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# University Fact Book definitions of categories of personnel

Submitted by: Fred Mynard

4/2/2012

## Question:

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What is the definition of the personnel category "Executive/Admin/Managerial" used to assemble data in the university Fact Book?

What criteria are applied to allocate a given position to the category "Faculty" or to the category "Executive/Admin/Managerial"?

## Rationale:

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Determining the number of administrative positions and the number of faculty positions has proved difficult, and the results have varied widely depending on the criteria/definitions applied, as the summary of data obtained so far, included below, shows. In order to track changes over time, the fact book official GSU data, published every year, would be the most practical tool and would eliminate the need for recurrent RFIs and time consuming analysis of different sources. This RFI is hopefully aimed at clarifying definitions, perhaps correcting them, and establishing transparency via agreed-upon definitions that will not be altered without discussion of any such changes with the faculty senate.

SUMMARY of data obtained so far:

1) in response to Marc Cyr's RFI dated 9/5/2011, the administration provided data showing that in 2007 we had 149 administrators and 697 faculty, while in 2011 we had 120 administrators and 770 faculty. That is, we had 20% fewer administrators and 10% more faculty in 2011 than we did in 2007.

2) In contrast, the fact book data for the same period indicates a large increase in the number of administrators: in the Fall 2007, we had 83 Executive/Admin/Managerial and 724 Faculty, and in the Fall 2010, we had 194 Executive/Admin/Managerial and 736 Faculty, which represents 133% increase in the number of Executive/Admin/Managerial personnel, compared to a 1.7% increase in Faculty over that four-year period.

3) a more hands-on analysis of the human resources data performed by senate librarian Tony Barilla suggests a picture between these two extremes (see Minutes of March 19, 2012 senate meeting): over the same period, we added, according to this analysis, 62 faculty lines and 31 administrative lines. In 2007, 269 admin type positions for 675 faculty; in 2011, 300 admin type positions for 737 faculty; a 11.5% increase in admin positions to compare to a 9.2% increase in faculty lines.

## Response:

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Minutes: 6/6/2012: University Fact Book Personnel Categories and Trends Update: Rob Yarbrough (COSM).

Year (Fall) Exec/Admin/Managerial Faculty\*

2007            83            727

2008            82            757

2009            84            746

2010            194\*\*        759

2011            204            771

%of change 2007-2011 (accounting for department Dept/Unit heads)

120.            48            9.21

%change 2010-2011 5.15 1.58

\*Total Full Time Faculty (Full Time Regular plus Full Time Temporary Faculty)

\*\*Reclassification of dept/unit heads from faculty to Exec/Admin/Managerial accounts for approximately 21 of these positions beginning in 2010

Source: All data were compiled from the University Fact Book for each academic year. Yarbrough thanked Paul Michaud, Human Resources officer; Alana DeAngelis, Business and Finance support; and Jayne Perkins Brown, Associate VP of Strategic Resources and Analysis, for taking time to help him try to tease out this information. He did not worry so much about anything except for essentially looking at the Fact Book numbers to see if there is any reason that there cannot be a fair comparison over the years that Marc Cyr initially queried about, 2007-2011. The Senate has received different answers from some of these queries. Answers depends on, we

found out, issues of B-CATs and IPEDS, and how faculty may or may not be categorized or what these categories mean when we look at the Fact Book numbers. Each employee is assigned one and only one B-CAT, and those B-CATs that we learned about at the April Faculty Senate meeting have not changed during this time period;

any change would have to come from the Board of Regents and it hasn't. All full-time faculty have a 200 B-CAT and anyone who is a twelve-month employee and acquires annual leave is not considered part of the "faculty" category. This is one reliable way to begin to distinguish between the Executive/Administrative/Managerial category and the faculty category in the Fact Book.

Administrators like President Keel, Provost Moore, deans, associate deans, have always been 100 B-CATs, and they have always been a part of that Exec/Admin/Managerial category in the Fact Book. Faculty -- which includes tenure-track, lecturers, temporary faculty -- have always been 200 B-CAT and are always faculty in the Fact Book.

What has changed, he thought, and this is a discussion he had with Paul Michaud, is that during the change from Peoplesoft to ADP, someone recognized that department chairs and unit heads were likely being classified incorrectly, that is, they had the wrong B-CAT, and this was corrected with the switch to ADP, which accounts for about 21 of the new Exec/Admin/Managerial employees as of fall 2010, so that of the increase from 84 in 2009 to 194, 21 can be accounted for by this move -- 21 fewer in the faculty category, 21 more in the other. If you look at just the 2010 through 2011 numbers, the ratio of those changes or growth in Exec/Admin/Managerial to growth in faculty has become much more comparable, there is much more parity now, and going forward he would expect that to continue given the report that the President gave. Moderator Krug said she could allow only one minute for questions, but noted that much of this information -- the B-CATS and all of the other vocabulary and jargon associated with that -- is in the minutes of the April Senate meeting. Fred Mynard (COSM) pointed out how much this data supported the previous motion on the moratorium.

4/10/2012: On April 10, the Senate Executive Committee approved this request for inclusion on the agenda of the April 17 meeting of the Faculty Senate. Members have requested that Ms. Jayne Perkins-Brown provide the information.

Minutes: 4/17/2012:

A Request for Information about the University Fact Book Definitions of Categories of Personnel: Fred Mynard (COST): Mynard read his question: What is the definition of the personnel category "Executive/Admin/Managerial" used to assemble data in the university Fact Book? What criteria are applied to allocate a given position to the

category "Faculty" or to the category "Executive/Admin/Managerial"? Mod Krug noted that the Senate Executive Committee asked Jayne Perkins Brown to respond, and Brown and Paul Michaud would provide that information. Paul Michaud (Human Resources) gave a little history: Many years ago, we had "B-Codes." In 2002, the USG asked Georgia State University, University of Georgia, Medical College of Georgia, Georgia Southern, and Georgia College and State University to come up with a new system called "B-CATS." That's what we use. Whenever HR gets a request for classification or re-classification of a new position at the University, the manager of Comp and Class goes to the B-CATS classification structure, and that will determine what numbering system or code they give in order for the IPEDS report to be generated year after year. IPEDS set definitions [inserted below] that describe administrative/executive/professional, etc. That is the information that Dr. Jayne Perkins Brown uses in order to generate her IPEDS report. This is a statewide system that we adhere to in order to generate similar information from each institution in the USG.

Jayne Perkins Brown (Strategic Research) added that IPEDS is a suite of surveys. HR is one of the ones in that collection. IPEDS stands for Integrated Postsecondary Education Data System. This is part of the National Center for Educational Statistics. So you'll see often NCES IPEDS. Michaud noted there are nine categories:

- positions that fall in the 100 series called executive/administrators.
- 200 series is faculty/academics
- 300 other administrative professionals
- 400 other professionals
- 500 series called clerical/secretarial.
- 600 technical paraprofessional
- 700 skilled crafts
- 800 service maintenance
- 900 other

He believed Cyr, Barilla, and others were interested in the administrative/executive group, which is the 100 series. Depending on the title of the position, Human Resources affixes a B-CATS code, then the IPEDS report is generated by Alana DeAngelis. He urged the Senate to remember that 2 ½ years ago we went from PeopleSoft to ADP, and so going from system to system the numbers may have changed. We also made a decision not too long ago to include all chairs in the administrative/executive group.

Alana DeAngelis (HR) noted chairs have always been considered B-CATS IPED Executive/Managerial; however, in previous years they've been reported as faculty. This year, with direction from the Provost's office, they are reported as Executive to fall in line with the rest of the University System.

Moderator Krug asked if every USG institution, all 35, have the same definition of a department chair as a B-CATSS 100 manager/administrator.

DeAngelis said yes.

Marc Cyr (CLASS) said that when the SEC got the initial responses to this most recent RFI on this subject, he hunted down IPEDS online, and so had their Executive/Administrative/Managerial definition in hand: Did the pertinent B-CATS match the IPED Executive/Administrative/Managerial definition?

Michaud could only make an assumption that back in 2002 that was the reason why they went with B-CATS, to provide consistent data to IPEDS, so he could only say that hopefully all 35 institutions are using the same B-CATS codes, and only hope that the B-CATS code equals this IPED.

DeAngelis (HR) said she uses the same file to generate the IPEDS Report and the Fact Book, so it's the same population for both, and the same numbers that we report to IPEDS are reported to the Fact Book.

Moderator Krug asked what B-CATS stands for. DeAngelis did not know. Michaud said that CAT stands for categories, but he never could find out what the B was.

Krug rephrased: ". . . when you publish the Fact Book, you use IPEDS, but is that information the same as the B-CATS, so the B-CATS and the IPEDS are both represented in the Fact Book, or is it only the IPEDS or is it the B-CATS or some[thing] else?"

Jayne Perkins Brown (Strategic Research) clarified that the Fact Book comes from HR; her office collected that information from HR and reported it as is. Typically, in all of the HR data, in the IPEDS HR survey especially, Academic Affairs staff and HR staff collaborate because of the faculty positions and administrative/academic positions that are in there.

Krug wondered, if the Fact Book says Human Resources and Human Resources is presenting IPEDS, then why are we referring to B-CATS unless IPEDS and B-CATS are Synonymous?

DeAngelis backed up a little: When a position is created it's assigned a BCAT. That BCAT is determined to have IPEDS code 1234, etc., by the Board of Regents. So when we say BCAT and IPEDS code, it's the same for everybody across the state; anybody

who uses this BCAT gets this IPEDS code. We're told this BCAT is this IPEDS code. We cannot change that.

Cyr asked, "So the B-CATS are what we use to report to IPEDS, but the IPEDS definition of what we're reporting isn't necessarily the B-CATS?"

DeAngelis replied, "So a BCAT code for us looks like 3946X, and in IPED 1, 2, 3, or 4. It's kind of like, it's different types of cars. A BCAT is a Toyota versus a car. The IPED is a car, whereas the BCAT that is for your position is a Toyota or a Honda."

Cyr said his RFI of last fall that got this ball rolling was trying to find out who is doing what work and for how much money. We're still trying to find that out. He had to think that somebody knows who is doing what work, partly because they're giving them money. He figured that if you are giving them money, you know who they are and what they do. Brown said each of those numbers in the IPEDS survey, and there are pages of outputs in the IPEDS survey itself, as well as the table in the Fact Book, are supported by individual rows of data. At any time those could be provided if it is within the scope of confidentiality and HR policy.

Jill Lockwood (COBA) said it's even worse than what the senate was hearing. She was interim chair for the Accounting department, but was listed and treated as a faculty member with an extra summer stipend. She still can't figure out if she was BCATted or IPEDded or what.

Paul Michaud (HR) said the decision as to whether she was an administrator or not did not come from Human Resources, but from the Provost's office.

Moderator Krug said it seemed to her, then, that if we looked at every human being in the B-CAT 100 range, from 110 all the way up to 196, which includes all department chairs, that would give us the information that Fred Mynard asked about. Michaud agreed.

Mynard said that sounded "more or less like an answer." He added that all this started from the question of what amount of our resources is going towards administration and how much to faculty lines, and it turned out to be difficult to split these categories, and in particular the Fact Book numbers were kind of wide, showing a very large increase in administrative lines, and a very small increase in faculty lines, and the point is to try to clarify the definitions we can go by to compare these data year to year, so that we don't have to go through all this discussion again.

Paul Michaud (HR) agreed; consistency is HR's goal.

Lowell Mooney (COBA) understood that there are multiple B-CATS mapping into a given IPED, but wanted to pursue Cyr's other question, whether there is a salary range associated with each B-CAT or IPED count, such that when a person moved from one IPED number to another their pay could be impacted.

Michaud said there are set ranges, a minimum point and a maximum. We have people over the maximum because we've either had to hire in that way because of market conditions or other economic reasons, but most of the people are within the ranges of that particular pay grade.

We have 41 pay grades. The first seven are not used, so it's actually 34.

[ Here are the IPEDS definitions found online by the Senate Secretary, inserted here to help clarify for readers of these minutes.]

Term Definition	Related Terms
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Adjunct faculty	Non-tenure track faculty serving in a temporary or auxiliary capacity to teach specific courses on a course-by-course basis. Includes both faculty who are hired to teach an academic degree-credit course and those hired to teach a remedial, developmental, or ESL course; whether the latter three categories earn college credit is immaterial. Excludes regular part-time faculty (who, unlike adjuncts are not paid on a course-by-course basis), graduate assistants, full-time professional staff of the institution who may teach individual courses (such as a dean or academic advisor), and appointees who teach non-credit courses exclusively.
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Faculty Persons identified by the institution as such and typically those whose initial assignments are made for the purpose of conducting instruction, research or public service as a principal activity (or activities). They may hold academic rank titles of professor, associate professor, assistant professor, instructor, lecturer or the equivalent of any of those academic ranks. Faculty may also include the chancellor/president, provost, vice provosts, deans, directors or the equivalent, as well as associate deans, assistant deans and executive officers of academic departments (chairpersons, heads or the equivalent) if their principal activity is instruction combined with research and/or public service. The designation as "faculty" is separate from the activities to which they may be currently assigned. For example, a newly appointed president of an institution may also be appointed as a faculty member. Graduate, instruction, and research assistants are not included in this category.

Full-time instructional faculty Those members of the instruction/research staff who are employed full time and whose major regular assignment is instruction, including those with released time for research. Also, includes full-time faculty for whom it is not possible to differentiate between teaching, research and public service because each of



these functions is an integral component of his/her regular assignment. Instruction combined with research and/or public service Primarily instruction.

Instructional faculty (full time) See Full-time instructional faculty.

Instructional Faculty Salaries (SA) This data, now part of the IPEDS Human Resources (HR) component, was previously a separate collection. It collects data as of November 1 of the reporting year on the number of full-time instructional faculty by rank, gender, and length of contract; total salary outlays; and fringe benefits and number of full-time instructional faculty covered by these benefits. The data have been collected annually since 1990; however data are not available for 2000. Prior to the 2001 collection, data were requested by tenure status. As of 2004, this component is applicable to all Title IV degree-granting institutions, unless they meet one of the following exclusions: all instructional faculty are part time; all contribute their services; all are in the military; or all teach preclinical or clinical medicine. Formerly referred to as Salaries and Fringe Benefits of Full-Time Instructional Faculty (SA).

Student-to-faculty ratio The ratio of FTE students to FTE instructional staff, i.e., students divided by staff. Students enrolled in "stand-alone" graduate or professional programs and instructional staff teaching in these programs are excluded from both full-time and part-time counts.

"Stand-alone" graduate or professional programs are those programs such as medicine, law, veterinary, dentistry, social work, or public health, in which faculty teach virtually only graduate-level students (also referred to as "independent" programs).

Each FTE value is equal to the number of full-time students/staff plus 1/3 the number of part-time students/staff.

Executive, administrative, and managerial A primary function or occupational activity category used to classify persons whose assignments require management of the institution, or a customarily recognized department or subdivision thereof. Assignments require the performance of work directly related to management policies or general business operations of the institution, department or subdivision. Assignments in this category customarily and regularly require the incumbent to exercise discretion and independent judgment. Included in this category are employees holding titles such as: top executives; chief executives; general and operations managers; advertising, marketing, promotions, public relations, and sales managers; operations specialties managers; administrative services managers; computer and information systems managers; financial managers; human resources managers; purchasing managers; postsecondary education administrators such as: presidents, vice presidents (including

assistants and associates), deans (including assistants and associates) if their principal activity is administrative and not primarily instruction, research or public service, directors (including assistants and associates), department heads (including assistants and associates) if their principal activity is administrative and not primarily instruction, research or public service, assistant and associate managers (including first-line managers of service, production and sales workers who spend more than 80 percent of their time performing supervisory activities); Robert Costomiris (CLASS) said some of this information was illuminating, but asked what is correct, the Fact Book or what Tony Barilla presented at the previous senate meeting? Have we seen the kind of increase that the Fact Book suggests in the numbers of administrators or not? Moderator Krug thought one would just go through the B-CATS numbers 100 and then tally how many there are and then tally how many there were.

Costomiris asked if that was the method that created the numbers in the Fact Book.

Paul Michaud (HR) said the report that HR did with Barilla did not show that.

Costomiris asked where those numbers came from, then.

Michaud could not speak for the Fact Book because HR has nothing to do with it.

Alana DeAngelis (HR) said the increase in executives this year was due to the fact that in prior years we had a certain population of executives that were reported as faculty. This year their IPEDS codes have them reported as executive. They also found some discrepancies in moving the data from PeopleSoft to ADP that were fixed last year. And we saw an increase of people just hired into vacant positions.

Costomiris still felt it necessary to ask, then, what are the correct numbers?

Moderator Krug thought there's a benchmark now to use with this as year one to in the future refer to, but that this didn't exist a few years ago, so HR cannot really retrieve data because it doesn't exist.

DeAngelis said that was correct.

Rob Yarbrough (COST) was still confused. His biggest point of confusion was why Cyr received a different set of numbers than in the Fact Book. He thought it still hard to understand, if they all come from essentially the same source, and notwithstanding that some have changed over the years, how one can ask for the same data for the same year and from the same source, yet get two different answers.

DeAngelis did not know what information Cyr was provided.

The spreadsheet she used to report IPEDS is the same exact one she used for the Fact Book. It could have been the way the report was worded.

Moderator Krug Noted that actually we had three different sets of answers because she made a phone call and got another set, which was not the B-CATS as written.

Michelle Haberland (CLASS) objected to the statement that past data does not exist. It does. It has to exist, though it may be tedious to figure it out. She thought it very important that we understand where we were and where we're going. She asked if we have as an institution faith in the conclusion that Barilla presented us from the data he was given, that for every two faculty hired over the last several years there was one administrator hired, which she thought to be an astonishing allocation of resources in a time of fiscal austerity.

Jayne Perkins Brown (Strategic Research) said the data output does not exist in that format because the definitions have changed. Also, we're now using different software, so it's hard to do apples and apples although they were mapped in.

Alana DeAngelis (HR) went back to the ADP conversion; the prior system that we were on, we were given a snapshot of that old database, so we can report some things, but not everything was kept because they are keeping one database for the entire University System. The Board of Regents and ITS determined what they felt would be important things that we needed to keep. We can't get apples to apples for 2008-2011 because we don't have the same exact data from the years compared.

Some follow-up Q & A established that DeAngelis had not seen or read Barilla's report and so could not comment on it.

Marc Cyr (CLASS) wished that somebody had mentioned IPEDS back last Fall, or even suggested that they existed. It might have saved a whole lot of trouble. As for us now having a baseline, he would believe that two-three-four years down the line when they don't change it again, so that it's not constantly everybody being put in the position of comparing apples to oranges. He noted HR was not doing this on their own, but still didn't know why we can't get a straight answer anywhere.

DeAngelis could not speak to somebody else following her procedures, but she has procedures now for collecting the data the same way, sorting it the same way, and putting out the same way.

Rob Yarbrough (COST) asked further questions that confirmed that 2011 is the baseline year for such personnel data, and Jayne Perkins Brown (Strategic Research) clarified that the B-CATS have been there for several years, but in 2011 the Provost's office decided to count academic department chairs in a different fashion.

Yarbrough said that doesn't make the data incomparable in the meantime, if all that changed was that we reclassified department chairs; we can account for that easily. Brown said that was possible. Yarbrough noted, then, that if we can easily make that apples to apples, then the statement that was made several times that we can only start from today is not accurate. He offered to take a stab at the oranges/apples conversion, with Barilla's help; Barilla and Mynard assented.

[Full-time University Employees by Classification 2007-2010](#)