

WHERE DOES THE BUDGET GO?

Uncovering the Hidden Costs of Managing Syllabi



SYLLABUS INSTITUTE

Excellence starts with the syllabus

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ACKNOWLEDGEMENTS

Publication of the 2011 Cost of Syllabus Management Survey reflects the people, processes, and costs involved in managing syllabi across a given institution. This report is the first of its kind and The Syllabus Institute hopes to revise the research methods used to further identify and quantify the hidden costs of syllabus management.

We hope the data from this survey will be used to help the academic community analyze their current syllabus management processes, pinpoint areas of improvement, and take action to streamline the process and cost of managing syllabi across their institution. We encourage schools to use this report as a springboard to assess their internal processes and share their stories and solutions with the Syllabus Institute community.

We would like to thank the 155 students, instructors, technical administrators, and academic administrators, who represent over 50 postsecondary schools in the United States. Furthermore, we owe our gratitude to the academic focus group that tested the survey and provided critical feedback to improve its design and content.

The Syllabus Institute research department coordinated and reviewed all aspects of the survey analysis and report production to ensure the accuracy of the data reported upon. Launching a new survey that relies on a broad cross-section of higher education is challenging; the efforts of those who designed, participated, and evaluated the survey are greatly appreciated.

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*Data reflects the cost of syllabus management as of July 12, 2011
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ABSTRACT

The *Hidden Cost of Syllabus Management* survey was designed to gain greater insight into how postsecondary institutions in the U.S. are managing syllabi, who is involved in the process, and to quantify the average cost of managing syllabi institution wide. Educating schools on what they are spending to manage syllabi was the primary objective of this research. The secondary objective identifies and explores what syllabus management processes are most efficient and cost effective. The results of this survey have been published and made available on www.syllabusinstitute.org.

Uncovering the methods and costs of managing syllabi in postsecondary schools in the United States is not a topic that is widely discussed or researched. Many higher education institutions have longstanding processes that are often distributed and shared by multiple people across the entire institution.

The Hidden Cost of Syllabus Management further describes what processes institutions are employing to create, share, manage, and analyze syllabi as well as gain a greater understanding of who in the academic community is involved in the syllabus process through the findings of a survey conducted by the Syllabus Institute.

The survey was designed and administered by the Syllabus Institute to ensure the reliability of the data and uphold the highest ethical standards to as set forth by the Code of Standards and Ethics for Survey Research ([CASRO](#)) and [ESOMAR](#) World Research.

This report was administered using Qualtrics, an online software survey tool and distributed to 2,633 students, instructors, technical administrators, and academic administrators on June 16, 2011, concluding July 11, 2011. The data collected from this survey reflects a cross-section of students, instructors, technical administrators, and academic administrators from over 50 different United States academic institutions in higher education. Of the 2,633 contacted by email and phone, 155 participants completed the survey.

INTRODUCTION

We owe our gratitude to the academic focus group that tested the survey and provided critical feedback to improve its design and content. The unrecognized costs of managing syllabi directly impact an institution's bottom line. Academic institutions have yet to quantify or publish data related to the cost of managing syllabi; this may be a result of divergence. Creation, collection, approval, and distribution are just some of the pathways in the syllabus manifold.

The costs of managing syllabi can be hard to identify because the process is shared by many and often spread across an entire institution in various locations. For example, calculating the time it takes to acquire syllabi for transfer evaluation is not an apparent line item when looking at the cost of managing syllabi. However, the typical evaluation of transferring credits is shared by a student, who is looking to transfer courses from one college to another; an advisor or admission counselor who uses the syllabus to determine what credits will transfer in order to meet graduation requirements; and an instructor, who is responsible for creating and sharing a relevant and up-to-date syllabus. If a course to transfer is in question, all three parties must work together to obtain, compare, and determine the number of transfer of credits. If this form of advisement takes an average of 30 minutes to four hours of time, spread over several days, one can estimate it costs a school \$84.00 per syllabus analysis. This is just one example of how inconspicuous syllabus activities can really add up.

The [Syllabus Institute](#), a resource for sharing syllabus information to benefit the academic community, administered a survey to uncover the punitive and hidden costs of syllabus management. The costs derived from syllabus management processes can be categorized by five core areas.

Time:

cost associated with manpower for creating, collecting, approving, archiving, and retrieving syllabi.

Printing:

cost of printing syllabi each academic term for distribution, use of printers, and the cost of paper.

Administrative duties:

cost and people involved with the syllabus collection, approval, archive, and assessment processes.

Mandates / policies:

cost, people, and hours dedicated to ensuring syllabi are up-to-date and meet federal, state, accreditation, and institutional mandates.

Infrastructure:

costs associated with building and maintaining an online system for creating, collecting, storing, and accessing syllabi.

OBJECTIVE

This survey was designed to gain greater insight into how postsecondary institutions in the U.S. are managing syllabi, who is involved in the process, and to quantify the average cost of managing syllabi institution wide. Educating schools on what they are spending to manage syllabi was the primary objective of this research. The secondary objective identifies and explores what syllabus management processes are most efficient and cost effective. The results of this survey have been published and made available by visiting www.syllabusinstitute.org.

SELECTED FINDINGS

\$272,674--That's how much the average institution spends per year managing syllabi.

The filing cabinet continues to be the most common means of managing syllabi.

Syllabus management consumes manpower. Technical administrators report dedicating upwards of 40 hours per semester, and as many as 10 administrators within their department to manage and maintain syllabi.

The average academic administrator spends over 24 hours auditing syllabi per semester.

Syllabus management and creation takes away valuable time from the core function of the academy; education. Instructors on average put more than 24 hours into creating a new course syllabus. The average instructor spends 6.5 hours updating their syllabus for a new semester and nearly 3.5 hours maintaining their syllabus throughout a semester.

Of instructors surveyed, it was recorded that the average length of a syllabus is 7.4 pages. Additionally, 50% of the instructors surveyed print an estimated 673 pages of syllabi per semester. According to the [Information and Technology standards at Purdue](#), the average school having 302 faculty members, spends \$8,132 per semester printing syllabi.

48% of instructors report that their syllabi was created within the past year, while 7% report that they have been using the same syllabus for over 15 semesters.

RESEARCH METHOD

Designing the Survey

The purpose of this study was to identify current trends in the cost of syllabus management by examining postsecondary institutions in the US. The Syllabus Institute formulated a hypothesis that syllabus management in higher education is inefficient. This hypothesis is based on factors including process, infrastructure, and manpower.

To test this hypothesis, the Syllabus Institute created four goals to drive the design of the survey. First, quantitative and qualitative measures including multiple choice, matrix of choices, and free text were necessary. Second, the team wanted to ensure validity and reliability by distributing the survey to a large enough sample size of postsecondary schools and targeting no more than ten representatives from each school. Third, structure questions to ensure that participants were thoughtful and thorough with their answers. Last, the survey depended on a design to optimize the quantifiable data which, when extracted and calculated, would provide greater insight into the reputable costs of managing syllabi in postsecondary institutions.

The survey was constructed and administered using Qualtrics¹, an online survey software tool. Qualtrics has many features and benefits that further ensure that the survey data, results, reporting, and analysis are organized, easy to interpret, and compare.

Participants began by reviewing and answering a qualification question before entering the survey. This page provided participants with a brief description of the survey, its purpose, and a statement of confidentiality. Participants were also presented with a validation question that allowed them to identify their role as a student, instructor, technical administrator, or academic administrator. Once the validation question had been answered, the survey tool presented the participant with a series of questions specific to their role at their postsecondary school.

Students were asked to answer nine questions. Instructors were asked as few as eight or as many as 12 if they were an advisor and/or had issues with liability due to incorrect information on the syllabus. Technical administrators were asked to answer eight questions, and academic administrators were presented with 10 questions or 12 if they performed in a role as a student advisor. Creating a short set of questions defined by role would further

ensure that the data gathered was organized and easy to assess. The survey questions can be found in the appendix and the data collected can be made available by contacting research@syllabusinstitute.org.

Participants who completed the survey were in some cases awarded a \$5.00 gift card to Starbucks, Subway, or Best Buy, others were entered into a drawing to win a \$5.00, \$10.00, or \$20.00 gift card with the odds of one in every 20 to be randomly selected. Gift card selection was conducted on July 11, 2011 and winners were informed on the same day through email.

Conducting the Survey

A test group of 200 students, instructors, technical administrators, and academic administrators was surveyed, with a 5% response rate. It was decided that a minimum of 30 completed surveys from each role would be feasible and conjointly be statistically relevant.

To achieve a broad enough sample size and cross-section of at least 30 participants from each subcategory, 2,633 members of the academic community were contacted, representing over 200 different schools. This report reflects survey data gathered from 155 participants across 50 higher education institutions within the US.

Response Rate

Role	Responses	Response Rate
Students	54	35
Instructors	35	23
Technical Administrators	20	13
Academic Administrators	46	30
Total	155	100

Table 1. Represents the responses received from total number of academic members surveyed.

Multiple methods were used to conduct the survey, including a personal email to a focus group, email distribution through MailChimp² using a template with an embedded link to the survey, phone calls, listserv posting and social media posting. Targeted phone calls were used during the final days of the survey due to a limited response from technical administrators. In order to decrease the chance of a single form of response bias, the Syllabus Institute limited survey distribution to no more than five representatives per school.

Additionally, the information reflected in this survey is based on response data and does not account for non-response and response biases.

Focus Group

The first survey was distributed on June 3, 2011, and included fields that would allow a focus group of 60 to comment on the relevance and clarity of the questions. It was distributed to the academic network of the research team. The purpose of the focus group was to test the survey's functionality and reporting, and to obtain critical feedback to improve the survey.

The test group was asked to provide critical feedback that would be used to improve the survey and ensure clarity and unbiased data. After receiving feedback from the focus group, the survey was modified; questions and answer redesigned and reworded. The survey was then distributed to a pretest group.

Pretest Group

A revised survey was then prepared and distributed to 657 students, instructors, technical administrators, and academic administrators on June 15, 2011. The results of this survey were used to revise the subject and description in the email and survey validation page. The overall assessment of the survey design and distribution at this time was positive.

Final Test Group

The official survey was publicly launched and distributed to 2,633 students, instructors, technical administrators, and academic administrators that are either enrolled or employed at postsecondary schools in the United States. The survey was conducted over a 25-day period of time, distributed on June 16, 2011 and concluded on July 11, 2011.

The data collected from this survey reflects a cross section of students, instructors, technical administrators, and academic administrators from over 50 different United States academic institutions in higher education. Of the 2,633 contacted by email and phone, 155 participants completed the survey.

Analysis and reporting was conducted by the Syllabus Institute research team using Qualtrics. The most relevant data and statistics were extracted and posted on the Syllabus Institute website on July 13th. The final report was published on August 31, 2011.

RESULTS

Students

Two of three students that responded reported living on campus while the remaining reported commuting. No students reported being primarily online students. 48% of students reported that they use a school owned printer to print their course syllabi, while 35% reported using their own printer and 17% said that they generally do not print course syllabi. Approximately 56% of students feel the need to have a hard copy of course syllabi, while 44% would prefer to view syllabi online. 44% of students think that a course syllabus would be the best tool to assist them in making a decision to enroll in a course.

Instructors

About 30% of instructors report that they update their syllabus 3 or more times throughout a semester. 7% of instructors report that they distribute their syllabi at least 3 times per semester. About 60% of instructors report sharing their syllabus with students outside of their classes. 81% of instructors report sharing their syllabus with other instructors. 93% of instructors report sharing their syllabus with academic administrators. The average instructor prints 91 copies of their syllabi. The average syllabus is about 7.4 pages long. Some instructors use the same syllabus with minor revisions over periods longer than 15 years.

Syllabus Distribution

Answer		%
1-2		48%
3-5		22%
6-10		15%
10-15		7%
More than 15		7%

Table 2. Represents the number of semesters an instructor's current syllabus has been distributed.

About one out of every five respondents were involved, or knew someone that was involved, in a liability issue with a student on the basis of incorrect or non-present syllabus information. Reported liability issues took between two and four hours to resolve, and no issue had a large or lasting impact.

56% of instructors reported that they were student advisors. Of these, 61% think that course syllabi being available to students before registering for courses would improve student performance. 22% of these advisors report that this is actually already available to them, and they are currently using this to help advise students.

Hours Spent by Instructor

	Creating	Updating	Maintaining
Average	24.2	6.6	3.5
Median	15	5	2
Minimum	0	0	0
Maximum	100	25	15

Table 3. Represents the number of hours instructors spend for a given course on creating an entirely new syllabus, updating an existing syllabus for a new semester, and maintaining a syllabus throughout the semester.

Academic Administrators

The average academic administrator spends over 4 hours seeking out and collecting syllabi, and over 16 hours reviewing syllabi each semester. Academic administrators on average spend over 29 hours per semester managing syllabi. This time is spent on the tasks mentioned above, as well as training and consulting faculty. 45% of academic administrators are responsible for evaluating syllabi. 36% are responsible for ensuring that institutional policies and statements are present on syllabi. Other tasks that academic administrators are commonly responsible for are approval of syllabi, and assisting in the creation of syllabi. Over 50% of deans are involved in the tasks mentioned above, while 67% department chairs are involved in these tasks.

45% of academic administrators are responsible for evaluating syllabi.

More than two of every five academic administrators report that their school collects syllabi primarily through the use of e-mail, while one of five still collects hard copies. As seen in Figure 1, above, the most common method to store syllabi is the use of filing cabinets. When asked how long syllabi are archived, 72% of academic administrators report that their institution archives syllabi for 3 years or more, while 6% archive syllabi for 10 years or more.

Syllabus Storage

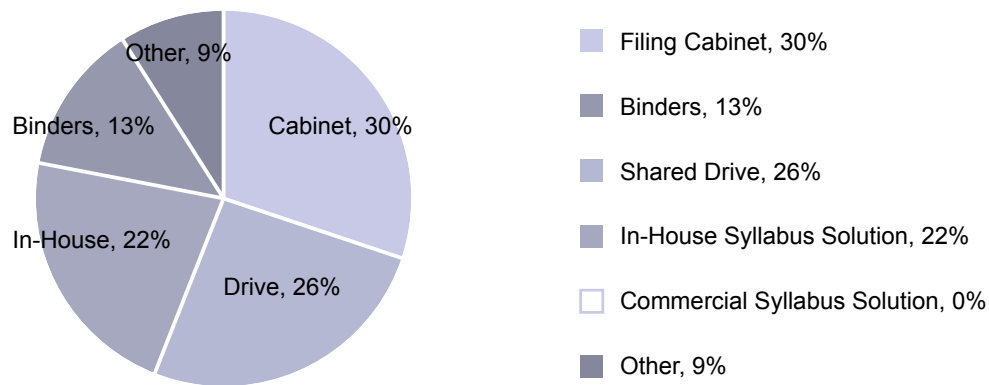


Figure 1. Where are syllabi primarily stored?

Who Can Access Syllabi

Answer	%
Academic Administrators	90%
Technical Administrators	48%
Instructors	71%
Students	38%
Public	24%

Table 4. Academic administrators were asked to check all that apply.

Technical Administrators

When asked if they assisted in the management of syllabi, 43% of the technical administrators surveyed said yes. Meanwhile, academic administrators believe that less than one out of every five technical administrators played a role in syllabus management. 67% of the technical administrators surveyed said that syllabi were available online at their college; of these, 75% said that their department played a role in making syllabi available online.

All respondents that reported their department playing a role in syllabus management also claimed that their department plays a role in technical support, while 67% claimed to manage syllabus infrastructure. 33% claimed that their department plays a role in data entry as well as uploading and updating online syllabi. Respondents claimed that up to 10 people in their technical department contributed to the tasks listed below in Figure 1. On average, about 6 people in each department contributed to the tasks listed in Figure 1. The job titles of people who contribute to these tasks include instructional technologist, IT director, curriculum support specialist, instructional designer, system administrator, and training manager.

Technical departments spend about 30 hours per semester on syllabus management. Less than one out of every five schools puts technical administrators in charge of maintaining syllabus archives. All technical administrators that responded reported that their department is responsible for technical support or training.

The Role Technical Administrators Play

Answer		%
Data Entry / Uploading Syllabi		33%
Managing / Updating Online Syllabi		33%
Managing Syllabus Infrastructure		66%
Technical Support / Training		100%

Table 5. *Technical administrators were asked to check all that apply.*

ANALYSIS

The quantifiable data in this section is based on the results of the survey and the average hourly salary instructors, technical administrators, and academic administrators. The average hourly salary was calculated by using data from four surveys conducted by the College & University Professional Association for Human Resources (CUPA-HR). CUPA-HR is considered the national authority on compensation surveys for higher education HR professionals.

This report focused on the data from the 2009-10 *Administrative Compensation*³, *Mid-Level Administrative and Professional Salary*⁴, *National Faculty Salary for Four-Year Institutions*⁵, and *Two-Year Faculty Salary*⁶ surveys.

To calculate the cost of managing syllabi in terms of time, we divided the CUPA-HR average annual salary of each group: instructors, technical administrators, and academic administrators by average number of working hours in a given year (2,080) to derive an hourly wage.

Hourly Wages Based on Average Salary

Role	Average Salary	Hourly Wage
Instructors	\$78,108	\$37.55
Technical Administrators	\$76,939	\$36.88
Academic Administrators	\$88,377	\$42.48

Table 6. Source: College & University Professional Association for Human Resources (CUPA-HR) 2009 - 10 Surveys

Additionally, we used the Carnegie Foundation for the Advancement of Teaching average enrollment of all institutions, 4,473⁷ divided by the average faculty to student ratio of 14.8⁸ to calculate the average number of faculty at a given institution, 302.

Time, Administration, and Mandates

Academic administrators report that they spend over 24 hours on the management of syllabi per semester; that multiplied by an average of two semesters per academic year would equal \$2,038 dollars spent in time and administration of managing syllabi.

Academic administrators further reported that at least three additional

administrators are also responsible for seeking, reviewing, distributing, and archiving syllabi per semester. This would result in an average of \$8,156 dollars being spent by campus administrators per academic year.

Administrators share a common challenge germane to the management of syllabi. They are tasked with ensuring all federal, state, college, and school statements are included on the syllabus and that they are up-to-date. This is a standard requirement for program assessment and compliance. Instructors share the responsibility of meeting mandates by updating and maintaining their syllabi prior to the start of each semester.

Instructors informed us that they spend, on average, more than 24 hours into the creation of a new syllabus. Additionally, the average instructor spends over 6.5 hours updating their syllabus for a new semester and spends nearly 3.5 hours maintaining their syllabus throughout a semester. The survey data supports the claim that instructors at postsecondary schools, with an average of 302 faculty members, spend \$226,802 updating and maintaining their syllabus throughout the academic year. Instructors further report sharing their syllabi with students, instructors, and administrators, outside the class, at least six times after the start of the semester.

Among the large four-year, postsecondary institutions with the average number of faculty members, 1,891, are estimated to spend \$1,420,141 sharing syllabi outside of class, while schools with the lowest average number of instructors, 94, find \$70,594 budget dollars being allocated to sharing syllabi outside of class.

Printing

Our survey revealed instructors print an average of 91(a) copies of their syllabi per semester. Instructors further provided us with the average length of their syllabi; participants reported that their syllabi range from as many as 30 pages to just two; the mean was 7.4(b) pages.

If the average instructor provides syllabi over two(c) semesters per year, each instructor prints approximately 273 pages per academic year.

The Information and Technology standards at Purdue⁹, modeled after the big 10 postsecondary schools, have accounted for the costs for paper, toner, printer repair and replacement when they determined the black and white per page cost of \$.04(d). We have used this cost-per-page when calculating the average cost of instructors printing syllabi per academic year at a given institution.

...together,
instructors spend
\$226,802 updating
and maintaining
their syllabus
throughout the
academic year.

We have the survey findings, for an institution with 302(e) faculty members, the printing of syllabi in accounts for \$24,404 of a schools budget annually. Further, this total does not include the 84% of instructors that reported one or more students asking them for a copy of the course syllabus during the semester.

$(a \times c) \times (b \times d) \times e =$ annual cost of instructors printing syllabi per academic year

Institutions among the large four-year category with an average number of 1,891 instructors spend approximately \$102,195 on printing syllabi, while schools classified as small two-year with 94 instructors spend \$5,063 on printing syllabi per academic year.

Infrastructure

An area that is often not accounted for when calculating the cost of managing syllabi across a given institution is the management and maintenance of systems that collect, store, distribute, and archive syllabi. Survey participants filling the role of a technical administrator confirmed and or provided examples of how and where syllabi are stored on campus. These formats include filing cabinets, shared drives, in-house solutions, commercial solutions, learning and course management systems. Of the technical administrators surveyed, 17% report that they do not manage or store syllabi.

Technical administrators that perform a role in maintaining systems that managing institutional syllabi reported that a range of 3 to 10 other technical administrators within their department assist in the management of syllabi. These tasks included uploading and updating syllabi to managing an online syllabus repository and training faculty on utilizing online tools for creating or storing syllabi. The average number of technical administrators responsible for managing syllabi and syllabus systems is six.

This survey data coupled with average hours technical administrator report their department spends on managing syllabi per semester, 30, multiplied by the average hourly rate would allow us to assume that postsecondary schools spend a numerical mean of \$13,312 per academic year.

Additionally, we have calculated the highest and lowest average dollars spent by technical administrators on managing syllabi per school. Schools that utilize a minimum of three technical administrators per semester at the average lowest hourly rate of \$27.09 would equal \$4,876 dollars dedicated per academic year.

Schools that utilize a reported 10 technical administrators per semester at the highest average hourly rate of \$46.88, appropriate \$28,128 per academic year to managing syllabi.

The average number of technical administrators responsible for managing syllabi and syllabus systems is six.

CONCLUSION

The findings of this study suggest that on average, institutions are spending \$272,674 per academic year managing syllabi. This total is derived from the amount of time that the average number of technical administrators spends managing syllabi; the cost of instructors up-dating and sharing syllabi outside of the classroom; the cost of instructors printing syllabi per academic year; and the time academic administrators allocate to collecting, reviewing, approving, distributing, and archiving syllabi.

Based on Carnegie Classification, we have taken the average enrollment of a large four-year school (L4/NR 28,000) as well as the average enrollment at a small two-year institution (S2 1,400) to calculate faculty population. This data has allowed us to estimate the highest and lowest average costs of managing syllabi at these institutions. Without having additional data or supportive research to calculate the average number of academic administrators per full time enrolled student or the average number of technical administrators at an institution, we have selected the average to calculate total cost.

Total Cost of Syllabus Management

Areas of Cost	Large 4-year	Average	Small 2-year
Academic administrator: review & approve syllabus	\$34,152	\$8,156	\$2,406
Instructors: sharing syllabi outside of class	\$1,420,141	\$226,802	\$70,594
Printing: costs per academic year	\$102,195	\$24,404	\$5,063
Infrastructure: technical administrative duties	\$28,128	\$13,312	\$4,876
Total**	\$1,560,903	\$272,674	\$82,898

Table 7. Average cost of syllabus management at large, average, and small post-secondary schools. *The average cost is derived directly from the survey data and was not based on Carnegie Classification. **Totals scaled linearly based on average scaling in other categories.

The 2011 Cost of Syllabus Management Survey suggests that an average of nine people play a role in the management of syllabi at a given institution and that the processes in place can be quantified. Without analyzing solutions that minimize manpower and streamline spending related to managing syllabi, we cannot prove, but only assume that the processes in place can be analyzed and improved upon, saving schools time and resources that affect the annual budget.

By identifying the hidden costs of syllabus management schools gain the transparency necessary to (1) make improvements to workflow (2) meet paperless mandates (3) seek or developed systems to manage syllabi. By modifying one area of expense in the syllabus management process a college can significantly drive down the cost of syllabus management and thereby make the syllabus management more efficient.

FUTURE RESEARCH

Limitations

While we were pleased with the response we received from students, instructors, and academic administrators, we would like to have higher response from technical administrators and incorporate more data from distance education divisions.

It would appear that institutions can save time and money by making improvements to their syllabus management processes. However, without specifically analyzing and comparing each process and solution a school applies to managing syllabi, we are not able to make precise conclusions about how much a school can save by using alternative methods.

Survey Distribution

In an attempt to increase participation from our sample of technical administrators, we would consider utilizing a third party to increase sample size. One suggestion for increasing our distribution and research qualified participants would be explore panel services. A research team should also consider adding qualitative interviewing to the methods of measurement.

Additional Observations

It would be beneficial to identify schools that have developed a process, use an in-house, or implemented a commercial solution to managing syllabi. It would be useful to compare process and report upon observation in spending and savings. Data derived and delineating by (1) specialized accreditation standards and (2) legal mandates should be considered as compliance continues to be a considerable driver of cost.

Suggestions

In an attempt to expand on the research and data available surrounding the cost of syllabus management, the Syllabus Institute offers collaborative partnerships with higher education institutions to assist them in evaluating syllabus management processes at your school.

Our objective is to meet the informational needs of The Syllabus Institute in particular the members of higher education institutions in general. Please send your suggestions to research@syllabusinstitute.org and specify "Syllabus Survey Suggestions" in your subject line.

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APPENDIX

Complete List of Survey Questions

Hello,

This is a short survey based on the costs of syllabus management conducted by the Syllabus Institute, a resource for better course design. On average, this survey takes about 3 minutes to complete. Please finish this survey once it is started. Results of the survey will be made available on the SyllabusInstitute.org website by July 12th.

One out of every 20 participants will receive a gift card to Best Buy, Starbucks, Subway, or another location. To qualify for a gift card, please submit your e-mail at the end of the survey.

We assure you your anonymity and confidentiality, and we will not ask your name or college throughout the survey. Distribution and/or reproduction of any record or information outside the intended and approved use is strictly prohibited.

Please choose the role that best describes you

- Technical Administrator (IT, CIO, Instructional Technologist, etc.)
- Academic Administrator (Provost, Dean, Chair, Faculty Developer etc.)
- Instructor
- Student

Series of Questions for Technical Administrators

1. Do you assist in the management of syllabi?

- Yes
- No

2. How does your school manage/store syllabi? (Please check all that apply)

- Filing Cabinet
- Shared Drive
- In-House Syllabus Solution
- Commercial Syllabus Solution
- We don't manage/store syllabi
- I don't know

- Other

3. Are your syllabi available online?

- Yes
- No
- I don't know

4. Does your department play a role in making syllabi available online and/or maintaining online syllabi?

- Yes
- No

5. Which tasks does your department play a role in? (please select all that apply)

- Data Entry / Uploading Syllabi
- Managing/Updating Online Syllabi
- Managing Syllabus Infrastructure
- Technical Support / Training
- Other

6. How many people in your department contribute to the tasks listed above?

7. What are the job titles of the people in your department who contribute to these tasks?

8. Approximately how many hours are spent by your department on these tasks each semester?

Series of questions for Academic Administrators

1. On average, how many hours per semester do you spend on the following?

Seeking out syllabi	<input type="text"/>
Reviewing syllabi	<input type="text"/>
Distributing syllabi	<input type="text"/>
Other (please name activity and note how many hours are spent on it)	<input type="text"/>

2. *Which tasks are you responsible for? (Please check all that apply)

- Ensuring syllabi are up-to-date
- Ensuring that institutional policies and statements are present
- Collection of Syllabi
- Evaluation of Syllabi
- Approval of Syllabi
- Auditing Syllabi
- Other

3. Who else is involved in the tasks listed above? (Please check all that apply)

- IT
- Deans
- Chairs
- Other

4. Overall, about how many hours are spent on the tasks listed above each semester? (Institute wide)

5. How are the syllabi primarily collected?

- Paper
- E-mail
- Upload

- Other

6. Who is responsible for maintaining the syllabus archives? (Please check all that apply)

- Instructors
- Academic Administrators
- Technical Administrators
- Other

7. Where are syllabi primarily stored?

- Filing Cabinet
- Binders
- Shared Drive
- In-House Syllabus Solution
- Commercial Syllabus Solution
- Other

8. How long are the syllabi archived?

- 1-2 years
- 3-5 years
- 6-10 years
- 10+ years

9. Who can access your institution's syllabi? (Please check all that apply)

- Academic Administrators
- Technical Administrators
- Instructors
- Students
- Public

10. Are you a student advisor?

- Yes
- No

Series of Questions for Instructors

1. Are you a student advisor?

- Yes
- No

2. For a typical course, how many hours do you spend on the following?

Creating an entirely new syllabus	<input type="text"/>
Updating an existing syllabus for a new semester	<input type="text"/>
Maintaining a syllabus throughout the semester	<input type="text"/>

3. How many semesters has your current syllabus been distributed?

- | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1-2 | 3-5 | 6-10 | 10-15 | More than 15 |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

4. Please select the number of times you complete the following throughout the semester.

	0	1-2	3-5	6-10	10+
Update your syllabus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Distribute your syllabus to your class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Share your syllabus with students outside your class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Share your syllabus with other instructors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Share your syllabus with administrators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. How often does a student ask for a copy of the syllabus in a typical semester?

- Never
- 1-2 times
- 3-5 times
- 6-10 times
- 10-20 times
- More than 20 times

6. On average, how many copies of syllabi do you print per semester? (Include copies printed for initial distribution to students at the beginning of the semester)

7. How long is your typical course syllabus? (number of pages)

8. Have you or any of your colleagues ever experienced a liability issue with a student on the basis of incorrect or non-present syllabus information?

- Yes
- No

9. How much time was spent resolving the liability situation?

10. What was the result of the liability situation?

Series Questions for Students

1. What is your estimated year of graduation?

2. What is your major?

3. Do you commute or live on campus?

- Commute
- Live on campus

- I am primarily an online student

4. Do you generally use your own printer or a school owned printer to print course syllabi?

- My own printer
- A school owned printer
- I generally don't print course syllabi

5. Do you believe that you need a hard copy of course syllabi?

- Yes
- No

6. Would you rather view your course syllabi online or in hard copy?

- Online
- Hard Copy

7. Would you find having the ability to sync your syllabus to your personal online calendar beneficial?

- Yes
- No

8. If you have ever dropped a class, why did you drop it?

- Expectations were not set properly.
- The course description did not match the course content.
- Course requirements were not available prior to the first day of class.
- My grades were not where I wanted them to be.
- The course did not interest me as much as I had anticipated.
- Other
- I have never dropped a class before.

9. Which of the following would best assist you in making a decision to add a course?

- Course Syllabus
- Course Description
- Course Title

- Other

Series of Questions for Instructors and Academic Administrators that are also Advisors

1. If course syllabi were available to you before class registration, would you use them to help advise students?

- Yes, I would
- No, I would not
- This is already available and I do use it
- This is already available and I do not use it

2. Do you feel that course syllabi being available to students before registering for courses would improve student performance?

- Yes
- No

Survey Closing

To be qualified for a chance to win a \$20 gift card, please enter your e-mail address below. We will choose one winner randomly for every twenty complete responses received. If chosen, you will be able to select one of several venues for which you would like a \$20 gift card, including Best Buy, Subway, and Starbucks. If you do not enter your e-mail address, your answers will still be recorded but you will not be eligible to win a \$20 gift card.

To be qualified for a chance to win a \$10 gift card, please enter your e-mail address below. We will choose one winner randomly for every twenty complete responses received. If chosen, you will be able to select one of several venues for which you would like a \$10 gift card, including Best Buy, Subway, and Starbucks. If you do not enter your e-mail address, your answers will still be recorded but you will not be eligible to win a \$10 gift card

Please enter a valid e-mail address

E-mail (optional):

Would you like to be informed by e-mail when the results to this study are made available on the Syllabus Institute website?

- Yes
- No