      | 45.5  | 1      | 20.0 |
| Deteriorate locally  | 27    | 14.3 | 7    | 26.9 | 4   | 21.1 | 0   | -    | 0       | -     | 2      | 8.7  | 3  | 13.6 | 0        | -    | 3       | 16.7 | 0    | -    | 0      | -     | 0      | -     | 2     | 15.4 | 1      | 50.0  | 2      | 18.2  | 3      | 60.0 |
| Improve nationally   | 18    | 9.5  | 2    | 7.7  | 2   | 10.5 | 0   | -    | 0       | -     | 5      | 21.7 | 2  | 9.1  | 5        | 35.7 | 1       | 5.6  | 0    | -    | 0      | -     | 1      | 33.3  | 0     | -    | 0      | -     | 0      | -     | 0      | -    |
| Deteriorate nationally   | 49    | 25.9 | 14   | 53.8 | 4   | 21.1 | 2   | 14.3 | 1       | 20.0  | 3      | 13.0 | 3  | 13.6 | 0        | -    | 7       | 38.9 | 4    | 36.4 | 0      | -     | 0      | -     | 4     | 30.8 | 0      | -     | 5      | 45.5  | 2      | 40.0 |
| No effect  | -     | -    | -    | -    | -   | -    | -   | -    | -       | -     | -      | -    | -  | -    | -        | -    | -       | -    | -    | -    | -      | -     | -      | -     | -     | -    | -      | -     | -      | -     | -      |      |
| <b>INLOAD DIFFERENTIALLY OVER EXTENDED PERIOD OF TIME</b>                    |       |      |      |      |     |      |     |      |         |       |        |      |    |      |          |      |         |      |      |      |        |       |        |       |       |      |        |       |        |       |        |      |
| Yes  | 77    | 59.7 | 10   | 52.6 | 7   | 50.0 | 3   | 42.9 | 3       | 60.0  | 12     | 70.6 | 8  | 50.0 | 7        | 87.5 | 6       | 60.0 | 2    | 50.0 | 1      | 50.0  | 0      | -     | 11    | 84.6 | 1      | 50.0  | 4      | 57.1  | 2      | 50.0 |
| No   | 52    | 40.3 | 9    | 47.4 | 7   | 50.0 | 4   | 57.1 | 2       | 40.0  | 5      | 29.4 | 8  | 50.0 | 1        | 12.5 | 4       | 40.0 | 2    | 50.0 | 1      | 50.0  | 1      | 100.0 | 2     | 15.4 | 1      | 50.0  | 3      | 42.9  | 2      | 50.0 |
| <b>MORE OR LESS EXPENSIVE THAN PRESENT SYSTEM</b>                            |       |      |      |      |     |      |     |      |         |       |        |      |    |      |          |      |         |      |      |      |        |       |        |       |       |      |        |       |        |       |        |      |
| More expensive   | 95    | 64.2 | 11   | 64.7 | 14  | 77.8 | 3   | 37.5 | 4       | 80.0  | 10     | 52.6 | 16 | 72.7 | 6        | 50.0 | 10      | 76.9 | 5    | 71.4 | 1      | 100.0 | 2      | 100.0 | 5     | 41.7 | 0      | -     | 5      | 62.5  | 3      | 75.0 |
| Less expensive   | 21    | 14.2 | 4    | 23.5 | 1   | 5.6  | 2   | 25.0 | 0       | -     | 3      | 15.8 | 1  | 4.5  | 2        | 16.7 | 1       | 7.7  | 2    | 18.2 | 0      | -     | 0      | -     | 4     | 33.3 | 0      | -     | 1      | 12.5  | 0      | -    |
| About the same   | 32    | 21.6 | 2    | 11.8 | 3   | 16.7 | 3   | 37.5 | 1       | 20.0  | 6      | 31.6 | 5  | 22.7 | 4        | 33.3 | 2       | 15.4 | 0    | -    | 0      | -     | 0      | -     | 3     | 25.0 | 0      | -     | 2      | 25.0  | 1      | 25.0 |
| <b>POTENTIAL BENEFITS WORTH THE ADDITIONAL COST</b>                          |       |      |      |      |     |      |     |      |         |       |        |      |    |      |          |      |         |      |      |      |        |       |        |       |       |      |        |       |        |       |        |      |
| Yes  | 43    | 41.3 | 2    | 14.3 | 7   | 46.7 | 3   | 75.0 | 1       | 33.3  | 10     | 76.9 | 2  | 16.7 | 4        | 57.1 | 6       | 40.0 | 1    | 25.0 | 0      | -     | 2      | 100.0 | 2     | 40.0 | 1      | 100.0 | 1      | 20.0  | 1      | 33.3 |
| No   | 61    | 58.7 | 12   | 85.7 | 8   | 53.3 | 1   | 25.0 | 2       | 66.7  | 3      | 23.1 | 10 | 83.3 | 3        | 42.9 | 9       | 60.0 | 3    | 75.0 | 1      | 100.0 | 0      | -     | 3     | 60.0 | 0      | -     | 4      | 80.0  | 2      | 66.7 |



Table 7

The need for inloading: Responses of selected deans  
to questions on inloading outreach instruction (Sections  
II & IV)

| Item                                   | N        |
|--|----------|
| <u>BELIEF IN NEED -- PRESENT</u>       | <u>6</u> |
| Yes                                    | 6        |
| No                                     | 0        |
| Uncertain                              | 0        |
| <u>BELIEF IN NEED -- FUTURE</u>        | <u>6</u> |
| Yes                                    | 6        |
| No                                     | 0        |
| Uncertain                              | 0        |
| <u>MODELS FOR INLOADING</u>            | <u>6</u> |
| Full-Cost Inloading                    | 4        |
| Partial-Cost Inloading I               |          |
| Partial-Cost Inloading II              | 1        |
| Geography Department Arrangement       | 1        |
| Redefinition Model                     | (3)*     |
| *In combination with one of the others |          |

Table 8

Predicted effects of inloading: Responses of selected deans to questions on inloading outreach instruction (Section III)

| Item   | N |
|--|---|
| <u>FACULTY INCOME</u>  | 6 |
| Would increase   | 0 |
| Would decrease   | 2 |
| No effect  | 4 |
| <u>TOTAL FACULTY WORKLOAD</u>                                      | 6 |
| Would increase   | 1 |
| Would decrease   | 0 |
| No effect  | 5 |
| <u>SCHEDULING OF FACULTY ACTIVITIES</u>                            | 6 |
| Would be less difficult  | 3 |
| Would be more difficult  | 2 |
| No effect  | 1 |
| <u>INSTRUCTIONAL EXCHANGE</u>                                      | 6 |
| Less difficult   | 0 |
| More difficult   | 2 |
| No effect  | 4 |
| <u>RELATIONSHIPS AMONG FACULTY AND STAFF<br/>IN DEPARTMENTS</u>    | 5 |
| Would improve  | 1 |
| Would deteriorate  | 1 |
| No effect  | 3 |
| <u>OVERALL QUALITY OF DEPARTMENTAL<br/>INSTRUCTION</u>             | 6 |
| Would improve  | 3 |
| Would deteriorate  | 1 |
| No effect  | 2 |
| <u>AVAILABILITY OF FACULTY ADVISING</u>                            | 5 |
| Would improve  | 2 |
| Would deteriorate  | 1 |
| No effect  | 2 |
| <u>AVAILABILITY OF COURSES TO STUDENTS</u>                         | 6 |
| Would improve  | 5 |
| Would deteriorate  | 0 |
| No effect  | 1 |
| <u>IMPACT ON TYPES AND LEVELS OF COURSES<br/>OFFERED</u>           | 6 |
| Would change   | 2 |
| Would not change   | 3 |
| Would have positive effect on<br>curriculum planning               | 4 |
| Would have negative effect on<br>curriculum planning               | 0 |
| Would not effect curriculum<br>planning                            | 1 |
| <u>STUDENTS WHO WOULD BENEFIT</u>                                  | 6 |
| Regular day students   | 1 |
| CEE students   | 2 |
| Summer Session students  | 1 |
| No difference  | 2 |
| <u>WOULD SERVE STUDENT GROUPS NOT NOW<br/>BEING SERVED</u>         | 5 |
| Yes  | 5 |
| No   | 0 |
| <u>DIFFICULT TO OFFER INSTRUCTION ON<br/>CURRENT CEE/SS FORMAT</u> | 6 |
| Yes  | 4 |
| No   | 2 |
| <u>RELATIONSHIPS AMONG DEPARTMENTS</u>                             | 5 |
| Improve  | 1 |
| Make more difficult or unproductive                                | 0 |
| No change  | 4 |
| <u>CHANGE DEPARTMENT'S SERVICE ROLES WITHIN<br/>THE UNIVERSITY</u> | 6 |
| Yes  | 3 |
| No   | 1 |
| Uncertain  | 2 |

Table 8 (Continued)

Predicted effects of inloading: Responses of selected deans to questions on inloading outreach instruction (Section III)

| Item   | N |
|--|---|
| <u>CHANGE DEPARTMENT'S SERVICE ROLES</u>       |   |
| <u>OUTSIDE THE UNIVERSITY</u>                  |   |
| Yes  | 6 |
| No   | 3 |
| <u>DEPARTMENT'S RELATIONSHIPS WITH</u>         |   |
| <u>UNIVERSITY SERVICE UNITS OR ACTIVITIES</u>  |   |
| Improvement                                    | 5 |
| More difficult, less effective                 | 0 |
| No change                                      | 1 |
| (Uncertain/It depends)                         | 1 |
| <u>DEPARTMENT'S STATUS AND IMAGE</u>           |   |
| Improve locally                                | 6 |
| Deteriorate locally                            | 3 |
| Improve nationally                             | 0 |
| Deteriorate nationally                         | 1 |
| No effect                                      | 0 |
| <u>INLOAD DIFFERENTIALLY OVER EXTENDED</u>     |   |
| <u>PERIOD OF TIME</u>                          |   |
| Yes  | 5 |
| No   | 4 |
| <u>MORE OR LESS EXPENSIVE THAN PRESENT</u>     |   |
| <u>SYSTEM</u>                                  |   |
| More expensive                                 | 6 |
| Less expensive                                 | 5 |
| About the same                                 | 0 |
| <u>POTENTIAL BENEFITS WORTH THE ADDITIONAL</u> |   |
| <u>COST</u>                                    |   |
| Yes  | 5 |
| No   | 5 |

Table 9

The need for inloading: Responses of department chairs, faculty, and deans compared (Sections II & IV)

| Item                             | Department<br>Chairs |      | Faculty    |      | Deans    |      |
|----------------------------------|----------------------|------|------------|------|----------|------|
|                                  | N                    | %    | N          | %    | N        | %    |
| <u>BELIEF IN NEED -- PRESENT</u> | <u>61</u>            |      | <u>185</u> |      | <u>6</u> |      |
| Yes                              | 25                   | 41.0 | 52         | 28.1 | 6        | 100  |
| No                               | 25                   | 41.0 | 77         | 41.6 | -        | -    |
| Uncertain                        | 11                   | 18.0 | 56         | 30.3 | -        | -    |
| <u>BELIEF IN NEED -- FUTURE</u>  | <u>62</u>            |      | <u>186</u> |      | <u>6</u> |      |
| Yes                              | 27                   | 43.5 | 74         | 39.8 | 6        | 100  |
| No                               | 14                   | 22.6 | 47         | 25.3 | -        | -    |
| Uncertain                        | 21                   | 33.9 | 65         | 34.9 | -        | -    |
| <u>MODELS FOR INLOADING</u>      | <u>45</u>            |      | <u>141</u> |      | <u>6</u> |      |
| Full-Cost Inloading              | 20                   | 44.4 | 52         | 36.3 | 4        | 66.7 |
| Partial-Cost Inloading I         | 3                    | 6.7  | 6          | 4.2  | -        | -    |
| Partial-Cost Inloading II        | 4                    | 8.9  | 18         | 12.7 | 1        | 16.7 |
| Geography Department Arrangement | 2                    | 4.4  | 21         | 14.8 | 1        | 16.7 |
| Redefinition Model               | 16                   | 35.6 | 45         | 31.7 | -        | - *  |

\*Three deans indicated this model as a pre-condition for full-cost inloading.

Table 10

Predicted effects of inloading: Responses of department chairs, faculty and deans compared (Section III)

| Item   | Department Chairs |      | Faculty    |      | Deans    |      |
|--|-------------------|------|------------|------|----------|------|
|  | N                 | %    | N          | %    | N        | %    |
| <u>FACULTY INCOME</u>  | <u>55</u>         |      | <u>166</u> |      | <u>6</u> |      |
| Would increase   | 1                 | 1.8  | 7          | 4.2  | -        |      |
| Would decrease   | 31                | 56.4 | 114        | 68.7 | 2        | 33.3 |
| No effect  | 23                | 41.8 | 45         | 27.1 | 4        | 66.7 |
| <u>TOTAL FACULTY WORKLOAD</u>                                  | <u>58</u>         |      | <u>166</u> |      | <u>6</u> |      |
| Would increase   | 26                | 44.8 | 84         | 50.6 | 1        | 16.7 |
| Would decrease   | 6                 | 10.3 | 22         | 13.3 | -        | -    |
| No effect  | 26                | 44.8 | 60         | 36.1 | 5        | 83.3 |
| <u>SCHEDULING OF FACULTY ACTIVITIES</u>                        | <u>59</u>         |      | <u>174</u> |      | <u>6</u> |      |
| Would be less difficult  | 7                 | 11.9 | 16         | 9.2  | 3        | 50.0 |
| Would be more difficult  | 41                | 69.5 | 116        | 66.7 | 2        | 33.3 |
| No effect  | 11                | 18.6 | 42         | 24.1 | 1        | 16.7 |
| <u>INSTRUCTIONAL EXCHANGE</u>                                  | <u>56</u>         |      | <u>162</u> |      | <u>6</u> |      |
| Less difficult   | 5                 | 8.9  | 19         | 11.7 | -        | -    |
| More difficult   | 19                | 33.9 | 55         | 34.0 | 2        | 33.3 |
| No effect  | 32                | 57.1 | 88         | 54.3 | 4        | 66.7 |
| <u>RELATIONSHIPS AMONG FACULTY AND STAFF IN DEPARTMENTS</u>    | <u>54</u>         |      | <u>164</u> |      | <u>5</u> |      |
| Would improve  | 5                 | 9.3  | 10         | 6.1  | 1        | 20.0 |
| Would deteriorate  | 21                | 38.9 | 54         | 32.9 | 1        | 20.0 |
| No effect  | 28                | 51.9 | 100        | 61.0 | 3        | 60.0 |
| <u>OVERALL QUALITY OF DEPARTMENTAL INSTRUCTION</u>             | <u>55</u>         |      | <u>171</u> |      | <u>6</u> |      |
| Would improve  | 13                | 23.6 | 28         | 16.4 | 3        | 50.0 |
| Would deteriorate  | 22                | 40.0 | 59         | 34.5 | 1        | 16.7 |
| No effect  | 20                | 36.4 | 84         | 49.1 | 2        | 33.3 |
| <u>AVAILABILITY OF FACULTY ADVISING</u>                        | <u>52</u>         |      | <u>171</u> |      | <u>5</u> |      |
| Would improve  | 7                 | 13.5 | 20         | 11.7 | 2        | 40.0 |
| Would deteriorate  | 23                | 44.2 | 81         | 47.4 | 1        | 20.0 |
| No effect  | 22                | 42.3 | 70         | 40.9 | 2        | 40.0 |
| <u>AVAILABILITY OF COURSES TO STUDENTS</u>                     | <u>58</u>         |      | <u>169</u> |      | <u>6</u> |      |
| Would improve  | 18                | 31.0 | 58         | 34.3 | 5        | 83.3 |
| Would deteriorate  | 19                | 32.8 | 54         | 32.0 | -        | -    |
| No effect  | 21                | 36.2 | 57         | 33.7 | 1        | 16.7 |
| <u>IMPACT ON TYPES AND LEVELS OF COURSES OFFERED</u>           | <u>62</u>         |      | <u>189</u> |      | <u>6</u> |      |
| Would change   | 15                | 24.2 | 62         | 32.8 | 2        | 33.3 |
| Would not change   | 27                | 43.5 | 57         | 30.2 | 3        | 50.0 |
| Would have positive effect on curriculum planning              | 14                | 22.6 | 42         | 22.2 | 4        | 66.7 |
| Would have negative effect on curriculum planning              | 10                | 16.1 | 46         | 24.3 | -        | -    |
| Would not effect curriculum planning                           | 23                | 37.1 | 43         | 22.8 | 1        | 16.7 |
| <u>STUDENTS WHO WOULD BENEFIT</u>                              | <u>62</u>         |      | <u>189</u> |      | <u>6</u> |      |
| Regular day students   | 4                 | 6.5  | 18         | 9.5  | 1        | 16.7 |
| CEE students   | 34                | 54.8 | 109        | 57.7 | 2        | 33.3 |
| Summer Session students  | 23                | 37.1 | 60         | 31.7 | 1        | 16.7 |
| No difference  | 13                | 21.0 | 44         | 23.3 | 2        | 33.3 |
| <u>WOULD SERVE STUDENT GROUPS NOW BEING SERVED</u>             | <u>55</u>         |      | <u>168</u> |      | <u>5</u> |      |
| Yes  | 26                | 47.3 | 77         | 45.8 | 5        | 100  |
| No   | 29                | 52.7 | 91         | 54.2 | -        | -    |
| <u>DIFFICULT TO OFFER INSTRUCTION ON CURRENT CEE/SS FORMAT</u> | <u>57</u>         |      | <u>176</u> |      | <u>6</u> |      |
| Yes  | 32                | 56.1 | 70         | 39.8 | 4        | 66.7 |
| No   | 25                | 43.9 | 106        | 60.2 | 2        | 33.3 |
| <u>RELATIONSHIPS AMONG DEPARTMENTS</u>                         | <u>55</u>         |      | <u>164</u> |      | <u>5</u> |      |
| Improve  | 4                 | 7.3  | 18         | 11.0 | 1        | 20.0 |
| More difficult or unproductive                                 | 10                | 18.2 | 30         | 18.3 | -        | -    |
| No change  | 41                | 74.5 | 116        | 70.7 | 4        | 80.0 |

Table 10 (Continued)

Predicted effects of inloading: Responses of department chairs, faculty and deans compared (Section III)

| Item                                       | Department<br>Chairs |      | Faculty |      | Deans |      |
|--|----------------------|------|---------|------|-------|------|
|  | N                    | %    | N       | %    | N     | %    |
| <u>CHANGE DEPARTMENT'S SERVICE</u>         |                      |      |         |      |       |      |
| <u>ROLES WITHIN THE UNIVERSITY</u>         |                      |      |         |      |       |      |
| Yes  | 56                   |      | 169     |      | 6     |      |
| No   | 17                   | 30.4 | 65      | 40.9 | 3     | 50.0 |
| (Uncertain)                                | 39                   | 69.6 | 94      | 59.1 | 1     | 16.7 |
|  |                      |      |         |      | 2     | 33.3 |
| <u>CHANGE DEPARTMENT'S SERVICE</u>         |                      |      |         |      |       |      |
| <u>ROLES OUTSIDE THE UNIVERSITY</u>        |                      |      |         |      |       |      |
| Yes  | 57                   |      | 159     |      | 6     |      |
| No   | 21                   | 36.8 | 74      | 46.5 | 3     | 50.0 |
|  | 36                   | 63.2 | 85      | 53.5 | 3     | 50.0 |
| <u>DEPARTMENT'S RELATIONSHIPS WITH</u>     |                      |      |         |      |       |      |
| <u>UNIVERSITY SERVICE UNITS/ACTIVITIES</u> |                      |      |         |      |       |      |
| Improvement                                | 53                   |      | 151     |      | 5     |      |
| More difficult, less effective             | 5                    | 9.4  | 7       | 4.6  | -     | -    |
| No change                                  | 12                   | 22.6 | 46      | 30.5 | 1     | 20.0 |
| (Uncertain/It depends)                     | 36                   | 67.9 | 98      | 64.9 | 1     | 20.0 |
|  |                      |      |         |      | 3     | 60.0 |
| <u>DEPARTMENT'S STATUS AND IMAGE</u>       |                      |      |         |      |       |      |
| Improve locally                            | 62                   |      | 189     |      | 6     |      |
| Deteriorate locally                        | 15                   | 24.2 | 59      | 31.2 | 3     | 50.0 |
| Improve nationally                         | 11                   | 17.7 | 27      | 14.3 | -     | -    |
| Deteriorate nationally                     | 8                    | 12.9 | 18      | 9.5  | 1     | 16.7 |
| No effect                                  | 17                   | 27.4 | 49      | 25.9 | -     | -    |
|  | 23                   | 37.1 | -       | -    | 2     | 33.3 |
| <u>INLOAD DIFFERENTIALLY OVER</u>          |                      |      |         |      |       |      |
| <u>EXTENDED PERIOD OF TIME</u>             |                      |      |         |      |       |      |
| Yes  | 46                   |      | 129     |      | 5     |      |
| No   | 32                   | 69.6 | 77      | 59.7 | 4     | 80.0 |
|  | 14                   | 30.4 | 52      | 40.3 | 1     | 20.0 |
| <u>MORE OR LESS EXPENSIVE THAN PRESENT</u> |                      |      |         |      |       |      |
| <u>SYSTEM</u>                              |                      |      |         |      |       |      |
| More expensive                             | 51                   |      | 148     |      | 6     |      |
| Less expensive                             | 35                   | 68.6 | 95      | 64.2 | 5     | 83.3 |
| About the same                             | 6                    | 11.8 | 21      | 14.2 | -     | -    |
|  | 10                   | 19.6 | 32      | 21.6 | 1     | 16.7 |
| <u>POTENTIAL BENEFITS WORTH THE</u>        |                      |      |         |      |       |      |
| <u>ADDITIONAL COST</u>                     |                      |      |         |      |       |      |
| Yes  | 37                   |      | 104     |      | 5     |      |
| No   | 15                   | 40.5 | 43      | 41.3 | 5     | 100  |
|  | 22                   | 59.5 | 61      | 58.7 | -     | -    |

DEPARTMENT CHAIRPERSONS' OPINIONS CONCERNING THE  
INLOADING OF OUTREACH INSTRUCTION

The following results describe the responses of 62 department chairpersons to the questionnaire on inloading outreach instruction. Questions with regard to inloading were the same as those asked of faculty members and deans so that comparison between groups would be possible. Some caution is warranted in making comparisons for specific questions, since the basic questionnaire was developed to tap faculty opinions concerning inloading outreach instruction.

The questionnaire was presented to chairpersons as a means of obtaining information about the possible impact of inloading outreach instruction. The term "inloading," defined by the Study Group on University Outreach, was presented at the beginning of the questionnaire as follows:

"The term 'inloading' describes the arrangement in which instruction now on overload, e.g., CEE credit instruction and Summer Session, would be incorporated into the regular workload of the faculty--either by substituting any instruction now on overload for other current assignments or by employing additional faculty."

We sent questionnaires to the chairpersons of the 143 academic departments of the University of Minnesota, including Morris and Crookston but excluding Duluth and Waseca. When we began the data analysis on August 15, 1981, we had received a total of 62 completed questionnaires. This summary report is based on our analysis of responses of 62 department chairpersons. Many of the chairpersons commented about difficulties that they had in completing the questionnaire, especially because definitions of some terms were not as clear as they would have preferred. Examples include:

"I don't see how this questionnaire is going to yield clear results, because of the variety of points of view from which the questions will be answered, and the range of assumptions that will be involved. I am in favor of outreach. Since I came in 1972, our CEE offerings have increased from 0 to 40 courses per year. . ."

"For research, teaching, service? What does your question mean? Your question demonstrates unfortunate bias in the instrument. You seem to assume that inloading will overwork the faculty and wreak negative consequences. Done properly, this need not/should not be true."

"The tone of this survey instrument is negative. Questions encourage personal responses, not professional judgements on what is in the best interests of the University."

For each item in the questionnaire, response frequencies and percentages, and means when appropriate, are presented in Tables 1, 2, and 3. Open-ended responses to most of the questions were quite diverse, and were not easily categorized. This probably reflects the variety of frames of reference from which the questions were answered, as well as the unique situations of the various units. The analysis clearly indicates misunderstandings and lack of clear implications about the meaning of inloading, especially in regard to budget and teaching arrangements.

Chairpersons' responses to open-ended questions are summarized in narrative form, except when responses could be easily categorized. Illustrative responses are included for most of the open-ended questions.

#### Characteristics of Departments

The first set of results, summarized in Table 1, describes the departments which responded to the questionnaire on inloading outreach instruction. In terms of 1980 regular University budgets, the most frequently represented department (41.0%) had a budget of between \$401,000 and \$700,000, although the budget figures ranged from \$101,000 to over \$2,500,000. The large majority (85.1%) of departments had 30 or fewer full-time faculty.

Response varied considerably for the questions concerning adjunct faculty in Continuing Education and Extension (CEE) and number of CEE classes offered in 1980-81. About half (49.17%) had zero adjunct faculty in CEE, 18.6% had between one and three, and 11.9% had between four and six adjunct faculty in

Table 1

Departmental characteristics for respondents (N=62) to chairperson questionnaire on inloading outreach instruction (Section I)

| Item   | N         | Z    | $\bar{x}$      |
|--|-----------|------|----------------|
| <u>1980 REGULAR UNIVERSITY BUDGET</u>                            | <u>56</u> |      | <u>786,993</u> |
| \$101K - 400K  | 13        | 23.2 | 240,291        |
| 401K - 700K  | 23        | 41.0 | 544,331        |
| 701K - 1000K   | 10        | 17.8 | 853,698        |
| 1001K - 1300K  | 3         | 5.4  | 1,097,966      |
| 1301K - 1600K  | 2         | 3.6  | 1,398,104      |
| 1601K - 1900K  | 1         | 1.8  | 1,800,000      |
| 1901K - 2200K  | 1         | 1.8  | 2,107,200      |
| 2201K - 2500K  | 0         | -    | -              |
| ≥ 2501K  | 3         | 5.4  | 3,558,821      |
| <u>REGULAR FULL-TIME FACULTY</u>                                 | <u>60</u> |      | <u>19.4</u>    |
| 10 or fewer  | 19        | 31.7 | 7.4            |
| 11 - 20  | 19        | 31.7 | 15.4           |
| 21 - 30  | 13        | 21.7 | 24.4           |
| 31 - 40  | 5         | 8.3  | 35.2           |
| 41 - 50  | 2         | 3.3  | 43.5           |
| 51 - 60  | 0         | -    | -              |
| 61 - 70  | 0         | -    | -              |
| 71 - 80  | 2         | 3.3  | 76.5           |
| <u>ADJUNCT FACULTY IN CEE</u>                                    | <u>59</u> |      | <u>4.9</u>     |
| 0  | 29        | 49.1 | -              |
| 1 - 3  | 11        | 18.6 | 1.4            |
| 4 - 6  | 7         | 11.9 | 4.7            |
| 7 - 9  | 3         | 5.1  | 8.3            |
| 10 - 12  | 4         | 6.8  | 10.5           |
| 13 - 15  | 2         | 3.4  | 14.0           |
| 16 - 18  | 2         | 3.4  | 17.0           |
| 19 - 21  | 1         | 1.7  | 20.0           |
| <u>CEE CLASSES OFFERED IN 1980-81</u>                            | <u>61</u> |      | <u>20.0</u>    |
| 10 or fewer  | 30        | 49.2 | 3.9            |
| 11 - 20  | 13        | 21.4 | 15.5           |
| 21 - 30  | 5         | 8.2  | 26.0           |
| 31 - 40  | 4         | 6.6  | 36.0           |
| 41 - 50  | 3         | 4.9  | 43.0           |
| 51 - 60  | 2         | 3.3  | 56.5           |
| 61 - 70  | 1         | 1.6  | 66.0           |
| 71 - 80  | 1         | 1.6  | 78.0           |
| 81 - 90  | 0         | -    | -              |
| 91 - 100   | 1         | 1.6  | 99.0           |
| 101 or more  | 1         | 1.6  | 146.0          |
| <u>CEE CLASSES OFFERED IN 1980-81 ON INLOADING BASIS</u>         | <u>59</u> |      | <u>3.6</u>     |
| 0  | 37        | 62.7 | -              |
| 1 - 10   | 16        | 27.1 | 2.9            |
| 11 - 20  | 2         | 3.4  | 16.5           |
| 21 - 30  | 3         | 5.1  | 26.0           |
| 31 - 40  | 0         | -    | -              |
| 41 - 50  | 0         | -    | -              |
| 51 - 60  | 1         | 1.7  | 53.0           |
| <u>SUMMER SESSION CLASSES OFFERED IN 1980</u>                    | <u>59</u> |      | <u>12.8</u>    |
| 10 or fewer  | 35        | 59.3 | 4.3            |
| 11 - 20  | 12        | 20.3 | 15.2           |
| 21 - 30  | 8         | 13.6 | 24.0           |
| 31 - 40  | 0         | -    | -              |
| 41 - 50  | 3         | 5.1  | 47.0           |
| 51 - 60  | 0         | -    | -              |
| 61 - 70  | 0         | -    | -              |
| 71 - 80  | 0         | -    | -              |
| 81 - 90  | 1         | 1.7  | 88.0           |
| <u>SUMMER SESSION CLASSES OFFERED IN 1980 ON INLOADING BASIS</u> | <u>47</u> |      | <u>.8</u>      |
| 0  | 4         | 82.5 | -              |
| 1 - 3  | 4         | 7.0  | 1.8            |
| 4 - 6  | 5         | 8.8  | 5.0            |
| 7 - 9  | 0         | -    | -              |
| 10 - 12  | 1         | 1.7  | 11.0           |

CEE. Similarly, 49.2% offered 10 or fewer classes in CEE during 1980-81, 21.4% offered between 11 and 20 classes, and declining percentages for the categories 21-30 through 101 or more. Slightly more than one-third <sup>37.3</sup>~~(27.3%)~~ ? of the departments offered one or more CEE classes during 1980-81 on an inloading basis.

Of the 50 department chairpersons who answered the questions concerning summer session instruction, 25 (59.3%) indicated that their department offered 10 or fewer classes. Of those 59, 10 (16.5%) offered at least one class on an inloading basis.

In addition to providing a picture of the departments responding to the survey, responses to the questions in Table 1 will be used to relate department characteristics to opinions concerning the effects of inloading outreach instruction.

We examined the relationship between size of department, as indicated by number of full-time faculty, and responses to five key questions concerning inloading (i.e., need for inloading, predicted effects, expense, worth of added expense, and models for inloading). No statistically significant relationships were found for any of the items, suggesting that size of department alone accounted for little variation in responses to questionnaire items.

In contrast, we did find a relationship between number of classes offered through CEE and one item concerning inloading. The major relationship was for the item dealing with predicted effects on faculty income: departments which offered larger number of CEE courses were more likely to respond that faculty income would decrease than departments which offered fewer courses. More specifically, those who had offered CEE classes on an inloading basis

differed from departments which had not. Of those which had not offered classes on an inloading basis, 23.1% believed there was a need for inloading. In contrast, 75.0% of the departments offering 1-10 classes on an inloading basis felt a need for inloading, and 66.7% of departments offering 11 classes or more indicated a need for inloading.

Departments with no experience in inloading CEE classes were more likely than either of the two number-of-class groups noted above to predict a decrease in faculty income (64.7%, versus 46.7% and 33.3%, respectively). Finally, departments with no experience with inloading CEE classes favored the Full Cost Inloading Model, whereas the other two groups favored either the Redefinition Model or Partial Cost Inloading II.

Finally, we examined the relationship between size and nature of departments' summer session offerings and their opinions regarding inloading. The lack of statistically significant relationships for any of the items suggests that a department's experiences in summer session programming has no relationship to opinions about inloading outreach instruction.

#### Need for Inloading

Sections II and IV of the questionnaire contained questions concerning the need for inloading and opinions concerning the most promising model for inloading, respectively. Table 2 summarizes chairpersons' responses to those general questions concerning inloading.

We asked chairpersons to indicate their belief in the need for inloading, both at present and in the future. As the results in Table 2 indicate, chairpersons were evenly divided in terms of the need for inloading today: 41% said "Yes" and an equal percentage said "No." Another 11 chairpersons (18.0%) were uncertain about the present need for inloading. The question concerning

Table 2

The need for inloading: Responses of departmental chairpersons to chairperson questionnaire on inloading outreach instruction (Section II & IV)

| Item                             | N         | %    |
|----------------------------------|-----------|------|
| <u>BELIEF IN NEED -- PRESENT</u> | <u>61</u> |      |
| Yes                              | 25        | 41.0 |
| No                               | 25        | 41.0 |
| Uncertain                        | 11        | 18.0 |
| <u>BELIEF IN NEED -- FUTURE</u>  | <u>62</u> |      |
| Yes                              | 27        | 43.5 |
| No                               | 14        | 22.6 |
| Uncertain                        | 21        | 33.9 |
| <u>MODELS FOR INLOADING</u>      | <u>45</u> |      |
| Full-Cost Inloading              | 20        | 44.4 |
| Partial-Cost Inloading I         | 3         | 6.7  |
| Partial-Cost Inloading II        | 4         | 8.9  |
| Geography Department Arrangement | 2         | 4.4  |
| Redefinition Model               | 16        | 35.6 |

need for inloading in the future indicated greater uncertainty: 33.9% were "uncertain," 22.6% said "no," and 43.5% said "yes."

The responses to the two questions, presented in summary fashion in Table 2, are broad summaries of very complex responses concerning the current and future need for inloading. A total of 39 chairpersons commented further about the current need to inload outreach instruction at the present time. We analyzed "Yes," "No," and "Uncertain" comments separately in summarizing chairpersons' comments. For the 18 chairpersons who responded "Yes," three major themes/categories emerged: concerns about declining day school enrollment, the need for uniform quality of instruction, and the need for more funds to inload successfully. Examples of these and other "yes" comments include:

#### Declining enrollment

"The primary reason for inloading at the present time is the expected decline in University enrollment for day school instruction. . . . with some decline in enrollment, we believe it is no longer defensible to offer classes that compete directly with the primary offerings of the University."

#### Need for uniform quality

"Outreach inloading assures a uniform quality of instruction in day school, extension and summer school. Inloading permits us to reach more effectively the non-traditional student, whether graduate, undergraduate or non-degree."

#### Need for funds

"I believe it educationally sound to inload outreach instruction but only if supported to improve it. The CEE faculty is much more heavily loaded with adjunct and part-time faculty who do not carry full professorial responsibilities or rights."

#### Other

"Workload should be equitable! Remuneration should be equitable, based on quid pro quo. Quality of instruction is suffering."

"Our courses are available to Extension students. Some courses are taught late afternoon to service extension students."

"Regardless of demand for 'traditional' degree education, the demand for 'non-degree education' will continue to grow exponentially."

Two themes emerged from analyzing the 14 "No" responses. Chairpersons were concerned that they had insufficient faculty, or pointed out that they already were inloading in some way. For example:

Insufficient faculty

"We have no faculty not needed in regularly scheduled day classes--outreach must, at present, be overload."

Already inloading

"We do it regularly."

Other

"It would remove additional sources of income now available to faculty."

Of the 7 commenters who checked "Uncertain" about the need for inloading, three thought that the need varied by department.

Need varies

"It seems to me that decisions concerning inloading should be made on a department-by-department basis. Factors that should be weighed in arriving at such decisions include: proportion of effort directed at undergraduate and graduate programs, course demand, faculty research production, and quality of department."

Other

"Not unless substantial additional funding is allocated. Some inloading is now in effect in particular courses in my department where specialized circumstances prevail, but I would adamantly oppose any all-U policy toward inloading without funding equivalent to regular positions. NOT on the SS or CEE basis that prevails at present."

When asked whether they thought that there would be a need for inloading in the future, those who responded "Yes" were requested to describe the

conditions under which the need would occur. There were 16 respondents, five of whom cited declining enrollment as the most likely condition.

Illustrative comments in each category are as follows:

Declining enrollment

"In case of an enrollment decline or if it is no longer possible to find qualified adjunct faculty."

"If enrollments in our field fell sharply and if our heavy obligations to other units under 'transfer of effort' were reduced, inloading might be an appropriate short-term response to financial strain. However, in the absence of acute financial difficulties a more appropriate response to falling enrollments might be higher faculty/student ratios."

Other

"To provide more flexibility in faculty teaching schedules so that they can devote more time to research and writing."

"CEE needs to be recognized by the State as an important and 'regular' part of the University's teaching mission--and should be budgeted accordingly."

"The interpretation of 'need' here and in no. 6 is not clear. Citizens of the State would like much of what the University has to offer delivered to them and there clearly is a demand (need?) for outreach. The extent to which the University should (needs to) inload to respond is quite a different question."

The last question presented in Table 2 indicates chairpersons' preferences concerning models for inloading. The question posed to chairpersons was: "Of the models presented below, which one would be most appropriate for your department if it were to inload its outreach instruction?"

The following five definitions were provided:

Full-Cost Inloading: The full cost of inloading present overload CEE and Summer Session instruction is calculated at "day school" rates minus tuition income. Additional funds are sought from the Legislature and/or through internal reallocation.

Partial-Cost Inloading I: Faculty member teaches CEE or Summer Session courses as part of regular load and the department is compensated at CEE or Summer Session rates.

Partial-Cost Inloading II: CEE students register in "day school" classes and the department receives a portion of the tuition income and all of the Student Credit Hours.

Geography Department Arrangement: CEE and Summer Session provide position money in exchange for courses formerly on overload, e.g., six courses a year and an integrated curriculum.

Redefinition Model: Faculty member's load is defined in terms of total instructional and service activities, i.e., both credit and non-credit instruction and other forms of service rather than credit instruction only.

The two most frequently checked options were full-cost inloading (N = 20, 44.4%) and the "redefinition model" (N = 16, 35.6%). A total of 23 chairpersons commented further. Their comments are as follows:

Full-cost Inloading (N = 8)

"This is only a best guess, based primarily on the fact that at least five of the ten departments in this unit are seriously understaffed. Only one of the remaining five might be viewed as having sufficient faculty for the flexibility inloading requires."

"Inloading on any but a small-scale basis requires full funding in order to avoid increased use of adjunct or temporary faculty. Use of the latter increases the 'low-class' system and increases the load of regular faculty who must develop courses, monitor the curriculum, etc. CEE and facilities' wear and tear need to be funded at full levels also as well as Civil Service expenses. Second best alternative would be Partial Cost Inloading II."

"This is the only acceptable grounds for inloading."

"But not clear as to details of above models."

"Given the present unhappy condition of faculty real income, anything less would probably lead to revolution."

"But not through internal reallocation at this time. There are other more urgent current needs that require internal reallocation."

"This is the only practical model whose benefits would outweigh its cost. There's not enough money in CEE and SS to fund an adequate inload program. We're better off on the present basis, despite problems, because of its flexibility, incentive to faculty participation, and clear identification with the interests of out-reach students.

"But selection of 1 above is not adequate since different issues are covered. Item 5 is the best model if costs at the level of 1 are included. 4 should be now outmoded?"

Partial-Cost Inloading I (N = 0)

Partial-Cost Inloading II (N = 2)

"Option 1, full-cost inloading, does not seem to be a feasible alternative at the present time. It is most doubtful that the legislative or internal reallocation sources would be sufficient at this time to support fully this particular alternative.---Option 2, partial-cost inloading I, would be an acceptable alternative, particularly if available resources to the University were to erode seriously in the next few years. However, at the present time I favor maintaining the current summer session pattern to provide faculty, particularly those at the Assistant and Associate ranks, an opportunity for summer teaching as a means of supplementing their income. Option 3, partial-cost inloading II, seems to represent the most preferred alternative. This approach maximizes the use of existing resources, is relatively easy to administer, and provides departments with necessary resources to compensate faculty for the increased time required in teaching additional students. The fourth option, geography department arrangement, is clearly an acceptable alternative, but again provides less available money to support faculty income. The fifth option, the redefinition model, does not seem particularly feasible to me. Presently, the University, within reasonable limits, provides rather wide latitude to collegiate units and departments in setting faculty work loads. I believe this is one of the strengths of the University of Minnesota, one that I would like to preserve. The current flexibility that we enjoy offers considerable opportunity for new and innovative programs that might not be developed under more rigid faculty load policies."

"But none of these specifically reflect commitment to one alternative offered in the definition ' . . . Or by employing additional faculty.' All of our responses prior to this have been specifically in terms of this portion of the definition of inloading."

Geography Department Arrangement (N = 0)

Redefinition Model (N = 4)

"The mission of the unit should determine the activities and then delivery systems selected to do the best job-adequate pay for the faculty member should encourage him/her to put in full time regardless of the model."

"If present faculty are to meet all educational needs imposed on the University, there is a need to redefine and set new goals. There are too many restrictions and traditions that act to prevent making any change step by step."

"As the demands for the University's products change, it becomes essential that we (illegible) what a faculty load is."

"But it may be most difficult. (1) might be preferable. (2-3-4) are all arrangements that could create tragic misunderstandings. (3) is goofy, and it's what we are doing now."

#### Combinations of models

"1, 2, & 5: (2) immediate; 1&5) long-term/ideal options. I'm not sure we need so much 'bureaucracy' in CEE."

"2, with 4?: Do not completely understand differences in models. Differences in funding, assigning credit hours, etc. could affect answers to questions in Section III."

"2, 3, & 4. These are difficult to evaluate in such short paragraphs. I think each department should discuss these alternatives and evaluate them individually."

"3 & 4. Both 3 and 4 seem equally good."

"3 & 4. Either option 3 or option 4 would work in this department, but option 4 is preferable since it covers Summer Session as well as CEE and requires an integrated curriculum."

#### Uncertain about models

"I defer this one to the dean. Cannot consider from 'department' point of view. Probably 4 or 5 above would be most acceptable."

"We don't care which system is used since we are not in favor of inloading."

"Since my department functions on a twelve-month academic year basis, and encounters minimal 'overload' as defined in this document, none of the above have relevance."

"I need to hear a thorough discussion of the relative merits of each system before I can comment intelligently."

#### Predicted Effects of Inloading

The longest section of the questionnaire (Section III) asked for chairpersons' opinions about the effects of inloading on faculty, the department, and students. For each of the questions, chairpersons provided a summary response, usually one of three response options provided on the questionnaire, and then commented more specifically about the effect. Table 3 presents a summary of chairpersons' responses.

Chairpersons predicted an effect on faculty income, but less of an effect on total faculty workload. As the data in Table 3 indicate, chairpersons predicted either a decrease (56.4%) or no effect (41.8%) on faculty income; only one chairperson predicted an increase in faculty income. Chairpersons were more evenly divided in their opinions about the effect on total faculty work load: equal percentages (44.8%) predicted either an increase or no effect on workload, and 10.3% predicted a decrease in work load.

Seventeen of the chairpersons who expected income to decrease added comments, and nine of those who predicted no effect did so. Of those seventeen who expected a decrease, eleven cited the loss of extra income, and the other comments varied:

Loss of extra income

"Many of our faculty use outreach teaching as a way of maintaining living standards in a time of falling real income. In the absence of substantial salary increases the disappearance of such opportunities would impose real hardship."

"Ipso facto. Since overload teaching means incremental income."

Other

"Opportunities to teach CEE and Summer School are limited. These opportunities often fall to the younger and lower paid faculty. Fewer opportunities of this kind might adversely affect our ability to recruit new faculty."

Of those nine who predicted no effect, four indicated that their faculty was not dependent on overload income, and the other comments varied.

Not dependent on overload

"There would be practically no effect on faculty salaries from an inloading policy. Only one or two faculty members have traditionally taught on an extension-only basis in recent years. Therefore, the effect on faculty income would be negligible."

Table 3

Predicted effects of inloading: Responses of departmental  
chairperson questionnaire on inloading outreach instruction  
(Section III)

| Item   | N         | %    |
|--|-----------|------|
| <u>FACULTY INCOME</u>  | <u>55</u> |      |
| Would increase   | 1         | 1.8  |
| Would decrease   | 31        | 56.4 |
| No effect  | 23        | 41.8 |
| <u>TOTAL FACULTY WORKLOAD</u>                                      | <u>58</u> |      |
| Would increase   | 26        | 44.8 |
| Would decrease   | 6         | 10.3 |
| No effect  | 26        | 44.8 |
| <u>SCHEDULING OF FACULTY ACTIVITIES</u>                            | <u>59</u> |      |
| Would be less difficult  | 7         | 11.9 |
| Would be more difficult  | 41        | 69.5 |
| No effect  | 11        | 18.6 |
| <u>INSTRUCTIONAL EXCHANGE</u>                                      | <u>56</u> |      |
| Less difficult   | 5         | 8.9  |
| More difficult   | 19        | 33.9 |
| No effect  | 32        | 57.1 |
| <u>RELATIONSHIPS AMONG FACULTY AND STAFF<br/>IN DEPARTMENT</u>     | <u>54</u> |      |
| Would improve  | 5         | 9.3  |
| Would deteriorate  | 21        | 38.9 |
| No effect  | 28        | 51.9 |
| <u>OVERALL QUALITY OF DEPARTMENT'S<br/>INSTRUCTION</u>             | <u>55</u> |      |
| Would improve  | 13        | 23.6 |
| Would deteriorate  | 22        | 40.0 |
| No effect  | 20        | 36.4 |
| <u>AVAILABILITY OF FACULTY ADVISING</u>                            | <u>52</u> |      |
| Would improve  | 7         | 13.5 |
| Would deteriorate  | 23        | 44.2 |
| No effect  | 22        | 42.3 |
| <u>AVAILABILITY OF COURSES TO STUDENTS</u>                         | <u>58</u> |      |
| Would improve  | 18        | 31.0 |
| Would deteriorate  | 19        | 32.8 |
| No effect  | 21        | 36.2 |
| <u>IMPACT ON TYPES AND LEVELS OF COURSES<br/>OFFERED</u>           | <u>62</u> |      |
| Would change   | 15        | 24.2 |
| Would not change   | 27        | 43.5 |
| Would have positive effect on<br>curriculum planning               | 14        | 22.6 |
| Would have negative effect on<br>curriculum planning               | 10        | 16.1 |
| Would not affect curriculum<br>planning                            | 23        | 37.1 |
| <u>STUDENTS WHO WOULD BENEFIT</u>                                  | <u>62</u> |      |
| Regular day students   | 4         | 6.5  |
| CEE students   | 34        | 54.8 |
| Summer session students  | 23        | 37.1 |
| No difference  | 13        | 21.0 |
| <u>WOULD SERVE STUDENT GROUPS NOT NOW<br/>BEING SERVED</u>         | <u>55</u> |      |
| Yes  | 26        | 47.3 |
| No   | 29        | 52.7 |
| <u>DIFFICULT TO OFFER INSTRUCTION ON<br/>CURRENT CEE/SS FORMAT</u> | <u>57</u> |      |
| Yes  | 32        | 56.1 |
| No   | 25        | 43.9 |
| <u>RELATIONSHIPS BETWEEN DEPARTMENT AND<br/>OTHER DEPARTMENTS</u>  | <u>55</u> |      |
| Improve  | 4         | 7.3  |
| Make more difficult or unproductive                                | 10        | 18.2 |
| No change  | 41        | 74.5 |
| <u>CHANGE DEPARTMENT'S SERVICE ROLE WITHIN<br/>THE UNIVERSITY</u>  | <u>56</u> |      |
| Yes  | 17        | 30.4 |
| No   | 39        | 69.6 |

Table 3 (Continued)

Predicted effects of inloading: Responses of departmental chairperson questionnaire on inloading outreach instruction (Section III)

| <u>Item</u>                                    | <u>N</u> | <u>Z</u> |
|--|----------|----------|
| <u>CHANGE DEPARTMENT'S SERVICE ROLE</u>        |          |          |
| <u>OUTSIDE THE UNIVERSITY</u>                  |          |          |
| Yes  | 21       | 36.8     |
| No   | 36       | 63.2     |
| <u>DEPARTMENT'S RELATIONSHIPS WITH</u>         |          |          |
| <u>UNIVERSITY SERVICE UNITS OR ACTIVITIES</u>  |          |          |
| Improvement                                    | 5        | 9.4      |
| More difficult, less effective                 | 12       | 22.6     |
| No change                                      | 36       | 67.9     |
| <u>DEPARTMENT'S STATUS AND IMAGE</u>           |          |          |
| Improve locally                                | 15       | 24.2     |
| Deteriorate locally                            | 11       | 17.7     |
| Improve nationally                             | 8        | 12.9     |
| Deteriorate nationally                         | 17       | 27.4     |
| No effect                                      | 23       | 37.1     |
| <u>INLOAD DIFFERENTIALLY OVER EXTENDED</u>     |          |          |
| <u>PERIOD OF TIME</u>                          |          |          |
| Yes  | 32       | 69.6     |
| No   | 14       | 30.4     |
| <u>MORE OR LESS EXPENSIVE THAN PRESENT</u>     |          |          |
| <u>SYSTEM</u>                                  |          |          |
| More expensive                                 | 35       | 68.6     |
| Less expensive                                 | 6        | 11.8     |
| About the same                                 | 10       | 19.6     |
| <u>POTENTIAL BENEFITS WORTH THE ADDITIONAL</u> |          |          |
| <u>COST</u>                                    |          |          |
| Yes  | 15       | 40.5     |
| No   | 22       | 59.5     |

Other

"Additional personnel rather than better rewarded personnel is more likely. With faculty presently carrying heavy loads and heavy research commitments, time is at a premium."

"This assumes availability of more money to support additional faculty. It would decrease slightly if no additional funds for this purpose were forthcoming".

The next item concerning total faculty workload elicited comments from twelve who expected it would increase, four who expected it would decrease, and eleven who expected no effect. The most frequent response (N = 4) of those who expected it would increase, was that the same staff would be teaching more courses. Illustrative comments in each category are as follows:

Same staff/more courses

"Same number of people will teach more courses."

"Non-inloading faculty would have to pick up regular year duties of inloaders."

Other

"This assumes the faculty member reduces his workload in another area, which in this department would be a reduction in effort devoted to research or other scholarly activities. I doubt that any faculty member would elect to do this."

The eleven comments from those who expected no effect were diverse. Some representative ones include:

"It cannot increase without severe damage to the morale of the unit and the quality of instruction."

"We do it now."

"Not acceptable any other way."

"Extensive inloading would occur only as regular enrollment and course offerings decline."

Scheduling of faculty activities in an inloading of outreach instruction would become more difficult: over two-thirds (69.5%) of the chairpersons believed that scheduling would become more difficult. A number of chairpersons (18.6%) predicted no effect or that scheduling would become less difficult (11.9%). Of the 24 chairpersons who commented about the effect of inloading on the scheduling of faculty activities, 17 thought it would be more difficult, four thought it would be less difficult, and three expected it to have no effect. Of those who expected it to be more difficult, five cited the difficulty in fitting in the various faculty and activities, and the other comments varied as indicated by the following:

Various faculty activities

"Disrupts committee assignments and availability of faculty members to regular students for advising, etc."

"Faculty not available for advising, teaching, committees during regular year. Faculty participation in governance would be diluted."

Other

"No one wants to teach evenings if there is no financial incentive."

"More. Any increase in the complexity of faculty activities will make it more difficult to schedule those activities, but this is something we will need to learn to live with. Properly done, outreach inloading is worth the extra effort."

The flavor of the few comments from those who expected it would be difficult or have no effect are conveyed by these quotations:

"Would provide better basis for 12 month, full-time planning of workload."

"If teaching duties are not part of a faculty member's regular teaching load, they must be performed at the expense of time for research and scholarship. Extension teaching on an overload basis thus diminishes the scholarly work of faculty members."

Instructional exchange was seen as less of a problem than scheduling of faculty activities: 57.1% predicted no effect, 8.9% said it would be

less difficult, and 33.9% indicated that instructional exchange would become more difficult. There were relatively few (N = 10) comments to the question about the effect inloading would have on instructional exchange. The following three reflect the nature of the comments:

Less difficult

"ONLY if additional faculty are available."

More difficult

"We expect scheduling any such exchange would be complicated by inloading scheduling."

No effect

"No problems now. None anticipated."

Chairpersons' opinions about relationships among departmental faculty and staff indicated either "no effect" (51.9%) or a deterioration (38.9%); another 9.3% predicted an improvement in relationships. About one-third (N = 18) of the chairpersons commented on their response to the question about the effect of inloading on relationships among faculty and staff in departments. Of the 13 who expected relationships to deteriorate, the more frequently mentioned reasons were less opportunity for informal interchange (N = 4). Some illustrative responses are as follows:

Would improve

"Greater flexibility, more colleagues to share burdens and interests could improve relationships."

"The need for additional pay has in the past created some difficulty in giving equal opportunity."

Would deteriorate

"The biggest concern is that faculty might be around the Department less during the day thus reducing the informal interchange."

"Fewer daily contact hours."

"They would compete for the best 'positions' and times."

No effect

"Assuming inload is evenly or at least equitably shared."

"This is difficult to assess. Some adjustments would be required but I think we could deal with them."

Chairpersons varied considerably in their views of the effects of inloading on the overall quality of instruction in their departments. The largest number (N = 22, 40.0%) predicted that quality would deteriorate, but was followed closely (N = 20, 36.4%) by the prediction of no effect. About one-fourth (N = 13 or 23.6%) predicted that the overall quality of their departments' instruction would improve. Seventeen chairpersons commented further about the expected effect on the quality of instruction. Representative responses from each category (Improve, N = 5; Deteriorate, N = 11; No effect, N = 1) include:

Improve

"CEE instruction would improve."

"A uniform University policy encouraging the inloading of instruction would, in my judgment, upgrade the quality of teaching and service throughout the University. It would make explicit a University-wide policy to encourage outreach instructional and service activities to the metropolitan area and other communities throughout the state. This part of the University's mission has always been an important one, but will become increasingly more so during the next ten years as resources become more limited."

Deteriorate

"Generally the quality of our CEE education is questioned by our faculty."

"Other things equal, inloading would lower faculty/student ratios."

"Less attention to student needs and less supervision."

No effect

"Assuming the changes anticipated would not materially increase class size--no effect on quality."

Chairpersons predicted either a deterioration in availability of faculty advising (44.2%) or no effect on advising (42.3%). Of the twelve chairpersons who commented about effects on availability of faculty advising, two expected it would improve, eight expected it would deteriorate, and two expected there would be no effect.

For example:

Improve

"More faculty would be available at more hours."

Deteriorate

"Increased teaching load would decrease time for other activities."

"If faculty not around during the day the advising (especially office hours) might deteriorate."

No effect

"Improve: in night and summer. Deteriorate: for 'day' students now on a limited time span with faculty members the same. Ought to about balance."

In terms of availability of courses to students, chairpersons were about equally divided in prediction of improvement (31.0%), deterioration (32.8%), or no effect (36.2%). The eighteen chairpersons who commented on the expected change in the availability of courses to students were divided. Four expected availability would improve, seven expected it would deteriorate, and seven expected no change. Examples are:

Improve

"Outreach inloading would mean that we are finally taking into account the large numbers of non-traditional students who are in the college or wish to be; for these students course availability is bound to improve."

Deteriorate

"If more courses in CEE and Extension were taught late afternoon and evening the program would become less attractive to regular students."

"Other things equal, inloading would reduce the range and number of courses offered by our unit."

No effect

"I don't see connection. Same impact whether in-load or over-load."

"We believe that our regular students are our first obligation and we do not intend to let what we offer them deteriorate."

The next question asked chairpersons to predict what the impact would be on the types and levels of courses offered. (Respondents could check as many of the five response options as they wished, so percentages must be interpreted differently than for previous questions.) As the responses to the question in Table 3 indicate, the predominant responses were "would not change" (43.5%) and "would not affect curriculum planning" (37.1%). Fourteen chairpersons (22.6%) predicted a positive effect on curriculum planning and 10 people (16.1%) predicted a negative effect. Seventeen chairpersons commented on their response to the question about the impact of inloading on the types and levels of courses offered by their departments. Six of these were of a positive nature, four negative, and seven neutral. Some of the more (insightful) responses are:

"To repeat, inloading would require us to plan a curriculum for all potential, and thus would have a positive effect."

"Given a decline in the range and number of courses, planning would require more care. We are already careful, however, and it is not clear that this would be an improvement."

"Would make it more difficult to offer the needed variety of special topics courses for our graduate students, especially at the Ph.D. level."

"Many of the upper division and graduate courses we currently offer are designed to meet extensive academic requirements of our national accrediting agency. We would have to continue to offer those courses."

"One can only guess at this. It seems to me that much depends on the question of whether additional faculty would be available (i.e., if additional funds are provided) and if they are regular appointments. My admittedly limited experience has been that 'replacement' money never equals the cost of replacement. If this is true for 'additional faculty' for inloading, it will not work well."

Although 21% of the chairpersons predicted that inloading would not benefit any particular groups of students, a large number of the chairpersons (N = 34, 54.8%) said that CEE students would benefit or that summer session students would benefit (N = 23, 37.1%). Only four chairpersons felt that inloading would benefit regular day school students. Slightly less than half (N = 26, 47.3%) indicated that inloading would serve student groups for whom educational needs are not currently being met. When asked to comment about whether they thought inloading would make it possible to serve student groups not now being reached, comments were added by 13 of the chairpersons who had answered "yes," and by five of those who had answered "no." Some representative quotations include:

Yes

"An inloading policy would make instruction far more accessible to students who hold full-time or part-time positions."

"But it is not the department's wish to extend instructional opportunity further at this time."

"But the number would be small and reaching them would be expensive."

"But at expense of academic year undergraduate and graduate students."

No

"But they might be served better."

"Because I don't see it working without substantial additional funding that I think won't be forthcoming. And the more speculation there is about the benefits, the greater will be the pressure to try it anyway, and hope to get funding 'next year' or 'next biennium.'"

Regardless of opinions concerning the desirability of inloading outreach instruction, over half of the chairpersons (N = 32, 56.1%) indicated that it was difficult for their departments to offer instruction within the current formats of CEE and summer session. This suggests that

any major shift to inloading outreach instruction must be accompanied by a change in schedules and format of current outreach offerings. Chairpersons were asked to comment if they'd answered "yes" to the question of whether any of their instruction would be impossible or difficult to offer on the current CEE or Summer Session format. From the 28 who commented, four major concerns emerged. Seven mentioned faculty problems, six mentioned difficulties with facilities, five mentioned insufficient class time, and five mentioned budget problems. Some of their points were:

#### Faculty

"Most of our regular faculty do not teach in CEE. Most of the adjunct faculty are not competent to teach advanced (5,000 or 8,000) level courses in CEE."

"We do not have the faculty time required to do it."

#### Facilities

"We could not offer much of our lab instruction off campus."

"Practicum and laboratory courses because facilities are not available in evenings and in Summer Session II."

#### Class time

"Frequency of class meeting. Need for workshop and studio work in art and theatre, need for growth and improvement over time span--in music or in writing courses--all difficult to accomplish in compressed time."

"Many of our classes are lab classes which require 6 hours of class time. Few students are willing to come to this campus (necessarily because of lab equipment) two or three nights/week."

#### Budget

"Inadequate funding."

Chairpersons did not predict a change in department-to-department relationships as a result of inloading: about three-fourths (N = 41, 74.5%)

predicted no change. Another 18.2% predicted that relationships would become more difficult and 7.3% expected relationships to improve. About two-thirds of the chairs and department heads in departments' service role within the University (66.7%) had a service role outside the University (63.2%), and 66.7% had relationships with University service units or active service units.

The question, "How do you think inloading relationships between your department and other departments will change in the next five years?" elicited only eleven comments. Among these were:

Improve

"An explicit inloading policy would make relationships among faculty and department programs. It is most difficult to coordinate for instructional purposes across department policies."

More difficult

"Because of overlapping calendars/faculty (of all faculty on campus)."

No change

"We work closely with some now and are likely to change this pattern."

The question about changes in the service role within the University was commented on by 11 chairs, 6 of whom answered "yes," and by six who had answered "no." The following comments includes:

Yes

"The day school offerings would diminish."  
"An explicit University-wide inloading policy would be helpful to consider the importance of communication and normal instructional responsibilities."

No

"Our student load is at maximum with respect to faculty and laboratory space. Our service to other departments will not change appreciably --inloading has no effect."

The related question about changes in the service role of their department outside the university was commented on by 14 chairpersons who had answered "yes," and by three who had answered "no." A sampling of their comments includes:

Yes

"Yes. If faculty have more teaching responsibilities they would decrease time spent in other areas such as serving on committees, consulting, lecturing."

"Yes. If any change it would improve this role. In some instances we may be too busy to do it on an overload basis."

"Possibly decrease what we are now able to offer."

"Might permit more consulting, a good thing in my opinion."

"If we had more resources."

No

"We've inloaded now in this area pretty largely."

The thirteen comments about responses to the question about the effect of inloading on departmental relationships with University service units were distributed as follows: improvement, N = 2; more difficult, N = 7; and no change, N = 4. An example of each is as follows:

Improvement

"Efficiency would be gained by faculty using these facilities during a block of time--i.e., efforts will be concentrated."

More difficult

"Depend on conduct of those services. They'd have to expand hours. That will not be easy."

No change

"Program changes can affect these items but inloading, per se, is not a factor."

Chairpersons' responses concerning the effects of inloading on their departments' status and image varied considerably, although the most frequent response (N = 23, 37.1%) was that there would be no effect. Chairpersons predicted an improvement in the department's image locally (24.2%), coupled with a deterioration in the department's image nationally (27.4%). There were 17 diverse comments about how inloading would affect the department's status and image. A few examples are:

Improve locally and improve nationally

"Could add permanent staff and strengthen department program."

Deteriorate locally and deteriorate nationally

"The thrust of our School is towards the graduate (Ph.D.) program and faculty research. Inloading can do nothing but hamper that effort."

Deteriorate nationally

"Hard to recruit faculty with promise of evening/summer coursework--already overburdened in evening."

No effect

"Unless it was distributed differentially, it should have little impact on our status or image."

The final three questions summarized in Table 3 provide some general predictions about the effects of inloading. Over two-thirds (N = 32, 69.6%) said that it was wise to inload differentially over a period of time, rather than making a single large shift. A small number (N = 6, 11.8%) predicted that inloading would be less expensive and 10 (19.6%) predicted that expenses would be about the same, but over two-thirds (N = 35, 68.6%) predicted that inloading would be more expensive. Of the 37 chairpersons

who answered the question as to the cost-benefit of inloading, 15 chairpersons (40.5%) said that the potential benefits of inloading were worth the additional cost.

When asked about the desirability of inloading differentially over an extended period of time, six chairpersons indicated that they were uncertain what was meant by "differentially." Of the remaining 14 comments, 10 were yes, three were no, and one was uncertain. Illustrative comments in each category are as follows:

Yes

"Differential implementation could create some resentment between units, but any plan would have to acknowledge the substantial variations within the University."

"While I am not sure what you mean by 'differentially,' I do believe that each Department or College should inload in a fashion (time included) that is consistent with its objectives and needs. This means that it will be done differentially."

No

"If, for whatever reasons, it is decided that it must be done, the impact on the whole system must be faced. No point in engaging in creeping paralysis of the system."

"'Extended' should not exceed 5 years at most; preferably no more than 2 years."

Uncertain

"Option is good, but lack of universal system is not."

The question about expenses, "In terms of faculty time and effort, and the money required, do you think inloading most of the University's outreach instruction will be more or less expensive than the present system," elicited 28 comments. Of these, 19 thought it would be more expensive, primarily because more faculty would be needed. Two thought it would be less, one thought it would be the same, and six were uncertain. Some typical comments were:

More expensive

"More faculty equals greater cost. In our case it is virtually impossible to consider inloading with current faculty resources."

"If it is done correctly, it will be more expensive; if not, it will also be expensive in terms of deteriorated departments. One the other hand, it would eliminate certain duplications in administrative effort."

"Currently CEE and SS instruction is underpriced."

Less expensive

"Currently the University runs three instructional systems: day school, extension, and summer session. I believe there is extensive duplication of effort across these three systems that could be merged with an imaginative inload policy. It should be far less expensive to operate than our current cumbersome approach. In many areas enrollment declines are making it difficult, if not impossible, to justify regular scheduling of some course offerings. The inload pattern provides an opportunity to fully utilize existing faculty resources. Another possible advantage might be in the organization of faculty time and effort. It is often possible with continuing education workshops and courses to provide instruction in larger blocks of time, thereby making it possible for faculty to accumulate larger blocks of uninterrupted time for other forms of teaching, research, and service."

Uncertain

"More expensive in the short run, less expensive in the long run."

"It is not clear what the effect of inloading will be. Obviously, it depends on how inloading is implemented."

Those chairpersons who expected that inloading would be more expensive were then asked if the potential benefits would be worth the cost. There were 17 comments, seven by those who thought the benefits were worth the cost, five by those who did not, and five by those who were uncertain. Some examples of each are as follows:

Yes

"Yes. Provide staffing stability and equity in compensation among CEE, Summer Session and academic year activity."

"The potential benefits for inloading far outweigh its disadvantages. A strong inloading policy within the University would likely substantially increase the enrollment in many courses and represent a most cost-effective approach to providing University research, teaching, and service activities."

No

"The present system seems to fit our faculty."

"No, but theoretically, yes. I'm an Outreach person and always have been. The outreach of this department has increased several fold under my direction. But I don't believe the cost of an adequate inload program will be provided, and therefore the benefits will not be achieved."

Uncertain

"Under certain circumstances--if it permitted us to avoid reductions in staff--it could be worth the costs."

Finally, chairpersons were asked to include any other comments about inloading and related issues. There were 25 responses; most are included here. Some lengthy comments were abbreviated and some comments specific to a particular department were omitted.

"Unable to identify any reasons or advantages for inloading."

"At risk of parochialism, our unit already has embarked on significant inloading of 'outreach' and non-traditional programs. Except for possible arrangements on inloading summer for those who would prefer to be free during F, W, or S quarters (and that has negative impact on cohesiveness of Department in re collegial activities/interactivities, etc.), any moves to inload would be met with strong negatives in our Department."

"Unless additional funds were provided to cover the additional staff, space and support needs, inloading would relegate a superior research institution to a role of 'average-run of the mill.'"

"I think that this study is a great waste of time, energy, and money."

"This department would not be supportive of inloading."

"The tone of this survey instrument is negative. Questions encourage personal responses, not professional judgements on what is in best interests of the U."

"Without the extra income for, in particular, junior faculty I cannot see how these members of my faculty can continue without getting some extra employment income. The extension income has far functioned as a protection for sub-standard salaries."

"These questions are meaningless until the issue in Sect. IV is settled, that is, the financial support for inloading. With full-cost inloading I think the effects of inloading would be favorable overall. On the other hand simply absorbing Extension and Summer into the regular University budget with no increase of funding would be disastrous and would literally be selling out the University."

"The amount of knowledge available vis-a-vis inloading is too small to give answers to most of the questions."

"I don't see how this questionnaire is going to yield clear results, because of the variety of points of view from which the questions will be answered, and the range of assumptions that will be involved. I'm in favor of outreach. Since I came in 1972, our CEE offerings have increased from 0 to 40 courses per year."

"I would like to have the faculty have the five alternatives discussed and evaluated. Then, we could compare the present system with the five alternatives."

"It seems especially important that any consideration of inloading pay close attention to its potential impact on faculty salaries. Many members of our unit depend on the opportunities that outreach teaching provides to supplement incomes that would otherwise be inadequate. A sharp reduction in those opportunities unaccompanied by substantial increases in regular compensation would impose real hardships on many members of our department."

"Inloading seems a rational approach for an institution attempting to increase its outreach programs. However, in programs such as ours there are no rewards for the faculty to participate. Further there is a disincentive for them since their 'merit' will be judged on research and graduate teaching--regardless of proclamations from University Administration to the contrary."

"Recognition of our capability to recognize new educational needs and the ability to decide if the University is the organization that should do it."

"The pay scale in CEE is too low. At present, our CEE adjunct faculty are subsidizing regular faculty in other departments. This is unfair! Inloading in our unit can be accomplished only by increasing the size of the regular faculty. This would improve teaching in night school and provide employment for scholars. However, it would be more expensive than the present (poor) system."

"There needs to be some difference in compensation or load credit between a course enrolling 200 and a course enrolling 12 or 20. This is usually allowed for in day school by the department chair."

"With full inloading, who would be responsible for and bear the costs of promotion for CEE and summer school? What would be the safeguards to assure that a department continued to offer classes in the evening and summer? In terms of summer school especially, the department might have more control over course offerings since there would not be another office determining what would or would not be budgeted."

"I have always believed that people should come to the University, rather than in taking the University to the people. I still believe that too much emphasis on the latter will reduce the academic quality of what the University has to offer. If, however, a unit's obligations are restricted primarily to the academic year, some outreach activity might be educational to the unit as well as to the people of the State. But I do not believe that any unit should let inloading reduce the quality of its academic program for regular students."

"The definition offered on page one of this survey allows for two principal types of inloading. The first of these may effectively apply to a great many teaching units but is less effective (and even impossible) in our programs. This leaves us with the more expensive option of adding faculty for the purpose of providing certain education opportunities. In large part, this results from the extremely small faculty that we have for the size of the program we are expected to offer on a routine basis (as compared with any equivalent institution in the country). . . Two other related factors which do not specifically speak to the inloading question per se but have important implications for the University's outreach effectiveness are as follows: a more aggressive and commanding public relations thrust for activities presently available; and more flexible and welcoming parking policies. It is this respondent's opinion and impression that the University of Minnesota is not perceived as a friendly place to visit and is not very effective in keeping the public well informed of the many opportunities available."

"It's past time for the University (for all of us) to face these issues and stop maundering about tough but peripheral issues, e.g.,

1. You're taking my extra income away.
2. I'm already 'A' so what's in it for me?
3. You're changing my conditions of employment! Meaning--I'm fat, tenured, satisfied and think my unit is safe. I'd rather see other people fired than have to adjust my comfortable habits.
4. We'll make the unionizers
  - a. angry
  - b. stronger
  - c. our saviors."

"Inloading some portion of the faculty is a must. While the demand for traditional education may be leveling off (even falling), the demand for new knowledge (especially CEE) is growing exponentially. Collegiate units that will not consider inloading are risking intellectual and financial bankruptcy."

FACULTY OPINIONS  
CONCERNING THE INLOADING OF  
OUTREACH INSTRUCTION

The results summarized in this report describe the opinions of 187 University of Minnesota faculty concerning the inloading of outreach instruction. The questionnaire used in this survey was developed in a pilot study at the UMD School of Business and Economics (Summer, 1980). It was first used in winter 1981 to describe CLA History Department faculty opinions with regard to inloading. Following the History Department study, the Senate Committee on Educational Policy agreed that the inquiry should be expanded to include faculty in a selected group of departments, all department chairpersons (with the exception of Duluth and Waseca), and a selected group of deans. Each of the three groups was to be asked the same questions about the need for and possible effects of inloading.

Selected to be representative of faculty in the several colleges and campuses of the University were the following 15 units: History, Food Science and Nutrition, Genetics and Cell Biology, Finance and Insurance, Curriculum and Instruction, General College, Public Health, Physics, Economics, French and Italian, German, Journalism, Studio Arts, Electrical Engineering, and Morris. Questionnaires and accompanying cover letters were sent to the 356 faculty members in the fifteen units noted above. A reminder notice to non-respondents was sent about three weeks after the initial mailing. When data analysis began on July 15, 1981, completed questionnaires had been received from 187 of the faculty.

The results of the questionnaire are discussed in three parts. The first set of results describes relevant characteristics of faculty respondents. The second set of results describes overall faculty opinions about the

need for inloading outreach instruction. The third set of results examines in detail faculty perceptions about the effects of inloading. For each of the three sets of results, findings are discussed for the total group of 187 faculty respondents and, when appropriate, comparisons among units are noted. Any comparisons among units must be made cautiously because of the small numbers of faculty respondents in some of the departments.

#### Characteristics of Faculty Respondents

The first set of results, contained in Table 4, describes characteristics of faculty respondents. Of the 187 respondents, over two-thirds (N = 129, 69.0%) had been at the University for more than 10 years; percentages in the over 10 years category ranged from 14.3% for Public Health to over 90% for Economics, Electrical Engineering, and Studio Art. Over half of the faculty (N = 106, 56.7%) were professors, another 25.1% were associate professors, and 17.1% were assistant professors. Variations from department to department varied in a fashion parallel to variations in length of service at the University.

Faculty differ greatly in the frequency with which they teach classes in Continuing Education and Extension (CEE): 30.1% (N = 56) had taught no classes in CEE during the past five years, whereas 10.8% (N = 20) had taught over 15 classes in CEE during the past five years. The largest number (N = 67, 36.0%) had taught between one and five CEE classes. The number of CEE classes varied considerably from department to department, reflecting both the needs of CEE students and the content of courses taught. The percentages in the none category ranged from 20% or less of the faculty for History, General College, Studio Art and Morris, to 70% or more for Physics and Economics.

Table 4

Characteristics of faculty respondents to Questionnaire on  
Inloading Outreach Instruction: total and by department (Section I)

| Item  | Total      |      | Hist      |      | FSN       |      | GCB       |      | Finance  |      | Curric    |      | GC        |      | Department |      |           |      |           |        |          |        |          |        |           |      |          |       |           |      |          |       |
|---|------------|------|-----------|------|-----------|------|-----------|------|----------|------|-----------|------|-----------|------|------------|------|-----------|------|-----------|--------|----------|--------|----------|--------|-----------|------|----------|-------|-----------|------|----------|-------|
|   |            |      |           |      |           |      |           |      |          |      |           |      |           |      | Pub        | Hlth | Physics   | Econ | French    | German | Journ    | Studio | El Eng   | Morris |           |      |          |       |           |      |          |       |
|   | N          | %    | N         | %    | N         | %    | N         | %    | N        | %    | N         | %    | N         | %    | N          | %    | N         | %    | N         | %      | N        | %      | N        | %      |           |      |          |       |           |      |          |       |
| <b>LENGTH OF SERVICE</b>                    | <b>187</b> |      | <b>26</b> |      | <b>19</b> |      | <b>12</b> |      | <b>5</b> |      | <b>23</b> |      | <b>22</b> |      | <b>14</b>  |      | <b>18</b> |      | <b>11</b> |        | <b>3</b> |        | <b>3</b> |        | <b>13</b> |      | <b>2</b> |       | <b>11</b> |      | <b>5</b> |       |
| Less than 5 years                           | 27         | 14.4 | 4         | 15.4 | 3         | 15.8 | 0         | -    | 0        | -    | 4         | 17.4 | 1         | 4.5  | 9          | 64.3 | 0         | -    | 1         | 9.1    | 1        | 33.3   | 0        | -      | 1         | 7.7  | 0        | -     | 1         | 9.1  | 2        | 40.0  |
| 5 - 10 years                                | 31         | 16.6 | 2         | 7.7  | 5         | 26.3 | 1         | 8.3  | 2        | 40.0 | 6         | 26.1 | 5         | 22.7 | 3          | 21.4 | 3         | 16.7 | 0         | -      | 0        | -      | 1        | 33.3   | 3         | 23.1 | 0        | -     | 0         | -    | 0        | -     |
| More than 10 years                          | 129        | 69.0 | 20        | 76.9 | 11        | 57.9 | 11        | 91.7 | 3        | 60.0 | 13        | 56.5 | 16        | 72.7 | 2          | 14.3 | 15        | 83.3 | 10        | 90.9   | 2        | 66.7   | 2        | 66.7   | 9         | 59.2 | 2        | 100.0 | 10        | 90.9 | 3        | 60.0  |
| <b>CURRENT RANK</b>                         | <b>187</b> |      | <b>26</b> |      | <b>19</b> |      | <b>12</b> |      | <b>5</b> |      | <b>23</b> |      | <b>22</b> |      | <b>14</b>  |      | <b>18</b> |      | <b>11</b> |        | <b>3</b> |        | <b>3</b> |        | <b>13</b> |      | <b>2</b> |       | <b>11</b> |      | <b>5</b> |       |
| Instructor                                  | 2          | 1.1  | 0         | -    | 0         | -    | 0         | -    | 0        | -    | 0         | -    | 0         | -    | 2          | 14.3 | 0         | -    | 0         | -      | 0        | -      | 0        | -      | 0         | -    | 0        | -     | 0         | -    | 0        | -     |
| Assistant Professor                         | 32         | 17.1 | 3         | 11.5 | 3         | 15.8 | 0         | -    | 1        | 20.0 | 4         | 17.4 | 6         | 27.3 | 8          | 57.1 | 0         | -    | 0         | -      | 1        | 33.3   | 1        | 33.3   | 1         | 7.7  | 0        | -     | 1         | 9.1  | 3        | 60.0  |
| Associate Professor                         | 47         | 25.1 | 6         | 23.1 | 6         | 31.6 | 1         | 8.3  | 1        | 20.0 | 9         | 39.1 | 6         | 27.3 | 3          | 21.4 | 5         | 27.8 | 1         | 9.1    | 1        | 33.3   | 1        | 33.3   | 2         | 15.4 | 1        | 50.0  | 2         | 18.2 | 2        | 40.0  |
| Professor                                   | 106        | 56.7 | 17        | 65.4 | 10        | 52.6 | 11        | 91.7 | 3        | 60.0 | 10        | 43.5 | 10        | 45.5 | 1          | 7.1  | 13        | 72.2 | 10        | 90.9   | 1        | 33.3   | 1        | 33.3   | 10        | 76.9 | 1        | 50.0  | 8         | 72.7 | 0        | -     |
| <b>CEE CLASSES TAUGHT (5 YR)</b>            | <b>186</b> |      | <b>26</b> |      | <b>19</b> |      | <b>12</b> |      | <b>5</b> |      | <b>23</b> |      | <b>22</b> |      | <b>14</b>  |      | <b>18</b> |      | <b>10</b> |        | <b>3</b> |        | <b>3</b> |        | <b>13</b> |      | <b>2</b> |       | <b>11</b> |      | <b>5</b> |       |
| None  | 56         | 30.1 | 4         | 15.4 | 4         | 21.1 | 6         | 50.0 | 1        | 20.0 | 7         | 30.4 | 1         | 4.5  | 0          | -    | 13        | 72.2 | 8         | 80.0   | 1        | 33.3   | 0        | -      | 5         | 38.5 | 0        | -     | 5         | 45.5 | 1        | 20.0  |
| 1 - 5                                       | 67         | 36.0 | 12        | 46.2 | 11        | 57.9 | 5         | 41.7 | 1        | 20.0 | 10        | 43.5 | 2         | 9.1  | 8          | 57.1 | 4         | 22.2 | 1         | 10.0   | 1        | 33.3   | 1        | 33.3   | 5         | 38.5 | 0        | -     | 5         | 45.5 | 1        | 20.0  |
| 6 - 10                                      | 31         | 16.7 | 6         | 23.1 | 2         | 10.5 | 0         | -    | 2        | 40.0 | 2         | 8.7  | 8         | 36.4 | 3          | 21.4 | 1         | 5.6  | 0         | -      | 0        | -      | 1        | 33.3   | 3         | 23.1 | 1        | 50.0  | 0         | -    | 2        | 40.0  |
| 11 - 15                                     | 12         | 6.5  | 4         | 15.4 | 1         | 5.3  | 0         | -    | 0        | -    | 1         | 4.3  | 5         | 22.7 | 0          | -    | 0         | -    | 0         | -      | 1        | 33.3   | 0        | -      | 0         | -    | 0        | -     | 0         | -    | 0        | -     |
| More than 15                                | 20         | 10.8 | 0         | -    | 1         | 5.3  | 1         | 8.3  | 1        | 20.0 | 3         | 13.0 | 6         | 27.3 | 3          | 21.4 | 0         | -    | 1         | 10.0   | 0        | -      | 1        | 33.3   | 0         | -    | 1        | 50.0  | 1         | 9.1  | 1        | 20.0  |
| <b>SUMMER SESSION CLASSES TAUGHT (5 YR)</b> | <b>185</b> |      | <b>26</b> |      | <b>18</b> |      | <b>12</b> |      | <b>5</b> |      | <b>23</b> |      | <b>22</b> |      | <b>14</b>  |      | <b>18</b> |      | <b>10</b> |        | <b>3</b> |        | <b>3</b> |        | <b>13</b> |      | <b>2</b> |       | <b>11</b> |      | <b>5</b> |       |
| None  | 76         | 41.1 | 3         | 11.5 | 17        | 94.4 | 9         | 75.0 | 2        | 40.0 | 5         | 21.7 | 5         | 22.7 | 6          | 42.9 | 13        | 72.2 | 7         | 70.0   | 1        | 33.3   | 0        | -      | 4         | 30.8 | 0        | -     | 3         | 27.3 | 1        | 20.0  |
| 1 - 5                                       | 78         | 42.2 | 21        | 80.8 | 1         | 5.6  | 2         | 16.7 | 2        | 40.0 | 4         | 17.4 | 16        | 72.7 | 5          | 35.7 | 4         | 22.2 | 2         | 20.0   | 2        | 66.7   | 2        | 66.7   | 7         | 53.8 | 1        | 50.0  | 5         | 45.5 | 4        | 80.0  |
| 6 - 10                                      | 26         | 14.1 | 2         | 7.7  | 0         | -    | 1         | 8.3  | 0        | -    | 10        | 43.5 | 1         | 4.5  | 3          | 21.4 | 1         | 5.6  | 1         | 10.0   | 0        | -      | 1        | 33.3   | 2         | 15.4 | 1        | 50.0  | 3         | 27.3 | 0        | -     |
| 11 - 15                                     | 4          | 2.2  | 0         | -    | 0         | -    | 0         | -    | 1        | 20.0 | 3         | 13.0 | 0         | -    | 0          | -    | 0         | -    | 0         | -      | 0        | -      | 0        | -      | 0         | -    | 0        | -     | 0         | -    | 0        | -     |
| Over 15                                     | 1          | .5   | 0         | -    | 0         | -    | 0         | -    | 0        | -    | 1         | 4.3  | 0         | -    | 0          | -    | 0         | -    | 0         | -      | 0        | -      | 0        | -      | 0         | -    | 0        | -     | 0         | -    | 0        | -     |
| <b>INLOADING CLASSES TAUGHT</b>             | <b>183</b> |      | <b>25</b> |      | <b>19</b> |      | <b>11</b> |      | <b>5</b> |      | <b>21</b> |      | <b>22</b> |      | <b>14</b>  |      | <b>18</b> |      | <b>11</b> |        | <b>3</b> |        | <b>3</b> |        | <b>13</b> |      | <b>2</b> |       | <b>11</b> |      | <b>5</b> |       |
| Yes   | 38         | 20.8 | 2         | 8.0  | 2         | 10.5 | 2         | 18.2 | 1        | 20.0 | 13        | 61.9 | 6         | 27.3 | 7          | 50.0 | 1         | 5.6  | 0         | -      | 0        | -      | 1        | 33.3   | 1         | 7.7  | 0        | -     | 2         | 18.2 | 0        | -     |
| No  | 145        | 79.2 | 23        | 92.0 | 17        | 89.5 | 9         | 81.8 | 4        | 80.0 | 8         | 38.1 | 16        | 72.7 | 7          | 50.0 | 17        | 94.4 | 11        | 100.0  | 3        | 100.0  | 2        | 66.7   | 12        | 92.3 | 2        | 100.0 | 9         | 81.8 | 5        | 100.0 |

We found similar but slightly less department-to-department variations in summer session classes taught during the past five years. Somewhat less than half of the faculty (N = 76, 41.1%) had taught no summer session classes during the past five years. About the same number (N = 78, 42.2%) had taught between one and five classes in summer session, and 26 (14.1%) had taught between six and ten classes. About one-fifth (N = 38, 20.8%) of the faculty had taught at least one class on an inloading basis; the percentages were highest for Curriculum and Instruction (61.9%) and General College (27.3%).

Thirty-six of the thirty-eight faculty who had taught classes on an inloading arrangement added comments describing the nature of the arrangement and evaluative information. Additionally, three others commented, one of whom had not taught inloaded classes, and two of whom were uncertain. Sixteen faculty indicated that the course they taught was a joint offering of Extension and day school. Examples of their comments include:

"Inloading in CEE in regular courses, held late in the day."

"Graduate courses offered F, W, S quarters during regular schedule open to Adult Special students registering through Extension."

"CEE. Most 'day school' courses are offered jointly with CEE. Helps us reach a larger audience; the CEE refund to the Department provides some additional resources; my experience has been quite positive. There is less enthusiasm for teaching SS unless we would move to a four-quarter system, and faculty would choose which three of the four quarters they would teach."

"As department practice we allow five Extension students in each day school class."

The other comments varied. Two which were typical were:

"Yes. CEE evening class. Used as a substitute for a day class which was then assigned to another faculty member who wanted to re-arrange his daytime teaching schedule. In short, my inloading made it convenient for the department to schedule courses for the quarter."

"Yes. Planned as part of my regular load to accomodate a special off-campus program."

One of the faculty who was uncertain was teaching a TV course:

"Not sure. Course was TV-independent study. Was graded and handled by TA's, since I was getting no funds myself for the course I see no disadvantage to inloading."

We looked at the relationship between several faculty characteristics (e.g., length of time in the department) and several key questions about inloading (i.e., current need, predicted effects, expenses, worth, and models for inloading). Length of time in the department was related to faculty opinions about the predicted effect on faculty income. Although 52.2% of those in the department less than five years predicted a decrease in faculty income, 83.3% of the 5-10 year group and 68.1% of the over ten year group predicted a decrease in faculty income. Current faculty rank did not distinguish among faculty responses for any of the key questions concerning inloading.

The question concerning number of CEE courses taught during the last five years yielded some interesting relationships to items concerning inloading. Although experience teaching CEE courses had no relationship to faculty perception of the need for inloading, CEE teaching related strongly to predicted effects on faculty income. Percentages predicting decreased income were as follows: 0 CEE courses (38.6%), 1-5 CEE courses (71.4%), 6-10 CEE courses (89.7%), 11-15 CEE courses (83.3%), and over 15 CEE courses (88.2%). A less clear relationship was found between CEE teaching experience and predicted effect on faculty workload. Percentages predicting increased workload were as follows: 0 CEE courses (51.7%), 1-5 CEE courses (61.9%), 6-10 CEE courses (31.0%), 11-15 CEE courses (27.3%), and over 15 CEE courses (52.9%).

Although number of classes taught in Summer Session did not relate to perceptions of the need for inloading, it did relate to faculty predictions of the effects of inloading. Those faculty who had taught in Summer Session were more likely to predict a decrease in income than faculty who had not taught in Summer Session during the last five years (84.3%, 62.5%, 100% and 100%, versus 50.8%, respectively). Similarly, faculty with Summer Session experience were less likely to predict increased faculty workload (40.8%, 43.5%, 0%, and 0%, versus 65.2%).

Finally, the largest number of statistically significant relationships were found for the item concerning prior faculty experience teaching on an inloading arrangement. First, faculty who had inloading experience differed from faculty with no experience in perceptions of the need for inloading. Of the 37 faculty with experience teaching on an inloading arrangement, 43.2% believed there was a need for inloading, 16.2% said "no," and 40.5% were uncertain. Parallel percentages for 144 faculty with no inloading experience was 23.6%, 48.6%, and 27.8%, respectively. Although faculty with inloading experience predicted a decrease in faculty income with less frequency than other faculty (55.9% versus 71.9%, respectively), the two groups did not differ on their predictions of effects on faculty workload. Faculty with inloading experience believed that the potential benefits of inloading were worth the added cost with a higher frequency than other faculty (75.0% versus 34.5%, respectively). The two groups of faculty also differed in their preferences among the five models for inloading. Faculty with and without inloading experience endorsed the five models in varying percentages as follows: Full-Cost Inloading (27.3% versus 39.0%), Partial-Cost Inloading I (9.1% versus 2.9%), Partial-Cost Inloading II (30.3% versus

6.7%), Geography Model (6.1% versus 18.1%), and Redefinition Model (27.3% versus 33.3%).

### Need for Inloading

The second set of results summarizes faculty members' views of the need for inloading and their perceptions of the advantages and disadvantages of various models for inloading. The first set of columns in Table 5 describes responses of the total group of faculty and the following columns summarize results for each of the 15 groups of faculty.

Slightly more than one-fourth (N = 52, 28.1%) of the faculty indicated a present need for inloading of outreach instruction; a larger number (N = 77, 41.6%) said that there was not a need, however. Another 30.3% (N = 56) said they were uncertain. Perceptions of a need for inloading varied from 20% or less for History, Food Science and Nutrition, Finance and Insurance, General College, Economics, French and Italian, Journalism, and Studio Art, to over 50% for Genetics and Cell Biology, Curriculum and Instruction, Public Health, and German.

Faculty gave many interesting and thoughtful comments concerning the present need for inloading. Their comments are presented for each department. organized into "Yes," "No" and "Uncertain."

### History (CLA) (N = 14)

#### Yes (N = 4)

"I interpret 'inloading' to be a means of eliminating Evening Session and Summer Session as separate entities--absorbing Evening into Day as a departmental responsibility, and making Summer Session as a regular 4th quarter of the school year--as was done (for example) at Ohio State University some years ago. It appears to me to a more efficient way for University faculty and physical facilities to be used. It's necessary. Should involve a shift of gears. One incidental benefit I foresee is that University efficiency would be enhanced. I would like to think also that the 4th Quarter would be taken in stride--faculty would still be responsible for 3 per year. They might teach 3 then get

Table 5

The need for inloading: Responses of faculty to Questionnaire on Inloading Outreach Instruction, total and by department (Sections II & IV)

| Item                             | Department |      |           |      |           |      |           |      |          |      |           |      |           |      |           |      |           |      |           |      |          |      |          |       |           |      |          |       |           |      |          |      |
|----------------------------------|------------|------|-----------|------|-----------|------|-----------|------|----------|------|-----------|------|-----------|------|-----------|------|-----------|------|-----------|------|----------|------|----------|-------|-----------|------|----------|-------|-----------|------|----------|------|
|                                  | Total      |      | Hist      |      | FSN       |      | GCB       |      | Finance  |      | Curric    |      | GC        |      | Pub Hlth  |      | Physics   |      | Econ      |      | French   |      | German   |       | Journ     |      | Studio   |       | El Eng    |      | Morris   |      |
|                                  | N          | %    | N         | %    | N         | %    | N         | %    | N        | %    | N         | %    | N         | %    | N         | %    | N         | %    | N         | %    | N        | %    | N        | %     | N         | %    | N        | %     | N         | %    | N        | %    |
| <b>BELIEF IN NEED -- PRESENT</b> | <b>185</b> |      | <b>26</b> |      | <b>19</b> |      | <b>12</b> |      | <b>5</b> |      | <b>22</b> |      | <b>22</b> |      | <b>14</b> |      | <b>18</b> |      | <b>11</b> |      | <b>3</b> |      | <b>3</b> |       | <b>13</b> |      | <b>2</b> |       | <b>11</b> |      | <b>4</b> |      |
| Yes                              | 52         | 28.1 | 5         | 19.2 | 3         | 15.8 | 7         | 58.3 | 1        | 20.0 | 12        | 54.5 | 2         | 9.1  | 7         | 50.0 | 5         | 27.8 | 2         | 18.2 | 0        | -    | 2        | 66.7  | 2         | 15.4 | 0        | -     | 3         | 27.3 | 1        | 25.0 |
| No                               | 77         | 41.6 | 12        | 46.2 | 9         | 47.4 | 1         | 8.3  | 3        | 60.0 | 4         | 18.2 | 14        | 63.6 | 3         | 21.4 | 11        | 61.1 | 5         | 45.5 | 1        | 33.3 | 0        | -     | 5         | 38.5 | 2        | 100.0 | 5         | 45.5 | 2        | 50.0 |
| Uncertain                        | 56         | 30.3 | 9         | 34.6 | 7         | 36.8 | 4         | 33.3 | 1        | 20.0 | 6         | 27.3 | 6         | 27.3 | 4         | 28.6 | 2         | 11.1 | 4         | 36.4 | 2        | 66.7 | 1        | 33.3  | 6         | 46.2 | 0        | -     | 3         | 27.3 | 1        | 25.0 |
| <b>BELIEF IN NEED -- FUTURE</b>  | <b>186</b> |      | <b>26</b> |      | <b>19</b> |      | <b>12</b> |      | <b>5</b> |      | <b>23</b> |      | <b>22</b> |      | <b>14</b> |      | <b>18</b> |      | <b>10</b> |      | <b>3</b> |      | <b>3</b> |       | <b>13</b> |      | <b>2</b> |       | <b>11</b> |      | <b>5</b> |      |
| Yes                              | 74         | 39.8 | 8         | 30.8 | 4         | 21.1 | 7         | 58.3 | 1        | 20.9 | 14        | 60.9 | 8         | 36.4 | 8         | 57.1 | 8         | 44.4 | 3         | 30.0 | 1        | 33.3 | 2        | 66.7  | 5         | 38.5 | 1        | 50.0  | 3         | 27.3 | 1        | 20.0 |
| No                               | 47         | 25.3 | 6         | 23.1 | 7         | 36.8 | 1         | 8.3  | 3        | 60.0 | 3         | 13.0 | 8         | 36.4 | 3         | 21.4 | 7         | 38.9 | 2         | 20.0 | 0        | -    | 0        | -     | 2         | 15.4 | 1        | 50.0  | 2         | 18.2 | 2        | 40.0 |
| Uncertain                        | 65         | 34.9 | 12        | 46.2 | 8         | 42.1 | 4         | 33.3 | 1        | 20.0 | 6         | 26.1 | 6         | 27.3 | 3         | 21.4 | 3         | 16.7 | 5         | 50.0 | 2        | 66.7 | 1        | 33.3  | 6         | 46.2 | 0        | -     | 6         | 54.5 | 2        | 40.0 |
| <b>MODELS FOR INLOADING</b>      | <b>141</b> |      | <b>18</b> |      | <b>16</b> |      | <b>10</b> |      | <b>4</b> |      | <b>19</b> |      | <b>17</b> |      | <b>13</b> |      | <b>15</b> |      | <b>5</b>  |      | <b>0</b> |      | <b>2</b> |       | <b>9</b>  |      | <b>1</b> |       | <b>8</b>  |      | <b>5</b> |      |
| Full-Cost Inloading              | 52         | 36.3 | 7         | 38.9 | 7         | 43.8 | 4         | 40.0 | 2        | 50.0 | 5         | 26.3 | 5         | 29.4 | 1         | 7.7  | 6         | 40.0 | 3         | 60.0 | 0        | -    | 2        | 100.0 | 4         | 44.4 | 0        | -     | 6         | 75.0 | 0        | -    |
| Partial-Cost Inloading I         | 6          | 4.2  | 1         | 5.6  | 1         | 6.3  | 1         | 10.0 | 0        | -    | 2         | 10.5 | 1         | 5.9  | 0         | -    | 0         | -    | 0         | -    | 0        | -    | 0        | -     | 0         | -    | 0        | -     | 0         | -    | 0        | -    |
| Partial-Cost Inloading II        | 18         | 12.7 | 2         | 11.1 | 1         | 6.3  | 0         | -    | 0        | -    | 6         | 31.6 | 1         | 5.9  | 6         | 46.2 | 1         | 6.7  | 0         | -    | 0        | -    | 0        | -     | 1         | 11.1 | 0        | -     | 0         | -    | 0        | -    |
| Geography Department             |            |      |           |      |           |      |           |      |          |      |           |      |           |      |           |      |           |      |           |      |          |      |          |       |           |      |          |       |           |      |          |      |
| Arrangement                      | 21         | 14.8 | 6         | 33.3 | 4         | 25.0 | 1         | 10.0 | 1        | 25.0 | 0         | -    | 1         | 5.9  | 1         | 7.7  | 4         | 26.7 | 0         | -    | 0        | -    | 0        | -     | 1         | 11.1 | 1        | 100.0 | 0         | -    | 1        | 20.0 |
| Redefinition Model               | 45         | 31.7 | 2         | 11.1 | 3         | 18.8 | 4         | 40.0 | 1        | 25.0 | 6         | 31.6 | 9         | 52.9 | 5         | 38.5 | 4         | 26.7 | 2         | 40.0 | 0        | -    | 0        | -     | 3         | 33.3 | 0        | -     | 2         | 25.0 | 4        | 80.0 |

one quarter off, or 6 with 2 quarters off, or 9 with 3 quarters off. Sabbaticals would be eliminated; faculty salaries will be augmented by 40/50% (as at OSU) when the new system goes into operation. I'm for it--on these terms."

"Would permit better planning of offerings available."

"Partial inloading--such as we recently experienced--was very useful to several faculty who needed more flexibility in their schedules. I would like to see it continued on this minimal basis."

"I think outreach should be a central part of the University's work and not just a sideline. Inloading would be a way for faculty to devote full attention to such work."

No (N = 7)

"In departments where this works, that option should be available--but central, uniform policy on this should be very flexible and non-coercive."

"As the University does not function on a regular basis during summer sessions, it does not appear that any such need exists. Inloaded faculty would be 'denied' access to colleagues and the normal complement of colleges and university committees and responsibilities without any conceivable pay-off in non-financial terms to the faculty or student body."

"It has been justified as an 'experiment' which is needed now in order to prepare the 'U' for the later 1980's when falling enrollments will require budget reductions and program considerations, reallocating 'under-used' faculty to outreach, etc. I think large scale implementation in 1979 was clearly a measure by the CLA dean to 'capture' funds to finance about a dozen new hard line positions, 'taxing' the departments who were assigned to the experiments (both inloading and transfer of effort). A case can be made for those moves, though on balance I am skeptical about those added positions at that time. I am more troubled about the double (and partly disingenuous) rationale for the inloading scheme."

"The first and second conclusions of the study group are incompatible. Under present arrangements, responsibility for course offerings lies with the faculty, with organization and financing the burden of other authorities. Inloading has the demerit of integrating course offerings still more intimately into the departmental calendar without in any perceptible fashion yielding the organizational and financial elements to the departments. Many faculty share a legitimate fear that the end result will be a heavier instructional burden without additional financial compensation under such a system."

"Inloading is primarily a budgetary, not a genuinely academic or scholarly, device which will unquestionably reduce annual gross income for faculty who have been getting salary increments of 2-5% over the past years. This in the face of heavy inflation."

"I do not believe that inloading would improve the quality or increase the quantity of outreach instruction."

"'Need' is in the eye of the beholder. It might be useful, but not absolutely necessary."

Uncertain (N = 3)

"(1) I think there should be more, and more frequent offerings in evening and summer, and (2) I am very concerned about loss of income to faculty from inloading."

"If there is a need to do so to save faculty positions or to reduce administrative overhead resulting from a CEE and Summer School separate structures, then the answer is 'yes.' If it is another method of exploitation (same work for less compensation), the answer is 'no.'"

"I believe that such an option might be made available to faculty whose research needs are better served by absences from the University in other than the summer. Such a system should be entirely voluntary and carefully controlled so as to assure balance in departmental offerings."

Food Science and Nutrition (Agriculture and Home Economics) (N = 11)

Yes (N = 2)

"If we, the professionals, don't become aggressive about promoting the University and doing a good job, then our University will be second rate in the future."

"Because of the possibility of extra money staff take on overload and in the end all suffer."

No (N = 5)

"As long as outreach is not completely mandatory, it should be 'overload.'"

"I do not see the need or rationale for inloading."

"Achieving results with CEE with regular faculty and normal programs."

"It is done only to serve an extra educational purpose. Separate faculty or funding should be used."

"CEE has numerous advantages as an approach to outreach. As a faculty member, I can see no advantages, only disadvantages, in converting this system to inloading. I truly believe CEE is far superior to inloading for everyone (community, students, administrators) but is certainly the best approach for faculty. Has anyone articulated an advantage for faculty of inloading over CEE?"

Uncertain (N = 4)

"Some courses are inloaded in our department, others are not. I do believe this inloading has allowed more courses to be offered in CEE. However, it is difficult to assess 'need.' What needs of students are not being met with the current arrangement?"

"There appears to be a need. I wonder if we have sufficient numbers of faculty available for this additional responsibility."

"I believe there would be certain advantages to 'inloading'; the major problem is finding the funds to cover it. I don't know what the question means when it asks if there is a 'need.'"

"I have not been at the University of Minnesota long enough to form an opinion on this matter."

Genetics and Cell Biology (CBS) (N = 8)Yes (N = 8)

"As long as departments receive financial assistance on the basis of student body count, it is necessary to 'cost account' every effort. (I hate to see support allocated in this manner, negating quality of teaching.)"

"I see no reason for summer session or CEE courses to be treated any differently from regular academic year courses."

"There is a demand for outreach courses. It is a place for the University to expand and maintain enrollment. The current salary scale in Summer Session and CEE are grossly unfair."

"Teaching at any time should be considered the same. The University needs to broaden its appeal to a wider age range. One of the best ways is to increase the formats available for instruction."

"We need to develop the 'philosophy' that this a regular part of our workload. Only then will we be able to outreach with advanced courses."

No (N = 0)Uncertain (N = 3)

"The issue is somewhat complex, regarding a department such as the one I am in. It (inloading) has the potential positive effect of increasing enrollment in a period of declining college age cohorts, whereas it is highly likely to increase teaching load at a time of almost certainly decreasing resources that will dictate increases in teaching loads. Another positive effect should be in quality of instruction."

(but leaning to yes). The pressure for inloading is twofold. (1) to maintain faculty size and hopefully vitality during a period when enrollment in dayschool is expected to decrease for demographic reasons. (2) To facilitate educational opportunities for clientele that might need or desire them but find current arrangements (offerings, timing, accrediting policies) unsatisfactory."

"Timing may be bad given the potential impact on faculty salaries in a period of crisis."

Finance and Insurance (CBA) (N = 2)

Yes (N = 0)

No (N = 1)

"Extra work should be compensated with additional payment."

Uncertain (N = 1)

"Depends upon supply-demand factors. One or two overload CEE courses a year not excessive for most faculty."

Curriculum and Instruction (Education) (N = 15)

Yes (N = 9)

"Should be an option for off campus programs that are part of college or department mission."

"For better planning and better use of time--a more planned curriculum."

"At least aspects of outreach should be more integrated into the overall program of learning and institutional responsibilities of faculty."

"(1) In a time of declining enrollment (in Education) makes a great deal of sense. (2) Inloading also consistent with service function of University."

"I see no gain for the University in overload instruction. Outreach will forever remain on the periphery under that system. Under inloading students will be served better and the U can receive credit for what it does. Of course the faculty member does lose some income."

"Mainly to improve the quality of the offerings."

"Faculty must think of outreach as part of the job."

"Due to dwindling regular course enrollments."

"Especially for those courses outside the greater metropolitan area."

No (N = 3)

"Program enrollment is adequate to keep campus program and faculty load balanced."

"There is more incentive as overload with additional pay."

"I know of few faculty who can survive on nine month salary, except in Medical and Law Schools."

Uncertain (N = 3)

"I believe that there is a need to monitor the quality of outreach instruction. If inloading practices lead to adding short term staff in order to deal with increased course loads, the quality of existing outreach programs could be weakened."

"It is both--in my judgment. We should move to a 4 quarter system (eliminate Summer Session), offer as many 'joint' CEE/Day school courses as feasible, offer 'inload' courses through CEE when determined relevant and appropriate, and offer 'overload' teaching to faculty who desire the extra salary. New faculty salaries are not at all competitive with non-university salaries, and the 'overload' pay is absolutely essential in the instances that I have become aware of it."

"Yes and No. Yes--as some faculty members' campus loads diminish; in elementary education the field would like us to come to them rather than they to us. Also, inloading provides us with student credit hours. No--ones whose campus loads are holding may not need to inload. Also--there is an overall question of inloading which is unclear. There seems to be a real need to reach out into the state community. That's the real need. The next level of questioning is whether it will be inloaded or not. But the two questions need to be separated--they don't seem to be in this questionnaire."

✓ General College (N = 13)Yes (N = 2)

"Inloading may well have the effect of increasing enrollment, or offsetting potential declines, thus improving University chances of competing successfully for funds appropriated by the Legislature for the support of higher education in Minnesota."

"Many of our students in the four year degree program are taking most of their work in CEE and we should have and do have faculty teaching on inload."

No (N = 7)

"No need . . . but inloading does provide scheduling flexibility."

"With salaries as they are, especially for younger faculty, the need is for overloading."

"Can be accomplished just as well, perhaps better, through over load."

"The critical issue is the needs of the students. I believe those needs can be and are being met through CEE offerings."

"Definitely not. Those of us at low ranks would have a difficult time surviving on our base salary without extension work. People at higher ranks have always had the option not to take on CEE work. Inloading would also drastically cut into time spent with family."

"The salary scale at the University is low, comparatively speaking. Receiving extra pay for this CEE teaching rewards those who want to work extra hours. This does not pressure everyone to teach them. Keep the present plan!"

"I believe present system is adequate to meet a declining demand for courses."

Uncertain (N = 4)

"Many faculty depend on the additional income. Inloading teaching can be achieved if faculty are adequately reimbursed for teaching at non-traditional times, locations, etc. I believe the adult student population is very important for the future of the University and so I am supportive of efforts to regularize offering of courses to this group."

"Inloading removes a very valuable fringe benefit in a time of significant salary erosion. When day enrollments plummet, inloading will be a necessity. If enrollment reduction would have taken place as earlier projected about this time the trial run would have been just on target for full scale implementation now. Wait."

"While inloading makes good sense, and I believe it should be the rule, the deterioration of our salary situation has been so drastic, that most of us need the outload opportunities to make financial ends meet."

"There's a need for it if and only if the alternative is retrenchment of line positions."

Public Health (Health Sciences) (N = 6)

Yes (N = 4)

"Many students have asked me about access to Environmental Health classes through extension to increase the number of courses they can take without trying to get accepted to a degree program."

"Many students might not be able to take classes in day school due to time scheduling, financial demands."

"To permit part-time students to take less time from work by arranging time late in the afternoon. Also provides opportunity for part-time students to take courses since enrollment in CEE may not be sufficient to hold course."

"Would like to teach during day hours and still have classes open to CEE students."

No (N = 0)

Uncertain (N = 2)

"There is a need to have professional level coursework available for the extension audience, but with present levels of staff it is difficult to adequately meet the needs of both audiences. There is also a need for courses of the 'Informal Course' type, but in setting department priorities for scarce teaching resources these would be eliminated if they were taught on an inload rather than overload basis. My experience with teaching inloaded courses has been that I end up putting in longer hours and more work to meet the needs of both day and extension students and carry on the rest of my program responsibilities, but yet I am not rewarded in any way, either monetarily or any other for this work."

"I am not aware of the complexities of the issue."

Physics (CLA and IT) (N = 11)

Yes (N = 5)

"In 1971-72 IT dropped tenure track individuals because of budget cut-backs. At the same time we were paying others on an overload basis. I believe it is indefensible to continue overload employment at a time of further budget cuts."

"I believe the answer is yes if I understand the question. The question I answered is that I believe SS and Extension classes should be taught as a regular assignment--not as overload or farmed out to temporary faculty."

"Staff and administrators at all salary levels should be involved in the overall operation of a University."

"It is the most likely way to increase the number of 'real', i.e., research-oriented, faculty members."

"Inloading would be the best way to insure equal quality of instruction in the two areas."

No (N = 5)

"I have seen no significant justification for inloading--changes should be made only if they are clearly justified, not just for the sake of change."

"This merely amounts to a way of reducing faculty."

"In IT departments the teaching load is high enough with day students that there is no compelling need to expand the institute's market. From the point of view of quality, instruction would improve with inloading."

"Not in our department because there are more students (and classes) to teach than the regular faculty can teach. I would not want to see regular faculty added just so we could 'inload,' and I cannot see how we could possibly have time to 'inload,' teach our regular courses, do research, and other University duties without more faculty."

"I have not seen any evidence that the present system of extra pay for extra work conducted at 'unusual' times does not work well. I believe that it is necessary to have some incentive to get faculty to conduct classes in an enthusiastic manner when they are held at night or in the summer."

Uncertain (N = 1)

"Varies from department to department. Some don't have enough faculty now--others don't have large enough teaching loads."

Economics (CLA) (N = 6)Yes (N = 1)

"Part should be on overload to maintain flexibility; part should be inloaded to help maintain SCH and therefore maintain faculty size, research and Ph.D. programs. I don't see much justification for inloading in areas without Ph.D. or research though."

No (N = 1)

"Outreach should be considered as a separate program standing on its own base."

Uncertain (N = 4)

"I am uncertain, but leaning toward 'yes'."

"(1) Why is CEE or SS viewed as 'outreach'? With some CEE exceptions ('Certificate Courses') courses taught are regular day school courses taught on campus. (Again some exceptions in CEE where class is held off campus.) (2) What is meant by 'need to inload?' Whose 'need'?"

"No relevant experience."

"I have no exposure to these issues. Why should randomly selected faculty be expected to have useful opinions on such an administrative issue?"

French and Italian (CLA) (N = 1)

Yes (N = 0)

No (N = 1)

"I think that in my department there is a need not to inload."

Uncertain (N = 0)

German (CLA) (N = 2)

Yes (N = 0)

No (N = 1)

Uncertain (N = 2)

"I believe there are sound reasons for hiring additional faculty (TA's, when appropriate), but I also believe that continuity between 'day' school and CEE is important and most easily preserved when the same faculty participates in both. I believe that quality may be improved in certain courses if CEE classes are re-examined, restructured and taught by faculty who are not simply doing it 'on the side.' Elementary Foreign Language Instruction is currently a farce and a scandal. I believe one should be able to get adequate foreign language instruction through Extension, but I refuse to participate in the educational outreach program as it is currently set up, at least, in my own department and in the departments with which I am familiar. I believe that faculty as a whole should do considerably less teaching (an argument for inloading as defined here), but I don't think many can afford to do less teaching (not an argument against inloading, but an argument for higher salary levels). The strongest outreach program will come when faculty involved can view teaching assignments as equally important as day school assignments and when financial necessity is not the major motivating factor. I currently have little respect for much of what is offered!"

"Don't understand the question."

Journalism (CLA) (N = 8)Yes (N = 1)

"Could result in much more efficient use of faculty resources in areas of reduced enrollments."

No (N = 4)

"I am convinced that the present arrangement is superior to any of the various inloading proposals."

"Such a change requires a basic restructuring of faculty appointments. Conceivably, interested individuals could negotiate changes in their appointments, and new positions could be defined as including outreach instruction of the type defined here. I would oppose such an arrangement, since it would create a considerable amount of ambiguity within units as to who is expected to do what. It seems unwise."

"Not in this department."

"We do not have enough staff to cover our present level of regular daytime classes."

Uncertain (N = 3)

"In some departments; those that do not have sufficient student demand to justify full academic year teaching loads."

"I am in favor of efficiencies in our administration, and teaching patterns, but it has not been adequately explained what inloading will mean for an already overworked and economically defeated faculty. There is much suspicion surrounding administrative motivations regarding these proposals."

"I believe the current Extension Evening Classes system provides adequate outreach instruction. However, a limited inloading may work satisfactorily in certain departments."

Studio Arts (CLA) (N = 2)Yes (N = 0)No (N = 2)

"I do not understand the conceptual or philosophical reasoning for inloading . . . nothing, other than 'this will happen,' has ever been explained."

"Answer pertains to departments which continue to experience difficulties accomodating present clientele levels."

Uncertain (N = 0)

Electrical Engineering (IT) (N = 7)Yes (N = 2)

"Outreach function should grow as standard student population decreases in the 1980's."

"At least any 'for credit' instruction. With the present arrangement there are tendencies toward uneven quality, uneven standards and non-uniform sense of responsibility towards this type of instruction."

No (N = 4)

"In view of current faculty salaries, I think we have a right to additional sources of income."

"This question has repeatedly been thrust upon us. How have Summer and CEE not met their charges or mission? Some faculty can and wish to do these things. Protect young faculty from these abuses and then leave people alone to get the job done. The whole activity is not central to the University's main functions--Degree Instruction and Research."

"I consider that inload outreach adds up simply to increasing the work load of the staff without increase in compensation and in violation of the contract. In the beginning this increase in work load can be hidden and camouflaged by the Department Head, Deans, etc., but eventually is to the distinct disadvantage of the teaching staff."

"My response is in specific reference to IT which now is experiencing an unprecedented growth. The present faculty should not be required to handle inloading unless the present resources are increased substantially over the next few years. This is extremely unlikely."

Uncertain (N = 1)

"I cannot give a yes or no answer to such an ambiguous question. The problem is that 'needs' arise from different quarters and are different in different academic areas. If, for example, a department has a low day student load and can't keep the faculty/student ratio low enough, it will need inloading to redress this problem. On the other hand, an overloaded department, such as those in IT, needs less to do on 'regular' loads, not more. These departments cannot redress this situation by expanding their faculties, since industry offers are so attractive. Their solution to this is to hire engineers from industry to teach night classes. I don't see how there can be a 'need' from the CEE viewpoint, as it doesn't seem to make too much difference in their budgets, etc."

Morris (N = 3)Yes (N = 1)

"Faculty load becomes unreal (illegible) with present system but faculty will do it for the extra income."

No (N = 1)

"Each campus should be considered separately . . . Needs and requirements of students on the different campuses or campus regions are totally different. Inloading would not be employed successfully on some of the smaller campuses."

Uncertain (N = 1)

"I see the need to balance the load, especially since the burden seems to fall increasingly on a few instructors, but economically, I am not clear about implications of inloading. I must supplement my salary by outside employment in the summer. Note: no one has ever defined a 'teaching load' here. This lack of definition makes answering these questions quite meaningless!"

Although faculty responses indicated relatively little need for inloading in the present, a higher percentage (29.8%) indicated that there would be a need in the future, although about one-fourth (N = 47, 25.3%) continued in their belief that inloading was not necessary. Department-to-department variations in the future need for inloading varied in a fashion similar to variation in perceptions of current needs for inloading.

When asked about the need to inload in the future, seventy-eight added comments. Although the instructions read "If 'yes' please describe under what conditions," just fifty-three fit into that "yes" category, while five had checked "no" and twenty were uncertain. In the "yes" category, the most frequent points involved: "declining enrollments" (N = 13) or "protection of faculty positions" (N = 6). For faculty who were uncertain about the need to inload in the future, a common theme was the need to know more about the model for inloading. Examples of comments in the "yes," "no," and "uncertain" categories are as follows:

YesDeclining enrollment

"To meet community needs and to justify continuing funding as normal enrollment decreases."

"Declining enrollment of 18-22 year olds. Increasing continuing education students."

"The bit potential for students in my area is CEE. I have to use it."

#### Faculty positions

"If the choice were to lose tenured faculty lines, or inload, then inloading and a number of other options would have to be considered so as to minimize the effects of such drastic measures on the faculty and on the quality of education."

"When inloading can prevent the loss of tenure-track positions I will consider it necessary (i.e., as enrollments fall). It would be good to have a long-range, flexible plan which would allow it to be phased in and then phased out again when no longer necessary."

#### Other

"Adult and summer education and training for people already in occupations is definitely going to increase as technological and scientific progress change people's jobs."

"Shifts in clientele from high-school graduates to working adults with probable decline in total enrollment. Need for simplification of present bureaucracy. Need for elimination of present discrepancies in contact/credit hour/tuition discrepancies."

#### No

"CEE has the flexibility of responding to the changing markets. Once inloading were established it could mean a loss of flexibility and in the future, flexibility may be synonymous with survival."

#### Uncertain

##### Which model

"The answer would depend on the model for inloading, and such additional considerations as the priorities accorded graduate teaching and research."

##### Other

"Who is certain of the future? Declining enrollments may force us into all sorts of solutions we presently eschew."

"May be necessary to inload rather than release tenured or tenure-track faculty. . ."

"I think that the University should be integrated and that pay imbalances should be corrected not through this kind of overtime arrangement, which is uncertain, but on a regular basis. I also feel that the distinction between day classes and various extension, summer and outreach classes serves no useful academic purpose under present circumstances."

The final set of results in Table 5 summarizes faculty members' opinions about five models for inloading. The two most frequently preferred models were full-cost inloading (N = 52, 36.6%) or the redefinition model (N = 45, 31.7%). That ordering of preferences was similar for most of the units, with a few exceptions. History, Food Science and Nutrition, and Physics found the Geography model of some appeal. Curriculum and Instruction and Public Health endorsed Partial-Cost Inloading II with higher percentages (31.6% and 46.2%), and General College favored the redefinition model (52.9%).

Five possible models for inloading were described, and an analysis of the 73 comments added by faculty after they had checked their preference, indicate much hesitancy and lack of enthusiasm for any of the described options. The largest number of responses (N = 26) were by those who were uncertain of all models, or opposed to all. Full-cost was commented on by 13, Partial-Cost I by four, Geography Department by 10 and Redefinition by 19. Only one chose a combination of models. All comments to this item are included here to impart fully the nature of the comments:

(1) Full-Cost Inloading (N = 13)

"If someone foists this inloading upon a department and its faculty, at least day school rates should be paid and the needed additional funds sought."

"This range of 'models' focuses on costs and ignores educational issues. Individual departments (not colleges or other, larger administrative units) should define (5). Some variation (4) might be ideal if the position money were to go into the departmental instructional budget, be spread out (to provide continuity) and not be assigned to one person who did nothing but . . . God forbid! In any case additional funds will have to sought from the legislature."

"This is most 'appropriate' but probably unfeasible. 4 is next best, but we are too big and diverse to 'integrate' curriculum. 2 is likeliest but financially unsatisfactory; 3 still more so. 5 is nonsense."

"My bias: if inloading is to be done it should be done with fiscal propriety--not sleight-of-hand."

"Since I am lukewarm about the whole idea, I find it difficult to suggest the best option. I see merits in #1 and, if I understand the Geography arrangement, merits in #4 as well, but I fear that #4 eliminates the possibilities of additional earnings from such inloading."

"The full cost alternative is the only acceptable way to go, but this is much too expensive for the administration's taste. I don't think it would be cost-effective."

"It seems to me that solutions other than (1) would result in a decrease in the faculty member's potential total annual income, hence make UM less attractive, other things being equal."

"Only full cost inloading could possibly be interpreted in any way except as an effective reduction in faculty compensation."

"We must continue to demand funds for the real cost of teaching."

"(1) is the best solution as long as funds are not reallocated in such a way as to adversely affect existing department programs."

"All others are ersatz."

"Inloading probably should put all efforts on an equal basis--therefore, I checked model 1."

"Any model but full cost inloading makes UM less like Stanford and more like Mankato State. We're enough like Mankato already."

(2) Partial-Cost Inloading I (N = 4)

" But not sure of any of them."

"Overload CEE (and summer?) courses should still be available."

"Option 2 at least produces some soft money for the department to compensate for normal teaching and service which is lost. The Geography arrangement would be appealing in a time of stable or expanding student body, but it is not realistic now to increase the size of the tenured faculty."

"My first choice would be partial inloading on the partial-cost model. But if inloading were complete, we should receive additional positions."

(3) Partial-Cost Inloading II (N = 0)

(4) Geography Department Arrangement (N = 10)

"Since I oppose inloading, I oppose all of these models."

"Possibly 4 but the details given are inadequate and as I said I am strongly opposed to inloading."

"Departments should recieve full compensation for their efforts. No 'taxes' and no skimming by administration."

"Do not like 5. Sounds like loads increase but time and income plummet."

"I believe we are presently compensated for overload in position money and cost of course. Staff choose to overload or outside staff is brought in."

"This approach (4) seems similar in its effect to 1, but since its mechanics have already been ovrked out to seem to be satisfactory, it seems that this sort of model might be followed by us."

"If the University wished to promote maximum range of courses and quality of instruction, despite added cost to state and loss of opportunity faculty. I can't quite believe this; models 1, 2, and 3 seem mainly bookkeeping innovations; model 5 seems to go wildly beyond what inloading

"Seems--after considerable shaking out--to have worked there (Geography)."

"Also favor 5, but perhaps 4 has the virture of being a model of which we have some knowledge."

"This sounds best because of the complex faculty use in our college where about all faculty are on 12 month appointment and do research or extension in addition to resident instruction."

(5) Redefinition Model (N = 19)

"I'm not really sure I would check any of the above five."

"I would have to have a lot more facts to make this kind of judgment."

"The faculty loses no matter what system is used!"

"My second choice would be (1). I would not select either (2) or (3). I would need to know more about (4) before checking it."

"All of these basically have the department pay extra. None are acceptable. New faculty could go with 5 or extra money at regular and not summer rates."

"In (5) research time should also be included."

"This represents what we really do now. 'Other forms of service' means running a federally supported research program that generates overhead which goes into support of entire University."

"The thrust of the University is the coupling of teaching and scholarly pursuits. No formula will be successful if it causes faculty hired for their scholarly contributions to be deviated from an appropriate balance between teaching and research."

"The least objectionable."

"I can only make a superficial response--but the total load ought to be figured in some way."

"My choice is based on the fact that my department is currently in a state of transition and has many diverse functions."

"It would appear to me that the only really meaningful way of accomplishing inloading is to start from 'scratch.'"

"You might want to phase in the costs but not the program."

"I am not an administrator and therefore cannot speak for the department."

"We integrate day school and CEE-summer. It is silly to pay the overhead of two systems."

"If teaching is integrated so should administration be integrated. Budgetary authority could all flow through academic affairs to college deans. No need for CEE-summer session to be involved."

"Service activities extensive and important for this department."

"This makes sense. I do not have a real feeling for the others."

"This legitimizes CEE as part of the mission of the U of M and makes faculty involvement in CEE offerings a regular faculty activity."

Uncertain (N = 26)

"None of the above would be appropriate." (N = 3)

"I would vote for none of the above, but let us at least strive for consistency!"

"NONE. Present faculty overload and open positions that cannot be filled (due to the external marketplace) imply that no scheme of money or positions to the department can help in any way."

"None are worth the effort. The existing system is far more effective than any of these."

"Supported by documentation available from the department office, we find NONE OF THE ABOVE appropriate at this time. In preparation for predictable declines in enrollment in the future, we support considering all aspects of integrating services for all clientele groups with the aim of maintaining the quality of our curricula with the greatest possible cost efficiency."

"I dislike all five--the end product is that I would lose income. Required summer teaching would reduce my flexibility to conduct foreign research."

"Probably 4 or 5, but I wouldn't want to make a hasty decision on so important an issue. It would require study and discussion."

"I am not in a position to judge these models--this is better answered by department heads who know additional implications of the various models."

"I can't comment, since the models are too ambiguously specified."

"I really don't understand all these alternatives, but it does seem imperative that whatever system is instituted take into consideration non-credit instruction and other forms of service in defining a faculty member's load. My own situation is a case in point--as coordinator of a unit, much of my work is outside of instruction."

"I find this confusing. Had I read these items earlier, my previous responses would have been different, and I would make estimates differently for the different approaches."

"I don't think most faculty will understand this very complex set of alternatives. Obviously departments would back maximum fund reversions. Individual faculty would want maximum freedom in personal scheduling and maximum opportunities for overtime income (for some)."

"One of the major problems facing our program is decreased funds available for faculty support due to loss of federal training funds--we do not have sufficient faculty to adequately meet the needs of the day school program. Any model that would adequately meet the needs of all students served would have to provide our program with additional faculty support."

"Any system that reduces faculty income must be rejected--any system that increases income has a chance of being given serious consideration."

"It seems to me if we are to do this we should go all the way--abolish CEE and SS as separate units, restructure evening and summer offerings to correspond to day school norms (e.g., the idea that a 5-week summer session is really the same as a 10-week quarter is, as everyone knows, a joke)."

"What about research?"

"Appoint committee to look at the Ohio State (or other comparable) experience to learn from their experience."

"I don't know enough to say. But if cost of CEE and SS increase too much, we'll be cutting our own throats."

### Predicted Effects of Inloading

The most extensive set of results, presented in Table 6, summarizes faculty opinions about the predicted effects of inloading. Results contained in Table 6 first summarize findings for the total group of faculty and then for each of the 15 groups of faculty.

Over two-thirds of the faculty (N = 114, 68.7%) predicted that faculty income would decrease, and about one-fourth (N = 45, 27.1%) predicted that there would be no effect on income. In only Public Health did a number (N = 3, 21.4%) of faculty predict an increase in income. Predictions of decreased income varied widely, from lows of 33.3% for Genetics and Cell Biology and 40.0% for curriculum and Instruction, to highs of over 90% for several units such as General College and Journalism.

In the series of twenty questions about the effects of inloading, the question about faculty income generated the largest number of comments (N = 96, others were 48-78). Of these 96 comments, only one thought salary would increase, 65 expected a decrease, fifteen thought there would be no effect, and fifteen were uncertain. By far the most mentioned point is that many faculty need the extra income to supplement their salary. Also, related to that, many fear that they would be doing the same amount of teaching without being paid for it, resulting in a net loss of income. For those who expect no effect on salaries, some mentioned that the situation isn't applicable to them, or that they assume the plan wouldn't be implemented without more funds. Of those who are uncertain, some feel that they can't predict or that it depends on which model is used. Examples of comments include:

#### Decrease

##### Faculty need supplement

Table 6

Predicted effects of ~~in~~loading: Responses of faculty to  
 Questionnaire on Inloading Outreach Instruction, total and by department (Section III)

|  | Department |      |      |      |     |      |     |      |         |      |        |      |    |      |          |      |         |      |      |      |        |       |        |       |       |       |        |       |        |      |        |      |   |
|--|------------|------|------|------|-----|------|-----|------|---------|------|--------|------|----|------|----------|------|---------|------|------|------|--------|-------|--------|-------|-------|-------|--------|-------|--------|------|--------|------|---|
|  | Total      |      | Hist |      | FSN |      | GCB |      | Finance |      | Curric |      | GC |      | Pub Hlth |      | Physics |      | Econ |      | French |       | German |       | Journ |       | Studio |       | El Eng |      | Morris |      |   |
|  | N          | %    | N    | %    | N   | %    | N   | %    | N       | %    | N      | %    | N  | %    | N        | %    | N       | %    | N    | %    | N      | %     | N      | %     | N     | %     | N      | %     | N      | %    | N      | %    | N |
| <b>FACULTY INCOME</b>  | 166        |      | 24   |      | 18  |      | 9   |      | 5       |      | 20     |      | 22 |      | 14       |      | 16      |      | 6    |      | 3      |       | 2      |       | 11    |       | 0      |       | 10     |      | 4      |      |   |
| Would increase   | 7          | 4.2  | 1    | 4.2  | 1   | 5.6  | 1   | 11.1 | 0       | -    | 0      | -    | 1  | 4.5  | 3        | 21.4 | 0       | 0    | 0    | 0    | 0      | 0     | 0      | 0     | 0     | 0     | 0      | 0     | 0      | 0    | 0      |      |   |
| Would decrease   | 114        | 68.7 | 19   | 79.2 | 13  | 72.2 | 3   | 33.3 | 4       | 80.0 | 8      | 40.0 | 20 | 90.9 | 6        | 42.9 | 9       | 56.2 | 5    | 83.3 | 3      | 100.0 | 2      | 100.0 | 11    | 100.0 | 2      | 100.0 | 6      | 60.0 | 3      | 75.0 |   |
| No effect  | 45         | 27.1 | 4    | 16.7 | 4   | 22.2 | 5   | 55.6 | 1       | 20.0 | 12     | 60.0 | 1  | 4.5  | 5        | 35.7 | 7       | 43.8 | 1    | 16.7 | 0      | -     | 0      | -     | 0     | -     | 4      | 40.0  | 1      | 25.0 |        |      |   |
| <b>TOTAL FACULTY WORKLOAD</b>                                | 166        |      | 23   |      | 18  |      | 10  |      | 5       |      | 19     |      | 22 |      | 14       |      | 17      |      | 5    |      | 3      |       | 2      |       | 12    |       | 2      |       | 10     |      | 4      |      |   |
| Would increase   | 84         | 50.6 | 8    | 34.8 | 16  | 88.9 | 7   | 70.0 | 1       | 20.0 | 3      | 15.8 | 9  | 40.9 | 10       | 71.4 | 12      | 70.6 | 4    | 80.0 | 1      | 33.3  | 0      | -     | 4     | 33.3  | 0      | -     | 7      | 70.0 | 2      | 50.0 |   |
| Would decrease   | 22         | 13.3 | 4    | 17.4 | 0   | -    | 0   | -    | 2       | 40.0 | 0      | -    | 7  | 31.8 | 1        | 7.1  | 0       | -    | 0    | -    | 1      | 33.3  | 1      | 50.0  | 3     | 25.0  | 1      | 50.0  | 1      | 10.0 | 1      | 25.0 |   |
| No effect  | 60         | 36.1 | 11   | 47.8 | 2   | 11.1 | 3   | 30.0 | 2       | 40.0 | 15     | 84.2 | 6  | 27.3 | 3        | 21.4 | 5       | 29.4 | 1    | 20.0 | 1      | 33.3  | 1      | 50.0  | 5     | 41.7  | 1      | 50.0  | 2      | 20.0 | 1      | 25.0 |   |
| <b>SCHEDULING OF FACULTY ACTIVITIES</b>                      | 174        |      | 24   |      | 19  |      | 11  |      | 5       |      | 20     |      | 22 |      | 14       |      | 17      |      | 8    |      | 3      |       | 2      |       | 13    |       | 2      |       | 9      |      | 5      |      |   |
| Would be less difficult                                      | 16         | 9.2  | 3    | 12.5 | 0   | -    | 2   | 18.2 | 0       | -    | 2      | 10.0 | 2  | 9.1  | 0        | -    | 2       | 11.8 | 1    | 12.5 | 0      | -     | 1      | 50.0  | 1     | 7.7   | 0      | -     | 1      | 11.1 | 1      | 20.0 |   |
| Would be more difficult                                      | 116        | 66.7 | 17   | 70.8 | 13  | 68.4 | 7   | 63.6 | 2       | 40.0 | 10     | 50.0 | 12 | 54.5 | 11       | 78.6 | 14      | 82.4 | 6    | 75.0 | 2      | 66.7  | 0      | -     | 10    | 76.9  | 2      | 100.0 | 7      | 77.8 | 3      | 60.0 |   |
| No effect  | 42         | 24.1 | 4    | 16.7 | 6   | 31.6 | 2   | 18.2 | 3       | 60.0 | 8      | 40.0 | 8  | 36.4 | 3        | 21.4 | 1       | 5.9  | 1    | 12.5 | 1      | 33.3  | 1      | 50.0  | 2     | 15.4  | 0      | -     | 1      | 11.1 | 1      | 20.0 |   |
| <b>INSTRUCTIONAL EXCHANGE</b>                                | 162        |      | 24   |      | 18  |      | 12  |      | 5       |      | 20     |      | 18 |      | 14       |      | 13      |      | 6    |      | 2      |       | 2      |       | 12    |       | 2      |       | 9      |      | 5      |      |   |
| Less difficult   | 19         | 11.7 | 3    | 12.5 | 0   | -    | 2   | 16.7 | 0       | -    | 4      | 20.0 | 1  | 5.6  | 2        | 14.3 | 1       | 7.7  | 0    | -    | 0      | -     | 2      | 100.0 | 4     | 33.3  | 0      | -     | 0      | -    | 0      | -    |   |
| More difficult   | 55         | 34.0 | 13   | 54.2 | 10  | 55.6 | 1   | 8.3  | 1       | 20.0 | 2      | 10.0 | 5  | 27.8 | 6        | 42.9 | 7       | 53.8 | 2    | 33.3 | 1      | 50.0  | 0      | -     | 2     | 16.7  | 1      | 50.0  | 2      | 22.2 | 2      | 40.0 |   |
| No effect  | 88         | 54.3 | 8    | 33.3 | 8   | 44.4 | 9   | 75.0 | 4       | 80.0 | 14     | 70.0 | 12 | 66.7 | 6        | 42.9 | 5       | 38.5 | 4    | 66.7 | 1      | 50.0  | 0      | -     | 6     | 50.0  | 1      | 50.0  | 7      | 77.8 | 3      | 60.0 |   |
| <b>RELATIONSHIPS AMONG FACULTY &amp; STAFF IN DEPARTMENT</b> | 164        |      | 23   |      | 19  |      | 8   |      | 5       |      | 21     |      | 20 |      | 13       |      | 16      |      | 8    |      | 3      |       | 1      |       | 11    |       | 2      |       | 9      |      | 5      |      |   |
| Would improve  | 10         | 6.1  | 1    | 4.3  | 1   | 5.3  | 1   | 12.5 | 0       | -    | 4      | 19.0 | 1  | 5.0  | 2        | 15.4 | 0       | -    | 0    | -    | 0      | -     | 0      | -     | 0     | -     | 0      | -     | 0      | -    | 0      | -    |   |
| Would deteriorate  | 54         | 32.9 | 9    | 39.1 | 7   | 36.8 | 0   | -    | 1       | 20.0 | 2      | 9.5  | 10 | 50.0 | 1        | 7.7  | 7       | 43.8 | 3    | 37.5 | 2      | 66.7  | 0      | -     | 5     | 45.5  | 2      | 100.0 | 4      | 44.4 | 1      | 20.0 |   |
| No effect  | 100        | 61.0 | 13   | 56.5 | 11  | 57.9 | 7   | 87.5 | 4       | 80.0 | 15     | 71.4 | 9  | 45.0 | 10       | 76.9 | 9       | 56.2 | 5    | 62.5 | 1      | 33.3  | 1      | 100.0 | 6     | 54.5  | 0      | -     | 5      | 55.6 | 4      | 80.0 |   |
| <b>OVERALL QUALITY OF DEPARTMENT'S INSTRUCTION</b>           | 171        |      | 23   |      | 19  |      | 9   |      | 5       |      | 23     |      | 21 |      | 13       |      | 17      |      | 8    |      | 3      |       | 2      |       | 12    |       | 2      |       | 9      |      | 5      |      |   |
| Would improve  | 28         | 16.4 | 4    | 17.4 | 3   | 15.8 | 1   | 11.1 | 2       | 40.0 | 6      | 26.1 | 2  | 9.5  | 3        | 23.1 | 3       | 17.6 | 1    | 12.5 | 0      | -     | 2      | 100.0 | 0     | -     | 0      | -     | 1      | 11.1 | 0      | -    |   |
| Would deteriorate  | 59         | 34.5 | 6    | 26.1 | 8   | 42.1 | 3   | 33.3 | 1       | 20.0 | 3      | 13.0 | 5  | 23.8 | 5        | 38.5 | 8       | 47.1 | 5    | 62.5 | 1      | 33.3  | 0      | -     | 4     | 33.3  | 1      | 50.0  | 6      | 66.7 | 3      | 60.0 |   |
| No effect  | 84         | 49.1 | 13   | 56.5 | 8   | 42.1 | 5   | 55.6 | 2       | 40.0 | 14     | 60.9 | 14 | 66.7 | 5        | 38.5 | 6       | 35.3 | 2    | 25.0 | 2      | 66.7  | 0      | -     | 8     | 66.7  | 1      | 50.0  | 2      | 22.2 | 2      | 40.0 |   |
| <b>AVAILABILITY OF FACULTY ADVISING</b>                      | 171        |      | 25   |      | 19  |      | 12  |      | 5       |      | 23     |      | 20 |      | 14       |      | 16      |      | 7    |      | 2      |       | 2      |       | 12    |       | 2      |       | 8      |      | 4      |      |   |
| Would improve  | 20         | 11.7 | 4    | 16.0 | 1   | 5.3  | 1   | 8.3  | 0       | -    | 4      | 17.4 | 3  | 15.0 | 2        | 14.3 | 0       | -    | 1    | 14.3 | 0      | -     | 1      | 50.0  | 2     | 16.7  | 0      | -     | 0      | -    | 1      | 25.0 |   |
| Would deteriorate  | 81         | 47.4 | 14   | 56.0 | 11  | 57.9 | 5   | 41.7 | 2       | 40.0 | 5      | 21.7 | 8  | 40.0 | 7        | 50.0 | 10      | 62.5 | 3    | 42.9 | 2      | 100.0 | 0      | -     | 8     | 66.7  | 1      | 50.0  | 3      | 37.5 | 2      | 50.0 |   |
| No effect  | 70         | 40.9 | 7    | 28.0 | 7   | 36.8 | 6   | 50.0 | 3       | 60.0 | 14     | 60.9 | 9  | 45.0 | 5        | 35.7 | 6       | 37.5 | 3    | 42.9 | 0      | -     | 1      | 50.0  | 2     | 16.7  | 1      | 50.0  | 5      | 62.5 | 1      | 25.0 |   |
| <b>AVAILABILITY OF COURSES TO STUDENTS</b>                   | 169        |      | 23   |      | 18  |      | 10  |      | 5       |      | 22     |      | 20 |      | 14       |      | 17      |      | 6    |      | 3      |       | 2      |       | 12    |       | 2      |       | 10     |      | 5      |      |   |
| Would improve  | 58         | 34.3 | 8    | 34.8 | 4   | 22.2 | 7   | 70.0 | 2       | 40.0 | 13     | 59.1 | 6  | 30.0 | 6        | 42.9 | 5       | 29.4 | 0    | -    | 1      | 50.0  | 3      | 25.0  | 0     | -     | 0      | -     | 3      | 30.0 | 0      | -    |   |
| Would deteriorate  | 54         | 32.0 | 9    | 39.1 | 7   | 38.9 | 0   | -    | 2       | 40.0 | 5      | 22.7 | 6  | 30.0 | 4        | 28.6 | 5       | 29.4 | 2    | 33.3 | 1      | 33.3  | 0      | -     | 5     | 41.7  | 1      | 50.0  | 4      | 40.0 | 3      | 60.0 |   |
| No effect  | 57         | 33.7 | 6    | 26.1 | 7   | 38.9 | 3   | 30.0 | 1       | 20.0 | 4      | 18.2 | 8  | 40.0 | 4        | 28.6 | 7       | 41.2 | 4    | 66.7 | 2      | 66.7  | 1      | 50.0  | 4     | 33.3  | 1      | 50.0  | 3      | 30.0 | 2      | 40.0 |   |
| <b>IMPACT ON TYPES AND LEVELS OF COURSES OFFERED</b>         | 189        |      | 26   |      | 19  |      | 14  |      | 5       |      | 23     |      | 22 |      | 14       |      | 18      |      | 11   |      | 3      |       | 3      |       | 13    |       | 2      |       | 11     |      | 5      |      |   |
| Would change   | 62         | 32.8 | 13   | 50.0 | 3   | 15.8 | 4   | 28.6 | 3       | 60.0 | 10     | 43.5 | 1  | 4.5  | 3        | 21.4 | 7       | 38.9 | 5    | 45.5 | 2      | 66.7  | 1      | 33.3  | 3     | 23.1  | 0      | -     | 3      | 27.3 | 2      | 40.0 |   |
| Would not change   | 57         | 30.2 | 8    | 30.8 | 9   | 47.4 | 3   | 21.4 | 0       | -    | 6      | 26.1 | 7  | 31.8 | 7        | 50.0 | 5       | 27.8 | 1    | 9.1  | 0      | -     | 1      | 33.3  | 5     | 38.5  | 0      | -     | 2      | 18.2 | 3      | 60.0 |   |
| Would have positive effect on curriculum planning            | 42         | 22.2 | 7    | 26.9 | 3   | 15.8 | 4   | 28.6 | 0       | -    | 10     | 43.5 | 3  | 13.6 | 4        | 28.6 | 4       | 22.2 | 0    | -    | 0      | -     | 2      | 66.7  | 4     | 30.0  | 0      | -     | 0      | -    | 1      | 20.0 |   |
| Would have negative effect on curriculum planning            | 46         | 24.3 | 13   | 50.0 | 4   | 21.1 | 0   | -    | 2       | 40.0 | 6      | 26.1 | 5  | 22.7 | 1        | 7.1  | 3       | 16.7 | 2    | 18.2 | 0      | -     | 0      | -     | 2     | 15.4  | 0      | -     | 3      | 27.3 | 3      | 60.0 |   |
| Would not affect curriculum planning                         | 43         | 22.8 | 2    | 7.7  | 8   | 42.1 | 6   | 42.9 | 2       | 40.0 | 3      | 13.0 | 7  | 31.8 | 1        | 7.1  | 3       | 16.7 | 3    | 27.3 | 1      | 33.3  | 0      | -     | 4     | 30.0  | 0      | -     | 3      | 27.3 | 0      | -    |   |
| <b>STUDENTS WHO WOULD BENEFIT</b>                            | 189        |      | 26   |      | 19  |      | 14  |      | 5       |      | 23     |      | 22 |      | 14       |      | 18      |      | 11   |      | 3      |       | 3      |       | 13    |       | 2      |       | 11     |      | 5      |      |   |
| Regular day students   | 18         | 9.5  | 1    | 3.8  | 3   | 15.8 | 2   | 14.3 | 0       | -    | 2      | 8.7  | 1  | 4.5  | 5        | 35.7 | 0       | -    | 0    | -    | 0      | -     | 1      | 33.3  | 1     | 7.7   | 0      | -     | 0      | -    | 2      | 40.0 |   |
| CEE students   | 109        | 57.7 | 17   | 65.4 | 11  | 57.9 | 9   | 64.3 | 3       | 60.0 | 17     | 73.9 | 6  | 27.3 | 10       | 71.4 | 9       | 50.0 | 5    | 45.5 | 0      | -     | 2      | 66.7  | 10    | 76.9  | 1      | 50.0  | 8      | 72.7 | 1      | 20.0 |   |
| Summer session students                                      | 60         | 31.7 | 15   | 57.7 | 4   | 21.1 | 5   | 35.7 | 0       | -    | 9      | 39.1 | 2  | 9.1  | 2        | 14.3 | 8       | 44.4 | 4    | 36.4 | 0      | -     | 1      | 33.3  | 3     | 23.1  | 1      | 50.0  | 5      | 45.5 | 1      | 20.0 |   |
| No difference  | 44         | 23.3 | 5    | 19.2 | 5   | 26.3 | 2   | 14.3 | 2       | 40.0 | 2      | 8.7  | 15 | 68.2 | 1        | 7.1  | 2       | 11.1 | 2    | 18.2 | 3      | 100.0 | 0      | -     | 2     | 15.4  | 1      | 50.0  | 1      | 9.1  | 1      | 20.0 |   |

Table 6 (Continued)

Predicted effect of inloading: Responses of faculty to  
Questionnaire on Inloading Outreach Instruction, total and by department (Section III)

| Item   | Total |      | Hist |      | FSN |      | GCB |      | Finance |       | Curric |      | GC |      | Pub Hlth |      | Physics |      | Econ |      | French |       | German |       | Journ |      | Studio |       | El Eng |       | Morris |      |
|--|-------|------|------|------|-----|------|-----|------|---------|-------|--------|------|----|------|----------|------|---------|------|------|------|--------|-------|--------|-------|-------|------|--------|-------|--------|-------|--------|------|
|  | N     | %    | N    | %    | N   | %    | N   | %    | N       | %     | N      | %    | N  | %    | N        | %    | N       | %    | N    | %    | N      | %     | N      | %     | N     | %    | N      | %     | N      | %     | N      | %    |
| <u>WOULD SERVE STUDENT GROUPS NOT NOW BEING SERVED</u>                       | 168   |      | 24   |      | 17  |      | 10  |      | 5       |       | 22     |      | 20 |      | 13       |      | 16      |      | 8    |      | 3      |       | 2      |       | 12    |      | 2      |       | 9      |       | 5      |      |
| Yes  | 77    | 45.8 | 8    | 33.3 | 5   | 29.4 | 7   | 70.0 | 0       | -     | 14     | 68.2 | 6  | 30.0 | 12       | 92.3 | 8       | 50.0 | 2    | 25.0 | 0      | -     | 2      | 100.0 | 6     | 50.0 | 0      | -     | 4      | 44.4  | 2      | 40.0 |
| No   | 91    | 54.2 | 16   | 66.7 | 12  | 70.6 | 3   | 30.0 | 5       | 100.0 | 7      | 31.8 | 14 | 70.0 | 1        | 7.7  | 8       | 50.0 | 6    | 75.0 | 3      | 100.0 | 0      | -     | 6     | 50.0 | 2      | 100.0 | 5      | 55.6  | 3      | 60.0 |
| <u>DIFFICULT TO OFFER INSTRUCTION ON CURRENT CEE/SS FORMAT</u>               | 176   |      | 25   |      | 18  |      | 12  |      | 5       |       | 22     |      | 22 |      | 14       |      | 16      |      | 8    |      | 3      |       | 2      |       | 13    |      | 2      |       | 9      |       | 5      |      |
| Yes  | 70    | 39.8 | 17   | 68.0 | 7   | 38.9 | 4   | 33.3 | 0       | -     | 7      | 31.8 | 4  | 18.2 | 4        | 28.6 | 6       | 37.5 | 2    | 25.0 | 0      | -     | 2      | 100.0 | 9     | 69.2 | 0      | -     | 3      | 33.3  | 3      | 60.0 |
| No   | 106   | 60.2 | 8    | 32.0 | 11  | 61.1 | 8   | 66.7 | 5       | 100.0 | 15     | 68.2 | 18 | 81.8 | 10       | 71.4 | 10      | 62.5 | 6    | 75.0 | 3      | 100.0 | 0      | -     | 4     | 30.8 | 2      | 100.0 | 6      | 66.7  | 2      | 40.0 |
| <u>RELATIONSHIPS BETWEEN DEPARTMENT AND OTHER DEPARTMENTS</u>                | 164   |      | 24   |      | 17  |      | 10  |      | 5       |       | 22     |      | 22 |      | 13       |      | 14      |      | 6    |      | 3      |       | 2      |       | 12    |      | 2      |       | 8      |       | 4      |      |
| Improve  | 18    | 11.0 | 0    | -    | 2   | 11.8 | 1   | 10.0 | 0       | -     | 4      | 18.2 | 2  | 9.1  | 5        | 38.5 | 1       | 7.1  | 1    | 16.7 | 0      | -     | 1      | 50.0  | 1     | 8.3  | 0      | -     | 0      | -     | 0      | -    |
| Make more difficult or unproductive  | 30    | 18.3 | 8    | 33.3 | 5   | 29.4 | 0   | -    | 1       | 20.0  | 1      | 4.5  | 3  | 13.6 | 3        | 23.1 | 5       | 35.7 | 0    | -    | 0      | -     | 0      | -     | 1     | 8.3  | 1      | 50.0  | 1      | 12.5  | 1      | 25.0 |
| No change  | 116   | 70.7 | 16   | 66.7 | 10  | 58.8 | 9   | 90.0 | 4       | 80.0  | 17     | 77.3 | 17 | 77.3 | 5        | 38.5 | 8       | 57.1 | 5    | 83.3 | 3      | 100.0 | 1      | 50.0  | 10    | 83.3 | 1      | 50.0  | 7      | 87.5  | 3      | 75.0 |
| <u>CHANGE DEPARTMENT'S SERVICE ROLE WITHIN THE UNIVERSITY</u>                | 169   |      | 21   |      | 18  |      | 8   |      | 5       |       | 22     |      | 21 |      | 13       |      | 14      |      | 6    |      | 3      |       | 2      |       | 11    |      | 2      |       | 9      |       | 4      |      |
| Yes  | 65    | 40.9 | 12   | 57.1 | 8   | 44.4 | 3   | 37.5 | 2       | 40.0  | 6      | 27.3 | 5  | 23.8 | 10       | 76.9 | 5       | 35.7 | 1    | 16.7 | 0      | -     | 0      | -     | 6     | 54.5 | 1      | 50.0  | 3      | 33.3  | 3      | 75.0 |
| No   | 94    | 59.1 | 9    | 42.9 | 10  | 55.6 | 5   | 62.5 | 3       | 60.0  | 16     | 72.7 | 16 | 76.2 | 3        | 23.1 | 9       | 64.3 | 5    | 83.3 | 3      | 100.0 | 2      | 100.0 | 5     | 45.5 | 1      | 50.0  | 6      | 66.7  | 1      | 25.0 |
| <u>CHANGE DEPARTMENT'S SERVICE ROLE OUTSIDE THE UNIVERSITY</u>               | 159   |      | 21   |      | 16  |      | 12  |      | 5       |       | 22     |      | 19 |      | 12       |      | 15      |      | 5    |      | 3      |       | 2      |       | 11    |      | 2      |       | 9      |       | 5      |      |
| Yes  | 74    | 46.5 | 5    | 23.8 | 8   | 50.0 | 4   | 33.3 | 4       | 80.0  | 13     | 59.1 | 6  | 31.6 | 6        | 50.0 | 10      | 66.7 | 3    | 60.0 | 0      | -     | 1      | 50.0  | 6     | 54.5 | 0      | -     | 5      | 55.6  | 3      | 60.0 |
| No   | 85    | 53.5 | 16   | 76.2 | 8   | 50.0 | 8   | 66.7 | 1       | 20.0  | 9      | 40.9 | 13 | 68.4 | 6        | 50.0 | 5       | 33.3 | 2    | 40.0 | 3      | 100.0 | 1      | 50.0  | 5     | 45.5 | 2      | 100.0 | 4      | 44.4  | 2      | 40.0 |
| <u>DEPARTMENT'S RELATIONSHIP WITH UNIVERSITY SERVICE UNITS OR ACTIVITIES</u> | 151   |      | 21   |      | 17  |      | 9   |      | 5       |       | 18     |      | 19 |      | 13       |      | 12      |      | 7    |      | 3      |       | 2      |       | 11    |      | 1      |       | 8      |       | 4      |      |
| Improvement  | 7     | 4.6  | 2    | 9.5  | 0   | -    | 1   | 11.1 | 0       | -     | 3      | 16.7 | 0  | -    | 0        | -    | 1       | 8.3  | 0    | -    | 0      | -     | 0      | -     | 0     | -    | 0      | -     | 0      | -     | 0      | -    |
| More difficult, less effective   | 46    | 30.5 | 8    | 38.1 | 8   | 47.1 | 3   | 33.3 | 1       | 20.0  | 5      | 27.8 | 6  | 31.6 | 1        | 7.7  | 6       | 50.0 | 1    | 14.3 | 0      | -     | 1      | 50.0  | 4     | 36.4 | 1      | 50.0  | 0      | -     | 1      | 25.0 |
| No change  | 98    | 64.9 | 11   | 52.4 | 9   | 52.9 | 5   | 55.6 | 4       | 80.0  | 10     | 55.6 | 13 | 68.4 | 12       | 92.3 | 5       | 41.7 | 6    | 85.7 | 3      | 100.0 | 1      | 50.0  | 7     | 63.6 | 1      | 50.0  | 8      | 100.0 | 3      | 75.0 |
| <u>DEPARTMENT'S STATUS AND IMAGE</u>   | 189   |      | 26   |      | 19  |      | 14  |      | 5       |       | 23     |      | 22 |      | 14       |      | 18      |      | 11   |      | 3      |       | 3      |       | 13    |      | 2      |       | 11     |       | 5      |      |
| Improve locally  | 59    | 31.2 | 9    | 34.6 | 5   | 26.3 | 3   | 21.4 | 1       | 20.0  | 16     | 69.6 | 3  | 13.6 | 7        | 50.0 | 2       | 11.1 | 2    | 18.2 | 0      | -     | 2      | 66.7  | 3     | 23.1 | 0      | -     | 5      | 45.5  | 1      | 20.0 |
| Deteriorate locally  | 27    | 14.3 | 7    | 26.9 | 4   | 21.1 | 0   | -    | 0       | -     | 2      | 8.7  | 3  | 13.6 | 0        | -    | 3       | 16.7 | 0    | -    | 0      | -     | 0      | -     | 2     | 15.4 | 1      | 50.0  | 2      | 18.2  | 3      | 60.0 |
| Improve nationally   | 18    | 9.5  | 2    | 7.7  | 2   | 10.5 | 0   | -    | 0       | -     | 5      | 21.7 | 2  | 9.1  | 5        | 35.7 | 1       | 5.6  | 0    | -    | 0      | -     | 1      | 33.3  | 0     | -    | 0      | -     | 0      | -     | 0      | -    |
| Deteriorate nationally   | 49    | 25.9 | 14   | 53.8 | 4   | 21.1 | 2   | 14.3 | 1       | 20.0  | 3      | 13.0 | 3  | 13.6 | 0        | -    | 7       | 38.9 | 4    | 36.4 | 0      | -     | 0      | -     | 4     | 30.8 | 0      | -     | 5      | 45.5  | 2      | 40.0 |
| No effect  | -     | -    | -    | -    | -   | -    | -   | -    | -       | -     | -      | -    | -  | -    | -        | -    | -       | -    | -    | -    | -      | -     | -      | -     | -     | -    | -      | -     | -      | -     | -      |      |
| <u>INLOAD DIFFERENTIALLY OVER EXTENDED PERIOD OF TIME</u>                    | 129   |      | 19   |      | 14  |      | 7   |      | 5       |       | 17     |      | 16 |      | 8        |      | 10      |      | 4    |      | 2      |       | 1      |       | 13    |      | 2      |       | 7      |       | 4      |      |
| Yes  | 77    | 59.7 | 10   | 52.6 | 7   | 50.0 | 3   | 42.9 | 3       | 60.0  | 12     | 70.6 | 8  | 50.0 | 7        | 87.5 | 6       | 60.0 | 2    | 50.0 | 1      | 50.0  | 0      | -     | 11    | 84.6 | 1      | 50.0  | 4      | 57.1  | 2      | 50.0 |
| No   | 52    | 40.3 | 9    | 47.4 | 7   | 50.0 | 4   | 57.1 | 2       | 40.0  | 5      | 29.4 | 8  | 50.0 | 1        | 12.5 | 4       | 40.0 | 2    | 50.0 | 1      | 50.0  | 1      | 100.0 | 2     | 15.4 | 1      | 50.0  | 3      | 42.9  | 2      | 50.0 |
| <u>MORE OR LESS EXPENSIVE THAN PRESENT SYSTEM</u>                            | 148   |      | 17   |      | 18  |      | 8   |      | 5       |       | 19     |      | 22 |      | 12       |      | 13      |      | 7    |      | 1      |       | 2      |       | 12    |      | 0      |       | 8      |       | 4      |      |
| More expensive   | 95    | 64.2 | 11   | 64.7 | 14  | 77.8 | 3   | 37.5 | 4       | 80.0  | 10     | 52.6 | 16 | 72.7 | 6        | 50.0 | 10      | 76.9 | 5    | 71.4 | 1      | 100.0 | 2      | 100.0 | 5     | 41.7 | 0      | -     | 5      | 62.5  | 3      | 75.0 |
| Less expensive   | 21    | 14.2 | 4    | 23.5 | 1   | 5.6  | 2   | 25.0 | 0       | -     | 3      | 15.8 | 1  | 4.5  | 2        | 16.7 | 1       | 7.7  | 2    | 18.2 | 0      | -     | 0      | -     | 4     | 33.3 | 0      | -     | 1      | 12.5  | 0      | -    |
| About the same   | 32    | 21.6 | 2    | 11.8 | 3   | 16.7 | 3   | 37.5 | 1       | 20.0  | 6      | 31.6 | 5  | 22.7 | 4        | 33.3 | 2       | 15.4 | 0    | -    | 0      | -     | 0      | -     | 3     | 25.0 | 0      | -     | 2      | 25.0  | 1      | 25.0 |
| <u>POTENTIAL BENEFITS WORTH THE ADDITIONAL COST</u>                          | 104   |      | 14   |      | 15  |      | 4   |      | 3       |       | 13     |      | 12 |      | 7        |      | 15      |      | 4    |      | 1      |       | 2      |       | 5     |      | 1      |       | 5      |       | 3      |      |
| Yes  | 43    | 41.3 | 2    | 14.3 | 7   | 46.7 | 3   | 75.0 | 1       | 33.3  | 10     | 76.9 | 2  | 16.7 | 4        | 57.1 | 6       | 40.0 | 1    | 25.0 | 0      | -     | 2      | 100.0 | 2     | 40.0 | 1      | 100.0 | 1      | 20.0  | 1      | 33.3 |
| No   | 61    | 58.7 | 12   | 85.7 | 8   | 53.3 | 1   | 25.0 | 2       | 66.7  | 3      | 23.1 | 10 | 83.3 | 3        | 42.9 | 9       | 60.0 | 3    | 75.0 | 1      | 100.0 | 0      | -     | 3     | 60.0 | 0      | -     | 4      | 80.0  | 2      | 66.7 |

"Some faculty now 'depend' on extension and summer session income to augment their present salaries."

"Obviously, opportunities to receive additional pay for overload teaching would be lost."

"Many of my colleagues are 'hooked' on the extra income. Some truly need it; others have had it for so long, they would be hard put to do without it. The current income levels are a cause of much malaise: One is expected to do research and publish, but must also support one's family. One tends to slight one's family life in the attempt to juggle time for both research and extra teaching."

"Faculty income has been heavily buffeted by inflation and by legislative appropriations which lag behind the cost of living. Faculty members who have used CEE and Summer teaching as some offset to a shrinking regular salary will simply have to turn to off-campus options. This can hardly be of benefit to the academic scene. Faculty members can't just sit still and have inflation wreck their 9-month income."

#### Fear more work/less pay

"That is, faculty would work longer hours for less pay. This seems to me to be a major reservation about inloading."

"Faculty would perform on regular time what it is now performing on regular time plus extra time."

"Summer salary from teaching would no longer be available to those who need it. This means that our 9-month salary becomes a 12-month salary without any change in the dollar amount."

#### Other

"But their jobs might be saved by the increase in credits generated in the day school records."

#### No Effect

"Very few courses offered in SS."

"I assume it would have to be accomplished in such a way as to not increase unless faculty agreed to increased work load in return for increased salary."

"History suggests that income seldom increases at the University of Minnesota."

#### Uncertain

"I can't estimate what the arrangements would be. I lean toward 'decrease' since it would tend to rule out opportunities for night and summer teaching."

"Depends on how it's handled."

"Depends on the faculty. I have not taken any money directly but have put it into a U of M account which I can use for research."

Slightly more than half (N = 84, 50.6%) predicted that faculty workload would increase, 36.1% predicted no effect, and 13.3% predicted a decrease in workload. Predictions of increased faculty workload were most frequent in Food Science and Nutrition (88.9%), Genetics and Cell Biology (70.0%), Public Health (71.4%), Physics (70.6%), Economics (80.0%), and Electrical Engineering (70.0%). Curriculum and Instruction, the department with the most experience in inloading, had the highest percentage (84.2%) predicting no effect on total faculty workload.

There were 78 respondents to the open-ended portion of the question about total faculty workload. Of these, 30 expected workload to increase, 13 expected it to decrease, 24 expected no effect, and 11 were uncertain. Of those who expected it to increase, the most common (N = 13) explanations were that they would be asked to continue their present loads and add inload too. Many (N = 6) of those who expected a decrease pointed out that overload would be discontinued. Eight of those who predicted 'no effect' expected to teach the same number nadtype of courses. Some examples of comments include:

#### Increase

"Faculty would be expected to devote time and energy to teaching during periods that are now devoted to research or outside interests--and will still be expected to be 'at work' during the time now considered standard office hours."

"Unless additional staff is added, those not now interested in CEE would probably be pressed into service."

"There would never be any respite from student demands, administrative chores and academic turmoil--day, night, or summer."

"In the long run the biggest burden would be an erosion of the quality of life of the faculty if evening teaching is required."

Decrease

"Overload would stop."

No Effect

"Same number of courses, same type in summer and with CEE. Thus, no change."

"I assume it would have to be accomplished in such a way as to not increase unless faculty agreed to increased work load in return for increased salary."

"Inloading should not be done without an increase in resources for teaching."

"The inloaded work would simply not be done. Our department would reject the summer and CEE missions."

Uncertain

"Depends on formulae adopted. The de facto pressure will be to increase."

"Faculty would be driven to look for extra income from sources outside the University."

"My workload would decrease, while others would increase or remain the same."

"Output would increase. I think we'd get more for the same dollars."

About two-thirds of the faculty were concerned that the scheduling of faculty activities would be more difficult. Percentages were greater than 50% for all faculty groups except for Finance and Insurance (40.0%) and Curriculum and Instruction (50.0%). Problems in scheduling faculty activities in an inloading model appears to be an important concern for faculty. When asked what effect they thought inloading would have in regard to scheduling of faculty activities, 68 commented. Of these, seven thought that scheduling would be less difficult, 42 expected it would be more difficult, 14 expected no effect, and five were uncertain. Some representative comments include:

Less

"It would be more flexible."

More

"Demands on faculty would extend over a wider set of hours per day and days per year."

"There would be, in my estimate, increased difficulty in determining what is fair for whom."

"Nearly impossible to schedule things now."

"Interaction between faculty would decrease as the work day is spread out from 7:30 to 4:30 to 7:30 AM to 9:30 PM. This interaction with my colleagues is essential in my work teaching and doing research. Also, my interaction with students would be reduced."

"There would be arguments about who taught in which term--those who never teach evening or summer would resist being forced to do so."

No Effect

"Neither more nor less difficult--only different."

"Probably both more and less difficult."

Uncertain

"Inloading of summer instruction is particularly difficult, since faculty would not be available for advising and committee service throughout the normal academic year."

"Depends on how inloading is accomplished."

Instructional interchange was viewed as less of a problem than scheduling of faculty activities: over half (N = 88, 54.3%) did not think there would be any effect and about one-third (N = 55, 34.0%) expected that instructional exchange would be more difficult. Variations in responses from department to department were quite large, reflecting the differing concerns regarding the difficulty of instructional exchange in a system for inloading outreach instruction. A total of 48 faculty commented further. Of those comments, five were in the "less difficult" category, 15 were in the "more difficult" category, and 19 were in the "uncertain" category. Illustrative comments in each category are as follows:

Less difficult

"But only selected segments of the faculty would ever have time for cross-departmental activities."

More difficult

"Increased workload would reduce exchange."

"Further complicates intricate schedule-making."

"'Transfer of effort' has meant shifting obligations from strong, traditional departments to weak, trendy and uncertain interdisciplinary programs. It is a form of 'service' and often one of 'servitude' in which you teach what someone else wants or thinks you should teach."

No effect

"Very little of this goes on in our department."

"No predictable effect."

Uncertain

"I don't know. It could go either way."

Although a majority (N = 100, 61.0%) of faculty predicted no effect of inloading on relationships among faculty and staff in their departments, about one-third (N = 54, 32.9%) predicted that relationships would deteriorate. Those concerns were greatest for General College, French and Italian, and Studio Arts. A problem emerged in interpreting responses to the question about the impact of inloading on "relationships among faculty and staff in the department." Some respondents treated the question as between faculty and staff, and some (most) as among faculty. It is difficult to be certain about many of them. Nevertheless, there were 61 comments, four of whom expected improvement, 31 of whom expected deterioration, 20 of whom expected no effect, and six of whom were uncertain. For those who expected relationships to deteriorate, many pointed out "possible friction in distribution of assignments" (N = 11) and several were worried about decreased communication (N = 7). Some representative quotations from faculty are as follows:

Improve

"Junior faculty with low salaries and young families often need extension and Summer Session income, and resent frequently encountered policies of offering these opportunities first to their seniors. These feelings should be eased under inloading."

Detiorate

"Might cause some friction regarding preferred hours, days, etc., or distribution of burden in 'inloading.'"

"Less money always lowers morale and increases struggle over diminished resources."

"Decreases possibility of finding common time for staff meetings--decreases communication. We don't need that!"

"People would be around less predictably."

No Effect

"If handled properly there would be no effect. If handled poorly, this change, like all changes, would have bad effects on relationships."

"As long as pay and workload are equal."

Uncertain

"If familiarity breeds contempt, does lack of contact breed friends?"

"If workloads increase, relationships would deteriorate. If no significant increase in workload, probably no effect on relationships."

In terms of the overall quality of their departments' instruction, about half of the faculty respondents (N = 84, 49.1%) predicted that inloading would have no effect. A sizeable number of faculty (N = 59, 34.5%) predicted that quality of instruction would deteriorate, especially in Food Science and Nutrition (42.1%), Public Health (38.5%), Physics (47.1%), Economics, Studio Arts (50.0%), Electrical Engineering (66.7%), and Morris (60.0%). The lowest percentages predicting a decrease in quality were Curriculum and Instruction (13.0%, N = 3) and Finance and Insurance (20%, N = 1). Comments about effect on quality of instruction divided in this way: Of the 73 responses, 13 expected quality to improve, 33 expected it to deteriorate, 19 expected no effect, and 8 were uncertain. Of those who expected it to

deteriorate, 10 noted the assumption that workload would be increased, and six thought it would occur as a result of decline in morale. Some typical comments are as follows:

Improve

"Would need more full-time faculty, who presumably would be more qualified than part-timers."

"I think that this would especially be true in CEE and summer, since offerings could be more regularized, less random, and less influenced by enrollment related decisions."

"CEE students are generally more mature, experienced and stimulating-- they complement full time students."

Deteriorate

"Assumes some increase in workload in a period of otherwise diminishing resources."

"This prediction is made on the assumption that (1) course loads would increase and/or (2) temporary staff would be added to accomodate the added loads."

"Morale will deteriorate with danger of having a negative effect on the institution."

"Would have to trim daytime schedules."

"Overloading faculty results in not enough time or attention paid to any of the courses. In our department we are spread very thin at present."

No effect

"With good planning and proper administration there should be no problem."

"Quality is personnel dependent, and does not seem to be particularly related to load, and clearly not conversely relative to load."

"I don't believe overload/inload is a critical determinant."

"People would do as well as they can even if unhappy with scheduling."

Uncertain

"Could go either way."

Faculty predicted that the availability of faculty advising would either be less (N = 81, 47.4%) or would remain unchanged (N = 70, 40.9%). Negative effects on advising were greatest for faculty in History, Food Science and Nutrition, Physics, French and Italian, and Journalism. When asked about the impact of inloading on faculty advising, about half of the faculty who commented expected it to deteriorate. There were 77 comments, 11 of whom expected improvement; 36, deterioration; 19, no effect; nine, uncertain; and two, not applicable. The most frequent comment about deterioration in faculty advising was that it would be hampered by less predictable schedules (N = 13). Some typical quotations are as follows:

Improve

"Should improve for those in CEE and Summer Session."

"Faculty more accessible under inloading. Extension and Summer Session students penalized under present system as far as advising is concerned."

Deteriorate

"Less predictable schedules in normal day/academic year."

"Much advising and counseling occurs because faculty are available when students are here. This system would suffer as a result of inloading."

"This would probably be the first thing to be given up. Students would have problems finding faculty advisors."

"It must decrease if the number of students increases and the number of faculty remains constant."

"If faculty take time off to compensate for night or summer work they may not be available at some times when students need them. If they don't take time off they may feel imposed upon if asked to take time away from research."

No effect

"I assume this would be considered and if loads didn't increase there would be no effect on advising."

"On average, considering all students."

"Might be improved during summer if some faculty were on the payroll then--but summer would have to improve salary structure if these duties added."

#### Uncertain

"Could go either way. Could be more available to outreach but at expense of being less available to larger numbers in 'day' school."

Faculty consensus was less apparent in terms of the effects of inloading on the availability of courses to students: 34.3% predicted an improvement, 33.7% predicted no effect, and 32.0% predicted a deterioration. Improved courses availability was greatest for the faculties in Genetics and Cell Biology (70.0%) and in Curriculum and Instruction (59.1%). The question about the expected impact of inloading on the availability of courses to students produced the most evenly divided opinions. Of the 67 who commented, 12 predicted improvement; 25, deterioration; 24, no effect; and six were uncertain. Under improvement, the most frequently made point was that there would be an increase in selections. Under deterioration, many expected a decrease in regular day courses; under no effect, many felt that their unit already had a strong night-summer program. Some typical quotations are as follows:

#### Improve

"More selectivity at night and summer."

"Since our numbers are limited (student enrollment numbers) we must offer our courses on a carefully designed time schedule in order to get adequate student enrollment. Inloading could help here."

#### Deteriorate

"We would reduce regular day offerings, obviously, which would be inconvenient to full-time students."

"I anticipate fewer offerings, with less concern for adult needs."

"We already have enough problems with too high enrollment of regular students. We have had to sacrifice quality of instruction, so there is no doubt that it will create further deterioration."

"OBVIOUS--better for CEE students, worse for day students. An extremely high percentage of our majors are day students, so the average effect would be a deterioration."

"CEE can do it better."

No effect

"We already have a strong night program."

"The offerings are superb now. Three offerings per year of almost all required core courses, and most of the popular electives have two offerings."

"Conceivably, there might be no effect. Depending on the extent of inloading, the nature (range) of courses inloaded (ugh! word), it could improve availability by having a larger time within which courses could be offered. Not so much of our instruction would have to be taught before 2 PM. Currently courses within a department compete with one another for time and space.

Uncertain

"Could go either way. Intelligent planning should bring about better availability."

"Depends on resources available to support the in-load. Declining enrollments (if they occur) may make in-loading necessary. Faculty already teaching 30+ hours per year on 9 months will probably not make course offerings available--writing and consulting become more attractive financially."

The next series of questions focused on the impact on types and levels of courses offered. As a total group faculty were divided in predictions of either a change (32.8%) or no change (30.2%). Predictions of the nature of the effect on curriculum were divided too: 22.2% predicted a positive effect, 24.3% predicted a negative effect, and 22.8% said that inloading would not affect curriculum planning. The question about the impact of inloading on the types and levels of courses offered by the department was followed by five response categories. Respondents were asked to check all that were applicable, and hence the results are divided into many (12) small categories of responses and combinations of responses. Their comments are all included here, as are the comments of twelve respondents who were uncertain. Additionally, the comments made by the respondents from the History department

are presented in their entirety. They were processed previously as a pilot project and the corresponding forced choice responses for them are not known.

### Types and levels of courses

#### A single response checked

##### Would change type and level (N = 5)

"Would force even more focus on undergraduate education to the detriment of our already severely weakened graduate program."

"Would have an unclear effect."

"No predictable effect on curriculum planning."

"Service courses, non-credit offerings and lower division courses would be sacrificed in favor of maintaining (our unit's) masters program courses."

"I am thinking of late pm courses for HS teachers."

##### Would not change type and level (N = 2)

"Extension courses are offered on demand now."

"Primarily community type courses here would be affected."

##### Would have a positive effect on curriculum planning (N = 4)

"Because tradition-assumptions-priorities would need to be scrutinized-reordered in light of goals of inloading. Such a process--if bona fide--can be highly beneficial."

"If one can assume that there will still be a reasonable distribution of workload then the influence from the outside should help shape curriculum to meet market place needs and demands. That should be a positive effect."

"It will make us more attractive to potential students."

"Staff would have to be more realistic about the things that they include in courses."

##### Would have a negative effect on curriculum planning (N = 5)

"Total curriculum planning has been done more farsightedly when faculty have had to contend with extension students."

"If one could not assure quality and characteristics of entering students one might have to design courses to meet lowest level of student needs."

"The major problem with the above 5 or 6 questions is that for our program to inload outreach courses we would have to cut back on our regular offerings. This would be detrimental to our regular students."

"Less incentive to innovate." (2)

Would not affect curriculum planning (N = 3)

"Need not, but could." (2)

"It is the teachers' schedules that would be changed, not the course offerings."

Combination Responses (N = 18)

"Tentative answer. If we discovered audiences not served, we might crystalize a better perspective on the roles of some of our offerings."

"I am being an optimist."

"One must not conclude that curriculum planning would necessarily be affected. However, it certainly could. Summer and evening extension students might suddenly (?) a whole new range of courses available. They might also find a whole new set of attitudes, new varieties of classmates and classroom interaction, with positive and negative effects."

"Course offerings would be in terms of students needs rather than faculty need for extra compensation--particularly in summer."

"Diversity may be a result of opening more courses to students."

"The pressure would be to offer more (relatively) lower division work and severely limit upper division offerings." (4)

"Attempts to maintain and/or improve aspects of the undergraduate curriculum would have to be abandoned. Requirements for majors would fall below desired standards and servicing the needs of non-majors (for example, distribution requirements) would prove extremely difficult."

"Quality of courses would decline."

"Nearly all graduate level courses offered to evening program and summer graduate students are already inloaded. Consequently, inloading would bring undergraduate extension classes into the regular faculty assignment."

"Theoretically, if we planned properly, inloading would provide more options and this should improve curriculum planning."

Would help to prevent conflicting time periods (courses offered at same hour). Field courses could be offered in summer but not winter or at night. But students are not generally available in summer."

"This pessimistic view comes from the perception that the motivation behind inloading is to solve administrative problems rather than provide better service to Minnesota citizens."

"There would be minimal effects on courses, curriculum, etc. for regular day students. The main impact would be simply that the regular faculty would be expected to take on the teaching of extension without pay and there would be an increase in extension offerings."

"Would depend considerably on extent and specific nature of inloading."

"Unless a strong demand--not now evident--surfaced for courses not currently taught in CEE or summer. In this case, 1 & 3 might apply to CEE and/or summer courses, but probably not the FWS schedule."

#### Uncertain (N = 12)

"I have no idea." (7)

"Would make planning more difficult."

"Under what assumption? If we have constant money and people, then it will change. If we add money and people, and effect etc. etc. This, if I may say so, is a stupid question, as are many of the above and below."

"Would have some effect. It requires sustained effort to keep the quality high in evening classes. Thus, type and level would change unless this effort is made. In curriculum planning, it is critical to decide whether to aim at pre-professionals or at professionals already in practice."

"It should affect curriculum planning in a positive way."

"What does this really mean? We would have to reduce the total number of different courses offered, especially to undergraduates. Fill in the answers accordingly."

#### Responses from History Department

"It would allow the department to reach a broader clientele."

"I suspect that the courses essential to the major, especially those three-quarter long, would be exempted for evident reasons from inloading. Less 'popular' or shorter courses would probably be used for 'inloading.' But this will cause considerable juggling with faculty and probably a good deal of friction."

"Demands for low level and service courses would increase and demand for high level and graduate courses would decrease."

"Would complicate overall department curriculum planning. Would open up more opportunities for evening curriculum."

"It might, in case of summer inloading, mitigate against graduate programs--on the other hand, might improve breadth of summer and evening curriculum for undergraduates by offering courses despite low enrollment figures."

"Mixed results, would enlarge range and decrease coherence of curriculum."

"One loses flexibility in regular daytime scheduling."

"Few courses would be offered in day school."

"It would make scheduling more difficult."

"It will shift more of our load to lower level courses which appeal to CEE and Summer enrollments and thus hurt graduate offerings (which we are already reducing for T.O.E. and other pressures)."

"Scheduling is a difficult problem as is and inloading might make it worse."

"It would diminish numbers of courses but the same 'mix' would be offered. Curriculum planning might be more comprehensive--certainly in the case of outreach."

"Fewer graduate and upper division offerings would probably result if mandatory night and summer teaching came about. To orchestrate departmental offerings, massive restructuring and re-thinking would be necessary. Balancing offerings in day, night and summer school would be tremendously difficult."

"Less popular courses would be offered less frequently unless programatically necessary. This would have a negative effect on students' curriculum planning. Faculty don't plan anyhow."

According to 70.7% of the faculty, inloading would not change relationships between their department and other departments. Of the 29.3% who thought a change would occur, 11.0% predicted improved relationships and 18.3% predicted worsening relationships. The highest frequencies of negative changes were for faculties in History, Genetics and Cell Biology, Physics, and Studio Art. There were only twenty comments following the question about how inloading would affect relationships between departments. Another 13 faculty used the comment space to indicate that they were uncertain about

what the effect would be in this area. The comments were fairly evenly divided between those who expected interdepartmental relations to improve (N = 6), to deteriorate (N = 7), or to have no change (N = 6). A few quotations are as follows:

Improve

"If inloading is done simultaneously campus-wide, then with planning, coordination, avoidance of unnecessary duplication, relationships could improve in quality and extent."

"I'm guessing that relationships might improve if overload pay is removed as a factor."

Deteriorate

"Any time the University is retrenched, which is what this is, the departments fight among themselves for scarce resources."

"More complex scheduling of our students' programs (esp. grad students) and more difficult transfer of effort negotiations."

"The scheduling problems for courses and committee work would multiply. Collegiality, all too fragile at the present, would probably decline."

No Change

"No change, given that inloading is universal on campus."

"If all adopt the same policy, the problems which emerge will be at college and higher levels."

"But the summer session as a separate operation would disappear. This would be a great improvement."

"Except that faculty serving on committees (student, exam, faculty) would be irregularly absent."

Inloading outreach instruction has the potential for serving new groups of students who are not now being reached: 45.8% of the faculty believed that inloading would serve this purpose, but another 54.2% believed it would not. According to faculty responses, the benefits are most likely for CEE students (57.7%) and summer session students (31.7%), and least likely for regular day school students (9.5%). About one-fourth (N = 44, 23.3%) did not think inloading would benefit any particular group of students. When asked

which group of students would most benefit from inloading, the most frequent response was that CEE students and/or summer students would benefit, although many feared that they would benefit at the expense of the day school students. Almost a quarter of the faculty anticipated no difference, but a number of them predicted it would either benefit none of the students or all of the students. Some typical comments were:

Benefit CEE and/or Summer School

"CEE and Summer Session students would, I believe, have a more regularized and systematic choice of courses, including some small enrollment type courses not often offered in CEE and Summer."

"Summer Session students perhaps, but none of the others."

"CEE and Summer Session students would have greater opportunities to take a greater variety of courses. Day students would suffer."

"Inloading would cause the faculty to pay better attention to CEE and Summer Session courses."

"Less use of outside teachers."

Day School would suffer

"Day students would be hurt by less frequent offerings. Others would get the same; only the budgeting changes."

"Regular students might well suffer."

No difference

"Probably worse than 'no difference,' because summer inloading has, in our experience, produced a smaller range of faculty specialities available."

"None would benefit because the proposal is based on false claims."

"All should benefit."

"This depends on what changes would accompany inloading. Inloading per se would have no effect on students."

"All students would benefit, for the University would become more accessible to all."

"Except, all students, but especially CEE, will pay more."

The next question, asking whether faculty believed that inloading would make it possible to give student groups not now being reached by the department, elicited an almost evenly divided response (40%, yes; 54%, no). Of the yes respondents, the open responses sometimes named a particular group which might be better served, but some raised concerns about the possible impact on faculty income or quality of education. Of those who believed no different student groups would be reached, a common reply was that their unit (or CEE/Summer Session generally) already offered a good program. Others felt that "inload" and "outreach" should be considered separately or that additional service would depend on additional funds. Some comments include:

Yes

"Working people, adult learners, persons seeking career development or life enrichment, people who find the campus intimidating or inaccessible --all would be served by inloading."

"Our current CEE and Summer offerings are very weak and could be strengthened."

"Assuming growth in faculty as a consequence."

"CEE students could pursue pro-seminar and seminar work more readily."

"Yes, but if mandatory, at the expense of the faculty and the quality of education."

No

"CEE and Summer Session now serve a varied population very well."

"If it provided funds for a new position or two, it could have that effect; otherwise, no."

"I don't see how other students would be attract just because of inloading."

"The concept of 'outreach' is a separate issue from 'inloading.' I don't really believe outreach could be accomplished by inloading."

"Our unit already offers rich curriculum in CEE and Summer."

"They would just be reached through an altered procedure."

"This is a marginal group at best--our main constituency would suffer."

Faculty were less likely than department chairpersons to perceive difficulty in inloading instruction based on the current format and schedule of CEE and Summer Session. But a substantial number of faculty (N = 70, 39.8%) indicated that changes would be required, especially by faculty in History (68.0%) and in Journalism (69.2%). Of those who responded to the question of whether any of their instruction would be impossible or difficult to offer on the current CEE or SS format, only those who answered yes were asked to indicate their reasons in an open-ended section. Among the most common points made were that certain courses ran into problems: seminars, graduate courses, laboratory courses and other specialized courses. Also the summer session was considered too short for some situations. Additional comments were concerned with low enrollments and lack of campus resources at other-than-day-school hours. A selection of quotation is as follows:

#### Courses

"Fairly specialized courses, small seminars and the like are not viewed as appropriate."

"Graduate seminars seem quite unsuitable for either setting."

"Laboratories on evening schedule are very late. Also support personnel for laboratories are not available."

"Many of our field placement sites operate on 9-4 schedules."

#### Summer Session

"Although I have taught the course, the 5-week summer session is too short (too few meetings) for one course that I teach."

"Seminars are hard to offer in either. Course sequences do not fit Summer Session."

"Summer school classes are notoriously and universally of lower quality for many evident reasons. This generalization, to be sure, has its exceptions. But they are exceptions, here and at other campuses."

Other

"Graduate and upper division insufficient enrollment due to lack of previous preparation by students."

"Can't offer much real graduate teaching, proseminars and seminars, because enrollments are not there."

"Yes, low enrollment courses, such as language, or courses that don't deal with immediately popular subjects. In History this means pre-modern and non-western history."

"Some campus resources not available outside regular hours."

"A three hour CEE class is not equivalent to four 45 minute classes."

"Some people will not teach in summer or evenings."

Although, in forced choice results, most faculty (64.9%) expected that inloading would cause no change in their departments' relationships with other University service units or activities, the succeeding comments were predominantly from those who expected relationships to be more difficult. There were two comments from faculty who expected improvement; 20 who expected more difficult, less effective; 10 who expected to change. Another 19 faculty used the space to indicate uncertainty about the issue--they had not checked any of the forced choice categories. Typical comments for each group were:

Improvement

"The whole University would become shifted to a 14 hour day for 12 months of the year--academic, service staff included. Efficient."

More difficult, less effective

"Would need more of these activities."

"These are currently on a 'day' schedule. Security is a worry even now. Also transportation to campus."

"Unless broad changes were made in terms of hours and personnel, it would be more difficult, less effective."

"Inloaded faculty would have a more difficult time getting services."

No Change

"Again, there would be no alteration in requirements. Perhaps bookstores and libraries might need to extend hours that they are open."

"Minimal impacts--more evening services needed, perhaps."

The majority of faculty (59.1%) predicted that inloading would not change their departments' service role within the University, and only slightly less (53.5%) predicted a change in their departments' service role outside the University. Predicted changes in service role within the University varied only somewhat, with the highest affirmative response being for Public Health (76.9%). Percentages for service role outside the University varied from a low of 23.8% for History to highs of 66.7% for Public Health and 80% for Finance and Insurance.

When responding to the question, "Would inloading change the service role of your department within the University," 28 of those who answered yes commented and 16 of those who answered no commented. Another 13 respondents used the comment area to indicate that they were uncertain. The answers to this question reflect some of the confusion about models for inloading: for example, among those who answered yes, some thought the service role would increase, while others expected it to decrease. Some of the more frequently noted comments were:

Yes

"We would have two options: sacrifice service courses or major courses. Not a particularly desirable choice!"

"Some courses would be offered less often, be less available."

"Would increase the service role."

"Would diminish drastically the department's role in servicing other departments."

"Most certainly it would play havoc with the department's committee structure and its participation in CLA and university bodies based on departmental representation (why do you not address this issue directly?)."

"Faculty time is being cut back and can no longer be offered to other departments without reimbursement. Absorbing overload courses into regular faculty loads would further tax the available faculty."

No

"It would probably balance out."

"We already inload extensively."

"We have a low service load."

"The whole University operation would be more efficient, and staff and facilities would be 'programmed' to give better service to students and general public."

"I cannot see how this would change. Really need more clarification on how it might."

While responses were fairly divided between yes and no on the forced choice portion of the question, "would inloading change the service role of your department outside the University," comments were primarily offered by those who had answered yes (N = 37 vs. N = 9 for no). And while many expected the outside service role to change, there wasn't agreement as to whether it would be an improvement or not. Some examples are as follows:

Yes

"Service role would increase."

"It could make it more difficult."

"It would enable the department to reach out more widely, and give faculty members time to do so."

"I suspect that faculty willingness to take on additional teaching responsibilities would decline."

"Paid consulting would probably increase to offset loss of income."

"Less time for such activities."

"But we must do things that are more cost-effective."

No

"Inloading does not (need not) mean more classes--hence these ancillary activities would continue unchanged."

"There is very little of this in any case."

"We do these things anyway as a matter of course."

A related question concerned the departments' relationships with University service units or activities. About two-thirds (N = 98, 64.9%) predicted no change in those relationships. Slightly less than one-third (N = 46, 30.5%) predicted that those relationships would become more difficult, especially for faculty in Food Science and Nutrition (47.1%) and Physics (50.0%).

According to faculty, inloading could result in an improvement of their departments' local status and image (31.2%), coupled with a deterioration of national status and image. Smaller percentages predicted a deterioration of local status (14.3%) and an improvement of national status and image (9.5%). The question about how inloading would affect the status and image of the department had five possible options, and respondents could check all that they thought applied. The 53 comments, then were divided between 9 different categories and combinations of categories. The largest number of responses (N = 15) was for the category "deteriorate nationally." Seven commented that they were uncertain about effect on status. The comments are associated here with the forced choice responses:

Improve locally (N = 3)

"More outside people could deal with the department."

Deteriorate locally (N = 5)

"Too few people spread too thin; the department would appear to be inactive and classrooms empty to visitors or public."

"Would have a negative effect on the image of the University in serving off-campus. Faculty would be less willing to offer CEE courses as a part of regular load."

Improve nationally (N = 1)

"If fully funded, we hire more people. That helps always."

Deteriorate nationally (N = 15)

"I think inloading would make it even harder to recruit new faculty--we are already at a disadvantage on grounds of 'working conditions.'"

"More harmful nationally if it demoralizes faculty and disrupts their scholarly productivity in pursuit of alternate income sources. Might also make hiring more difficult, especially at upper ranks."

"The quality of students would decline."

"Our main discipline and research mission would suffer. We already suffer from a mass education factory image--this would become worse--standards lowered, i.e., CUNY."

"Sign of less departmental autonomy."

"I have just visited a number of other campuses and find substantial negative reaction to the concept of inloading whenever the topic arises in conversation or discussion. It is seen as some form of fiscal scramble which diminishes the hard-pressed income options of a faculty."

No effect (N = 11)

"Not sure that it has an effect."

"None. If everybody inloads, nobody's status is affected locally. Nationally nobody knows about our teaching, only research."

"Few people would appreciate the difference."

Improve locally and improve nationally (N = 5)

"If additional faculty were hired."

"This assumes quality teaching and that means a reasonable load."

"Given that overload were no longer necessary, it would free up faculty for more community contact locally and would certainly make it more competitive when recruiting nationally. Should there be an increase in scholarly productivity as a result of inloading, that too would improve the status and image of the department."

Deteriorate locally and deteriorate nationally (N = 7)

"Over time it would deteriorate because of the quantity of instruction available with fixed or reduced resources."

"A department which becomes the target, or one of the targets, of an administrative scheme of this sort, whose rationale is evidently budgetary, is bound to be regarded within the University and nationally as unable to hold its own academically. This is obvious."

"The job could not be done as well."

Improve locally, deteriorate nationally (N = 5)

"More outstate contact should improve image. Obligations locally would detract from attention given to national/international efforts."

"We might win a bit of gratitude from the local citizenry and possibly our orators in the legislature might thank us for 'responding to the needs of the people,' but my professional colleagues would think we had become a part-time night school."

Deteriorate locally, no effect nationally (N = 1)

"Deteriorate locally because of fewer offerings. No effect nationally. I can't see how it would improve 'image'; on the other hand, I doubt if national peers would care one way or the other."

Uncertain (N = 7)

The final three questions addressed more general concerns about the wisdom of inloading outreach instruction. Of the 189 faculty respondents, 129 answered the question about inloading differentially over an extended period of time. Of those 129 faculty, 59.7% (N = 77) said that a differential approach was preferred over a more major switch. Percentages favoring extension of inloading over an extended period of time were highest for the faculties in Public Health (87.5%), Journalism (84.6%), and Curriculum and Instruction (70.6%). The question, "Do you believe it would be desirable to inload departments and colleges differentially over an extended period of time (10 years) if outreach instruction is to be inloaded," was commented on by 28 of those who had answered yes, and 26 of those who had answered no. A large number (32) of respondents left the question blank and indicated that they were uncertain about the issue or the meaning of the question. Of those who favored "differential" inloading, the most usual remarks were that some departments

would find it easier than others, and flexibility would make it happen more easily. On the other side, many felt best results would occur from an all-at-once changeover. Some representative quotations are:

Yes

"Some can adjust easier than others."

"Each department/program should be considered separately."

"If it is to be done at all, in a university as large as this, there must be flexibility rather than a single standard arrangement."

"Our unit should be easy, others more difficult. Best to have some good examples to convert the skeptics and work out the bugs."

"Departments which want to inload should be allowed to do so. Others should not be forced to."

"Different units, having different situations, would need different pacing. Yet all would need to be equally committed to the concept and begin active implementation together."

No

"I think that the issue should be faced squarely; if the Administration wants the regular faculty to absorb the extension teaching there should be a straight forward offer in terms of increased salaries and increased staffs."

"If inloading is one, should be done all at once--cold turkey!"

"Treat all alike and you eliminate resentment."

"I don't like the whole concept."

"Confrontation with piecemeal reform would sink inloading."

Uncertain

"I don't understand the question."

"The term 'outreach instruction' has always puzzled me. Is this some kind of course for basketball players? Please find a better term, one that explains the concept or program in clear English, and I will answer your question with greater confidence."

"No inloading."

Findings about predicted costs of inloading indicated that about two-thirds (64.2%) expected that inloading would be more expensive, 21.6% predicted costs would be about the same, and 14.2% predicted that inloading would be less expensive. Percentages predicting greater costs varied extensively, from a low of 37.5% for faculty in Genetics and Cell Biology, to highs of 80.8% for Finance and Insurance, 77.8% for Food Science and Nutrition, and 76.9% for Physics. Only 104 of the 189 faculty answered the question about the potential benefits relative to additional costs: 41.3% said that the potential benefits were worth the added costs, and 58.7% said they were not. Percentages of affirmative answers varied from a low of 14.3% for History to a high of 76.9% for Curriculum and Instruction.

When asked for comments about their reply to the question, "In terms of faculty time and effort, and the money required, do you think inloading most of the University's outreach instruction will be more or less expensive than the present system," most comments elaborated on the reply that it would be more expensive. There were 74 comments about this question: 42, more; 9, less; five, same; 18, uncertain. The point most often made was that faculty earn lower rates of pay for CEE and summer work, which would need to be changed to regular faculty rates under inloading. Those who were uncertain often noted that there were too many undecided variables involved. Some comments are as follows:

More

"If CEE and summer courses are inloaded, the costs of instruction for those courses at 'regular' salary rates would increase."

"Equal pay for equal work. Present system pays less for extension and summer."

"If the same quantity of course offerings is maintained, it would have to be at a greater cost."

"Much more additional support staff will be needed; classrooms will not be utilized unless there is a sizeable increase in number of faculty."

"More expensive, particularly in human costs, loss of morale, etc."

"All my answers presuppose that 'inloading' effectively means reducing the pressures and need (almost exclusively financial) for overloading. That presupposes significant increases in salaries and built-in restrictions on the amount of overloading permissible for any one individual."

#### Less

"It seems to me that in the long run it would be a more efficient use of the University's resources, although the transition itself might be costly."

"Is this not the primary goal? (to be less expensive)"

#### Same

"Savings made in efficiency should, in large part, be passed on to increased resources available--especially for faculty salaries."

"Depends on how the plan is implemented. Potential for enhanced efficiency, coordination, very great."

#### Uncertain

"Depends on too many variables. If same level of course offerings, it would cost about the same. The expectation is that course offerings would be reduced, which would cost less."

"Less costly in payroll dollars, more costly in faculty time, effort and morale."

"Again, I haven't the foggiest idea about 'the University's outreach instruction'. We must have a lot of long-armed people around here."

Those who believed inloading would be more expensive were asked to indicate if they thought that the benefits would be worth the cost. There were 65 comments about this question, divided into 18 who thought it would be worth it, 22 who did not, and 25 who were uncertain. Throughout the questionnaire, "uncertain" was not offered as a forced-choice alternative, yet it is added in often by faculty in their comments. Those who believe inloading would be worth the costs point to expected better service for students, increased efficiency, and improved quality and quantity of education.

Those who don't think it is worth the costs don't see potential benefits, and are concerned about morale and pay. Most who were uncertain think they have inadequate information. Some illustrative quotations include:

Yes

"We will serve more of our potential constituents."

"Reach more students."

"Will be (overall) more efficient hence less costly; savings should enhance faculty remuneration (as at Ohio State University)."

"Quality of instruction will improve in some cases."

"The answer should be self-evident. Will it be 'worth the cost'? To students? Yes! To faculty? Yes! To the citizens of the state and region? Yes! To legislators worried about taxes and re-election? No! But one gets what one pays for."

No

"No is OBVIOUS, since I don't see much in the way of benefits."

"Costs on faculty morale and pay (no chance to supplement if inload) would be huge. Faculty would be required to teach more night and summer courses, which is distinctly undesirable to some."

"I don't believe, once again, it would improve either the quantity or quality of offerings."

"CEE is much better equipped and has the flexibility to handle the 'evening' student. Once inloading is in place, there is no incentive or flexibility in responding to the changing needs of students."

"Not overall. Inloading is an expensive proposition if done equitably. If quality is allowed to deteriorate then the cost can be reduced. I don't think that it is worth it. In some departments with diminishing enrollments inloading could keep the existing faculty employed."

"No, only as financial last resource. No merit for its own sake."

Uncertain

"Inadequate data--no comment."

"How can I answer this question, when I have no idea how the benefits would be determined? It depends on what kind of benefits. If it means faculty lives, or better faculty pay, or a more flexible teaching schedule, then the answer is 'yes.' If it means more work for no more or less pay, and the loss of faculty positions anyway, then the answer is 'no.' If it means a better and more flexible curriculum, then the answer is 'I guess so.'"

"It depends on what a land-grant, state university's mission is. If modeled after Harvard/Stanford, then it would be doubtful to me."

"I have no way of knowing the impact on a large scale, but personally, inloading looks economically forbidding."

The final page of the questionnaire was left open, and faculty were asked to use it to add any further comments about inloading, outreach, and related issues. There were 74 replies, and many were quite lengthy. There would be some merit in including them all here since, although there are some common themes about pay, morale and quality, the subtle differences in point of view are instructive. But there are too many of them. We have divided the comments according to whether they were negative about inloading of outreach instruction, neutral, or positive, and selected about one quarter of the representative quotations in each category.

Negative (N = 33)

"I hope people are not supporting inloading in an effort to accomplish outreach. Outreach has its own merits and I don't feel inloading has any advantages. A vote against inloading is not a vote against outreach. This point should be made clear in soliciting opinions. Another area not addressed by this survey is in regard to the interaction with civil service personnel (both clerical and scientists). Inloading could mean less time for supervising and/or consulting with this group unless, of course, they would extend their working day. The impact of inloading on the status of this university as a research leader is likely to be negative."

"(1) A 'load' must be fairly defined, but is has not been.  
 (2) While the University contends that tenure is based upon teaching, research, and service, only research appears to carry enough clout to make the difference. Superior teaching and well documented service activities seem to carry little weight. In light of this, a young faculty member must make hard choices which are not in the best interests of the University."

"I am opposed to inloading for economic reasons. In my department a faculty member can supplement his or her salary (which manages to fall yearly in real economic terms) by engaging in professional activities which count for promotion and tenure--overload teaching. Of course the resources of university faculty need to be made more available to night school and other students. Of course we all want new blood (new positions) at the university. Of course we want to save the jobs of those faculty whose course enrollments are dropping. But the way things are going we'll all be able to share poverty under the inloading plan. I know an assistant professor at this university who, because of his two children and salary level, qualifies for federal subsidies. If faculty salaries had kept pace with inflation over the past 10 years my position would be different. But I hold out no great hope for significant salary improvement and look ahead to the day when 'inloaded' faculty are moonlighting in gas stations and 7-11's. The only sensible plan in my view would be to let departments make the decision whether to inload. Perhaps some would be willing. I don't think ours would."

"I believe that forcing schools and faculty to inload would be demoralizing to both. Faculty are now severely underpaid. One way to augment salary for 'pin money' is to do CEE on overload. If the University takes even this small revenue source away that will be one more message to faculty that we are considered workhorses to service the system for as long as we can bear the load. Inloading should only be done if a faculty receives some sort of adequate recompense for the effort. Also, at the graduate level, a significant amount of inloading and CEE would eventually dilute the quality of the graduate program."

"While I see the need and the desirability of serving the extension audience to a greater degree and more effectively, I find it very difficult to work a full day and teach in the evening as well. It is physically tiring, allows me less time with my family, and limits my participation in other activities. Extra income provides incentive for me to take on this extra responsibility one quarter in the year but I'm questioning whether what I'm paid makes up for what I give up. . . . If I were required to incorporate all my present teaching under my present salary (especially given the dismal increases I've received in the past two years and poor job security due to the lack of state commitment in the face of federal cut-backs) I would probably look for another job."

"This is a fairly terrible document. It asks for opinions, but does not define the circumstances. For example: if model (1) pertains--inloading is great--it allows the University of Minnesota to grow in quality. If model (5) (which means I just teach more? this is unclear), then it's a disaster. Thus you cannot know what the responses mean because nowhere did you ask what model has been assumed or how the responses might change if the assumptions changed. Because of this, I hope this isn't used for anything."

"The faculty morale is already very low. Attempts to get longer working schedules out of faculty on the cheap--such as inloading--will only cause morale to deteriorate."

"I remain unpersuaded that inloading is the best answer to the problems the institution has. It is a cure somewhat worse than the disease."

Neutral (N = 31)

"I have too little hard data on the potential value, costs, consequences, etc., of inloading to be able to make any very valid judgements!"

"This is somewhat confusing in its format because it speaks to inloading without speaking to the need for outreach. If one doesn't believe in outreach, one probably doesn't believe in inloading. . . . So the final question comes down to two things: (1) survival and (2) reward structure. We may need to do more outreach to survive and do it as part of our load. Yet to do it for pay now causes a faculty member some subtle problems because of the loss of student credit hours and some inference that CEE teaching is not as rigorous. So I suggest that first we agree on the value of outreach and its various facets. Then we decide what we want to accomplish. Then we decide how we want to accomplish it. Otherwise I feel we're coming at it backwards."

"I taught at Ohio State for 5 years before they switched to the 4 quarter system (without sabbaticals). Long-standing friends at that institution told me they were very pleased with the new system when it was adopted (in a brief space of time, I believe)--the very large consequent (accompanying) remuneration of faculty helped 'sweeten' the change of course! I can see it being beneficial to a (lively) growing student clientele, but I would not be willing to accept the loss of income it presumably would entail; further, if faculty are forced into something like this, and at the same time deprived of extra income now available, it's not clear the students affected would benefit after all. Hence faculty support (mine certainly) must await a prior increase in salary levels such that the loss of added income would be a bit less painful. Sorry, I simply do not have the necessary info to be able to answer your questions. You have not included a likely option: some part of SS and CEE is inloaded (whatever the finances), but not all. We could arrange to integrate our most basic courses, which are regularly offered. Other courses would be offered intermittently, on a paid overload basis as at present. I really would like a better idea of what the cost/benefit situation might be, and someone will have to explain 'outreach' to me. Sounds like 'boarding house reach.'"

"The main problem with inloading is finding the additional resources and the matter of employing additional faculty in some departments. It may turn out that qualified faculty are not available. Therefore, no inloading should be done in these departments unless and until the additional qualified faculty are 'on board.' This is not a simple matter especially with professional schools."

"Any perturbation of a system without lots of additional resources is an empty exercise. It is time we offered quality education within the resources we have and quite talking about inloading, etc. If you want to run a full blown CEE and Summer Session, someone has to come up with the resources. Otherwise, it is not satisfactory and we are hurting ourselves."

"Outreach programs, from my own experience, work well and are needed in the community. . . . All outreach from my perspective should be in addition to regular teaching and paid accordingly. . . . I see that this is a complicated issue--obviously many of my colleagues have long depended on teaching CEE and Summer as paid 'overload' and it seems that inloading-type arrangements probably tend to lower some salaries. . . . That and the question of differential effects on salaries is important. From my perspective, as one who has taught summer school only on an in-loading basis, and have never taught CEE, the added flexibility with my scheduling of teaching and research commitments seems genuinely advantageous. It would also, it seems to me, enhance the coherence and quality of outreach offerings. Upgrading pay scales of CEE and summer to day school would probably have a positive effect on voluntary inloading or assumption of additional teaching responsibilities beyond the day school load. Many faculty are probably ready to participate in outreach activities if asked. I, for one, would like to speak in high schools or before civic groups. No one has asked. It is clear that the popularity of some fields is greater than that of others. A survey of faculty willingness to participate in outreach activities might generate some further ideas. By the same token, the community at large probably needs information on what the faculty would and could talk about in a course or one-session situation. It is at times as hard to break out of the ivory tower as to break in. The questionnaire forced me to take consistently negative positions when my reaction fell more in the gray area than in the black. I react very negatively to any redefinition of faculty roles on a mandatory basis."

"As with any change from comfortable routine, an extensive informational campaign would be necessary before formal adoption of an inloading program."

"Every question on this questionnaire involves balancing advantages and disadvantages about which most individual faculty are ill-informed. The answers also depend on how much money is provided and in what way when the changes are implemented. As I see it, the real issue is whether CEE and Summer Session are integrated in to the day school curriculum, not the budgetary scheme by which faculty time is paid for. So long as CEE and Summer Session courses retain a very different character from day school courses, it does not make sense to require all faculty to teach CEE and Summer Session; but so long as allocation of faculty to courses is left to internal department procedures and funds are provided to pay people for what they are asked to do, the budgetary issue is of minor importance."

Positive (N = 8)

Inloading: Inloading, reducing overload teaching, if properly carried out, could make a bigger positive impact on this university than any one single thing I can think of, including reworking student-faculty ratio and relationships. The removal of financial necessity (the need to augment insufficient salaries) as a major motivating factor for participating in outreach activities could only be positive. The administration could justify placing restrictions on overload teaching (no more than a total of 3 overload courses over a period of five years' for tenured faculty) and thereby emphasize that reading, writing and research are not only expected, but that they are also possible without sacrificing other parts of one's life (teaching, quality of family life, meaningful community

service) and that time is intentionally put aside for such (summer, compensatory time in winter, etc., if summer/evening teaching is part of one's regular teaching load). The same emphasis on an integrated curriculum, taught by a fully integrated faculty, carrying out integrated activities (teaching, service, research) throughout the year could be given by spreading the pay over 12 months instead of nine: One does not leave one's responsibilities behind simply because one is not being paid; everything is of equal importance and equally rewarded.

Outreach: The biggest improvements will come when a fuller range of courses are offered, where faculty treat extension students equally, posting and keeping office hours, offering more substantial advising, having the same academic expectations."

"We first 'inloaded' several courses several years ago. . . . The following positive results have accrued from this process: (1) Health practitioners working in the community now have access to courses that were formerly closed to them. We are therefore meeting educational needs of individuals that previously were not addressed. These students have been very appreciative of the mechanism that permits them to enroll in day school courses. (2) The Continuing Education students make a valuable contribution to the students in the day school classes. Many of these individuals have a wealth of work experience in Public Health. They contribute to the class by sharing the problems and issues in which they are involved. All students benefit from these discussions. (3) The monies generated from inloading are returned to the program with the School. . . . We have been able to creatively use these funds to hire teaching assistants, and to purchase curriculum materials and books. . . . I see few, if any, negative effects of this policy as it pertains to meeting the educational needs of students. In fact, I believe the policy has strengthened our commitment to meeting the educational needs of a wider audience than was formerly possible."

"Inloading is probably necessary given changing demographics (student population) and economics. I urge caution so the University does not adopt the model of a community college and duplicate what is already offered there."

DEAN'S OPINIONS  
CONCERNING THE INLOADING OF  
OUTREACH INSTRUCTION

The following results describe the opinions of deans who responded to a request from the Senate Committee on Educational Policy that they answer the same questions about inloading outreach instruction that had been asked of department chairpersons and selected faculty members. A questionnaire was sent to the dean of each of the ten colleges represented in the sample of faculty: College of Agriculture, College of Biological Sciences, College of Education, General College, College of Home Economics, College of Liberal Arts, School of Management, Morris Campus, School of Public Health, and the Institute of Technology. Responses were received from Agriculture, Biological Sciences, Education, Home Economics, Liberal Arts, and Management. The colleges responding included 11 (73%) of the departments included in the faculty survey and 39 (63%) of the department chairpersons who returned questionnaires.

The information gathered in this survey of deans is displayed below in two ways. First, Tables 7 and 8 summarize the dean's responses to each questionnaire item concerning inloading. Then, the summary for each item is presented again along with the comments that were made with regard to that item.

Table 7

The need for inloading: Responses of selected deans  
to questions on inloading outreach instruction (Sections  
II & IV)

| Item                                   | N        |
|--|----------|
| <u>BELIEF IN NEED -- PRESENT</u>       | <u>6</u> |
| Yes                                    | 6        |
| No                                     | 0        |
| Uncertain                              | 0        |
| <u>BELIEF IN NEED -- FUTURE</u>        | <u>6</u> |
| Yes                                    | 6        |
| No                                     | 0        |
| Uncertain                              | 0        |
| <u>MODELS FOR INLOADING</u>            | <u>6</u> |
| Full-Cost Inloading                    | 4        |
| Partial-Cost Inloading I               |          |
| Partial-Cost Inloading II              | 1        |
| Geography Department Arrangement       | 1        |
| Redefinition Model                     | (3)*     |
| *In combination with one of the others |          |

Predicted effects of inloading: Responses of selected deans to questions on inloading outreach instruction (Section III)

| Item   | N |
|--|---|
| <u>FACULTY INCOME</u>  | 6 |
| Would increase   | 0 |
| Would decrease   | 2 |
| No effect  | 4 |
| <u>TOTAL FACULTY WORKLOAD</u>                                      | 6 |
| Would increase   | 1 |
| Would decrease   | 0 |
| No effect  | 5 |
| <u>SCHEDULING OF FACULTY ACTIVITIES</u>                            | 6 |
| Would be less difficult  | 3 |
| Would be more difficult  | 2 |
| No effect  | 1 |
| <u>INSTRUCTIONAL EXCHANGE</u>                                      | 6 |
| Less difficult   | 0 |
| More difficult   | 2 |
| No effect  | 4 |
| <u>RELATIONSHIPS AMONG FACULTY AND STAFF<br/>IN DEPARTMENTS</u>    | 5 |
| Would improve  | 1 |
| Would deteriorate  | 1 |
| No effect  | 3 |
| <u>OVERALL QUALITY OF DEPARTMENTAL<br/>INSTRUCTION</u>             | 6 |
| Would improve  | 3 |
| Would deteriorate  | 1 |
| No effect  | 2 |
| <u>AVAILABILITY OF FACULTY ADVISING</u>                            | 5 |
| Would improve  | 2 |
| Would deteriorate  | 1 |
| No effect  | 2 |
| <u>AVAILABILITY OF COURSES TO STUDENTS</u>                         | 6 |
| Would improve  | 5 |
| Would deteriorate  | 0 |
| No effect  | 1 |
| <u>IMPACT ON TYPES AND LEVELS OF COURSES<br/>OFFERED</u>           | 6 |
| Would change   | 2 |
| Would not change   | 3 |
| Would have positive effect on<br>curriculum planning               | 4 |
| Would have negative effect on<br>curriculum planning               | 0 |
| Would not effect curriculum<br>planning                            | 1 |
| <u>STUDENTS WHO WOULD BENEFIT</u>                                  | 6 |
| Regular day students   | 1 |
| CEE students   | 2 |
| Summer Session students  | 1 |
| No difference  | 2 |
| <u>WOULD SERVE STUDENT GROUPS NOT NOW<br/>BEING SERVED</u>         | 5 |
| Yes  | 5 |
| No   | 0 |
| <u>DIFFICULT TO OFFER INSTRUCTION ON<br/>CURRENT CEE/SS FORMAT</u> | 6 |
| Yes  | 4 |
| No   | 2 |
| <u>RELATIONSHIPS AMONG DEPARTMENTS</u>                             | 5 |
| Improve  | 1 |
| Make more difficult or unproductive                                | 0 |
| No change  | 4 |
| <u>CHANGE DEPARTMENT'S SERVICE ROLES WITHIN<br/>THE UNIVERSITY</u> | 6 |
| Yes  | 3 |
| No   | 1 |
| Uncertain  | 2 |

Table 8 (Continued)

Predicted effects of inloading: Responses of selected deans to questions on inloading outreach instruction (Section III)

| <u>Item</u>                                    | <u>N</u> |
|--|----------|
| <u>CHANGE DEPARTMENT'S SERVICE ROLES</u>       |          |
| <u>OUTSIDE THE UNIVERSITY</u>                  | <u>6</u> |
| Yes  | 3        |
| No   | 3        |
| <u>DEPARTMENT'S RELATIONSHIPS WITH</u>         |          |
| <u>UNIVERSITY SERVICE UNITS OR ACTIVITIES</u>  | <u>5</u> |
| Improvement                                    | 0        |
| More difficult, less effective                 | 1        |
| No change                                      | 1        |
| (Uncertain/It depends)                         | 3        |
| <u>DEPARTMENT'S STATUS AND IMAGE</u>           | <u>6</u> |
| Improve locally                                | 3        |
| Deteriorate locally                            | 0        |
| Improve nationally                             | 1        |
| Deteriorate nationally                         | 0        |
| No effect                                      | 2        |
| <u>INLOAD DIFFERENTIALLY OVER EXTENDED</u>     |          |
| <u>PERIOD OF TIME</u>                          | <u>5</u> |
| Yes  | 4        |
| No   | 1        |
| <u>MORE OR LESS EXPENSIVE THAN PRESENT</u>     |          |
| <u>SYSTEM</u>                                  | <u>6</u> |
| More expensive                                 | 5        |
| Less expensive                                 | 0        |
| About the same                                 | 1        |
| <u>POTENTIAL BENEFITS WORTH THE ADDITIONAL</u> |          |
| <u>COST</u>                                    | <u>5</u> |
| Yes  | 5        |
| No   | 0        |

## RESPONSES OF SELECTED DEANS TO QUESTIONS ON INLOADING OUTREACH INSTRUCTION

Is there a need for inloading at the present time?

(N = 6) Yes 6 No 0 Uncertain 0

Comments:

Until such occurs colleges have little incentive to offer instruction at times and locations where there is demand.

Campus-wide: To replace other students as enrollment drops. For our college: We perceive outreach as a major part of our missions, so it must be treated as an important part of the faculty member's responsibility. Overload and part-time teaching cannot produce that result.

It would simplify planning, ensure better coverage of course offerings, and permit greater flexibility in scheduling for students who are working part-time, etc. We would have better quality control in instruction, tighten supervision of instruction and student work.

We feel that this presents an outstanding opportunity in most fields in our college in the coming decade, particularly so because of the anticipated (and predicted) severe shortage of human resources. A major constraint will be funding and the realization of the potential that inloading offers will depend upon successfully and satisfactorily resolving this issue.

We need to accumulate experience toward the day when it will become more general, to identify problems and solutions. In addition, we should begin as soon as we can to reap the benefits.

Will there be a need for inloading in the future? Under what conditions?

(N = 6) Yes 6 No 0 Uncertain 0

Comments:

CEE should be budgeted for instruction in the same fashion as the rest of the University.

It seems to me that the University needs to get more control over the programs and courses it offers to the community. The best way to accomplish this is to inload virtually all work of all departments.

Today's conditions would justify inloading.

There will be a need simply because it represents a better personnel system, and we want the best possible personnel system. As a practical matter, declining enrollments will make expedient our assuming as regular load and duties those activities that have been overload.

Effect on faculty income?

|         |                |   |
|---------|----------------|---|
| (N = 6) | Would increase | 0 |
|         | Would decrease | 2 |
|         | No effect      | 4 |

## Comments:

That depends on how it is administered.

We are expanding outreach, and maintaining a mix of in-load and overload teaching.

At Present, faculty who teach in SS and CEE do so at disadvantage. I would assume that those who do so would be advantaged by inloading; but this should have no effect on income of regular faculty who would hold to present workload, even if scheduled differently.

Would decrease the salaries of faculty now engaged in outreach teaching through CEE and would not affect those not so engaged. Inloading should, however, increase the number of FTE's available for teaching.

"Decrease" seems self-evident (on the average) since some faculty now earning overload would not have that opportunity. Faculty not now working overload would not be affected.

Effect on faculty workload?

|         |                |   |
|---------|----------------|---|
| (N = 6) | Would increase | 1 |
|         | Would decrease | 0 |
|         | No effect      | 5 |

## Comments:

If administered correctly there need not be a change.

Perhaps minor changes as ratio of regular day courses to outreach programs changes. Our non-credit programs require more preparation than do standard courses.

This could be influenced by planning. Question is a bit ambiguous. Do you mean for those regular faculty who now teach in SS of CEE?

Again, depends upon how inloading is financed. To inload without new resources could, of course, increase faculty workloads significantly.

I like to believe that good faculty members always work full-time. Their time would simply be differently distributed under inloading. Less time devoted to teaching, in terms of number of classes, but better quality teaching and more scholarship and service. I suppose that a few faculty members who now overextend themselves teaching overload would drop back to more reasonable workloads without the lure of overtime pay.

Effect on scheduling of faculty activities?

|         |                         |   |
|---------|-------------------------|---|
| (N = 6) | Would be less difficult | 3 |
|         | Would be more difficult | 2 |
|         | No effect               | 1 |

## Comments:

If the same loads were managed over longer hours, scheduling should be easier, particularly where large classrooms and laboratories are at a premium.

Should be no more difficult than at present.

More complex scheduling problems.

Activities to be scheduled less complex; the confusing variable of extra pay for some of the activities would be removed. On the other hand, planning would need to involve everyone, not just those self-selecting themselves for consideration because of their interest in overload. Perhaps the better answer is "more complex, but better."

Effect on relationships among faculty and staff in departments?

|         |                   |   |
|---------|-------------------|---|
| (N = 5) | Would improve     | 1 |
|         | Would deteriorate | 1 |
|         | No effect         | 3 |

## Comments:

This depends on whether staff also have their hours scheduled over a "longer" day and what impact it might have on routine family life for both staff and faculty.

I assume no significant reduction in daytime hours spent on campus.

Possibly pose some problems as time frame is expanded--less interpersonal contact, more difficulty in scheduling meetings, etc.

Planning department programs--to the extent they are planned cooperatively--ought to be simplified, more straightforward. The extra and extraneous variable of special compensation for certain activities would be removed. Competition for overload income would be removed.

Effect on the overall quality of the departments' instruction?

|         |                   |   |
|---------|-------------------|---|
| (N = 6) | Would improve     | 3 |
|         | Would deteriorate | 1 |
|         | No effect         | 2 |

## Comments:

It is a toss up, some individuals would prefer to instruct in late afternoon and evening classes. If the department had many such individuals on their rolls quality could improve and vice versa.

Slight increase possible--experienced adult students are more demanding and can provide new perspectives.

Quality control of SS and CEE instruction would improve because of more aggressive supervision by department heads who now tend to deal with CEE and SS at a distance.

Again, assumes appropriate funding of inloaded programs.

Since no faculty members would be burdened with extra teaching (and teaching loads, therefore, would, on average, be reduced), instruction should improve.

Effect on availability of faculty advising?

|         |                   |   |
|---------|-------------------|---|
| (N = 5) | Would improve     | 2 |
|         | Would deteriorate | 1 |
|         | No effect         | 2 |

## Comments:

It depends on the make up of the faculty.

As you spread the staff out you would probably find more difficulty in maintaining advising contacts/schedule.

Since departments would not lose time and energy of some faculty in overload work, availability of members for advising should improve.

Effect on availability of courses to students?

|         |                   |   |
|---------|-------------------|---|
| (N = 6) | Would improve     | 5 |
|         | Would deteriorate | 0 |
|         | No effect         | 1 |

## Comments:

Probably helpful in tight curriculums, where students may need more than one option as to class availability.

Would improve if appropriate financing of inloading permits complete range of courses to be taught. If not appropriately financed, course availability would deteriorate.

Overall departmental planning should improve (reasons noted above) and schedule of offerings should improve accordingly. How instruction is financed is, of course, a central issue throughout responses to the question, but presumably there would be less dependence on student tuition and therefore less pressure to schedule at "unusual" times only what would be self-supporting.

Impact on types and levels of courses offered?

|         |  |   |
|---------|--|---|
| (N = 6) | Would change   | 2 |
|         | Would not change                                     | 3 |
|         | Would have positive effect<br>on curriculum planning | 4 |
|         | Would have negative effect<br>on curriculum planning | 0 |
|         | Would not effect curriculum<br>planning              | 1 |

## Comments:

A great number of our students work part-time. Our classes are controlled in size, and lab space (availability) is often a problem. The ability to move these courses easily into evening hours or SS, with same instructors where practicable, would ease student scheduling.

Integration of all course offerings into one curriculum planning process would have a positive effect.

Which group of students would most likely benefit?

|         |                         |   |
|---------|-------------------------|---|
| (N = 6) | Regular day students    | 1 |
|         | CEE students            | 2 |
|         | Summer Session students | 1 |
|         | No difference           | 2 |

## Comments:

All groups are potential benefiterers.

It is not clear that we would be able to inload regular CEE courses, but if we did, those students--now taught by graduate students and part-time visitors--would benefit.

Likely to result in greater variety of offerings in evening and summer hours.

With changing instructional demands and needs relative to a changing student body most students would benefit.

Obviously CEE and summer students would benefit, but in fact "regular day" students might benefit also, by finding evening and summer attendance--supplementary or alternatively, upon occasion--more helpful than at present, because offerings would be better.

Make possible serving student groups not now reached?

|         |     |   |    |   |
|---------|-----|---|----|---|
| (N = 5) | Yes | 5 | No | 0 |
|---------|-----|---|----|---|

## Comments:

Many teachers cannot schedule courses except in the summer. A quality offering in the evening would be positive.

I think it's unclear as to whether inloading and new groups are related.

To some extent, though we do have a rather full offering at present. But the day school students who are wrestling with the problem of getting into closed classes might profit from having them offered in evening and in SS.

Definitely yes.

Yes, but I am far from certain that such groups are numerous or large.

Difficult to offer instruction on current CEE/SS format?

(N = 6)    Yes 4    No 2

## Comments:

Faculty not available.

Yes, our programs place a heavy emphasis on observation and practicum experiences in schools.

Yes, primarily because of teaching tradition and attitudes.

Yes, because the pay scale does not always attract the necessary instructors, because enrollment minima are imposed, and because some instructors object to 5 week terms or once-a-week longer class meetings.

Effect on relationships among departments?

|         |                                     |   |
|---------|-------------------------------------|---|
| (N = 5) | Improve                             | 1 |
|         | Make more difficult or unproductive | 0 |
|         | No change                           | 4 |

## Comments:

Cannot say. Depends in major part on how the process of inloading may encourage the design of new and interdisciplinary programs to meet emerging needs.

Change departments' service roles within the University?

(N = 6)    Yes 3    No 1    Uncertain 2

## Comments:

Many people registered in other colleges would take our courses, particularly graduate offerings.

Don't know.

Uncertain. We have a limited staff size--how much more we could do in CEE or SS by inloading is not clear.

Unquestionably.

All students would benefit, including those who take courses for "service" purposes.

Would inloading change departments' service roles outside the University?

(N = 6) Yes 3 No 3

## Comments:

Yes, much of our inloading is for non-credit instruction.

Probably not. This is something that present faculty do at a fairly high level of intensity.

On non-credit instruction and lectures, decidedly--as those activities are accepted as part of "normal" responsibilities and weighted in one's overall workload. (Down the road a fair ways, in my judgment; much to be done to bring that about.) With respect to consulting, the question is harder to answer; the Outreach Report did not cover this in any detail. A complex issue. Would not consulting opportunities continue? Certainly some would.

Effect on departments' relationships with University service units?

|         |                                |   |
|---------|--------------------------------|---|
| (N = 5) | Improvement                    | 0 |
|         | More difficult, less effective | 1 |
|         | No change                      | 1 |
|         | (Uncertain/It depends)         | 3 |

## Comments:

Don't know.

Would depend a bit upon bookstore staffing and hours. As more instruction shifted to evening hours, bookstore, library, etc. would need to follow suit.

Unknown. Would, however, increase the demand for such services assuming that offerings would measurably increase.

Put more demands on such services, because more students would be attracted to better programs and they would need also other services.

Effect on status and image of the departments?

|         |                        |   |
|---------|------------------------|---|
| (N = 6) | Improve locally        | 3 |
|         | Deteriorate locally    | 0 |
|         | Improve nationally     | 1 |
|         | Deteriorate nationally | 0 |
|         | No effect              | 2 |

## Comments:

No effect providing it were administered effectively.

Don't know.

Probably no major change--unless a richer SS offering touched a national audience in a way that we don't do now.

It is easy to conclude that the local image would be improved, because more students would be served better. The national effect is more difficult to assess. To the extent that outreach activities may have low status in higher education generally (and I don't know what the facts are), an institution that takes them seriously might gain no special national recognition thereby. But departments that improve their image locally receive better support locally--which is the source of most support--thus can become stronger against national criteria also. To the agrument, which I have heard, that "good"(?) prospective faculty would not come to an institution where they "would be expected to teach at night", I can only say that inloading has never presumed that every faculty member would engage in activities now supported on overload--just as not every faculty member now engages in such activities. It is a unit programming responsibility, and a well ordered unit would attend to the range of its responsibilities just as it now does. (Or just as it now doesn't. Inloading would not be the significant variable.) Finally, universal unit across-the-board inloading is a long, long ways off--and might never be the only procedure available.

Desirable to inload differentially over an extended period of time?

(N = 5)    Yes    4    No    1

## Comments:

Do it now and don't procrastinate.

Some can set fees high enough to pay for extra costs of inloading; for remainder, I assume there would be a difference in strength of case to be made, and higher priority programs should go first.

I'm not sure I understand the question. If we needed a phasing in to handle the logistics, OK.

Yes, considerable time will be required for a change of this magnitude.

There is enormous variation in the University. It must be recognized in changing as much as in status quo.

Will inloading be more or less expensive than the present system?

|         |                |   |
|---------|----------------|---|
| (N = 6) | More expensive | 5 |
|         | Less expensive | 0 |
|         | About the same | 1 |

## Comments:

Costs will be the same if student faculty ratios remain relatively stable.

More, obvious--overload payment is for teaching alone, inload payment is for other duties too.

More. Present SS and CEE faculty are disadvantaged from salary standpoint. I assume a move of regular (day) faculty to CEE hours would be at regular salary.

It will certainly be more expensive if considered only from the viewpoint of faculty salaries (i.e. faculty salaries would be at "full" rate).

I answer this in terms of the money required, finding it confusing to try to address it in terms of time and effort. Since time will be compensated, the money evaluation seems adequate. This seems the appropriate question in which to make the following observation: A University professor spends something less than 100% of his/her professional time on instruction, the rest on scholarship, departmental/University/professional service, and general public service. Let us assume that instruction is 50%. (It does not matter whether it is 30% or 80% for the logic of this observation.) The lower compensation of CEE and Summer Session instruction is rationalized on the grounds that instructors are being paid only for instructing; they are not being supported in the full range of their professional activities. With inloading--CEE teaching made part of the regular load, for example--, only 50% (or 30% or 80%) of the faculty member's salary goes toward instruction; the rest supports the full range of professional activities expected. Obviously inloaded instruction costs more; "normal", "regular" teaching is more expensive than overload teaching. But one expects better instruction, "less fatigued" instruction. And there should be some program (or "system") efficiencies from better planning, and tighter scheduling.

If more expensive, are potential benefits of inloading worth the cost?

|         |     |   |    |   |
|---------|-----|---|----|---|
| (N = 5) | Yes | 5 | No | 0 |
|---------|-----|---|----|---|

## Comments:

Partial--not complete.

Would enable us to work with a more varied audience, with planning more unified.

Benefits for students and curriculum programs are greater than the cost.

Models for inloading

(N = 6)

- |                                      |     |  |
|--------------------------------------|-----|--|
| (1) Full-Cost Inloading              | 4   |  |
| (2) Partial-Cost Inloading I         |     |  |
| (3) Partial-Cost Inloading II        | 1   |  |
| (4) Geography Department Arrangement | 1   |  |
| (5) Redefinition Model               | (3) | In combination with one of the others. |

## Comments:

"1" will only work if "5" is a given. CEE and Summer Session should become vehicles for bulletin preparation (e.g. the Graduate School) and admission to programs at all times of the day should be through Admissions and Records. Distinctions between students registered at different locations must be eliminated if the faculty are to maintain control over program integrity.

(3) Tuition needs to be high enough to cover costs.

(1) and (4) Inloading should not be attempted on a cut-rate basis. We should either do it right or not fuss with it. Item (5) above would be highly complex, would it not. How does one evaluate "other forms of service"?

Response (5) does not seem to be in the same set as items (1) through (4) since all the others address financial arrangements and (5) does not. I checked it because I consider it an ideal toward which to work, irrespective of financial solutions. My checking of (1) was also to indicate an ideal. The other plans are only partial and each raises serious questions in principle-- though all of them are extant and serving useful ends for the time being.

Table 9

The need for inloading: Responses of department chairs, faculty, and deans compared (Sections II & IV)

| Item                             | Department<br>Chairs |      | Faculty    |      | Deans    |      |
|----------------------------------|----------------------|------|------------|------|----------|------|
|                                  | N                    | %    | N          | %    | N        | %    |
| <u>BELIEF IN NEED -- PRESENT</u> | <u>61</u>            |      | <u>185</u> |      | <u>6</u> |      |
| Yes                              | 25                   | 41.0 | 52         | 28.1 | 6        | 100  |
| No                               | 25                   | 41.0 | 77         | 41.6 | -        | -    |
| Uncertain                        | 11                   | 18.0 | 56         | 30.3 | -        | -    |
| <u>BELIEF IN NEED -- FUTURE</u>  | <u>62</u>            |      | <u>186</u> |      | <u>6</u> |      |
| Yes                              | 27                   | 43.5 | 74         | 39.8 | 6        | 100  |
| No                               | 14                   | 22.6 | 47         | 25.3 | -        | -    |
| Uncertain                        | 21                   | 33.9 | 65         | 34.9 | -        | -    |
| <u>MODELS FOR INLOADING</u>      | <u>45</u>            |      | <u>141</u> |      | <u>6</u> |      |
| Full-Cost Inloading              | 20                   | 44.4 | 52         | 36.3 | 4        | 66.7 |
| Partial-Cost Inloading I         | 3                    | 6.7  | 6          | 4.2  | -        | -    |
| Partial-Cost Inloading II        | 4                    | 8.9  | 18         | 12.7 | 1        | 16.7 |
| Geography Department Arrangement | 2                    | 4.4  | 21         | 14.8 | 1        | 16.7 |
| Redefinition Model               | 16                   | 35.6 | 45         | 31.7 | -        | - *  |

\*Three deans indicated this model as a pre-condition for full-cost inloading.

Table 10

Predicted effects of inloading: Responses of department chairs, faculty and deans compared (Section III)

| Item   | Department<br>Chairs |      | Faculty |      | Deans |      |
|--|----------------------|------|---------|------|-------|------|
|  | N                    | %    | N       | %    | N     | %    |
| <u>FACULTY INCOME</u>  | 55                   |      | 166     |      | 6     |      |
| Would increase   | 1                    | 1.8  | 7       | 4.2  | -     |      |
| Would decrease   | 31                   | 56.4 | 114     | 68.7 | 2     | 33.3 |
| No effect  | 23                   | 41.8 | 45      | 27.1 | 4     | 66.7 |
| <u>TOTAL FACULTY WORKLOAD</u>                                      | 58                   |      | 166     |      | 6     |      |
| Would increase   | 26                   | 44.8 | 84      | 50.6 | 1     | 16.7 |
| Would decrease   | 6                    | 10.3 | 22      | 13.3 | -     | -    |
| No effect  | 26                   | 44.8 | 60      | 36.1 | 5     | 83.3 |
| <u>SCHEDULING OF FACULTY ACTIVITIES</u>                            | 59                   |      | 174     |      | 6     |      |
| Would be less difficult  | 7                    | 11.9 | 16      | 9.2  | 3     | 50.0 |
| Would be more difficult  | 41                   | 69.5 | 116     | 66.7 | 2     | 33.3 |
| No effect  | 11                   | 18.6 | 42      | 24.1 | 1     | 16.7 |
| <u>INSTRUCTIONAL EXCHANGE</u>                                      | 56                   |      | 162     |      | 6     |      |
| Less difficult   | 5                    | 8.9  | 19      | 11.7 | -     | -    |
| More difficult   | 19                   | 33.9 | 55      | 34.0 | 2     | 33.3 |
| No effect  | 32                   | 57.1 | 88      | 54.3 | 4     | 66.7 |
| <u>RELATIONSHIPS AMONG FACULTY AND<br/>STAFF IN DEPARTMENTS</u>    | 54                   |      | 164     |      | 5     |      |
| Would improve  | 5                    | 9.3  | 10      | 6.1  | 1     | 20.0 |
| Would deteriorate  | 21                   | 38.9 | 54      | 32.9 | 1     | 20.0 |
| No effect  | 28                   | 51.9 | 100     | 61.0 | 3     | 60.0 |
| <u>OVERALL QUALITY OF DEPARTMENTAL<br/>INSTRUCTION</u>             | 55                   |      | 171     |      | 6     |      |
| Would improve  | 13                   | 23.6 | 28      | 16.4 | 3     | 50.0 |
| Would deteriorate  | 22                   | 40.0 | 59      | 34.5 | 1     | 16.7 |
| No effect  | 20                   | 36.4 | 84      | 49.1 | 2     | 33.3 |
| <u>AVAILABILITY OF FACULTY ADVISING</u>                            | 52                   |      | 171     |      | 5     |      |
| Would improve  | 7                    | 13.5 | 20      | 11.7 | 2     | 40.0 |
| Would deteriorate  | 23                   | 44.2 | 81      | 47.4 | 1     | 20.0 |
| No effect  | 22                   | 42.3 | 70      | 40.9 | 2     | 40.0 |
| <u>AVAILABILITY OF COURSES TO STUDENTS</u>                         | 58                   |      | 169     |      | 6     |      |
| Would improve  | 18                   | 31.0 | 58      | 34.3 | 5     | 83.3 |
| Would deteriorate  | 19                   | 32.8 | 54      | 32.0 | -     | -    |
| No effect  | 21                   | 36.2 | 57      | 33.7 | 1     | 16.7 |
| <u>IMPACT ON TYPES AND LEVELS OF<br/>COURSES OFFERED</u>           | 62                   |      | 189     |      | 6     |      |
| Would change   | 15                   | 24.2 | 62      | 32.8 | 2     | 33.3 |
| Would not change   | 27                   | 43.5 | 57      | 30.2 | 3     | 50.0 |
| Would have positive effect on<br>curriculum planning               | 14                   | 22.6 | 42      | 22.2 | 4     | 66.7 |
| Would have negative effect on<br>curriculum planning               | 10                   | 16.1 | 46      | 24.3 | -     | -    |
| Would not effect curriculum<br>planning                            | 23                   | 37.1 | 43      | 22.8 | 1     | 16.7 |
| <u>STUDENTS WHO WOULD BENEFIT</u>                                  | 62                   |      | 189     |      | 6     |      |
| Regular day students   | 4                    | 6.5  | 18      | 9.5  | 1     | 16.7 |
| CEE students   | 34                   | 54.8 | 109     | 57.7 | 2     | 33.3 |
| Summer Session students  | 23                   | 37.1 | 60      | 31.7 | 1     | 16.7 |
| No difference  | 13                   | 21.0 | 44      | 23.3 | 2     | 33.3 |
| <u>WOULD SERVE STUDENT GROUPS NOT<br/>NOW BEING SERVED</u>         | 55                   |      | 168     |      | 5     |      |
| Yes  | 26                   | 47.3 | 77      | 45.8 | 5     | 100  |
| No   | 29                   | 52.7 | 91      | 54.2 | -     | -    |
| <u>DIFFICULT TO OFFER INSTRUCTION<br/>ON CURRENT CEE/SS FORMAT</u> | 57                   |      | 176     |      | 6     |      |
| Yes  | 32                   | 56.1 | 70      | 39.8 | 4     | 66.7 |
| No   | 25                   | 43.9 | 106     | 60.2 | 2     | 33.3 |
| <u>RELATIONSHIPS AMONG DEPARTMENTS</u>                             | 55                   |      | 164     |      | 5     |      |
| Improve  | 4                    | 7.3  | 18      | 11.0 | 1     | 20.0 |
| More difficult or unproductive                                     | 10                   | 18.2 | 30      | 18.3 | -     | -    |
| No change  | 41                   | 74.5 | 116     | 70.7 | 4     | 80.0 |

Table 10 (Continued)

Predicted effects of inloading: Responses of department chairs, faculty and deans compared (Section III)

| Item   | Department<br>Chairs |      | Faculty    |      | Deans    |      |
|--|----------------------|------|------------|------|----------|------|
|  | N                    | %    | N          | %    | N        | %    |
| <u>CHANGE DEPARTMENT'S SERVICE<br/>ROLES WITHIN THE UNIVERSITY</u>             |                      |      |            |      |          |      |
|  | <u>56</u>            |      | <u>169</u> |      | <u>6</u> |      |
| Yes  | 17                   | 30.4 | 65         | 40.9 | 3        | 50.0 |
| No   | 39                   | 69.6 | 94         | 59.1 | 1        | 16.7 |
| (Uncertain)  |                      |      |            |      | 2        | 33.3 |
| <u>CHANGE DEPARTMENT'S SERVICE<br/>ROLES OUTSIDE THE UNIVERSITY</u>            |                      |      |            |      |          |      |
|  | <u>57</u>            |      | <u>159</u> |      | <u>6</u> |      |
| Yes  | 21                   | 36.8 | 74         | 46.5 | 3        | 50.0 |
| No   | 36                   | 63.2 | 85         | 53.5 | 3        | 50.0 |
| <u>DEPARTMENT'S RELATIONSHIPS WITH<br/>UNIVERSITY SERVICE UNITS/ACTIVITIES</u> |                      |      |            |      |          |      |
|  | <u>53</u>            |      | <u>151</u> |      | <u>5</u> |      |
| Improvement  | 5                    | 9.4  | 7          | 4.6  | -        | -    |
| More difficult, less effective   | 12                   | 22.6 | 46         | 30.5 | 1        | 20.0 |
| No change  | 36                   | 67.9 | 98         | 64.9 | 1        | 20.0 |
| (Uncertain/It depends)   |                      |      |            |      | 3        | 60.0 |
| <u>DEPARTMENT'S STATUS AND IMAGE</u>   |                      |      |            |      |          |      |
|  | <u>62</u>            |      | <u>189</u> |      | <u>6</u> |      |
| Improve locally  | 15                   | 24.2 | 59         | 31.2 | 3        | 50.0 |
| Deteriorate locally  | 11                   | 17.7 | 27         | 14.3 | -        | -    |
| Improve nationally   | 8                    | 12.9 | 18         | 9.5  | 1        | 16.7 |
| Deteriorate nationally   | 17                   | 27.4 | 49         | 25.9 | -        | -    |
| No effect  | 23                   | 37.1 | -          | -    | 2        | 33.3 |
| <u>INLOAD DIFFERENTIALLY OVER<br/>EXTENDED PERIOD OF TIME</u>                  |                      |      |            |      |          |      |
|  | <u>46</u>            |      | <u>129</u> |      | <u>5</u> |      |
| Yes  | 32                   | 69.6 | 77         | 59.7 | 4        | 80.0 |
| No   | 14                   | 30.4 | 52         | 40.3 | 1        | 20.0 |
| <u>MORE OR LESS EXPENSIVE THAN PRESENT<br/>SYSTEM</u>                          |                      |      |            |      |          |      |
|  | <u>51</u>            |      | <u>148</u> |      | <u>6</u> |      |
| More expensive   | 35                   | 68.6 | 95         | 64.2 | 5        | 83.3 |
| Less expensive   | 6                    | 11.8 | 21         | 14.2 | -        | -    |
| About the same   | 10                   | 19.6 | 32         | 21.6 | 1        | 16.7 |
| <u>POTENTIAL BENEFITS WORTH THE<br/>ADDITIONAL COST</u>                        |                      |      |            |      |          |      |
|  | <u>37</u>            |      | <u>104</u> |      | <u>5</u> |      |
| Yes  | 15                   | 40.5 | 43         | 41.3 | 5        | 100  |
| No   | 22                   | 59.5 | 61         | 58.7 | -        | -    |

RESPONSES OF THE  
DEPARTMENT CHAIRS, FACULTY AND DEANS  
COMPARED

The following two tables (Tables 9 & 10) present the responses of the department chairs, faculty, and deans in a form that permits comparison of their responses to questions in the survey.

Table 9

The need for inloading: Responses of department chairs, faculty, and deans compared (Sections II & IV)

| Item                             | Department<br>Chairs |      | Faculty,   |      | Deans    |      |
|----------------------------------|----------------------|------|------------|------|----------|------|
|                                  | N                    | %    | N          | %    | N        | %    |
| <u>BELIEF IN NEED -- PRESENT</u> | <u>61</u>            |      | <u>185</u> |      | <u>6</u> |      |
| Yes                              | 25                   | 41.0 | 52         | 28.1 | 6        | 100  |
| No                               | 25                   | 41.0 | 77         | 41.6 | -        | -    |
| Uncertain                        | 11                   | 18.0 | 56         | 30.3 | -        | -    |
| <u>BELIEF IN NEED -- FUTURE</u>  | <u>62</u>            |      | <u>186</u> |      | <u>6</u> |      |
| Yes                              | 27                   | 43.5 | 74         | 39.8 | 6        | 100  |
| No                               | 14                   | 22.6 | 47         | 25.3 | -        | -    |
| Uncertain                        | 21                   | 33.9 | 65         | 34.9 | -        | -    |
| <u>MODELS FOR INLOADING</u>      | <u>45</u>            |      | <u>141</u> |      | <u>6</u> |      |
| Full-Cost Inloading              | 20                   | 44.4 | 52         | 36.3 | 4        | 66.7 |
| Partial-Cost Inloading I         | 3                    | 6.7  | 6          | 4.2  | -        | -    |
| Partial-Cost Inloading II        | 4                    | 8.9  | 18         | 12.7 | 1        | 16.7 |
| Geography Department Arrangement | 2                    | 4.4  | 21         | 14.8 | 1        | 16.7 |
| Redefinition Model               | 16                   | 35.6 | 45         | 31.7 | -        | - *  |

\*Three deans indicated this model as a pre-condition for full-cost inloading.

Predicted effects of inloading: Responses of department chairs, faculty and deans compared (Section III)

| Item  | Department<br>Chairs |      | Faculty    |      | Deans    |      |
|---|----------------------|------|------------|------|----------|------|
|   | N                    | %    | N          | %    | N        | %    |
| <b><u>FACULTY INCOME</u></b>  | <u>55</u>            |      | <u>166</u> |      | <u>6</u> |      |
| Would increase  | 1                    | 1.8  | 7          | 4.2  | -        | -    |
| Would decrease  | 31                   | 56.4 | 114        | 68.7 | 2        | 33.3 |
| No effect   | 23                   | 41.8 | 45         | 27.1 | 4        | 66.7 |
| <b><u>TOTAL FACULTY WORKLOAD</u></b>                                      | <u>58</u>            |      | <u>166</u> |      | <u>6</u> |      |
| Would increase  | 26                   | 44.8 | 84         | 50.6 | 1        | 16.7 |
| Would decrease  | 6                    | 10.3 | 22         | 13.3 | -        | -    |
| No effect   | 26                   | 44.8 | 60         | 36.1 | 5        | 83.3 |
| <b><u>SCHEDULING OF FACULTY ACTIVITIES</u></b>                            | <u>59</u>            |      | <u>174</u> |      | <u>6</u> |      |
| Would be less difficult   | 7                    | 11.9 | 16         | 9.2  | 3        | 50.0 |
| Would be more difficult   | 41                   | 69.5 | 116        | 66.7 | 2        | 33.3 |
| No effect   | 11                   | 18.6 | 42         | 24.1 | 1        | 16.7 |
| <b><u>INSTRUCTIONAL EXCHANGE</u></b>                                      | <u>56</u>            |      | <u>162</u> |      | <u>6</u> |      |
| Less difficult  | 5                    | 8.9  | 19         | 11.7 | -        | -    |
| More difficult  | 19                   | 33.9 | 55         | 34.0 | 2        | 33.3 |
| No effect   | 32                   | 57.1 | 88         | 54.3 | 4        | 66.7 |
| <b><u>RELATIONSHIPS AMONG FACULTY AND<br/>STAFF IN DEPARTMENTS</u></b>    | <u>54</u>            |      | <u>164</u> |      | <u>5</u> |      |
| Would improve   | 5                    | 9.3  | 10         | 6.1  | 1        | 20.0 |
| Would deteriorate   | 21                   | 38.9 | 54         | 32.9 | 1        | 20.0 |
| No effect   | 28                   | 51.9 | 100        | 61.0 | 3        | 60.0 |
| <b><u>OVERALL QUALITY OF DEPARTMENTAL<br/>INSTRUCTION</u></b>             | <u>55</u>            |      | <u>171</u> |      | <u>6</u> |      |
| Would improve   | 13                   | 23.6 | 28         | 16.4 | 3        | 50.0 |
| Would deteriorate   | 22                   | 40.0 | 59         | 34.5 | 1        | 16.7 |
| No effect   | 20                   | 36.4 | 84         | 49.1 | 2        | 33.3 |
| <b><u>AVAILABILITY OF FACULTY ADVISING</u></b>                            | <u>52</u>            |      | <u>171</u> |      | <u>5</u> |      |
| Would improve   | 7                    | 13.5 | 20         | 11.7 | 2        | 40.0 |
| Would deteriorate   | 23                   | 44.2 | 81         | 47.4 | 1        | 20.0 |
| No effect   | 22                   | 42.3 | 70         | 40.9 | 2        | 40.0 |
| <b><u>AVAILABILITY OF COURSES TO STUDENTS</u></b>                         | <u>58</u>            |      | <u>169</u> |      | <u>6</u> |      |
| Would improve   | 18                   | 31.0 | 58         | 34.3 | 5        | 83.3 |
| Would deteriorate   | 19                   | 32.8 | 54         | 32.0 | -        | -    |
| No effect   | 21                   | 36.2 | 57         | 33.7 | 1        | 16.7 |
| <b><u>IMPACT ON TYPES AND LEVELS OF<br/>COURSES OFFERED</u></b>           | <u>62</u>            |      | <u>189</u> |      | <u>6</u> |      |
| Would change  | 15                   | 24.2 | 62         | 32.8 | 2        | 33.3 |
| Would not change  | 27                   | 43.5 | 57         | 30.2 | 3        | 50.0 |
| Would have positive effect on<br>curriculum planning                      | 14                   | 22.6 | 42         | 22.2 | 4        | 66.7 |
| Would have negative effect on<br>curriculum planning                      | 10                   | 16.1 | 46         | 24.3 | -        | -    |
| Would not effect curriculum<br>planning                                   | 23                   | 37.1 | 43         | 22.8 | 1        | 16.7 |
| <b><u>STUDENTS WHO WOULD BENEFIT</u></b>                                  | <u>62</u>            |      | <u>189</u> |      | <u>6</u> |      |
| Regular day students  | 4                    | 6.5  | 18         | 9.5  | 1        | 16.7 |
| CEE students  | 34                   | 54.8 | 109        | 57.7 | 2        | 33.3 |
| Summer Session students   | 23                   | 37.1 | 60         | 31.7 | 1        | 16.7 |
| No difference   | 13                   | 21.0 | 44         | 23.3 | 2        | 33.3 |
| <b><u>WOULD SERVE STUDENT GROUPS NOT<br/>NOW BEING SERVED</u></b>         | <u>55</u>            |      | <u>168</u> |      | <u>5</u> |      |
| Yes   | 26                   | 47.3 | 77         | 45.8 | 5        | 100  |
| No  | 29                   | 52.7 | 91         | 54.2 | -        | -    |
| <b><u>DIFFICULT TO OFFER INSTRUCTION<br/>ON CURRENT CEE/SS FORMAT</u></b> | <u>57</u>            |      | <u>176</u> |      | <u>6</u> |      |
| Yes   | 32                   | 56.1 | 70         | 39.8 | 4        | 66.7 |
| No  | 25                   | 43.9 | 106        | 60.2 | 2        | 33.3 |
| <b><u>RELATIONSHIPS AMONG DEPARTMENTS</u></b>                             | <u>55</u>            |      | <u>164</u> |      | <u>5</u> |      |
| Improve   | 4                    | 7.3  | 18         | 11.0 | 1        | 20.0 |
| More difficult or unproductive  | 10                   | 18.2 | 30         | 18.3 | -        | -    |
| No change   | 41                   | 74.5 | 116        | 70.7 | 4        | 80.0 |

Table 10 (Continued)

Predicted effects of inloading: Responses of department chairs, faculty and deans compared (Section III)

| Item   | Department<br>Chairs |      | Faculty |      | Deans |      |
|--|----------------------|------|---------|------|-------|------|
|  | N                    | %    | N       | %    | N     | %    |
| <u>CHANGE DEPARTMENT'S SERVICE<br/>ROLES WITHIN THE UNIVERSITY</u>             |                      |      |         |      |       |      |
| Yes  | 17                   | 30.4 | 65      | 40.9 | 3     | 50.0 |
| No   | 39                   | 69.6 | 94      | 59.1 | 1     | 16.7 |
| (Uncertain)  |                      |      |         |      | 2     | 33.3 |
| <u>CHANGE DEPARTMENT'S SERVICE<br/>ROLES OUTSIDE THE UNIVERSITY</u>            |                      |      |         |      |       |      |
| Yes  | 21                   | 36.8 | 74      | 46.5 | 3     | 50.0 |
| No   | 36                   | 63.2 | 85      | 53.5 | 3     | 50.0 |
| <u>DEPARTMENT'S RELATIONSHIPS WITH<br/>UNIVERSITY SERVICE UNITS/ACTIVITIES</u> |                      |      |         |      |       |      |
| Improvement  | 5                    | 9.4  | 7       | 4.6  | -     | -    |
| More difficult, less effective   | 12                   | 22.6 | 46      | 30.5 | 1     | 20.0 |
| No change  | 36                   | 67.9 | 98      | 64.9 | 1     | 20.0 |
| (Uncertain/It depends)   |                      |      |         |      | 3     | 60.0 |
| <u>DEPARTMENT'S STATUS AND IMAGE</u>   |                      |      |         |      |       |      |
| Improve locally  | 15                   | 24.2 | 59      | 31.2 | 3     | 50.0 |
| Deteriorate locally  | 11                   | 17.7 | 27      | 14.3 | -     | -    |
| Improve nationally   | 8                    | 12.9 | 18      | 9.5  | 1     | 16.7 |
| Deteriorate nationally   | 17                   | 27.4 | 49      | 25.9 | -     | -    |
| No effect  | 23                   | 37.1 | -       | -    | 2     | 33.3 |
| <u>INLOAD DIFFERENTIALLY OVER<br/>EXTENDED PERIOD OF TIME</u>                  |                      |      |         |      |       |      |
| Yes  | 32                   | 69.6 | 77      | 59.7 | 4     | 80.0 |
| No   | 14                   | 30.4 | 52      | 40.3 | 1     | 20.0 |
| <u>MORE OR LESS EXPENSIVE THAN PRESENT<br/>SYSTEM</u>                          |                      |      |         |      |       |      |
| More expensive   | 35                   | 68.6 | 95      | 64.2 | 5     | 83.3 |
| Less expensive   | 6                    | 11.8 | 21      | 14.2 | -     | -    |
| About the same   | 10                   | 19.6 | 32      | 21.6 | 1     | 16.7 |
| <u>POTENTIAL BENEFITS WORTH THE<br/>ADDITIONAL COST</u>                        |                      |      |         |      |       |      |
| Yes  | 15                   | 40.5 | 43      | 41.3 | 5     | 100  |
| No   | 22                   | 59.5 | 61      | 58.7 | -     | -    |