**Summary of Findings**

**Use of Course of Record vs Instructor of Record for Distribution of Tuition Revenue by SCH**

Question 1: To what extent are the data sufficiently complete to allow us to attribute SCH to units based on instructor of record?

As shown in Table 1 below, only 87% of SCH can cleanly be attributed to units based on Instructor of Record. Additional rule sets would need to be developed to deal with the remaining 13% of SCH. More specifically:

* 1.4% of total ABB SCH do not have an assigned instructor or the instructor cannot be mapped to HR info
* We need to use the “percentage involvement” information so that we can correctly attribute SCH to unit multiple faculty are teaching a course section. Unfortunately, the system collects percentage involvement for each course meeting of a course section. As a result, if, for example a course meets M,W,F and also on Thursday and if Thursday’s instructor is different that the MWF instructor, the total percentage involvement for the course section can be more than 100% (300% is not uncommon). Moreover, we don’t have contact hour/meeting duration information for each meeting, so there is no obvious basis on which SCH for a course section be divided between multiple instructors in such instances. While we could develop a rule set (ranging from simple to quite complex), it seems worth noting that this issue creates ambiguity in the attribution of 7.1% of total ABB SCH.
* 1.5% of SCH are attributable to faculty who are not being paid by the UW (that is, there is no record of payment in the payroll system). In those instances, to what unit should that instructor’s efforts be attributed? If I go further and look at people with a very low FTE (e.g., 0.01), I recall that I believe that in some cases what will show up in payroll is the expense of paying for parking for instructors who are not paid for their instructional effort, so this issue affects more than 1.5% of SCH.
* Another issue arises when an instructor has multiple paid appointments. Instructors with multiple paid appointments account for 1.9% of total ABB SCH. Again, it will not be a problem to divide this SCH out, but we would need a set of rules by which to do so. As an example, if 40% of a person’s paid FTE is associated with one unit and 60% with another, should we do a 40/60 split? What if one of these units is not an ABB-revenue-generating unit? What if one of the appointments is associated with an academic job class code and the other with a professional job class code?
* Finally, 0.8% of SCH are attributable to faculty who have a single appointment, but that appointment is not in an ABB-revenue-generating unit (most are administrative units, a bit comes from UW Bothell and UW Tacoma teaching UW Seattle courses).

**Table 1**

Table 2 shows a comparison of the mapping based on course of record and that based on instructor of record for the 87% of SCH that can be compared without the creation of additional rule sets.

As shown, 97.4% of SCH map the same using course of record and instructor of record. The four schools/colleges with lower percentages are the Grad School, Undergraduate Academic Affairs, School of Medicine, and School of Public Health.



