

TO: President Donna Carroll, Provost Cheryl Johnson-Odim, and the Faculty Affairs Committee

FROM: Full-time faculty task force

SUBJECT: Recommendations for increasing the percentage of courses taught by full-time faculty

DATE: April 6, 2015

Dominican's strategic plan, "Pathways to Distinction," had a goal of increasing the percentage of courses taught by full-time faculty from 60% in 2010 to 65% in 2015. However, in fall of 2014 the percentage had declined to 57%. In the last five years, the number of full-time faculty has increased by 3%, whereas the number of part-time faculty has increased by 16%. Noting a need to increase the percentage of courses taught by full-time faculty, the president and provost asked Jeff Carlson, dean of RCAS and associate provost for undergraduate education, to assemble a task force to work on this and to develop some recommendations.

The task force sought to develop recommendations that would achieve this goal, in ways that would be responsible in terms of our mission, academic excellence, and financial vitality for Dominican. We seek to maintain our "competitive advantage" wherein relationships between students and faculty are critical to our teaching mission, and where we stand out significantly from our peers, aspirants, and competitors in such sources as the National Survey of Student Engagement.

Jeff consulted with the Faculty Affairs Committee, who solicited colleagues to serve on the task force. Task force members include Mohamed Askar (BSB), Sheila Bauer-Gatsos (RCAS/English), Ric Calabrese (RCAS/communications), Veena Carlson (RCAS/Italian), Mary Pat Fallon (GSLIS), Cyrus Grant (RCAS/computer science), Bill Jenkins (RCAS/theatre), Dennis Kirchen (SOE), Rose Ann Mathai (RCAS/nutrition), Jeanette Mokry (RCAS/mathematics), Josephine Sarvis (SOE), and Leticia Villarreal Sosa (GSSW).

The task force began meeting toward the end of the fall 2014 semester. It considered various sources of information (see appendices). It began by generating many potential recommendations, and eventually narrowed the list to the recommended items found below.

As a baseline: In fall 2014, of the 770 regular, parent courses taught university-wide, 438 (57%) were taught by full-time faculty.

Recommendations:

1. **Hire more full-time faculty.**
  - a. Use the growing DU budget to hire additional full-time faculty.
  - b. Add additional endowed chairs through the capital campaign.

- c. Consider potential reallocations from other areas in the university budget, possibly administration/staff positions, campus renovations, etc.
    - i. If we hire two more fulltime faculty reallocating budget from other positions, we will get 6 additional courses taught by full time faculty each semester. Using the fall 2014 numbers, this will result in an increase of fulltime taught courses by **0.78%**. This recommendation may be budget neutral or save/cost us money, depending on the salaries of the administrators/staff being replaced by faculty.
  - d. Have some full-time faculty take on partial administrative roles to replace some full-time administrators or staff, reducing administrative budget and allowing for hiring more full-time faculty. If current faculty do this, it could create openings for new faculty lines.
2. **Increase the annual teaching load for newly hired full-time Lecturers to 8 courses per year** rather than 6, with increased compensation of \$8,000 per year (equivalent to the full-time faculty overload rate). Current Lecturers would be given the option of increasing their teaching loads up to 8 courses per year. Acknowledging Lecturers who may teach 4-credit courses, newly hired Lecturers will not be required to teach more than 14 credit hours per semester.
- a. In 2014-2015, Dominican has 20 lecturers. If each taught an additional 2 courses, this would replace 40 adjunct courses with full-time faculty. It would have resulted in 458 courses in fall 2014 taught by full-time faculty, rather than 438, which is a **2.6%** difference, increasing the overall rate from 57% to 59.5%.
  - b. Cost: 20 additional \$8,000 salary increases per year = \$160,000. Subtracting 40 adjunct salaries that would be replaced, at an average salary of \$2,825 per course, the net cost would be approximately **\$47,000**.
3. **Provide tenure-track or tenured faculty the option of teaching 7 courses per year.**
- a. One option is to encourage full-time faculty to teach more overloads. In 2014-2015, there were 30 overloads university-wide. We recommend establishing a university-wide target of 70 per year, to be carefully worked out at the school/department level, including taking into account the circumstances of pre-tenure faculty.
- This would mean approximately 1/4 of the tenured/tenure-track faculty would teach one overload per semester. This would result in an additional 20 courses per semester taught by full-time faculty. Combined with recommendation 2 (above), this would have resulted in 478 courses in fall 2014 taught by full-time faculty, another **2.6%** increase, for a total percentage of 62% rather than 57%.
- i. Ordinarily, full-time faculty should be given the option to teach an overload before a course is offered to an adjunct faculty member.
  - ii. Careful consideration should be given to the faculty member's teaching effectiveness, and to ensure that a faculty member's continuing record of scholarship is not compromised.

- iii. Cost: 40 additional overloads per year = \$160,000, based on \$4,000 per course. Subtracting 40 adjunct salaries that would be replaced, at an average salary of \$2,825 per course, the net cost would be approximately **\$47,000**.
  - b. Another option is allowing continuing faculty to choose, in consultation with their dean/chair, to be on a 7 course contract with additional compensation.
- 4. **Ask academic units to review maximum class sizes with an eye toward increasing some of them where feasible**, consulting some comparative data from other schools. This would result in some cost savings, as fewer sections would have to be taught. Classroom capacities and class times would need to be considered.
  - a. If this recommendation allowed us to offer 8 fewer sections of courses per semester, it would result in a savings of **\$22,600** and increase the percentage of courses taught by fulltime faculty by **0.6%**.
- 5. **Deans/chairs should review low enrollment majors/programs for possible phasing out**. This would allow for reallocation of some faculty lines, and may eliminate some low enrollment courses as well.
  - a. If this recommendation resulted in 10 fewer courses being offered each semester, it would result in a savings of **\$28,250** and increase the percentage of courses taught by fulltime faculty by **0.75%**.
- 6. **Reduce the number of low enrollment courses**.
  - a. Implement a “directed study” category, in which low enrollment courses would not count toward a full-time faculty load. Faculty would be compensated on a per-credit basis instead. This would result in more courses taught by full-time faculty, and may also result in a cost savings.
    - i. If this recommendation resulted in 12 fewer courses being offered each semester, it would increase the percentage of courses taught by fulltime faculty by **0.9%**. This proposal would probably also save some money, but the amount would be limited as faculty would be paid to teach directed study courses.
  - b. Implement publication of multi-year course schedules (course and term, not specific times), allowing students to plan more effectively, potentially resulting in fewer courses needing to be offered.
  - c. Consider increasing the minimum class size of lower level courses, multi-section courses, and electives, consulting some comparative data from other schools.
    - i. If this recommendation allowed us to offer 8 fewer sections of courses per semester, it would result in a savings of **\$22,600** and increase the percentage of courses taught by fulltime faculty by **0.6%**.
- 7. **Ask units to consider reducing the number of course releases given to full-time faculty**, replacing some releases with stipends. This year there are 55 course releases university-wide. 45 are administrative, 8 pre-tenure, and 2 for grants.

- a. Encourage stipends rather than course buyouts for grants.
  - b. Give pre-tenure faculty the option of applying for a one-time \$4,000 summer stipend instead of applying for the one-time pre-tenure course release.
  - c. Conduct a university-wide review of course release practices and stipend amounts.
  - d. Encourage more chairs to take a \$4,000 overload instead of a course release.
  - e. If these recommendations are implemented and we assume that half the pre-tenure faculty (4 per year) take the summer stipends and half the chairs (12) take overload stipends we will get 8 extra courses taught by fulltime faculty each semester. This will cost the university an additional **\$22,600**, but increase the percentage of courses taught by fulltime faculty by **1.04%**.
8. **Eliminate or limit the number of co-taught courses, or count them as only ½ of a course** for each full-time faculty member. Exceptions would need to be approved by the department chair (if applicable), dean, and provost. Faculty might be given a stipend.

### Appendices

- Fall 2014 data on courses taught by full-time faculty
- 2014-2015 course releases and overloads
- Minimum class sizes at other universities
- Teaching loads at other universities
- Sample of some maximum class sizes at other universities
- “Directed Study” proposal
- Dominican University Faculty and Staff Trends 2010-2014

Fall 2014 Data on Courses Taught by Full-time Faculty

| Department/School    | # of Classes |            |            | % FT       | # Students   | Avg Class Size |                        |
|----------------------|--------------|------------|------------|------------|--------------|----------------|------------------------|
|                      | FT           | PT         | Total      |            |              |                |                        |
| HS                   | 0            | 4          | 4          | 0%         | 15           | 4              |                        |
| LS                   | 0            | 9          | 9          | 0%         | 53           | 6              |                        |
| SPCS                 | 0            | 3          | 3          | 0%         | 20           | 7              |                        |
| <b>AI</b>            | <b>0</b>     | <b>16</b>  | <b>16</b>  | <b>0%</b>  | <b>88</b>    | <b>6</b>       |                        |
| AMST                 | 1            | 0          | 1          | 100%       | 10           | 10             |                        |
| APRL                 | 11           | 1          | 12         | 92%        | 162          | 14             |                        |
| ART                  | 15           | 5          | 20         | 75%        | 218          | 11             |                        |
| ARTH                 | 2            | 1          | 3          | 67%        | 57           | 19             |                        |
| BIOL                 | 30           | 3          | 33         | 91%        | 697          | 21             |                        |
| CAS                  | 10           | 6          | 16         | 63%        | 241          | 15             |                        |
| CHEM                 | 14           | 16         | 30         | 47%        | 515          | 17             |                        |
| CIS                  | 8            | 4          | 12         | 67%        | 287          | 24             |                        |
| CPSC                 | 7            | 1          | 8          | 88%        | 147          | 18             |                        |
| CRIM                 | 4            | 3          | 7          | 57%        | 145          | 21             |                        |
| ENGL                 | 21           | 23         | 44         | 48%        | 778          | 18             | Hseu not teaching      |
| FREN                 | 3            | 2          | 5          | 60%        | 71           | 14             |                        |
| GERM                 | 0            | 1          | 1          | 0%         | 14           | 14             |                        |
| HIST                 | 9            | 5          | 14         | 64%        | 269          | 19             | Taylor not teaching    |
| HNEN                 | 1            | 1          | 2          | 50%        | 33           | 17             |                        |
| HNSM                 | 3            | 3          | 6          | 50%        | 93           | 16             |                        |
| HNTD                 | 1            | 0          | 1          | 100%       | 17           | 17             |                        |
| ID                   | 2            | 3          | 5          | 40%        | 101          | 20             |                        |
| ITAL                 | 3            | 3          | 6          | 50%        | 66           | 11             | Triggiano not teaching |
| LAS                  | 31           | 26         | 57         | 54%        | 1000         | 18             |                        |
| LLAS                 | 1            | 0          | 1          | 100%       | 8            | 8              |                        |
| MATH                 | 24           | 12         | 36         | 67%        | 748          | 21             |                        |
| MUS                  | 0            | 13         | 13         | 0%         | 149          | 11             |                        |
| NSC                  | 2            | 1          | 3          | 67%        | 52           | 17             |                        |
| NURS                 | 7            | 4          | 11         | 64%        | 72           | 7              |                        |
| NUTR                 | 8            | 24         | 32         | 25%        | 584          | 18             |                        |
| PHIL                 | 7            | 3          | 10         | 70%        | 232          | 23             | Nnam not teaching      |
| PHYS                 | 10           | 4          | 14         | 71%        | 175          | 13             |                        |
| POSC                 | 8            | 2          | 10         | 80%        | 166          | 17             |                        |
| PSYC                 | 20           | 6          | 26         | 77%        | 520          | 20             |                        |
| SJCE                 | 0            | 1          | 1          | 0%         | 4            | 4              |                        |
| SOC                  | 7            | 9          | 16         | 44%        | 311          | 19             |                        |
| SPAN                 | 11           | 9          | 20         | 55%        | 307          | 15             | Ibarra not teaching    |
| SWG                  | 2            | 0          | 2          | 100%       | 49           | 25             |                        |
| THEA                 | 4            | 4          | 8          | 50%        | 84           | 11             |                        |
| THEO                 | 10           | 4          | 14         | 71%        | 320          | 23             |                        |
| <b>AS</b>            | <b>297</b>   | <b>203</b> | <b>500</b> | <b>59%</b> | <b>8702</b>  | <b>17</b>      |                        |
| ACCT                 | 6            | 3          | 9          | 67%        | 186          | 21             |                        |
| BAD                  | 22           | 5          | 27         | 81%        | 593          | 22             |                        |
| ECON                 | 4            | 8          | 12         | 33%        | 268          | 22             |                        |
| GSB                  | 13           | 7          | 20         | 65%        | 316          | 16             |                        |
| <b>GB</b>            | <b>45</b>    | <b>23</b>  | <b>68</b>  | <b>66%</b> | <b>1363</b>  | <b>20</b>      |                        |
| MCR                  | 0            | 6          | 6          | 0%         | 59           | 10             |                        |
| <b>GI</b>            | <b>0</b>     | <b>6</b>   | <b>6</b>   | <b>0%</b>  | <b>59</b>    | <b>10</b>      |                        |
| LIS                  | 27           | 13         | 40         | 68%        | 462          | 12             |                        |
| <b>GL</b>            | <b>27</b>    | <b>13</b>  | <b>40</b>  | <b>68%</b> | <b>462</b>   | <b>12</b>      |                        |
| ECE                  | 2            | 1          | 3          | 67%        | 15           | 5              |                        |
| ECEA                 | 4            | 2          | 6          | 67%        | 108          | 18             |                        |
| ECED                 | 4            | 0          | 4          | 100%       | 26           | 7              |                        |
| EDU                  | 20           | 6          | 26         | 77%        | 308          | 12             |                        |
| EDUA                 | 7            | 21         | 28         | 25%        | 474          | 17             |                        |
| EDUB                 | 1            | 7          | 8          | 13%        | 66           | 8              |                        |
| EDUC                 | 6            | 1          | 7          | 86%        | 86           | 12             |                        |
| SEDU                 | 1            | 2          | 3          | 33%        | 48           | 16             |                        |
| SPEA                 | 2            | 9          | 11         | 18%        | 215          | 20             |                        |
| SPED                 | 7            | 1          | 8          | 88%        | 59           | 7              |                        |
| <b>SE</b>            | <b>54</b>    | <b>50</b>  | <b>104</b> | <b>52%</b> | <b>1405</b>  | <b>14</b>      |                        |
| SWK                  | 15           | 21         | 36         | 42%        | 550          | 15             |                        |
| <b>SW</b>            | <b>15</b>    | <b>21</b>  | <b>36</b>  | <b>42%</b> | <b>550</b>   | <b>15</b>      |                        |
| <b>TOTAL DU</b>      | <b>438</b>   | <b>332</b> | <b>770</b> | <b>57%</b> | <b>12629</b> | <b>16</b>      |                        |
| <b>Undergraduate</b> |              |            |            |            |              |                |                        |
| RCAS                 | 297          | 203        | 500        | 59%        | 8702         | 17             |                        |
| Business             | 32           | 16         | 48         | 67%        | 1047         | 22             |                        |
| Education            | 7            | 3          | 10         | 70%        | 134          | 13             |                        |
| Total Undergrad      | 336          | 222        | 558        | 60%        | 9883         | 18             |                        |

>= 70% FT  
< 50% FT

**2014 - 2015 Course Releases and Overloads**

|                 | Course Releases |            |          |           | Overloads |
|-----------------|-----------------|------------|----------|-----------|-----------|
|                 | Administrative  | Pre-tenure | Grants   | Total     |           |
| BSoB            | 0               | 0          | 0        | 0         | 1         |
| SSW             | 3               | 2          | 0        | 5         | 1         |
| SoE             | 7               | 1          | 2        | 10        | 3         |
| GSLIS           | 3               | 0          | 0        | 3         | 0         |
| RCAS            | 32              | 5          | 0        | 37        | 25        |
| <b>DU Total</b> | <b>45</b>       | <b>8</b>   | <b>2</b> | <b>55</b> | <b>30</b> |

### Minimum Class Sizes at Other Universities

| University    | Minimum Class Size | Comments                          |
|---------------|--------------------|-----------------------------------|
| DU            | 7                  |                                   |
| Aurora        | 8                  |                                   |
| USF           | 8                  |                                   |
| Benedictine   | 10                 | 6 for upper level in some schools |
| Concordia     | 10                 | 6 for some mission related        |
| Trinity       | 8                  |                                   |
| North Central | 6                  |                                   |
| St Xavier     | 10                 | Officially it is 12               |
| Elmhurst      | 10                 |                                   |

## Teaching Loads at DU, Peer, Aspirant, Competitor and ACCA Schools

| Institution Name                                     | Yearly Teaching Load | Comments   |
|--|----------------------|--|
| Dominican University                                 | 18                   |  |
| <b>PEER INSTITUTIONS</b>                             |                      |  |
| Benedictine University                               | 24                   |  |
| Capital University                                   | 24                   |  |
| Elmhurst College                                     | 24                   |  |
| Lewis University                                     | 24                   |  |
| Maryville University of Saint Louis                  |                      |  |
| North Central College                                | 21                   |  |
| Saint Ambrose University                             |                      |  |
| Saint Edward's University                            |                      |  |
| Saint Marys College of California                    |                      |  |
| Saint Xavier University                              | 24                   | <i>Tenured or tenure track faculty can secure a standard course reassignment reducing it to 21</i>           |
| St Catherine University                              | 24                   |  |
| University of Detroit Mercy                          |                      |  |
| University of Indianapolis                           | 25                   | <i>25, but will soon be 24. In the future there may be a one course release for leadership and research.</i> |
| <b>ASPIRANT INSTITUTIONS</b>                         |                      |  |
| Bradley University                                   | 18/24                | <i>18 for research productive faculty, 24 for non-research productive faculty</i>                            |
| Butler University                                    | 18/24                | <i>18 for tenure-track and 24 for non-tenure-track.</i>  |
| Creighton University                                 |                      |  |
| Drake University                                     | 18                   |  |
| John Carroll University                              | 24                   | <i>faculty active in research can get a reduction of 3 credits in one semester or both</i>                   |
| Valparaiso University                                | 24                   | <i>a few departments have moved to 21 and a very few faculty teach 18</i>                                    |
| <b>COMPETITORS</b>                                   |                      |  |
| Benedictine University                               | 24                   |  |
| Columbia College Chicago                             |                      |  |
| Concordia University                                 | 24                   |  |
| DePaul University                                    |                      |  |
| Elmhurst University                                  | 24                   |  |
| Illinois State University                            |                      |  |
| Lewis University                                     | 24                   |  |
| Loyola University Chicago                            | 12 to 24             | <i>Depends on level of research, tenure track or not...</i>  |
| Northeastern Illinois University                     |                      |  |
| Northern Illinois University                         |                      |  |
| Roosevelt University                                 |                      |  |
| University of Illinois-Chicago                       |                      |  |
| University of Illinois-Urbana                        |                      |  |
| <b>ASOCIATED COLLEGES OF THE CHICAGO AREA (ACCA)</b> |                      |  |
| Aurora University                                    | 24                   |  |
| Benedictine University                               | 24                   |  |
| Concordia University                                 | 24                   |  |
| Elmhurst University                                  | 24                   |  |
| Judson University                                    |                      |  |
| Lewis University                                     | 24                   |  |
| North Central College                                | 21                   |  |
| North Park University                                | 24                   |  |
| Olivet Nazarene                                      | 24                   |  |
| Saint Xavier University                              | 24                   | <i>Tenured or tenure track faculty can secure a standard course reassignment reducing it to 21</i>           |
| Trinity Christian College                            | 24                   | <i>Extra pay if more than 100 students; 9 prep hours per semester</i>  |
| Trinity International University                     |                      |  |
| University of Saint Francis                          | 24                   |  |
| Wheaton College                                      | 24                   | <i>Lower for faculty who have doctoral students working under them.</i>                                      |



**Maximum Class Sizes at Other Universities**

| <b>Course</b>                             | <b>Max Class Size</b> |
|---|-----------------------|
| <b>North Central College</b>              |                       |
| ENG*115 First-Year Writing                | 22                    |
| MTH*107 Elementary Mathematics I          | 35                    |
| MTH*108 Elementary Mathematics II         | 35                    |
| MTH*121 College Algebra                   | 35                    |
| SPN*101 Elementary Spanish I              | 24                    |
| SPN*102 Elementary Spanish II             | 24                    |
| HST*108 Western Civilization III          | 35                    |
| HST*115 Topics in U.S. History            | 35                    |
| HST*120 Chicago History                   | 35                    |
| HST*140 Modern Ireland                    | 35                    |
| HST*155 Global Perspective:Modern Era     | 35                    |
| HST*165 Introduction to East Asia         | 35                    |
| <b>Lewis University</b>                   |                       |
| 061111 COLLEGE WRITING I                  | 18                    |
| 061121 COLLEGE WRITING 2                  | 18                    |
| 131191 INTERMEDIATE ALGEBRA               | 26                    |
| 131151 COLLEGE MATHEMATICS                | 18                    |
| 211031 1ST YR SPANISH 1 ☐                 | 15                    |
| 211041 1ST YR SPANISH 2 ☐                 | 15                    |
| 091011 CULTURE & CIVILZ I                 | 25                    |
| 09102E CULTURE & CIVILZ II                | 25                    |
| <b>Loyola University</b>                  |                       |
| ENGL 100 Developmental Writing            | 15                    |
| MATH 100 - Intermediate Algebra           | 25                    |
| MATH 117 - Precalculus I                  | 37                    |
| MATH 118 - Precalculus II                 | 37                    |
| SPAN 101 - Spanish I                      | 20                    |
| HIST 101 - Evol Wstrn Idea Inst to 17cent | 40                    |
| HIST 102 - Evol Wstrn Idea Inst Sn 17cent | 18                    |
| <b>Aurora University</b>                  |                       |
| ENG-1000 Intro to Academic Writing        | 22                    |
| MTH-1010 Foundations of Algebra           | 30                    |
| MTH-1100 College Algebra                  | 33                    |
| SPN-1120 Elementary Spanish I             | 30                    |
| SPN-1220 Elementary Spanish II            | 30                    |
| HIS-1200 American History I (to 1877)     | 30                    |
| HIS-1210 American Hist II (since 1877)    | 30                    |
| <b>Elmhurst College</b>                   |                       |
| ENG-105 Composition I                     | 18                    |
| ENG-106 Composition II                    | 22                    |
| MTH-121 College Algebra                   | 30                    |
| SPN-101 Elementary Spanish I              | 17                    |
| SPN-102 Elementary Spanish II             | 17                    |
| HIS-111 Survey of Westrn Civilizatn I     | 25                    |
| HIS-112 Survey of Westrn Civilizatn II    | 25                    |
| HIS-116 Survey Non-West Civilizatn II     | 25                    |
| HIS-170 Latin American History            | 25                    |
| <b>St. Xavier University</b>              |                       |
| ENGL-100 Intro. to Rhetoric and Writing   | 18                    |
| ENGL-120 Rhetoric and Writing             | 25                    |
| MATH-099 Intermediate Algebra             | 26                    |
| MATH-112 College Algebra                  | 30                    |
| SPAN-101 Elementary Spanish I             | 25                    |
| SPAN-102 Elementary Spanish II            | 25                    |
| HIST-101 World History to 1500            | 30                    |
| HIST-102 World History Since 1500         | 30                    |
| HIST-103-01 U.S. History to 1877          | 30                    |
| HIST-104-01 U.S.Hist.Since 1877           | 30                    |

# Directed Study

## Proposed bulletin description

Students who wish to take a regular university course in a term when it is not offered may seek to do so through a Directed Study option. Permission for Directed Study must be obtained from the faculty member, the student's department chairperson if applicable, and the appropriate dean. Forms for enrolling in Directed Study are available from the Registrar's Office. Directed Study courses will be so designated on the student's transcript, displaying the title of the course taken.

### Rationale and internal rules:

- This is in part a remedy for canceling low-enrollment courses that some students really need to take in that term.
- Students must make the case that they cannot wait until the course is offered on a regular class basis, e.g. students approaching their final term before graduation who need a specific course to complete a program.
- Ordinarily for 1-3 students (but may go up to 6).
- Directed Study courses will be designated on the student's transcript displaying the regular title of the course taken.
- The registrar will supply a special section number to be used for all directed study courses, similar to what is done now to designate undergraduate Community-Based Learning courses, with the "70" section number. This way, it should be easy for each school to tally the credit hours in Directed Study courses at the end of the term so that faculty stipends can be paid.
- One RCAS department, MFL, already uses the term "directed study" and so their use of this will need to be modified.
- The time on the course schedule would be listed as "by arrangement" and the faculty member would adhere to the guidelines set forth in our "definition of a credit hour" policy in terms of the blend of face-to-face and other.
- Faculty would be paid per credit hour up to a maximum of \$4,000.
- Directed Study courses do not count toward the teaching load for a full-time faculty member.
- Faculty would be expected to provide a syllabus as they would for other courses offered on a regular class basis.
- The provost may still approve some courses running as regular (not directed study) sections with fewer than seven students, determined as at present on a case-by-case basis.
- Directed study courses will not count towards a full-time faculty teaching load.

**Dominican University Faculty and Staff Trends  
2010 - 2014**

|                             | 2010 | 2011 | 2012 | 2013 | 2014 | % Change |
|-----------------------------|------|------|------|------|------|----------|
| FTE Students*               | 2841 | 2799 | 2860 | 2859 | 2900 | 2%       |
| Number of full time faculty | 156  | 156  | 153  | 158  | 161  | 3%       |
| Number of part time faculty | 207  | 214  | 218  | 217  | 241  | 16%      |
| FTE Faculty*                | 225  | 227  | 226  | 230  | 241  | 7%       |
| Number of full time staff   | 217  | 228  | 225  | 218  | 217  | 0%       |
| Number of part time staff   | 37   | 46   | 39   | 51   | 61   | 65%      |
| FTE Staff*                  | 229  | 243  | 238  | 235  | 237  | 3%       |

**Ratio of FTE Students per Staff Group**

|                           | 2010 | 2011 | 2012 | 2013 | 2014 | % Change |
|---------------------------|------|------|------|------|------|----------|
| Full time faculty         | 18.2 | 17.9 | 18.7 | 18.1 | 18.0 | -1%      |
| Part time faculty         | 13.7 | 13.1 | 13.1 | 13.2 | 12.0 | -12%     |
| FTE Faculty               | 12.6 | 12.3 | 12.7 | 12.4 | 12.0 | -5%      |
| Number of full time staff | 13.1 | 12.3 | 12.7 | 13.2 | 13.4 | 2%       |
| Part time staff           | 76.8 | 60.8 | 73.3 | 77.3 | 47.5 | -38%     |
| FTE Staff                 | 12.4 | 11.5 | 12.0 | 12.2 | 12.2 | -1%      |

\* FTE Students = Undergraduate credit hours divided by 15 and graduate credit hours divided by 12. FTE Faculty = FT faculty + 1/3 PT faculty. FTE Staff = FT staff + 1/3 PT staff.

Note: The number of part-time faculty excludes 29 full-time administrators and staff who teach on a part-time basis.

Source: IPEDS Fall Enrollment, EAP and HR surveys