

2016 National Study of Instructional Costs and Productivity by Academic Discipline

Table Definitions:

- Table 1 presents for Fall 2015 the proportional distribution of student credit hours and organized class sections according to the type of faculty teaching them. The distributions are given independently by course level: undergraduate lower division, undergraduate upper division, total undergraduate and total graduate. Norms by faculty type are presented in the following tables:

Table 1A: Tenured/tenure-track faculty

Table 1B: Other regular faculty

Table 1C: Supplemental faculty

Table 1D: Teaching assistants who taught credit bearing courses

Table 1E: Teaching assistants who taught non-credit bearing course

- Table 2 presents for Fall 2015 the proportional distribution of student credit hours and organized class sections taught according to course level for the following faculty types:

Table 2A: Tenured/tenure-track faculty

Table 2B: Other regular faculty

- Table 3 summarizes the Fall 2015 faculty workload using the average student credit hours, average organized class sections, and average FTE students taught¹ per FTE instructional faculty as indicators. An FTE student is equivalent to 15 undergraduate student credit hours or 9 graduate student credit hours. These norms are given in the following tables by faculty type as well as for the all faculty combined:

Table 3A: Tenured/tenure-track faculty

Table 3B: Other regular faculty

Table 3C: Supplemental faculty

Table 3D: Teaching assistants who taught credit bearing courses

Table 3E: Teaching assistants who taught non-credit bearing course

Table 3F: All faculty combined

- Table 3G presents the values at the 25th, 50th, and 75th percentile for total student credit hours, total organized class sections including laboratory sections, and FTE students taught per FTE instructional faculty for the total faculty. (Note: This table is not available in the institutional ratios tabulation.)

Important note for Tables 1-3: Disciplines that offer only a bachelor's degree most often offer a few graduate level courses as well. In these disciplines, when the number of student credit hours taught is 10 or fewer or when the total graduate student credit hours taught is one percent or less than one percent of the total, the graduate student credit hours and their corresponding organized class sections were added to the corresponding upper division undergraduate counts. Treating the graduate level data as "not applicable" provides more accurate norms.

¹ Unlike the 1995 and 1996 NSICP studies where FTE students taught were based on the academic year undergraduate and graduate student credit hours, FTE students taught for the subsequent studies were calculated using the fall student credit hours instead.

- Table 4A summarizes direct instructional costs per student credit hour and per FTE student taught using the total student credit hours generated during academic year 2015 -16 and fiscal year 2015 -16 expenditure data. As of the 2008 Delaware Study, quarter calendar institutions' cost/SCH ratio contains an adjustment (dividing their AY SCH by 1.5 so as to make their AY SCH comparable to semester calendar institutions.) This new adjustment complements the adjustment to FTE students that has always taken place: an FTE student taught for semester academic calendar institutions is equivalent to 30 undergraduate student credit hours or 18 graduate student credit hours; that for quarter academic calendar institutions is 45 undergraduate or 27 graduate student credit hours. Personnel cost as percent of the total direct instructional cost is also presented.
- Table 4B, presents the 25th, 50th, and 75th percentile for direct instructional cost per student credit hour and per FTE student taught and personnel cost as percent of total direct instructional cost. (Note: This table is not available in the institutional ratios tabulation.)

Instructional cost ratios and personnel cost as percent of total are given only for those disciplines in which data are reported by 5 or more institutions. Since some institutions participated only in the faculty workload section of the survey (Part A), faculty workload indicators for a discipline shown in Tables 1-3 may not have corresponding cost ratios in Table 4.

Other cost indicators, expenditures from separately budgeted research and public service, are given per FTE tenured/tenure-track faculty in Fall 2015. *There are a number of institutions that were not able to provide these expenditures. Similarly, these cost ratios are given only for disciplines in which data are reported by at least 5 institutions.*