

Making Data-Informed Faculty Line Requests

The process to allocate new faculty lines varies widely both within and across institutions. In all cases, including the right data tells a more comprehensive and compelling story about why a new faculty line is needed and complements qualitative documentation. This guide outlines metrics available in the Academic Performance Solutions (APS) Platform that support a faculty line request. Choose the metrics appropriate for each request.

How Metrics Help Tell a Story



Establish Need

- Demonstrate how demand for student credit hours (SCH) is changing and why an additional faculty line will impact student progress
- Sample metrics: Total attempted SCH, 3 year change in attempted SCH, percent of attempted SCH taught to own majors



Showcase Current Efficiencies

- Include information on current fill rates and class sizes to indicate that there are few opportunities to reallocate current resources through collapsing sections or increasing class sizes
- Sample metrics: Median section fill rate, percentage of sections with less than 10 students, number of collapsible sections



Highlight Impact

- Illustrate the impact of an additional faculty line on department productivity and student progress by showing a reduction in faculty overload and increased opportunities for students to enroll in bottleneck courses
- Sample metrics: Projected SCH per full time faculty member, number of courses that the new faculty member will teach that are bottlenecks



Inside this Resource

Learn how APS metrics can help support faculty line requests.

- Page 2-3: Metric descriptions and locations in the APS Platform
- Page 4: Example using the **Essential Metrics Template**

Additional Resource: ***Essential Metrics Template for Faculty Line Requests***

Excel template to organize metrics that support faculty line requests.

- Download the template at EAB.com/APS to use as an addendum to your current faculty line request process
- Complete the template using data from your APS Platform

How to: Support Faculty Line Requests with APS Data

Use the following metrics in your APS Platform to support your faculty line decisions.

Helpful Hints to Get Started



- Set the **Department Name** filter to view metrics for the specific department that is requesting a new faculty line.
- Make sure the **Academic Year** filter is set to the most recent academic year to ensure the metrics reflect the current state of your college or department.
- Use the **Assigned Department Name** filter in the Faculty section of the Department Scorecard to view faculty metrics in a specific department.

Department Metrics

	Metric	Location in APS Platform
How big is the department?	Total Attempted Student Credit Hours (SCH)	Tab: Department Scorecard Scroll to: Students Report: Total Attempted SCH (third number to the right of "Enrollments")
Is the department growing?	3 Year Trend Rate of Attempted SCH	Tab: Department Scorecard Scroll to: Students Report: 3 Yr Trend Rate (fourth number to the right of "Enrollments")
What percentage of SCH are taught to own majors?	Departmental Intercurricular Dependencies ¹ [Percent of Attempted SCH Taught to Own Majors]	Tab: Department Scorecard ¹ Scroll to: Capacity Planning Report: Departmental Intercurricular Dependencies ¹ , Percent of Own Majors

Faculty Metrics

	Metric	Location in APS Platform
How many distinct, full-time faculty are in the department?	Number of Distinct Full-Time Faculty	Tab: Department Scorecard Scroll to: Faculty Additional Filter: Assigned Department Name Report: Faculty Mix Trends By Instructor Type, sum count of all full-time instructor types
How productive are the full-time faculty in SCH?	Current SCH per Full-Time Faculty	Template will automatically divide "Total Attempted Student Credit Hours (SCH)" (third number to the right in Enrollments section) by the "Number of Full-Time Faculty"
How will adding a new faculty member increase the faculty's ability to serve students effectively?	Projected SCH per Full-Time Faculty	Template will automatically add 1 to the "Number of Full-Time Faculty" from the above calculation and re-divide "Total Attempted Student Credit Hours (SCH)" by the "Number of Full-Time Faculty" + 1

1) If your institution's programs are not mapped to departments and the Departmental Intercurricular Dependencies report is blank, use College-level metrics (e.g., use College Scorecard to find Inter-Curricular Dependency Matrix By College).

Course Metrics

		Metric	Location in APS Platform
Which courses will the new faculty member teach?	→	Course(s) the new faculty member will teach	[based on departmental need]
How many of the above courses are currently bottlenecks?	→	Number of the above courses that are bottlenecks	Tab: Students Scroll to: Course Bottlenecks Report: Impact of Course Bottlenecks on Course Completion (Fill Rate >= 90%)
What is the median section size?	→	Median Section Class Size (Institution)	APS Benchmarks Dashboard Tab: Department – Course Planning Report: Class Size and Fill Rates
How does the median section size compare to the benchmark for same departments?	→	Median Section Class Size (Benchmark)	APS Benchmarks Dashboard Tab: Department – Course Planning Report: Class Size and Fill Rates
How full are classes?	→	Median Section Fill Rate	Tab: Department Scorecard Scroll to: Courses Report: Median Section Fill Rate (first number to the right of “Seat Utilization”)
How many opportunities exist to collapse sections based on fill rate?	→	Number of Collapsible Sections	Tab: Courses Scroll to: Section Consolidation Opportunity - Multiple Section Courses Report: Trends in Section Consolidation Opportunity (80% Target Fill Rate)
What is the number of statistically necessary sections?	→	Number of Necessary Sections	Tab: Courses Scroll to: Section Consolidation Opportunity - Multiple Section Courses Report: Trends in Section Consolidation Opportunity (80% Target Fill Rate)
How many sections are offered in total?	→	Total Number of Sections	Template automatically sums “Number of Collapsible Sections” and “Number of Total Necessary Sections”
What percentage of undergraduate sections are small?	→	Percentage of Sections with Size < 10 (Undergraduate)	Tab: Department Scorecard Filter: Course Division—Lower Division and Upper Division Scroll to: Courses Report: % of Classes with Size <10 (second number to the right of “Class Size”)
Is the number of courses offered increasing quickly?	→	Distinct Course Change Over Time	Tab: Department Scorecard Scroll to: Courses > Distinct Course Offerings Report: 3 Year Growth in Course Offerings By Department

Source: Academic Performance Solutions.

Sample: Essential Metrics for Faculty Line Requests

Download the template and complete with metrics from your APS Platform to help quantify the need for, and potential impact of, a new faculty line. Template available at EAB.com/APS.

 **EAB**

Faculty Line Request Form

Instructions: Log on to your APS Platform. Find each metric desired to support your faculty line request. Refer to the Integrating Data into Faculty Line Decisions guide, pages 2 and 3, for more information.

Essential Metrics	APS Data Point
Department Characteristics	
Department Name	Chemistry
Total Attempted Student Credit Hours (SCH)	18,075
3 Year Trend Rate of Attempted SCH	-3.6%
Departmental Intercurricular Dependencies (Percent of Attempted SCH Taught to Own Majors)	17.7%
Faculty	
Number of Distinct Full Time Faculty	19
Current SCH per Full Time Faculty	951.32
Projected SCH per Full Time Faculty	903.75
Courses	
Course(s) the new faculty member will teach	CHEM101, CHEM 110, CHEM 307, CHEM 554
Number of the above courses that are bottlenecks	2
Median Section Class Size	23
Median Section Fill Rate	83.0%
Number of Statistically Collapsible Sections	29
Number of Total Necessary Sections	288
Total Number of Sections	317
Percentage of Sections with Section Size < 10 (Undergraduate)	31.6%
Distinct Course Change Over Time	15%
Comments:	

Source: Academic Performance Solutions.