Who teaches what?

The distribution of instructional resources at UMaine (AY08-09—AY10-11)

UMaine Office of Institutional Research
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The distribution of instructional resources is a topic that has received increased attention in recent years as institutions face declining resources and increasing calls for greater accountability. In spring 2012, Provost Hunter asked the Office of Institutional Research (OIR) to examine how UMaine's colleges and academic units distribute their instructional resources across course types and levels. Toward this end, we focused on the guiding questions below (left box), each of which we addressed at various levels of analysis (right box).

This project has two phases. In this first phase, we report data UMaine-wide and disaggregated by college.[1] In the second phase, we will provide each college with data disaggregated by academic unit. (Colleges should expect these early in spring 2013.)

Guiding Questions

- How are course sections, course credit hours, and student credit hours distributed across instructor groups? Instructor groups are tenured/tenure-eligible (T/TE) faculty, non-T/TE faculty, graduate assistants, and other instructors (e.g., non-faculty UMaine employees).
- Among faculty, how are course sections, course credit hours, and student credit hours distributed across faculty rank (instructor/lecturer, assistant professor, associate professor, professor)?
- To what degree are course sections, course credit hours, and student credit hours taught by part-time instructors?

Levels of Analysis

Phase One

UMaine-wide and by college.

- by course level (lower-division, upper-division, graduate)
- by course type (lectures/seminars, labs, other)
- by course's funding source (departmental E&G vs. non-departmental E&G)
- by delivery mode (face-to-face vs. online)

Phase Two

By academic unit within college.

[1] Included in the UMaine-wide data are all courses (100 level and above) that can be attributed to one of the six colleges: BPPH, EHD, ENG, LAS, NSFA, and Honors.

The present report includes summary tables with commentary, which is followed by a detailed appendix (described in Table 1) comprising a more comprehensive set of tables that address the guiding questions above. The summary is intended to provide a broad overview of these data, not address every question that might reasonably be asked of the data nor to go into exhaustive detail. In contrast, we view the appendix—with almost 100 tables—as a rich resource for readers to explore the distribution of instructional resources as one desires.

Our summary is structured as described below. In short, we offer UMaine-wide summaries of the data and, when relevant, college-level summaries. With two exceptions, we present the data by course level (lower-division, upper-division, and graduate). These exceptions are (a) we combined course levels in the funding-source comparisons,[2] and (b) we report only two course levels—undergraduate and graduate—in the delivery-mode comparisons.

- ***Distribution of course sections and student credit hours by course level and instructor characteristics***[3]
    - lectures and seminars only
        - UMaine-wide by instructor group, faculty rank, and full-time/part-time status
        - college-level by instructor group, faculty rank, and full-time/part-time status
    - labs
        - UMaine-wide by instructor group, faculty rank, and full-time/part-time status
    - other
        - UMaine-wide by instructor group, faculty rank, and full-time/part-time status

- ***Distribution of course sections and student credit hours by funding source and instructor characteristics (lectures and seminars only)***
    - UMaine-wide by instructor group, faculty rank, and full-time/part-time status
    - college-level by instructor group, faculty rank, and full-time/part-time status

- ***Comparing face-to-face with online courses: Distribution of course sections and student credit hours by instructor characteristics (lectures and seminars only)***
    - UMaine-wide by instructor group, faculty rank, and full-time/part-time status
    - college-level by instructor group, faculty rank, and full-time/part-time status

[2] Tables showing all three levels are included in the appendix.

[3] Although not displayed in this summary, the distribution of course credit hours across instructor group, rank, and full-time/part-time status are included in the appendix.

Table 1. List of Tables in Appendices

Appendix	Course Type	Description	Data Presented	Tables (Each set of tables includes a UMaine-wide table and a table for each college)
A	Lectures and Seminars	Departmental E&G and Non-Departmental E&G Combined (AY08-09 through AY10-11)	Course Sections	A1 – A7
			Student credit hours	A8 – A14
			Course credit hours	A15 – A21
		Departmental E&G vs. Non-Departmental E&G (AY08-09 through AY10-11)	Course Sections	A22 – A27
			Student credit hours	A28 – A33
			Course credit hours	A34 – A39
		Face-to-Face vs. Online (AY08-09 through AY10-11)	Course Sections	A40 – A45
			Student credit hours	A46 – A51
			Course credit hours	A52 – A57
B	Labs	Departmental E&G and Non-Departmental E&G Combined (AY08-09 through AY10-11)	Course Sections	B1 – B7
			Student credit hours	B8 – B14
			Course credit hours	B15 – B21
C	Other Courses[4]	Departmental E&G and Non-Departmental E&G Combined (AY08-09 through AY10-11)	Course Sections	C1 – C7
			Student credit hours	C8 – C14
			Course credit hours	C15 – C21

[4] Because the process of assigning sections and credit hours for team-taught independent studies and thesis/dissertation courses was not consistent across the three years, we display data for only AY10-11. The process used in AY10-11 will be the standard procedure for handling team-taught courses going forward.

Methodological and Definitional Considerations

On a methodological note, we examined three academic years of instructional activity—AY08-09, AY09-10, AY10-11—with course-related data obtained on the October 15th and February 15th census dates in the respective year. Although course- and faculty-related data originated in MaineStreet, these data were subsequently vetted by the respective college, with corrections being made as needed.

As for definitions, the following comments serve to clarify the meaning of key terms and phrases found throughout this report.

- ***Course Section:*** the individual class, having a unique class number, section number, room number, and day/hour meeting schedule.[5]
- ***Course credit hours:*** a course's credit-hour value (usually 3 for a lecture or seminar, 1 or 0 for a lab), based on weekly contact hours between instructor and students.
- ***Student credit hours:*** the product of a course's credit-hour value and the course's total enrollment.

- ***College:*** the college offering the course, regardless of the instructor's affiliation. (For example, PSY courses are considered to be offered by LAS, whether or not the instructor teaching the PSY course is from LAS.)

- ***Course level*****:** lower-division, upper-division, graduate level.
- ***Course type*****:** lectures/seminars, labs (includes music labs and art-studio courses), and other. (*Other* courses comprise clinical/field/practica experiences, independent studies, recitations, and thesis/research credits.)[6]
- ***Face-to-Face courses*****:** courses not offered online, including hybrid/blended courses and classroom courses broadcast over the ATM system.
- ***Online courses*****:** a web-based asynchronous course.[7]

[5] Combined-section and cross-listed courses are treated as one section. For team-taught courses, furthermore, the section and student credit hours are split among the instructors of record. In the case of a team-taught course involving two instructors, for example, each instructor would be counted as teaching half a section and half the course's student credit hours. (This occasionally introduces rounding error where the number of sections or student credit hours are broken down by an instructor characteristic. As a consequence, the subgroup *n*s do not always sum precisely to the total *N*, nor do the subgroup percentages always sum precisely to 100%.)

[6] Because of complications with the transition from ISIS to MaineStreet in AY08-09, we were unable to analyze *other* courses in the same manner as lectures/seminars and labs. We therefore provide data for *other* courses only for AY10-11.

[7] These courses are defined using the MaineStreet section numbers 0400, 0990, 0991, 0992, 0993, 0995, 0996, 0999, and, if the MaineStreet instruction mode indicates a web-based class, 0869.

- ***T/TE faculty*:** tenured or tenure-eligible faculty (includes some part-time appointments).
- ***Non-T/TE faculty*:** faculty members who are neither tenured nor tenure-eligible (includes full-time and part-time appointments, whether regular or temporary).
- ***Graduate students*:** teaching assistants or graduate assistants who are the course's instructor of record.
- ***Other instructors*:** instructors who are neither a faculty member (whether T/TE or non-T/TE) nor a graduate student. (*Other instructors* include UMaine employees teaching a course, Army ROTC instructors, instructors employed by another UMS campus, instructors who are compensated by an entity other than UMaine, or non-salaried instructors.)
- ***Non-faculty*:** graduate students and other instructors combined.

- ***Departmental E&G*:** courses generally paid for by the academic unit. (MaineStreet section numbers having a second digit of zero or two [e.g., 0001 or 0288] are considered to be associated with departmental E&G courses.)
- ***Non-departmental E&G*:** courses generally paid for by a unit other than the academic unit offering the course, such as Academ-e, CED, and Section Project courses. (MaineStreet section numbers having a second digit other than zero [e.g., 0860] are considered to be associated with non-departmental E&G courses.)

DISTRIBUTION OF COURSE SECTIONS AND STUDENT CREDIT HOURS BY COURSE LEVEL AND INSTRUCTOR CHARACTERISTICS

Lectures and Seminars: UMaine-wide

The following tables and charts outline, UMaine-wide, the distribution of lecture/seminar course sections and student credit hours (SCHs) across instructor groups, faculty rank, and part-time categories. The detailed data are presented in Tables A1 and A8 in Appendix A.

Table 2. Course Sections and Student Credit Hours by Instructor Group: Lectures and Seminars

		Course Sections						Student Credit Hours					
		Lower-Division		Upper-Division		Graduate		Lower-Division		Upper-Division		Graduate	
		n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
AY08-09	T/TE faculty	437	35%	644	67%	277	60%	67,292	43%	44,780	67%	7,001	54%
	Non-T/TE faculty	597	48%	246	26%	147	32%	67,746	44%	18,251	27%	4,706	36%
	Non-faculty	201	16%	74	8%	41	9%	19,798	13%	3,877	6%	1,328	10%
AY09-10	T/TE faculty	422	36%	641	68%	285	60%	63,254	43%	46,505	68%	8,450	55%
	Non-T/TE faculty	558	48%	247	26%	149	31%	65,189	44%	17,111	25%	5,347	35%
	Non-faculty	177	15%	57	6%	44	9%	18,256	12%	4,543	7%	1,450	10%
AY10-11	T/TE faculty	376	34%	653	69%	294	63%	55,510	39%	47,577	69%	7,827	56%
	Non-T/TE faculty	539	48%	240	25%	137	29%	66,451	47%	17,306	25%	4,822	34%
	Non-faculty	198	18%	51	5%	38	8%	18,720	13%	4,154	6%	1,352	10%

Some observations

- The majority of lower-division course sections and SCHs—about two thirds—were taught by non-T/TE faculty or non-faculty.
- In contrast, T/TE faculty taught roughly two thirds of upper-division course sections and SCHs. At the graduate level, T/TE faculty taught about two thirds of the sections and half of the SCHs.
- There was little change over time in how course sections and SCHs were distributed across instructor groups.

Table 3. Course Sections and Student Credit Hours by Faculty Rank: Lectures and Seminars

		Course Sections						Student Credit Hours					
		Lower-Division		Upper-Division		Graduate		Lower-Division		Upper-Division		Graduate	
		n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
AY08-09	Instructor/Lecturer	467	38%	199	21%	91	20%	53,294	34%	14,795	22%	2,789	21%
	Assistant Professor	152	12%	160	17%	86	18%	19,508	13%	11,259	17%	2,392	18%
	Associate Professor	226	18%	270	28%	127	27%	30,663	20%	18,562	28%	3,756	29%
	Professor	189	15%	262	27%	121	26%	31,573	20%	18,415	28%	2,770	21%
	Non-faculty (no rank)	201	16%	74	8%	41	9%	19,798	13%	3,877	6%	1,328	10%
AY09-10	Instructor/Lecturer	433	37%	192	20%	89	19%	53,265	36%	13,404	20%	3,537	23%
	Assistant Professor	144	12%	131	14%	88	18%	18,349	13%	9,367	14%	2,491	16%
	Associate Professor	222	19%	275	29%	143	30%	26,964	18%	19,962	29%	4,315	28%
	Professor	181	16%	290	31%	114	24%	29,865	20%	20,883	31%	3,454	23%
	Non-faculty (no rank)	177	15%	57	6%	44	9%	18,256	12%	4,543	7%	1,450	10%
AY10-11	Instructor/Lecturer	419	38%	202	21%	83	18%	52,436	37%	14,412	21%	3,159	23%
	Assistant Professor	117	10%	124	13%	62	13%	14,394	10%	9,080	13%	1,921	14%
	Associate Professor	201	18%	276	29%	127	27%	23,637	17%	20,118	29%	3,568	25%
	Professor	178	16%	291	31%	159	34%	31,494	22%	21,273	31%	4,002	29%
	Non-faculty (no rank)	198	18%	51	5%	38	8%	18,720	13%	4,154	6%	1,352	10%

Some observations

- Roughly one third of lower-division course sections and SCHs were taught by instructors/lecturers, compared with only about one fifth of upper-division and graduate sections and SCHs.
- More upper-division and graduate course sections and SCHs were taught by associate or full professors than was the case for lower-division sections and SCHs.
- There was little change over time in how course sections and SCHs were distributed across faculty ranks.

Table 4. Course Sections and Student Credit Hours Taught by Full-Time/Part-Time Status: Lectures and Seminars

		Course Sections						Student Credit Hours					
		Lower-Division		Upper-Division		Graduate		Lower-Division		Upper-Division		Graduate	
		n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
AY08-09	Part-time instructors	631	51%	215	22%	155	33%	62,330	40%	13,055	20%	4,981	38%
	Part-time regular faculty	42	3%	28	3%	5	1%	3,141	2%	2,059	3%	132	1%
	Part-time temporary faculty	388	31%	113	12%	109	23%	39,391	25%	7,119	11%	3,521	27%
	Other instructors	81	7%	68	7%	40	9%	7,404	5%	3,146	5%	1,280	10%
	Graduate students	120	10%	6	1%	1	0%	12,394	8%	731	1%	48	0%
	Full-time faculty	605	49%	749	78%	310	67%	92,506	60%	53,853	80%	8,054	62%
AY09-10	Part-time instructors	565	49%	201	21%	157	33%	54,768	37%	13,553	20%	4,939	32%
	Part-time regular faculty	44	4%	19	2%	9	2%	2,921	2%	1,341	2%	193	1%
	Part-time temporary faculty	344	30%	126	13%	104	22%	33,591	23%	7,669	11%	3,296	22%
	Other instructors	74	6%	50	5%	41	9%	7,104	5%	3,942	6%	1,415	9%
	Graduate students	103	9%	6	1%	3	1%	11,152	8%	601	1%	35	0%
	Full-time faculty	591	51%	744	79%	321	67%	91,930	63%	54,605	80%	10,308	68%
AY10-11	Part-time instructors	563	51%	188	20%	128	27%	54,905	39%	13,304	19%	4,541	32%
	Part-time regular faculty	44	4%	19	2%	9	2%	3,159	2%	1,619	2%	210	1%
	Part-time temporary faculty	321	28%	118	13%	81	17%	33,025	23%	7,531	11%	2,979	21%
	Other instructors	71	6%	43	5%	35	7%	6,708	5%	3,700	5%	1,211	9%
	Graduate students	127	12%	8	1%	3	1%	12,013	9%	454	1%	141	1%
	Full-time faculty	550	49%	756	80%	341	73%	85,775	61%	55,732	81%	9,459	68%

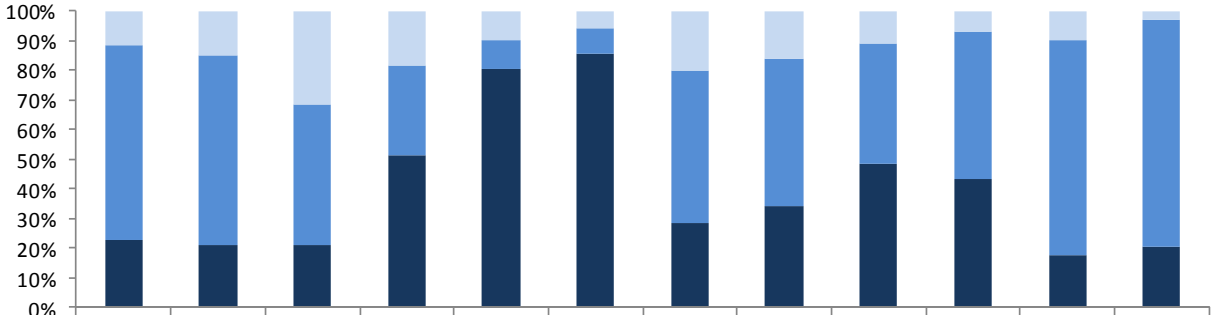
Some observations

- More upper-division and graduate course sections were taught by full-time faculty than was the case with lower-division sections.
- In contrast, more lower-division course sections were taught by part-time instructors than was the case with upper-division or graduate sections.
- Although graduate students were used sparingly for teaching upper-division and graduate course sections, they taught approximately 10% of the lower-division sections and SCHs.
- There was little change across the three years in the degree to which part-time instructors have been used for teaching lectures and seminars.

Lectures and Seminars: By College

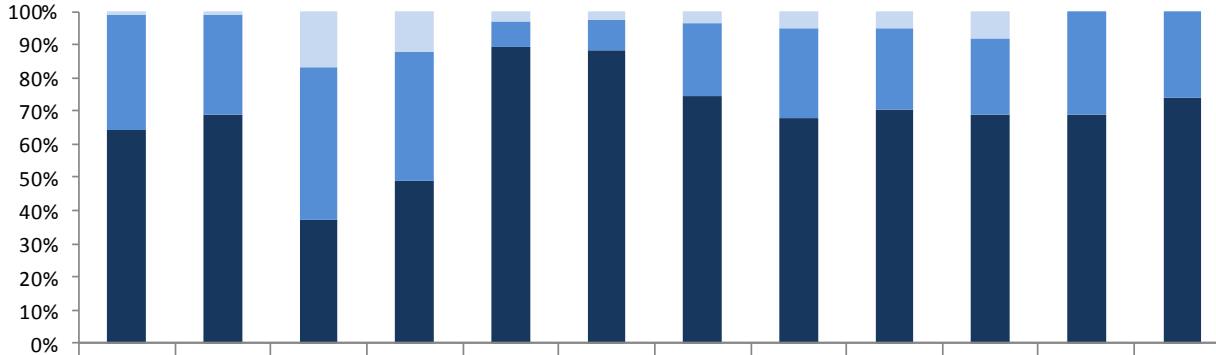
The following three sections outline, by college, the distribution of lecture/seminar course sections and SCHs across instructor groups (Figures 1-3), faculty rank (Figures 4-6), and full-time/part-time status (Figures 7-9). For the purpose of this summary, we highlight the most recent year of data: AY10-11.[8]

Figure 1. Percentage of Course Sections and Student Credit Hours Taught by Instructor Group and College: Lower-Division Lectures and Seminars (AY10-11)



	BPPH		EHD		ENG		LAS		NSFA		Honors	
	Course Sections	SCHs	Course Sections	SCHs	Course Sections	SCHs	Course Sections	SCHs	Course Sections	SCHs	Course Sections	SCHs
Non-faculty	11%	15%	31%	18%	10%	6%	20%	16%	11%	7%	10%	3%
Non-T/TE faculty	66%	64%	48%	30%	10%	9%	51%	50%	40%	50%	73%	76%
T/TE faculty	23%	21%	21%	51%	81%	86%	29%	34%	49%	43%	18%	21%

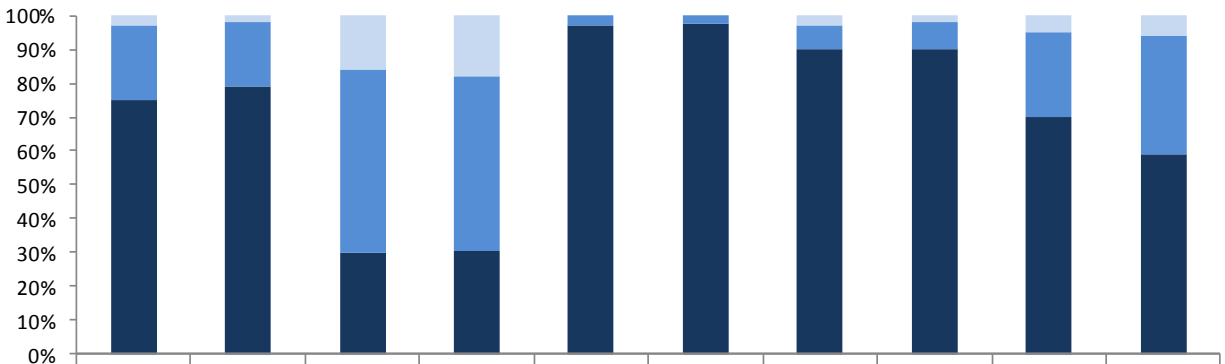
Figure 2. Percentage of Course Sections and Student Credit Hours Taught by Instructor Group and College: Upper-Division Lectures and Seminars (AY10-11)



	BPPH		EHD		ENG		LAS		NSFA		Honors	
	Course Sections	SCHs	Course Sections	SCHs	Course Sections	SCHs	Course Sections	SCHs	Course Sections	SCHs	Course Sections	SCHs
Non-faculty	1%	1%	17%	12%	3%	3%	3%	5%	5%	8%	0%	0%
Non-T/TE faculty	34%	31%	46%	39%	8%	9%	22%	27%	25%	23%	31%	26%
T/TE faculty	64%	69%	37%	49%	89%	89%	75%	68%	70%	69%	69%	74%

[8] The complete set of tables representing all three years for course sections and SCHs can be found in Tables A2-A7 and A9-A14 of Appendix A, respectively.

Figure 3. Percentage of Course Sections and Student Credit Hours Taught by Instructor Group and College: Graduate Lectures and Seminars (AY10-11)

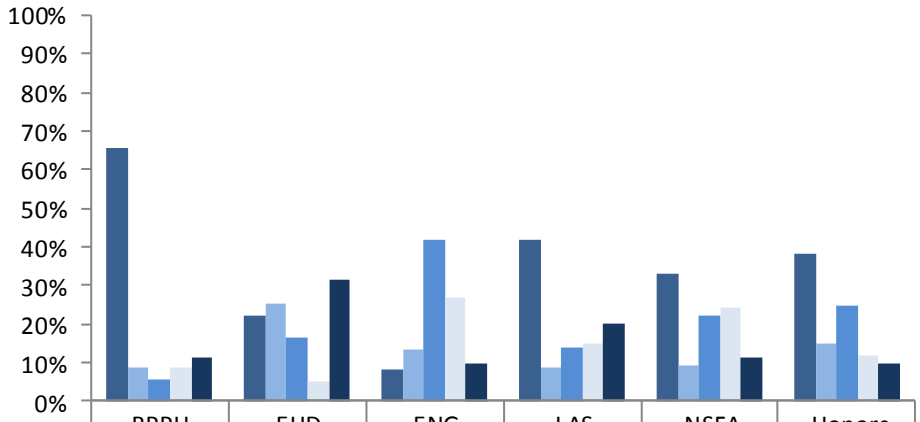


	BPPH		EHD		ENG		LAS		NSFA	
	Course Sections	SCHs	Course Sections	SCHs	Course Sections	SCHs	Course Sections	SCHs	Course Sections	SCHs
Non-faculty	3%	2%	16%	18%	0%	0%	3%	2%	5%	6%
Non-T/TE faculty	22%	19%	54%	51%	3%	3%	7%	8%	25%	35%
T/TE faculty	75%	79%	30%	30%	97%	98%	90%	90%	70%	59%

Some observations (Figures 1-3)

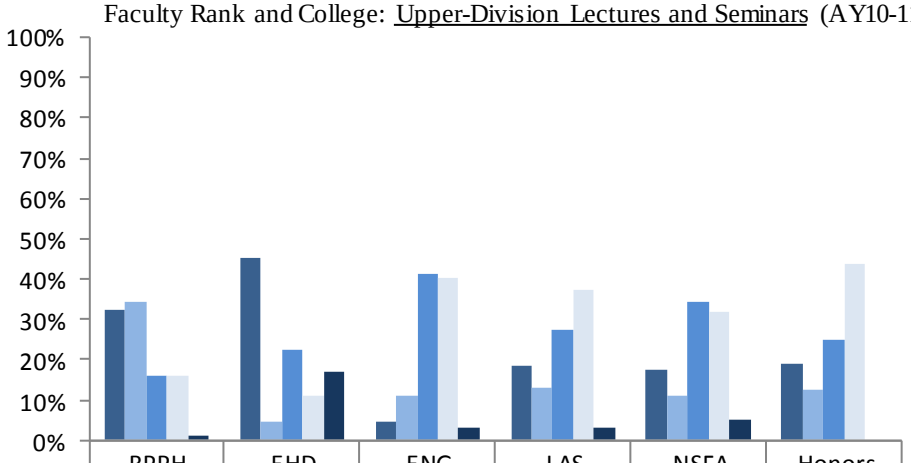
- ENG courses at all levels were predominantly taught by T/TE faculty.
- With the exception of ENG, the majority of lower-division course sections were taught by non-T/TE faculty or non-faculty.
- In all colleges except EHD, the majority of upper-division and graduate course sections were taught by T/TE faculty.

Figure 4. Percentage of Course Sections Taught by Faculty Rank and College: Lower-Division Lectures and Seminars (AY10-11)



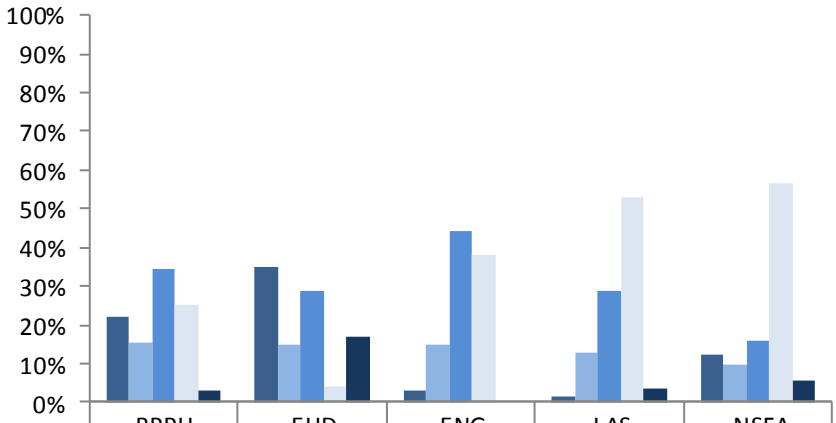
	BPPH	EHD	ENG	LAS	NSFA	Honors
Instructor/Lecturer	66%	22%	8%	42%	33%	38%
Assistant Professor	9%	25%	13%	9%	9%	15%
Associate Professor	6%	16%	42%	14%	22%	25%
Professor	9%	5%	27%	15%	24%	12%
Non-faculty (no rank)	11%	31%	10%	20%	11%	10%

Figure 5. Percentage of Course Sections Taught by Faculty Rank and College: Upper-Division Lectures and Seminars (AY10-11)



	BPPH	EHD	ENG	LAS	NSFA	Honors
Instructor/Lecturer	32%	45%	5%	19%	17%	19%
Assistant Professor	34%	4%	11%	13%	11%	13%
Associate Professor	16%	22%	41%	27%	35%	25%
Professor	16%	11%	40%	38%	32%	44%
Non-faculty (no rank)	1%	17%	3%	3%	5%	0%

Figure 6. Percentage of Course Sections Taught by Faculty Rank and College: Graduate Lectures and Seminars (AY10-11)

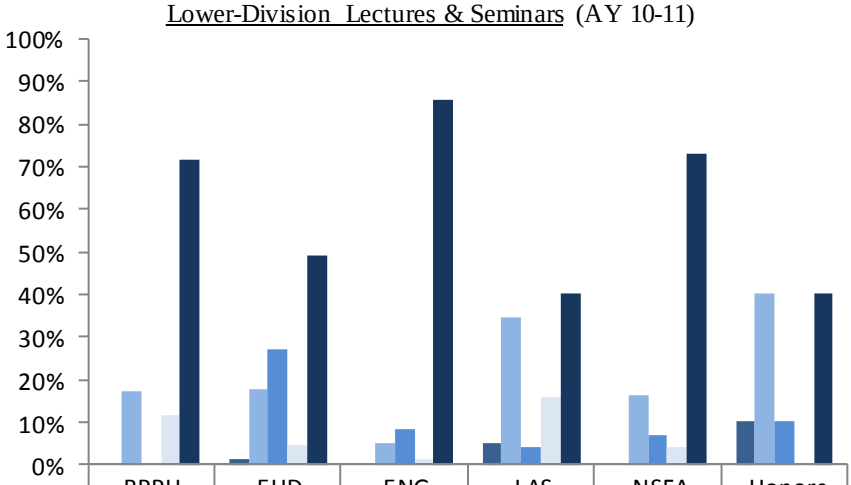


	BPPH	EHD	ENG	LAS	NSFA
Instructor/Lecturer	22%	35%	3%	2%	13%
Assistant Professor	16%	15%	15%	13%	10%
Associate Professor	34%	29%	44%	29%	16%
Professor	25%	4%	38%	53%	57%
Non-faculty (no rank)	3%	17%	0%	4%	5%

Some observations (Figures 4-6)

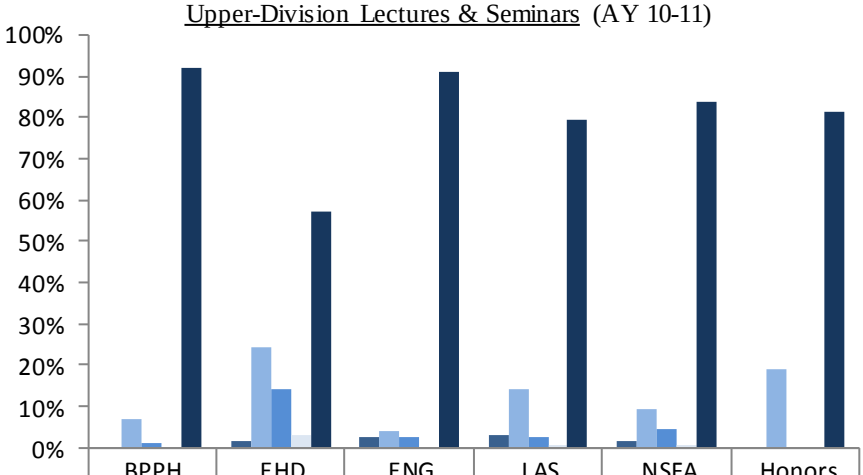
- At all levels, associate or full professors taught the majority of course sections in ENG.
- BPPH, LAS, and NSFA depended more heavily on instructors/lecturers than other ranks for teaching lower-division course sections.
- Associate or full professors taught the majority of upper-division course sections in LAS, NSFA, and Honors, unlike the case in BPPH and EHD.

Figure 7. Percentage of Course Sections Taught by Full-Time/Part-Time Status: Lower-Division Lectures & Seminars (AY 10-11)



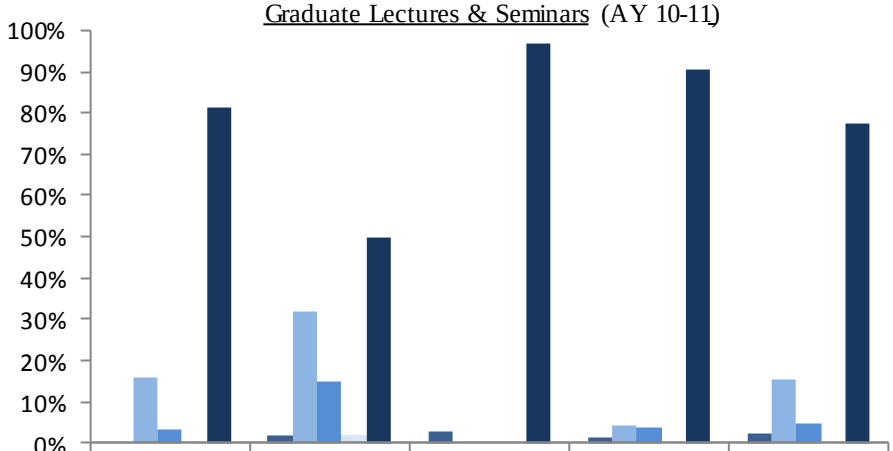
	BPPH	EHD	ENG	LAS	NSFA	Honors
Part-time regular faculty	0%	1%	0%	5%	0%	10%
Part-time temporary faculty	17%	18%	5%	35%	16%	40%
Other instructors	0%	27%	8%	4%	7%	10%
Graduate students	11%	4%	1%	16%	4%	0%
Full-time faculty	71%	49%	86%	40%	73%	40%

Figure 8. Percentage of Course Sections Taught by Full-Time/Part-Time Status: Upper-Division Lectures & Seminars (AY 10-11)



	BPPH	EHD	ENG	LAS	NSFA	Honors
Part-time regular faculty	0%	1%	2%	3%	2%	0%
Part-time temporary faculty	7%	24%	4%	14%	10%	19%
Other instructors	1%	14%	3%	3%	5%	0%
Graduate students	0%	3%	0%	1%	0%	0%
Full-time faculty	92%	57%	91%	80%	84%	81%

Figure 9. Percentage of Course Sections Taught by Full-Time/Part-Time Status: Graduate Lectures & Seminars (AY 10-11)



	BPPH	EHD	ENG	LAS	NSFA
Part-time regular faculty	0%	2%	3%	1%	2%
Part-time temporary faculty	16%	32%	0%	4%	15%
Other instructors	3%	15%	0%	4%	5%
Graduate students	0%	2%	0%	0%	0%
Full-time faculty	81%	50%	97%	91%	77%

Some observations (Figures 7-9)

- Part-time temporary faculty taught roughly one third of the lower-division course sections in Honors and LAS, but fewer than one fifth of sections in the other colleges.
- In ENG, only about 5% of undergraduate course sections, and no graduate sections, were taught by part-time instructors.
- EHD depended on part-time temporary faculty for teaching upper-division and graduate course sections more than other colleges did.

Labs: UMaine-wide

In the following three sections, we summarize the distribution of lab sections and SCHs by instructor group, faculty rank, and full-time/part-time status.[9]

Table 5. Course Sections and Student Credit Hours by Instructor Group: Labs

		Course Sections						Student Credit Hours					
		Lower-Division		Upper-Division		Graduate		Lower-Division		Upper-Division		Graduate	
		n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
AY08-09	T/TE faculty	124	18%	132	54%	21	72%	1,205	18%	1,115	43%	229	79%
	Non-T/TE faculty	171	25%	67	27%	4	14%	2,764	41%	657	25%	39	13%
	Non-faculty	382	56%	47	19%	4	14%	2,816	42%	842	32%	22	8%
AY09-10	T/TE faculty	134	20%	143	55%	20	54%	1,077	15%	1,171	43%	173	40%
	Non-T/TE faculty	174	26%	57	22%	13	35%	3,178	45%	576	21%	223	51%
	Non-faculty	352	53%	60	23%	4	11%	2,857	40%	1,005	37%	39	9%
AY10-11	T/TE faculty	123	20%	157	57%	25	58%	1,087	16%	1,371	41%	131	41%
	Non-T/TE faculty	176	28%	73	26%	15	34%	3,050	46%	921	28%	179	56%
	Non-faculty	326	52%	45	16%	4	8%	2,517	38%	1,049	31%	7	2%

Some observations

- Non-faculty taught more than half of lower-division lab sections, whereas the majority of upper-division and graduate lab sections were taught by T/TE faculty.
- Although the majority of upper-division and graduate lab sections were taught by T/TE faculty, these faculty did not account for the majority of SCHs associated with upper-division and graduate labs (suggesting T/TE faculty taught smaller labs).
- There was little change across the three years in how undergraduate lab sections and SCHs were distributed across instructor groups. At the graduate level, however, there was an increase in the percentage of lab sections taught by non-T/TE faculty.

[9] For the purpose of this analysis, labs have course types of LAB, STU, or MUS. More detailed UMaine-wide data for lab course sections and student credit hours are presented in Tables B1 and B7, respectively. College-level data can be found in Tables B2-B6 and B8-B11, respectively.

Table 6. Course Sections and Student Credit Hours by Faculty Rank: Labs

		Course Sections						Student Credit Hours					
		Lower-Division		Upper-Division		Graduate		Lower-Division		Upper-Division		Graduate	
		n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
AY08-09	Instructor/Lecturer	125	18%	53	22%	2	7%	1,069	16%	291	11%	6	2%
	Assistant Professor	58	8%	27	11%	2	5%	1,383	20%	277	11%	63	22%
	Associate Professor	62	9%	59	24%	4	12%	764	11%	643	25%	41	14%
	Professor	50	7%	61	25%	18	62%	753	11%	561	21%	158	54%
	Non-faculty (no rank)	382	56%	47	19%	4	14%	2,816	42%	842	32%	22	8%
AY09-10	Instructor/Lecturer	116	18%	45	17%	7	19%	1,332	19%	333	12%	83	19%
	Assistant Professor	66	10%	20	8%	4	11%	1,566	22%	178	6%	89	20%
	Associate Professor	65	10%	70	27%	7	18%	713	10%	676	25%	115	26%
	Professor	61	9%	65	25%	15	42%	644	9%	560	20%	109	25%
	Non-faculty (no rank)	352	53%	60	23%	4	11%	2,857	40%	1,005	37%	39	9%
AY10-11	Instructor/Lecturer	116	19%	54	20%	7	16%	1,347	20%	445	13%	33	10%
	Assistant Professor	68	11%	24	9%	7	15%	1,386	21%	352	11%	110	35%
	Associate Professor	60	9%	79	29%	8	19%	711	11%	860	26%	103	32%
	Professor	55	9%	73	27%	18	41%	693	10%	636	19%	64	20%
	Non-faculty (no rank)	326	52%	45	16%	4	8%	2,517	38%	1,049	31%	7	2%

Some observations

- Among faculty, a larger percentage of lower-division lab sections were taught by instructors/lecturers than by any other rank.
- Full professors taught a greater percentage of graduate lab sections compared with any other rank.
- From AY08-09 to AY09-10, there was in increase in the percentage of graduate lab sections and SCHs taught by instructors/lecturers and assistant professors.

Table 7. Course Sections and Student Credit Hours by Full-Time/Part-Time Status: Labs

		Course Sections						Student Credit Hours					
		Lower-Division		Upper-Division		Graduate		Lower-Division		Upper-Division		Graduate	
		n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
AY08-09	Part-time instructors	505	75%	76	31%	8	28%	5,192	77%	1,286	49%	61	21%
	Part-time regular faculty	25	4%	4	2%	0	0%	117	2%	56	2%	0	0%
	Part-time temporary faculty	97	14%	25	10%	4	14%	2,259	33%	388	15%	39	13%
	Other instructors	66	10%	22	9%	3	10%	408	6%	556	21%	20	7%
	Graduate students	316	47%	25	10%	1	3%	2,408	35%	286	11%	2	1%
	Full-time faculty	172	25%	170	69%	21	72%	1,593	23%	1,328	51%	229	79%
AY09-10	Part-time instructors	470	71%	89	34%	14	38%	5,467	77%	1,434	52%	194	45%
	Part-time regular faculty	24	4%	8	3%	0	0%	141	2%	231	8%	0	0%
	Part-time temporary faculty	93	14%	21	8%	10	27%	2,469	35%	198	7%	155	36%
	Other instructors	66	10%	27	10%	4	11%	44	1%	685	25%	39	9%
	Graduate students	287	44%	33	13%	0	0%	2,813	40%	320	12%	0	0%
	Full-time faculty	190	29%	171	66%	23	62%	1,645	23%	1,318	48%	241	55%
AY10-11	Part-time instructors	442	71%	83	30%	17	39%	5,028	76%	1,637	49%	160	50%
	Part-time regular faculty	21	3%	10	4%	1	2%	110	2%	193	6%	0	0%
	Part-time temporary faculty	95	15%	28	10%	12	28%	2,401	36%	396	12%	153	48%
	Other instructors	49	8%	20	7%	3	6%	310	5%	531	16%	5	2%
	Graduate students	277	44%	25	9%	1	2%	2,207	33%	518	15%	2	1%
	Full-time faculty	184	29%	191	70%	26	61%	1,626	24%	1,703	51%	157	50%

Some observations

- Part-time instructors taught the majority of lower-division lab sections, with graduate students and part-time temporary faculty bearing much of the load.
- In contrast, the majority of upper-division and graduate lab sections were taught by full-time faculty.
- Part-time temporary faculty accounted for 28% of graduate lab sections in the most recent year but 48% of the corresponding SCHs (suggesting these faculty taught larger graduate labs).
- Although there was little change over these three years in who taught undergraduate labs, the percentage of graduate lab sections and SCHs taught by part-time temporary faculty both increased.

Other Courses: UMaine-wide

The following three sections outline the distribution of *other* course sections and SCHs across instructor group, faculty rank, and full-time/part-time status for AY10-11. Table 8 provides a description of the included course types by level, with Tables 9-11 reporting these course types in aggregate.[10]

Table 8. *Other* Course Sections by Level: AY10-11

Course Type	Lower-Division		Upper-Division		Graduate	
	n	%	*n*	%	*n*	%
Clinical	6	3%	49	10%	16	3%
Field Experience	8	4%	68	13%	22	4%
Independent Study	34	16%	315	62%	261	42%
Recitation	167	78%	16	3%	0	0%
Research	0	0%	59	12%	69	11%
Thesis	0	0%	5	1%	260	41%
Total	215		512		628	

[10] The detailed UMaine-wide data are presented in Tables C1 and C8; see Tables C2-C7 and C9-C2, respectively, for college-level course sections and SCHs.

Table 9. Course Sections and Student Credit Hours by Instructor Group:
Other Courses (AY10-11)

	Course Sections						Student Credit Hours					
	Lower-Division		Upper-Division		Graduate		Lower-Division		Upper-Division		Graduate	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
T/TE faculty	41	19%	314	61%	515	82%	290	28%	3,646	45%	4,404	67%
Non-T/TE faculty	31	14%	99	19%	73	12%	259	25%	1,497	19%	1,247	19%
Non-faculty	143	67%	99	19%	40	6%	474	46%	2,909	36%	884	14%

Some observations

- Roughly two thirds of lower-division *other* course sections, and approaching half of the associated SCHs, were taught by non-faculty.
- In contrast, the majority of upper-division and graduate *other* course sections were taught by T/TE faculty.
- T/TE faculty taught 82% of graduate *other* course sections but only 67% of the associated SCHs (because T/TE faculty taught a large number of smaller thesis or independent study sections, which generate fewer SCHs).

Table 10. Course Sections and Student Credit Hours by Faculty Rank:
Other Courses (AY10-11)

	Course Sections						Student Credit Hours					
	Lower-Division		Upper-Division		Graduate		Lower-Division		Upper-Division		Graduate	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Instructor/Lecturer	31	14%	84	16%	51	8%	259	25%	1,323	16%	926	14%
Assistant Professor	8	4%	45	9%	89	14%	9	1%	431	5%	679	10%
Associate Professor	22	10%	149	29%	219	35%	173	17%	1,912	24%	1,998	31%
Professor	11	5%	136	27%	229	36%	108	11%	1,477	18%	2,049	31%
Non-faculty (no rank)	143	67%	99	19%	40	6%	474	46%	2,909	36%	884	14%

Some observations

- Among faculty, instructors/lecturers taught the largest percentage of lower-division *other* course sections and SCHs.
- Combined, associate and full professors taught the majority of *other* course sections and SCHs, at both the upper-division level and the graduate level.

Table 11. Course Sections and Student Credit Hours by Full-Time/Part-Time Status: *Other* Courses (AY10-11)

	Course Sections						Student Credit Hours					
	Lower-Division		Upper-Division		Graduate		Lower-Division		Upper-Division		Graduate	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Part-time instructors	154	72%	145	28%	75	12%	665	65%	3,619	45%	1,609	25%
Part-time regular faculty	1	1%	8	2%	3	0%	15	1%	87	1%	24	0%
Part-time temporary faculty	10	5%	38	7%	33	5%	176	17%	623	8%	702	11%
Other instructors	54	25%	97	19%	36	6%	469	46%	2,803	35%	793	12%
Graduate students	89	41%	2	0%	4	1%	5	0%	106	1%	91	1%
Full-time faculty	61	28%	367	72%	553	88%	358	35%	4,432	55%	4,926	75%

Some observations

- Full-time faculty taught the majority of upper-division and graduate *other* course sections and associated SCHs.
- In contrast, almost three quarters of lower-division *other* course sections and SCHs were taught by part-time instructors—mostly graduate students and *other* instructors.

DISTRIBUTION OF COURSE SECTIONS AND STUDENT CREDIT HOURS BY FUNDING SOURCE AND INSTRUCTOR CHARACTERISTICS

Departmental E&G vs. Non-Departmental E&G: UMaine-wide

The following sections highlight how the distribution of course sections and SCHs among instructor group, rank, and full-time/part-time status for departmental E&G courses compares with that of non-departmental E&G courses. (More detailed data can be found in Tables A22 and A28 in Appendix A.) As stated earlier, non-departmental E&G courses are generally those funded through CED, the Section Project, or Academ-e. Because only a small percentage of labs and other courses fall in this category—roughly 10%—we highlight the findings for lectures and seminars only.

Table 12. Course Sections and Student Credit Hours Taught by Instructor Group
(Departmental E&G vs. Non-Departmental E&G: All Course Levels)

		Course Sections				Student Credit Hours			
		Departmental E&G		Non-Departmental E&G		Departmental E&G		Non-Departmental E&G	
		n	%	*n*	%	*n*	%	*n*	%
AY08-09	T/TE faculty	1,235	57%	123	25%	107,854	56%	11,219	26%
	Non-T/TE faculty	682	31%	309	63%	64,542	34%	26,161	60%
	Non-faculty	258	12%	58	12%	18,720	10%	6,283	14%
AY09-10	T/TE faculty	1,219	59%	129	26%	105,710	57%	12,498	28%
	Non-T/TE faculty	644	31%	309	62%	62,319	34%	25,327	56%
	Non-faculty	213	10%	64	13%	16,998	9%	7,250	16%
AY10-11	T/TE faculty	1,204	59%	118	24%	99,742	57%	11,171	24%
	Non-T/TE faculty	617	30%	299	62%	59,457	34%	29,121	62%
	Non-faculty	220	11%	66	14%	17,313	10%	6,912	15%

Some observations

- T/TE faculty taught the majority of the departmental E&G course sections and SCHs.
- In contrast, non-T/TE faculty taught the majority non-departmental E&G sections and SCHs.
- This phenomenon was similar across years.

Table 13. Course Sections and Student Credit Hours Taught by Faculty Rank
(Departmental E&G vs. Non-Departmental E&G: All Course Levels)

		Course Sections				Student Credit Hours			
		Departmental E&G		Non-Departmental E&G		Departmental E&G		Non-Departmental E&G	
		n	%	*n*	%	*n*	%	*n*	%
AY08-09	Instructor/Lecturer	546	25%	211	43%	52,684	28%	18,194	42%
	Assistant Professor	323	15%	74	15%	28,449	15%	4,710	11%
	Associate Professor	531	24%	92	19%	45,400	24%	7,581	17%
	Professor	517	24%	55	11%	45,863	24%	6,895	16%
	Non-faculty (no rank)	258	12%	58	12%	18,720	10%	6,283	14%
AY09-10	Instructor/Lecturer	506	24%	208	41%	52,187	28%	18,019	40%
	Assistant Professor	300	14%	64	13%	26,335	14%	3,872	9%
	Associate Professor	553	27%	87	17%	44,031	24%	7,210	16%
	Professor	504	24%	80	16%	45,477	25%	8,724	19%
	Non-faculty (no rank)	213	10%	64	13%	16,998	9%	7,250	16%
AY10-11	Instructor/Lecturer	498	24%	206	43%	51,676	29%	18,330	39%
	Assistant Professor	258	13%	45	9%	21,403	12%	3,992	8%
	Associate Professor	511	25%	92	19%	40,008	23%	7,315	15%
	Professor	554	27%	75	15%	46,113	26%	10,656	23%
	Non-faculty (no rank)	220	11%	66	14%	17,313	10%	6,912	15%

Some observations

- Among faculty, instructors/lecturers taught the largest percentage of non-departmental E&G course sections and SCHs.
- Combined, associate and full professors accounted for roughly half of departmental E&G course sections and SCHs compared with about one third of non-departmental E&G sections and SCHs.
- There was little change over the three years in how course sections and SCHs were distributed across ranks.

Table 14. Course Sections and Student Credit Hours Taught by Full-Time/Part-Time Status (Departmental E&G vs. Non-Departmental E&G: All Course Levels)

		Course Sections				Student Credit Hours			
		Departmental E&G		Non-Departmental E&G		Departmental E&G		Non-Departmental E&G	
		n	%	*n*	%	*n*	%	*n*	%
AY08-09	Part-time instructors	664	31%	337	69%	50,254	26%	30,112	69%
	Part-time regular faculty	64	3%	11	2%	4,715	2%	617	1%
	Part-time temporary faculty	341	16%	269	55%	26,819	14%	23,212	53%
	Other instructors	145	7%	44	9%	7,361	4%	4,469	10%
	Graduate students	113	5%	14	3%	11,359	6%	1,814	4%
	Full-time faculty	1,511	69%	152	31%	140,862	74%	13,551	31%
AY09-10	Part-time instructors	596	29%	327	65%	44,372	24%	28,888	64%
	Part-time regular faculty	67	3%	5	1%	4,040	2%	415	1%
	Part-time temporary faculty	316	15%	258	51%	23,334	13%	21,222	47%
	Other instructors	114	5%	51	10%	6,881	4%	5,580	12%
	Graduate students	99	5%	14	3%	10,117	5%	1,671	4%
	Full-time faculty	1,480	71%	175	35%	140,656	76%	16,188	36%
AY10-11	Part-time instructors	557	27%	321	66%	40,625	23%	32,121	68%
	Part-time regular faculty	65	3%	7	1%	4,383	2%	605	1%
	Part-time temporary faculty	272	13%	248	51%	18,930	11%	24,604	52%
	Other instructors	101	5%	47	10%	6,355	4%	5,263	11%
	Graduate students	119	6%	19	4%	10,958	6%	1,650	3%
	Full-time faculty	1,484	73%	163	34%	135,887	77%	15,083	32%

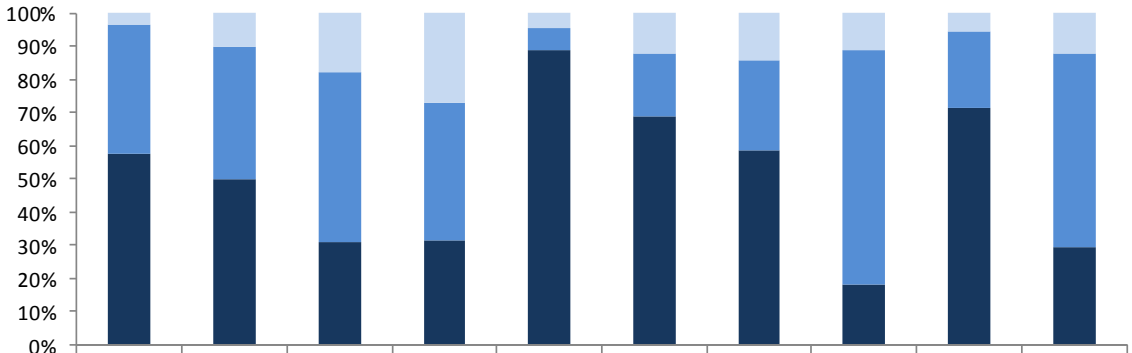
Some observations

- The majority of departmental E&G course sections and SCHs were taught by full-time faculty.
- In contrast, part-time instructors accounted for the majority of non-departmental E&G course sections and SCHs—with part-time temporary faculty carrying most of the load.
- Over these three years, there was a slight decrease in the degree to which part-time instructors taught non-departmental and departmental E&G course sections (and to a lesser extent, SCHs).

Departmental E&G vs. Non-Departmental E&G: By College

In the following sections we highlight, at the college level, how the distribution of course sections and SCHs among instructor group, rank, and full-time/part-time status for departmental E&G courses compares with that of non-departmental E&G courses. (More detailed information for course sections and SCHs can be found in Tables A23-A27 and A29-A33, respectively, in Appendix A.)

Figure 10. Percentage of Course Sections Taught by Instructor Group and College: Departmental E&G vs. Non-Departmental E&G (AY 10-11 Lectures and Seminars - All Course Levels)

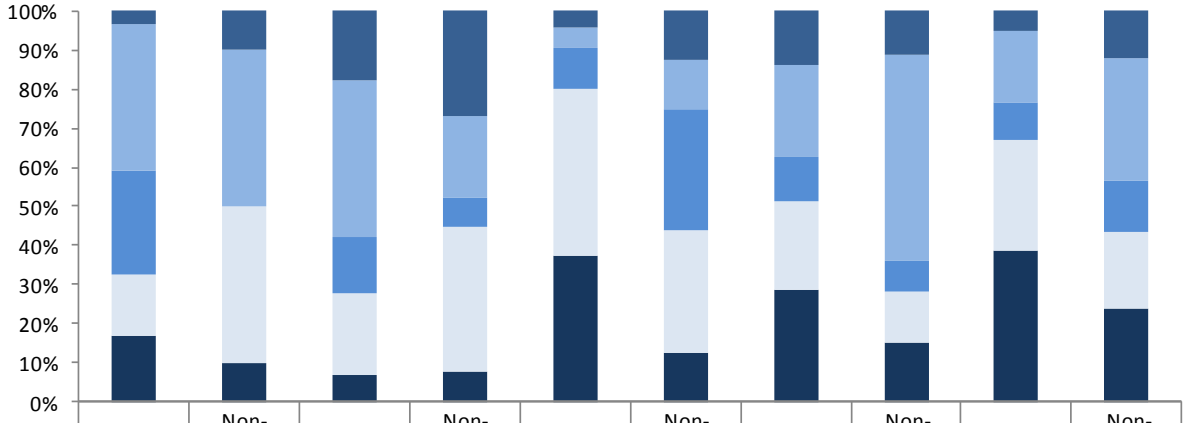


	BPPH		EHD		ENG		LAS		NSFA	
	Dept. E&G	Non-Dept. E&G	Dept. E&G	Non-Dept. E&G	Dept. E&G	Non-Dept. E&G	Dept. E&G	Non-Dept. E&G	Dept. E&G	Non-Dept. E&G
Non-faculty	3%	10%	18%	27%	4%	12%	14%	11%	5%	12%
Non-T/TE faculty	39%	40%	52%	42%	7%	19%	27%	70%	23%	58%
T/TE faculty	58%	50%	31%	31%	89%	69%	59%	18%	72%	29%

Some observations

- In both LAS and NSFA, T/TE faculty accounted for a far greater percentage of departmental E&G course sections than those funded through non-departmental E&G. The two percentages were not as dissimilar in ENG, and they were comparable in BPPH and EHD.
- Over half of departmental E&G course sections in EHD were taught by non-T/TE faculty, compared with only 7% in ENG.

Figure 11. Percentage of Course Sections Taught by Faculty Rank and College:
Departmental E&G vs. Non-Departmental E&G (AY10-11 Lectures and Seminars - All Course Levels)

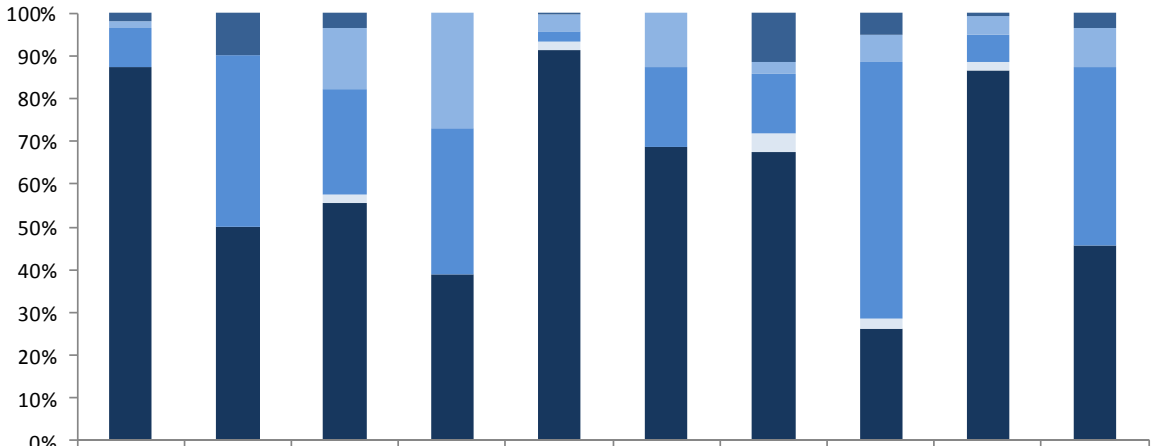


	BPPH		EHD		ENG		LAS		NSFA	
	Dept. E&G	Non-Dept. E&G	Dept. E&G	Non-Dept. E&G	Dept. E&G	Non-Dept. E&G	Dept. E&G	Non-Dept. E&G	Dept. E&G	Non-Dept. E&G
Non-faculty (no rank)	3%	10%	18%	27%	4%	13%	14%	11%	5%	12%
Instructor/Lecturer	38%	40%	40%	21%	5%	13%	24%	53%	18%	31%
Assistant Professor	26%	0%	14%	7%	11%	31%	11%	8%	10%	13%
Associate Professor	16%	40%	21%	37%	43%	31%	23%	13%	28%	20%
Professor	17%	10%	7%	7%	37%	13%	29%	15%	39%	24%

Some observations

- Instructors or lecturers taught over half of LAS non-departmental E&G course sections, compared with one quarter of the departmental E&G sections.
- Associate or full professors taught two thirds of the NSFA departmental E&G course sections, but less than half of the non-departmental E&G sections.

Figure 12. Percentage of Course Sections Taught by Full-Time/Part-Time Status and College: Departmental E&G vs. Non-Departmental E&G (AY10-11 Lectures and Seminars - All Course Levels)



	BPPH		EHD		ENG		LAS		NSFA	
	Dept. E&G	Non-Dept. E&G	Dept. E&G	Non-Dept. E&G	Dept. E&G	Non-Dept. E&G	Dept. E&G	Non-Dept. E&G	Dept. E&G	Non-Dept. E&G
Graduate students	2%	10%	3%	0%	0%	0%	11%	5%	1%	3%
Other instructors	1%	0%	14%	27%	4%	13%	3%	6%	4%	9%
Part-time temporary faculty	9%	40%	25%	34%	3%	19%	14%	60%	6%	42%
Part-time regular faculty	0%	0%	2%	0%	2%	0%	5%	2%	2%	0%
Full-time faculty	88%	50%	56%	39%	91%	69%	67%	26%	87%	45%

Some observations

- In EHD, a quarter of departmental E&G course sections were taught by part-time temporary faculty.
- With the exception of ENG, at least half of non-departmental E&G course sections were taught by part-time instructors (with part-time temporary faculty predominating).
- All colleges relied more heavily on part-time temporary faculty for teaching non-departmental E&G course sections than for teaching departmental E&G sections (the most striking example being LAS).

COMPARING FACE-TO-FACE AND ON-LINE COURSES: DISTRIBUTION OF COURSE SECTIONS AND STUDENT CREDIT HOURS BY INSTRUCTOR CHARACTERISTICS

Face-to-Face vs. Online: UMaine-wide

In this section, we examine the distribution of instructional resources within the context of web-based asynchronous courses versus those offered face to face. (As stated at the outset, the latter include hybrid/blended courses as well as classroom courses broadcast over the ATM system.) Because only a small percentage of labs and *other* courses are taught online—roughly 13%—we focus on lectures and seminars only. Although we distinguish between undergraduate and graduate courses, one should be cautious when interpreting the graduate online course data because of the small number of online sections offered at that level,. (More detailed data are provided in Tables A40 and A46 in Appendix A.)

Table 15. Course Sections and Student Credit Hours Taught by Instructor Group (Online vs. Face-to-Face)

			Course Sections				Student Credit Hours			
			Face-to-Face		Online		Face-to-Face		Online	
			n	%	*n*	%	*n*	%	*n*	%
AY08-09	Undergraduate	T/TE faculty	1,021	49%	60	47%	103,971	51%	8,101	50%
		Non-T/TE faculty	792	38%	52	41%	79,503	39%	6,494	40%
		Non-faculty	259	13%	16	12%	22,017	11%	1,658	10%
	Graduate	T/TE faculty	274	61%	3	20%	6,872	55%	129	22%
		Non-T/TE faculty	136	30%	11	73%	4,283	34%	423	71%
		Non-faculty	40	9%	1	7%	1,280	10%	48	8%
AY09-10	Undergraduate	T/TE faculty	1,002	51%	61	45%	101,537	51%	8,222	49%
		Non-T/TE faculty	743	38%	61	45%	75,901	38%	6,398	37%
		Non-faculty	220	11%	13	9%	20,491	10%	2,308	14%
	Graduate	T/TE faculty	277	61%	8	36%	8,279	57%	171	27%
		Non-T/TE faculty	142	31%	7	32%	5,110	35%	237	38%
		Non-faculty	37	8%	7	32%	1,234	8%	216	35%
AY10-11	Undergraduate	T/TE faculty	963	51%	66	42%	95,197	50%	7,890	43%
		Non-T/TE faculty	701	37%	79	50%	75,243	39%	8,513	47%
		Non-faculty	235	12%	13	8%	21,036	11%	1,838	10%
	Graduate	T/TE faculty	283	63%	12	55%	7,411	56%	417	59%
		Non-T/TE faculty	135	30%	2	7%	4,793	36%	29	4%
		Non-faculty	30	7%	8	38%	1,091	8%	261	37%

Some observations

- Whereas a greater percentage of face-to-face undergraduate course sections were taught by T/TE faculty than by non-T/TE faculty across these three years, this was not consistently the case for online sections.
- Only a fifth of graduate online course sections were taught by T/TE faculty in AY08-09, compared with 55% in AY10-11.

Table 16. Course Sections and Student Credit Hours Taught by Faculty Rank
(Online vs. Face-to-Face)

			Course Sections				Student Credit Hours			
			Face-to-Face		Online		Face-to-Face		Online	
			n	%	*n*	%	*n*	%	*n*	%
AY08-09	Undergraduate	Instructor/Lecturer	627	30%	39	30%	63,416	31%	4,673	29%
		Assistant Professor	299	14%	12	9%	30,190	15%	577	3%
		Associate Professor	461	22%	35	27%	44,857	22%	4,368	27%
		Professor	425	21%	26	20%	45,010	22%	4,977	31%
		Non-faculty (no rank)	259	13%	16	13%	22,017	11%	1,658	10%
	Graduate	Instructor/Lecturer	89	20%	2	13%	2,726	22%	63	11%
		Assistant Professor	77	17%	8	53%	2,065	17%	327	55%
		Associate Professor	124	28%	3	20%	3,669	30%	87	15%
		Professor	120	27%	1	7%	2,695	22%	75	13%
		Non-faculty (no rank)	40	9%	1	7%	1,280	10%	48	8%
AY09-10	Undergraduate	Instructor/Lecturer	577	29%	48	35%	62,052	31%	4,617	27%
		Assistant Professor	267	14%	9	7%	27,191	14%	525	3%
		Associate Professor	461	23%	35	25%	42,900	22%	4,026	24%
		Professor	440	22%	31	23%	45,296	23%	5,452	32%
		Non-faculty (no rank)	220	11%	13	10%	20,491	10%	2,308	14%
	Graduate	Instructor/Lecturer	89	20%	0	0%	3,537	24%	0	0%
		Assistant Professor	81	18%	7	32%	2,254	15%	237	38%
		Associate Professor	138	30%	5	23%	4,192	29%	123	20%
		Professor	111	24%	3	14%	3,406	23%	48	8%
		Non-faculty (no rank)	37	8%	7	32%	1,234	8%	216	35%
AY10-11	Undergraduate	Instructor/Lecturer	560	29%	62	39%	61,070	32%	5,777	32%
		Assistant Professor	227	12%	13	8%	22,486	12%	987	5%
		Associate Professor	440	23%	36	23%	40,118	21%	3,637	20%
		Professor	436	23%	33	21%	46,765	24%	6,002	33%
		Non-faculty (no rank)	235	13%	13	8%	21,036	11%	1,838	10%
	Graduate	Instructor/Lecturer	83	18%	0	0%	3,159	24%	0	0%
		Assistant Professor	61	14%	2	7%	1,852	14%	69	10%
		Associate Professor	122	27%	5	24%	3,419	26%	149	21%
		Professor	153	34%	7	31%	3,774	28%	228	32%
		Non-faculty (no rank)	30	7%	8	38%	1,091	8%	261	37%

Some observations

- Combined, associate and full professors taught 27% of graduate online course sections in AY08-09, which increased to 55% by AY10-11. (A similar pattern emerged for SCHs.)
- For all years at the undergraduate level, the distribution of online course sections and SCHs across faculty ranks was generally comparable to that of face-to-face sections.

Table 17. Course Sections and Student Credit Hours Taught by Full-Time/Part-Time Status (Face to Face vs. Online)

			Course Sections				Student Credit Hours			
			Face-to-Face		Online		Face-to-Face		Online	
			n	%	*n*	%	*n*	%	*n*	%
AY08-09	Undergraduate	Part-time instructors	791	38%	54	43%	68,340	33%	7,045	43%
		Part-time regular faculty	70	3%	0	0%	5,200	3%	0	0%
		Part-time temporary faculty	462	22%	39	31%	41,123	20%	5,387	33%
		Other instructors	135	7%	14	11%	9,203	4%	1,347	8%
		Graduate students	124	6%	2	2%	12,814	6%	311	2%
		Full-time faculty	1,281	62%	73	57%	137,151	67%	9,208	57%
	Graduate	Part-time instructors	143	32%	12	80%	4,510	36%	471	79%
		Part-time regular faculty	4	1%	1	7%	99	1%	33	6%
		Part-time temporary faculty	99	22%	10	67%	3,131	25%	390	65%
		Other instructors	39	9%	1	7%	1,232	10%	48	8%
		Graduate students	1	0%	0	0%	48	0%	0	0%
		Full-time faculty	307	68%	3	20%	7,925	64%	129	22%
AY09-10	Undergraduate	Part-time instructors	707	36%	60	44%	60,993	31%	7,328	43%
		Part-time regular faculty	63	3%	0	0%	4,262	2%	0	0%
		Part-time temporary faculty	424	22%	46	34%	36,240	18%	5,020	30%
		Other instructors	111	6%	13	10%	9,022	5%	2,024	12%
		Graduate students	109	6%	1	1%	11,469	6%	284	2%
		Full-time faculty	1,258	64%	75	56%	136,936	69%	9,600	57%
	Graduate	Part-time instructors	146	32%	11	50%	4,588	31%	351	56%
		Part-time regular faculty	9	2%	0	0%	193	1%	0	0%
		Part-time temporary faculty	100	22%	4	18%	3,161	22%	135	22%
		Other instructors	34	7%	7	32%	1,199	8%	216	35%
		Graduate students	3	1%	0	0%	35	0%	0	0%
		Full-time faculty	311	68%	11	50%	10,035	69%	273	44%
AY10-11	Undergraduate	Part-time instructors	681	36%	70	44%	59,726	31%	8,481	46%
		Part-time regular faculty	62	3%	1	1%	4,715	2%	63	0%
		Part-time temporary faculty	384	20%	56	35%	33,975	18%	6,580	36%
		Other instructors	105	6%	9	5%	9,081	5%	1,327	7%
		Graduate students	130	7%	5	3%	11,956	6%	511	3%
		Full-time faculty	1,218	64%	88	56%	131,750	69%	9,760	54%
	Graduate	Part-time instructors	118	26%	10	45%	4,250	32%	290	41%
		Part-time regular faculty	9	2%	0	0%	210	2%	0	0%
		Part-time temporary faculty	80	18%	2	7%	2,950	22%	29	4%
		Other instructors	27	6%	8	38%	950	7%	261	37%
		Graduate students	3	1%	0	0%	141	1%	0	0%
		Full-time faculty	330	74%	12	55%	9,045	68%	416	59%

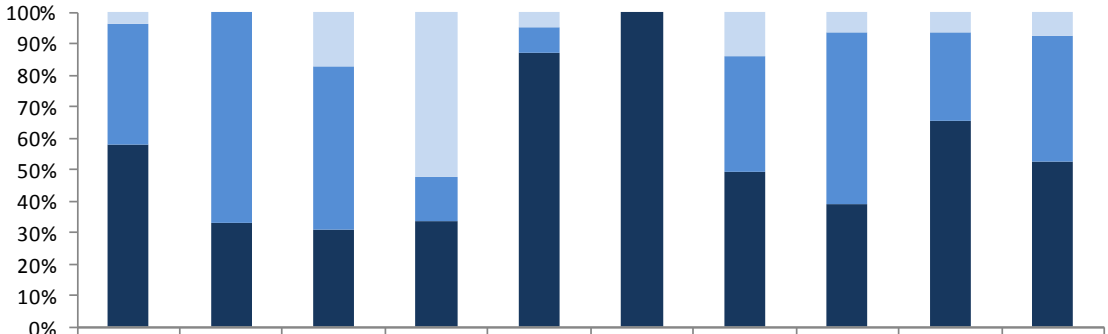
Some observations (Table 17)

- Part-time temporary faculty taught a larger percentage of undergraduate online course sections and SCHs (roughly a third) than was the case with face-to-face sections and SCHs (roughly a fifth).
- At the graduate level, the percentage of online course sections and SCHs taught by full-time faculty increased across these three years—from about one fifth in AY08-09 to just over one half in AY10-11.

Face-to-Face vs. Online: By College

We now turn to making these comparisons at the college level. (The detailed data are provided in Tables A41-A45 and A47-A51, respectively, for sections and SCHs.)

Figure 13. Percentage of Course Sections Taught by Instructor Group and College : Online vs. Face-to-Face (AY10-11 Lectures and Seminars - All Course Levels)

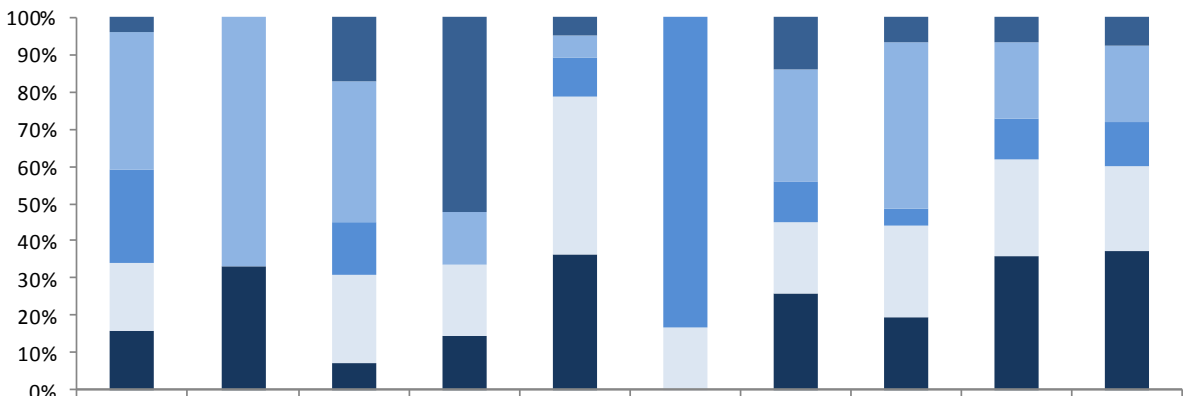


	BPPH		EHD		ENG		LAS		NSFA	
	Face-to-Face	Online	Face-to-Face	Online	Face-to-Face	Online	Face-to-Face	Online	Face-to-Face	Online
Non-faculty	4%	0%	17%	52%	5%	0%	14%	6%	6%	8%
Non-T/TE faculty	38%	67%	52%	14%	8%	0%	37%	55%	28%	40%
T/TE faculty	58%	33%	31%	33%	87%	100%	49%	39%	65%	53%

Some observations

- In BPPH, LAS, and NSFA, a larger percentage of online course sections were taught by non-T/TE faculty than was the case with face-to-face sections.
- Over a half of the online course sections in EHD were taught by non-faculty compared with only one third taught by T/TE faculty.

Figure 14. Percentage of Course Sections Taught by Faculty Rank and College: Online vs. Face-to-Face (AY10-11 Lectures and Seminars - All Course Levels)

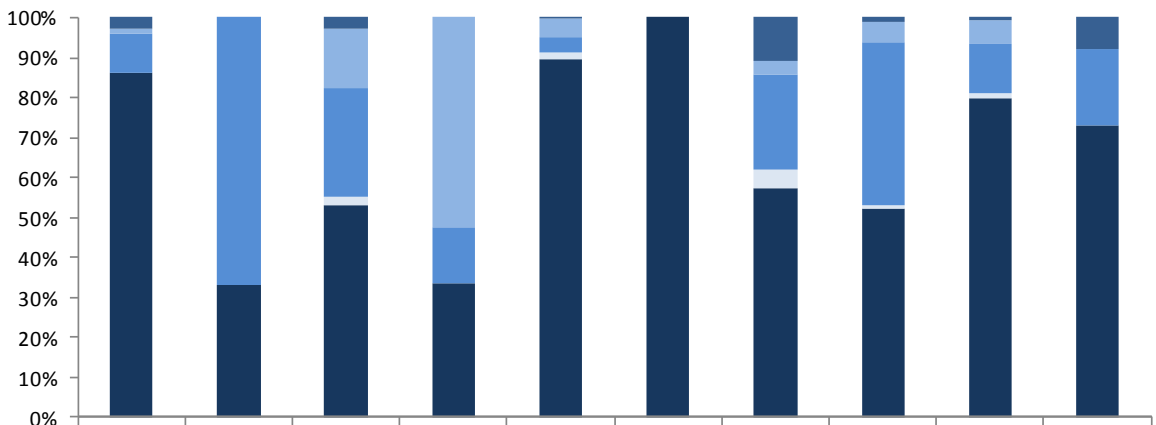


	BPPH		EHD		ENG		LAS		NSFA	
	Face-to-Face	Online	Face-to-Face	Online	Face-to-Face	Online	Face-to-Face	Online	Face-to-Face	Online
Non-faculty (no rank)	4%	0%	17%	52%	5%	0%	14%	6%	6%	8%
Instructor/Lecturer	37%	67%	38%	14%	6%	0%	30%	45%	20%	21%
Assistant Professor	25%	0%	14%	0%	11%	83%	11%	5%	11%	12%
Associate Professor	18%	0%	24%	19%	43%	17%	19%	25%	26%	23%
Professor	16%	33%	7%	14%	36%	0%	26%	19%	36%	37%

Some observations

- Full professors taught a slightly higher percentage of online than face-to-face course sections in EHD, BPPH, and NSFA, but a lower percentage in LAS and ENG.
- BPPH and LAS relied more heavily on instructors/lecturers for teaching online sections than for teaching face-to-face courses.

Figure 15. Percentage of Course Sections Taught by Full-Time/Part-Time Status and College: Online vs. Face-to-Face (AY10-11 Lectures and Seminars - All Course Levels)



	BPPH		EHD		ENG		LAS		NSFA	
	Face-to-Face	Online	Face-to-Face	Online	Face-to-Face	Online	Face-to-Face	Online	Face-to-Face	Online
Graduate students	3%	0%	3%	0%	0%	0%	11%	1%	1%	8%
Other instructors	1%	0%	15%	52%	4%	0%	3%	5%	6%	0%
Part-time temporary faculty	10%	67%	27%	14%	4%	0%	24%	41%	12%	19%
Part-time regular faculty	0%	0%	2%	0%	2%	0%	4%	1%	2%	0%
Full-time faculty	86%	33%	53%	33%	90%	100%	57%	52%	80%	73%

Some observations

- BPPH, LAS, and NSFA relied more heavily on part-time temporary faculty for teaching online course sections than for teaching face-to-face sections.
- The percentage of online course sections taught by full-time faculty ranged from 33% in EHD to 100% in ENG.