

UNIVERSITY OF DELAWARE NATIONAL STUDY OF INSTRUCTIONAL COSTS AND PRODUCTIVITY BY ACADEMIC DISCIPLINE

DEFINITIONS OF TERMS

THE UNIVERSITY OF DELAWARE NATIONAL STUDY OF INSTRUCTIONAL COSTS AND PRODUCTIVITY: The Delaware Study is a national study of instructional costs and productivity generally acknowledged as the “tool of choice” for comparative analysis of faculty teaching loads, direct instructional cost, and separately budgeted scholarly activity, by academic discipline. The study is hosted by the University of Delaware (<https://ire.udel.edu/cost/>).

ACADEMIC DEPARTMENT/DISCIPLINE: Each academic department at ECU has been assigned a six-digit CIP (Classification of Instructional Programs) code. (See <http://nces.ed.gov/ipeds/cipcode/> for details of this coding system.) For example, the Department of Engineering in the College of Engineering and Technology is assigned an Engineering CIP Code 14.0101. Data are reported to the University of Delaware aligned with these six-digit CIP codes. Some departments/units are excluded within the CIP Code grouping, 51. XXXX, e.g., Medicine and Medical Sciences and Dentistry.

MAJORS: The term “majors” in the Delaware Study report refers to the number of degrees awarded by programs offered within a department. Number of degrees awarded is provided for first majors only and for all majors, averaged over the three years preceding the reporting year at each academic level (Bachelor’s, Master’s, Doctorate, and Professional). For example, in the 2019 Delaware report, number of degrees awarded is averaged over the academic years 2015-2016, 2016-2017, and 2017-2018. An academic year runs from July 1 of one year to June 30 of the next year. Students earning two distinct degrees are included twice; that is, the count is of degrees awarded, not students to whom degrees are awarded. The number of degrees is the same as that reported to the Integrated Post-secondary Education Data System (IPEDS, US Department of Education).

PART II: INSTRUCTIONAL WORKLOAD – FALL SEMESTER

NOTE: Data for FTE, Student Credit Hours, and Organized Class Sections are included for only the fall semester preceding the report year; for example, the 2019 Delaware report is based on data from Fall semester 2018.

REGULAR FACULTY: Regular faculty are defined as those individuals who are hired for teaching, and who may also do research and/or service. They are characterized by a recurring contractual relationship in which the individual and the institution both assume a continuing appointment. These faculties typically fall into two categories:

TENURED AND TENURE-ELIGIBLE: Those individuals who either hold tenure, or for whom tenure is an expected outcome. At most institutions, these are full, associate, and assistant professors.

NON-TENURE TRACK FACULTY: Those individuals who teach on a recurring contractual basis, but whose academic title renders them ineligible for academic tenure. At most institutions, these titles include instructors, lecturers, visiting faculty, etc.

SUPPLEMENTAL FACULTY: Supplemental faculty are characteristically temporary, and their appointments are non-recurring, although the same individual may receive a temporary appointment in successive terms. The key point is that the funding is, by nature, temporary and there is no expectation of continuing appointment. This category includes adjuncts, administrators or professional personnel at the institution who teach but whose primary job responsibility is non-faculty (e.g. dean, provost who may teach a course), etc.

TEACHING ASSISTANTS: Students who receive stipends strictly for teaching activity. This category includes teaching assistants who are instructors of record as well as teaching assistants who function as discussion section leaders, laboratory section leaders, and leaders of other types of organized class sections in which instruction takes place but which may not carry credit and for which there is no formal instructor of record. Graduate research assistants are not included. If a graduate assistant's FTE is split between research and teaching, only the portion of her/his FTE that reflects teaching activity is reported.

In calculating full time equivalency (FTE Faculty) for each of the faculty categories described above, the following conventions are followed:

REGULAR FACULTY:

- Only filled faculty positions are reported. Filled positions are those that have salaries associated with them. Paid leaves such as sabbaticals wherein the individual is receiving a salary are included but not unpaid leaves of absence. A Department Chair is counted as 1.0 FTE if s/he is being paid by the instructional budget.
- FTE FACULTY SEPT. BUDG.: This is the FTE portion of faculty lines that are supported by external or separately budgeted funds for purposes other than teaching, i.e., research or service. That is, any FTE (in whole or in part) that is funded from monies specifically paid for research, service, or administrative activities. These funds may be from outside a department (e.g., a grant) or earmarked for these activities within a departmental budget. The goal here is to separate any part of faculty salaries that are not associated with instruction.
- FTE FACULTY INSTR.: This value is the remainder after FTE FACULTY SEPT. BUDG. is subtracted from FTE FACULTY TOTAL. FTE associated with teaching overloads (0.25 FTE for one 3-credit course taught) are reported in the Supplemental faculty category. These FTEs are included in counts for the *paying department*, whether that is the faculty members' home department or not.

SUPPLEMENTAL FACULTY: Full time equivalency for supplemental faculty is calculated by taking the total teaching credit hours (which are generally equivalent to the credit value of the courses taught) for each supplemental faculty and dividing by 12. (Twelve hours is a broadly accepted standard for a full-time teaching load.) Because Supplemental Faculty generally are not supported by external funds there is no separate budget adjustment needed and the cells in the column "FTE Faculty Sept. Budg." for this type

of faculty will include the designation NA. Any non-faculty person teaching a course (dean, provost, etc.) is considered "contributed service personnel" and her/his FTE is calculated using the supplemental faculty convention described above and her/his FTE will be included in the supplemental faculty row.

TEACHING ASSISTANTS: FTE values are assigned to teaching assistants, apportioned between credit bearing course activity where the teaching assistant is the instructor of record, and non-credit bearing course activity (i.e., section leader for zero-credit laboratories, discussion sections, recitation sections). For credit-bearing courses, the same convention is used as with Supplemental Faculty (that is, total teaching credit hours are divided by 12). Subtracting credit-bearing FTE from total FTE for a teaching assistant yields non-credit bearing activity FTE.

The above conventions are also observed when reporting Student Credit Hours and Organized Course Sections.

STUDENT CREDIT HOURS: The credit value of a course (typically 3 or 4 credits) multiplied by the enrollment in the course. The criterion is level of course as opposed to level of the student registered in the course. Student credit hours are reported for all courses taught by a faculty member in each department, regardless of whether the course is taught in that department or elsewhere. That is, the student credit hours follow the faculty member. (This is called the "origin of instructor" reporting method). For example, a faculty member who is budgeted to the History Department, and whose teaching load includes two History courses and one Political Science course, would have all of the student credit hours generated from these courses credited to the History Department. To the extent possible, team teaching situations are dealt with by prorating student credit hours to individual faculty in an appropriate fashion.

The same conventions apply to reporting counts of organized class sections. The first column in the "Organized Class Sections" table contains the number of lab/discussion/recitation sections taught by each type of faculty whether or not they carry any credit. The remainder of the table includes lecture sections and all other organized class sections, disaggregated by level of instruction and by faculty type.

ORGANIZED COURSE SECTION: A course section that is provided principally by means of regularly scheduled classes meeting in classrooms or similar facilities at stated times. Distance education courses are included when the student credit hours and course sections can be reported in the same discrete way that a typical non-distance education course can be reported. Includes course sections with zero credits which are requirements of or prerequisites to degree programs, and which are scheduled and consume institutional or departmental resources in the same manner as credit courses; excludes courses that are not-for-credit. Also excludes individualized instruction courses; that is, courses in which instruction is not conducted in regularly scheduled class meetings. Examples are "readings" or "special topics" courses, "problems" or "research" courses, dissertation/thesis research, and "individual lesson" courses (typically in music and fine arts). Every effort is made not to double count dual listed (undergraduate and graduate sections of a single course meeting concurrently) and cross listed (a single course in which students from two or more disciplines may register under their respective department call letters) courses. In the case of dual listed courses (a single course listed at both undergraduate and graduate level), the data are parsed out based upon how the students were registered. With cross listed

courses (a single course listed with multiple departmental call letters), all student credit hours and number of sections are assigned to the department funding the instructor's salary.

PART III: COST DATA – ACADEMIC/FISCAL YEAR

NOTES: The data in this portion of the report are from the academic/fiscal year immediately preceding the reporting year. For example, in the 2019 report, cost data are included from the 2018-2019 academic/fiscal year. The same “origin of instructor” method of reporting described above in Part II is used for Part III.

STUDENT CREDIT HOURS SUPPORTED BY DEPARTMENT/DISCIPLINE INSTRUCTIONAL BUDGET: The total number of student credit hours taught at the undergraduate and graduate levels, respectively, during the academic year. “Academic Year” refers only to those terms that are funded by the department’s instructional budget. If instructional activity in a term is funded by a source other than the departmental instructional budget, student credit hours associated with that term are excluded.

TOTAL DIRECT EXPENDITURES FOR INSTRUCTION IN FISCAL YEAR: Direct expenditure data reflect costs incurred for personnel compensation, supplies, and services used in instruction. Centrally allocated costs (e.g., university computer labs) and graduate student tuition remission and fee waivers are excluded as is externally funded research and expenditures for academic administration where the primary function is administration (e.g., a dean’s salary). Total direct instructional expenditures for each department are disaggregated into three pieces of data:

1. *Salaries:* All wages paid to support the instructional function in a given department during a fiscal year. While these primarily faculty salaries, they also include clerical (e.g., department secretary), professionals (e.g., lab technicians), graduate student stipends (but not tuition waivers), and any other personnel who support the teaching function and whose salaries and wages are paid from the department's instructional budget.
2. *Benefits:* Benefits associated with the personnel for whom salaries and wages are reported.
3. *Other Than Personnel Costs:* This category includes non-personnel items such as travel, supplies and expense (e.g. printing, search expenses), non-capital equipment purchases (lab supplies, office equipment and software), etc., that are typically part of a department or program's cost of doing business. *Excluded* from this category are items such as central computing costs, centrally allocated computing labs, graduate student tuition remission and fee waivers, etc.