



#### **Who Should Read**

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Presidents

Provosts

Reorganization steering  
committee members

# 50 Indicators of Successful Academic Reorganization

Multidisciplinary Redesign Metric Picklist

## **Three Ways to Use This Metric Picklist**

- Set goals before initiating a multidisciplinary academic reorganization
- Periodically assess the success of reorganization efforts
- Communicate the value of reorganization to faculty, staff, students, and donors

# 50 Indicators of Successful Academic Reorganization

## Divisional Redesign Metric Picklist

Institutions that reorganize around multidisciplinary divisions should expect these metrics to improve if responsibilities are appropriately divided between divisional leadership and faculty representatives. To use this resource, select a total of 5-10 metrics from categories aligned with the goals of your reorganization. These metrics are designed to be measured at the institutional level, with separate, level-appropriate metrics and goals in individual academic units.

### Goal: Collaborate between disciplines to launch and/or revitalize programs and curricula

New interdisciplinary undergraduate programs

New interdisciplinary graduate programs

New program launches divided by number of net new faculty hires

Average percentage overlap between program requirements **or** share of courses that are cross-listed

Share of courses that are team-taught or paired with other courses in a learning community format

General education requirements that can be taught by multiple programs' faculty

### Goal: Leverage connections among disciplines to improve student learning outcomes

Students enrolled in interdisciplinary majors or minors

Decrease in share of students who switch majors after the third year

Decrease in rate of *D*, *F*, and *W* grades in critical first-year courses

Students engaged in interdisciplinary undergraduate research

Graduate students engaged in interdisciplinary research

Share of students reporting meaningful interaction with faculty

### Goal: Improve faculty engagement by breaking down academic silos

*Survey faculty to measure results in this section.*

Faculty perception of support for interdisciplinary work, especially among associate professors

Decrease in average number of hours per week spent on committee-related work

Overall faculty engagement

Share of faculty who report discussing their career progress with someone in the last six months

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## Divisional Redesign Metric Picklist (cont.)

### Goal: Recognize interdisciplinary and engaged scholarship in faculty hiring and evaluation

Number of new hires and newly tenured faculty from historically underrepresented groups

Share of faculty who teach in multiple programs

Research-focused faculty hires

Multidisciplinary faculty hires

Number of tenure dossiers incorporating interdisciplinary or engaged scholarship

Number of tenure committees with cross-disciplinary representation

Number of external tenure and promotion reviewers from outside academia

Decrease in average number of years for promotion from associate to full professor

Share of faculty listed on multiple PhD programs as potential advisors

Number of faculty who serve as mentors to new hires

### Goal: Increase scholarship and creative work, with a focus on interdisciplinary growth areas

Number of research publications

Number of publications in nontraditional outlets

Number of multi-PI projects

Number of multi-author publications

Number of cross-disciplinary publications

Number of engaged scholarship projects

Number of undergraduate research projects

Number of research projects with community/business partners

Total dollars in funded research

Dollars in funded research in interdisciplinary areas

# 50 Indicators of Successful Academic Reorganization

## Divisional Redesign Metric Picklist (cont.)

### Goal: Identify efficiencies and align academic costs with areas of enrollment growth

Increase in average number of student credit-hours taught per faculty member

Decrease in number of courses canceled for failing to meet the enrollment minimum

Decrease in number of standing committees per faculty FTE

Decrease in cost of staffing and supplies as a share of total academic unit overhead

Decrease in instructional cost per academic program

Decrease in number of generalist administrative staff as a share of all university employees

Decrease in number of courses taught by adjunct faculty

Decrease in number of overloads per faculty FTE

### Goal: Use academic space efficiently to promote collaboration between disciplines

Average classroom fill rate

Decrease in ratio of faculty offices to faculty FTE

Number of shared and/or modular labs

Number of combined teaching/research spaces

Square feet of interdisciplinary research space

### How to Evaluate Divisional Contributions to Institutional Goals



- The goals above are designed for evaluation at the **institution** level
- EAB's study titled *Academic Vital Signs* details how to cascade institutional goals down to individual units, suggests 14 unit-level goals aligned with institutional objectives, and outlines six principles for effective annual evaluation
- In a divisional model, division heads set and monitor goals on enrollment, student outcomes, diversity and inclusion, and scholarship at the **program** level
- However, workload and cost efficiency goals should be set and monitored at the **division** level, because divisions are the smallest budgetary unit in this model
- *Search for this research on eab.com using these keywords: "Academic Vital Signs."*



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