



Identify and Remedy Unit Performance Gaps

Diagnostics and Practice Recommendations for Aligning Departmental Activity with Institutional Priorities

- Cost Efficiency
- Enrollment Growth
- Student Outcomes
- Scholarship
- Faculty Diversity and Inclusion

A Guide to This Resource

Understanding Diagnostics and Practice Recommendations

This resource is divided into two subsections, organized by the major institutional priorities: cost efficiency, enrollment growth, student outcomes, scholarship, and faculty diversity and inclusion. The graphic below explains the two sections in more detail.

1

Analyze Difference between standard workload and number of courses taught

1. Break by academic (or related) division (e.g., Arts)
2. Break by academic (or related) division (e.g., Arts)
3. Break by academic (or related) division (e.g., Arts)
4. Break by academic (or related) division (e.g., Arts)

Difficulty of Collecting Data: **Medium-High**

Diagnostic Questions

- 1. How do departmental priorities of faculty teaching versus administrative responsibilities affect the number of courses taught?
- 2. Do departmental priorities of faculty teaching versus administrative responsibilities affect the number of courses taught?
- 3. Do departmental priorities of faculty teaching versus administrative responsibilities affect the number of courses taught?
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2

First Step - Is Your Degree Audit Up to Date?

Align Schedules with Students' Degree Needs Each Term

The defined learning capacity calculation tells departments whether they are aligning schedules with student demand. This demand is calculated based on the course students need to take their graduation requirements. The degree audit is one of the most important sources of that information both for students and departments. Unfortunately, many degree audit systems are out of date, which sends the wrong message and hinders ability to determine which courses departments urgently need to provide.

The Typical Degree Audit:

- 1. No ability to regularly update requirements in audit systems.
- 2. No ability to regularly update requirements in audit systems.
- 3. No ability to regularly update requirements in audit systems.
- 4. No ability to regularly update requirements in audit systems.

Three Steps to Align Course Offerings with Student Need

- 1. Determine which courses are currently offered.
- 2. Determine which courses are currently offered.
- 3. Determine which courses are currently offered.

Updated Degree Audit Course Capacity Planning

Course	Capacity	Current	Future
101	100	100	100
102	100	100	100
103	100	100	100
104	100	100	100
105	100	100	100
106	100	100	100
107	100	100	100
108	100	100	100
109	100	100	100
110	100	100	100

Root Cause Diagnostics:

What analytical questions should department chairs and other academic leaders ask if departmental metrics reveal underlying concerns?

Root cause diagnostics help academic leaders pinpoint the reason(s) for underperformance on a given analysis.

Resource and Practice Recommendations:

What EAB resources and/or best practices exist to help departmental leaders remedy root-cause problems?

Resource and practice recommendations follow the diagnostic to help guide institutional action after diagnosing the cause of underperformance.

Instructional Capacity Gap

Analysis: Difference between standard workload and number of courses taught

- **Data Source:** personnel systems and research tracking systems (for funded release data)
- **Benchmarking Source:** past performance; goal of zero gap
- **Measurement Considerations:** N/A
- **Time Horizon:** term by term



Difficulty of Collecting Data: **Medium-High**

Institutions need to integrate disparate systems to correctly allocate faculty workload (standard and actual) and funded releases to departments.

Diagnostic Questions

Is a significant portion of faculty teaching under standard load compared to benchmarks?

Service burden may overwhelm faculty time or faculty lines may have outpaced enrollment

- Review service expectations in department to determine if a significant portion of faculty is released for service
- Identify short-term gaps in faculty teaching (e.g., several faculty nearing tenure decision) to determine need for temporary adjunct request
- Review enrollment trend to determine whether the department size has lagged behind declining enrollment and whether faculty in the department can participate in interdisciplinary or cross-department teaching to make up load

If the instructional capacity gap is positive: Does the department teach multiple small sections of the same courses or courses that fulfill the same degree requirement(s)?

Opportunities for course consolidation or curricular streamlining

- Identify courses for consolidation or redesign
- Review space utilization data to determine whether a course space request is needed

Have part-time faculty and graduate assistants consistently taught a significant portion of the department's courses over several terms?

Part-time faculty reductions may free up additional budget or be replaced by full-time faculty lines

- Review enrollment trend to determine whether a faculty line request is needed

Key Leadership Decisions Informed



Faculty Workload
and Course
Assignments



Full-Time
Faculty Line
Allocation

Average SCH per Faculty FTE by Department

Analysis: Total number of SCH taught divided by total number of full-time faculty

- **Data Source:** personnel and registration systems
- **Benchmarking Source(s):** like departments at peer institutions; similar departments at the same institution; past performance
- **Measurement Considerations:** how to assign SCH in team-taught courses
- **Time Horizon:** one year (to allow for single-term releases and necessary leave)



Difficulty of Collecting Data: **Medium-Low**

Data is distributed across two systems but relatively straightforward to integrate.

Diagnostic Questions

Is the ratio of student credit hours to faculty lowered by a proliferation of small courses?

Small courses, if not pedagogically necessary, may represent opportunities to add capacity

- Use wait-list data to identify excess demand for filled courses
- Consider raising course cap in large courses in exchange for reducing minimum needed for small courses

Are courses regularly canceled due to low enrollment?

After cancellations, faculty often wait one term or more to "make up" workload

- For faculty assigned to small courses, assign faculty to an additional section of a larger course that can be triggered if the small course is canceled due to low enrollment

Do larger courses in the department consistently have more than 20% of their seats unfilled?

Class size may be misaligned with demand, or students do not know which courses to enroll in

- Revisit degree plans and curricula to ensure courses are aligned with demand
- Work with academic advisors to ensure students are pathed into the appropriate courses

Do part-time faculty teach a significant portion of the department's courses compared to peer benchmarks?

Low SCH to FTE ratio combined with high part-time faculty suggests overreliance on adjuncts

- Consider reducing adjunct budget, potentially in exchange for research equipment, conference stipends, and other resources

Is the ratio of SCH to full-time faculty consistently higher than peer benchmarks?

Departmental enrollment may have outpaced faculty staffing

- Consider requesting additional adjunct funding, with potential to convert into a full-time faculty line if need is consistent over several terms

Is a significant portion of faculty load released compared to other departments at the institution?

Department may be allocating too much time to noninstructional activities

- Review course release percentage to determine whether to reduce the number of releases allocated to departmental faculty

Key Leadership Decisions Informed



Faculty Workload
and Course
Assignments



Full-Time
Faculty Line
Allocation



Part-Time
Faculty Budget

Percentage of Teaching Load Released

Analysis: Percentage of full-time faculty load allocated to course releases

- **Data Source:** supplement research and personnel systems with faculty survey
- **Benchmarking Source:** set a target percentage based on standard workload
- **Measurement Considerations:** whether to count the dean or chair's release(s) as part of the departmental total
- **Time Horizon:** term by term



Difficulty of Collecting Data: **High**

Most institutions do not have a database for recording unfunded releases and will need to request information directly from faculty.

Diagnostic Questions

Are most course releases necessary/justified? (Funded releases, post-tenure leave, junior faculty, etc.)

On a term-by-term basis, departments occasionally need additional temporary coverage

- Request temporary funding for part-time faculty to cover the released workload until more faculty are working a full load
- Ensure reasons for course releases, and desired outcomes, are documented

Are releases typically offered as a reward for completing research products?

Departments that use releases as an incentive typically find this practice unsustainable over time unless policies are in place to ensure that only a few releases are given out as incentives per term

- Develop clear guidelines for release allocation based on quantity and quality of research outputs

Are many faculty released below load by contractual agreement during hiring or retention negotiations?

Without transparency around contractual load, release proliferation often goes unchecked

- Ensure that all releases are recorded and tracked centrally to clarify actual faculty workload (vs. standard); consider requesting new faculty lines or additional adjunct funding

Key Leadership Decisions Informed



Faculty Workload
and Course
Assignments



Part-Time
Faculty Budget



Full-Time
Faculty Line
Allocation

Is Your Degree Audit Up to Date?



Align Schedules with Students' Degree Needs Each Term

The defined teaching capacity calculation tells departments whether they are aligning schedules with student demand. That “demand” is ultimately based on the courses students need to fulfill their graduation requirements. The degree audit is one of the most important sources of that information both for students and departments. Unfortunately, many degree audit systems are out of date, unclear about the order of courses, and rarely analyzed to determine which courses departments urgently need to provide.

The Typical Degree Audit:

- ✘ No process for regularly updating requirements in audit systems
- ✘ Requirements rarely listed in optimal order for student progress
- ✘ Unclear which courses are needed urgently for students near graduation



Three Steps to Align Course Offerings with Student Need

- ✓ Departments meet annually with registrar to update audit
- ✓ Degree audits reflect an optimal course order for timely graduation
- ✓ Students near graduation given priority registration in required courses

Updated Degree Audits Steer Capacity Planning

Degree Audit Analysis for Fall Term <i>(illustrative)</i>	Current Seats in Course	Students Needing Course	Unmet Seat Demand
Chemistry 400	15	10	0
Chemistry 350	25	35	10
Chemistry 101	100	150	50

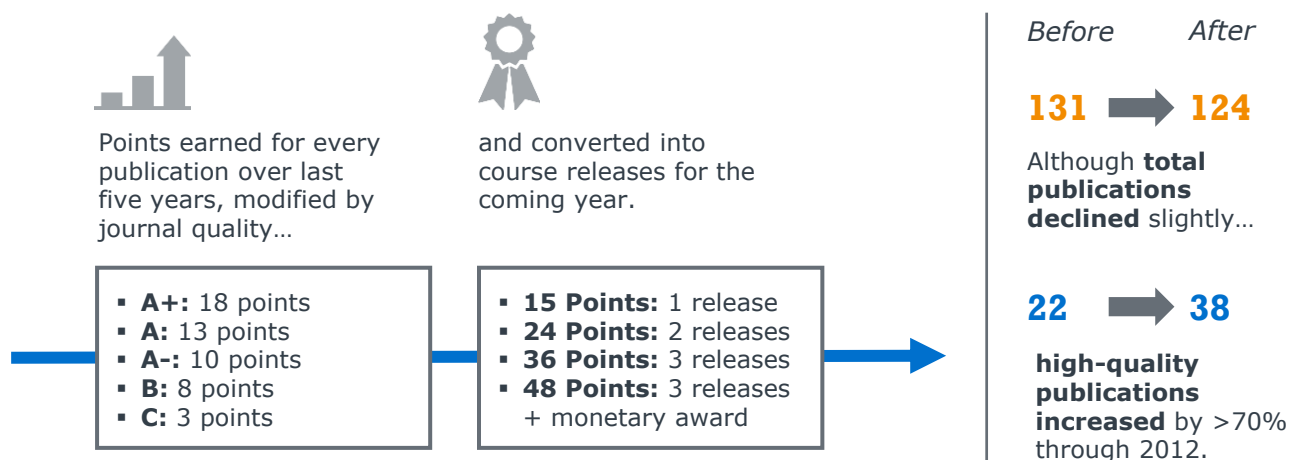
At the **College of the Holy Cross**, staff from the registrar’s office meet regularly with academic departments to determine whether the requirements in the audit system are still correct. They also discuss how to order the requirements by term so students can progress toward four-year graduation. (Seniors are given priority registration in courses they immediately need to be able to graduate.) Then, the registrar sends degree audit reports to departments showing the number of students with the course in their degree audit for the current term, along with those who missed it last term. Departments set section caps based on accommodating that number of students.

Course Release Incentives



Point-Based Allocation System Encourages High-Quality Publications

Many institutions typically award release time as an incentive for research outcomes. To add rigor to this often-subjective process, the dean of the **California State University, Fullerton's Mihaylo College of Business and Economics** developed a formula to award faculty based on journal publications. By publishing articles, faculty earn points towards course releases in the coming year depending on the quality of the journals they publish in. The more points a faculty member earns, the more release time he or she receives, and the highest point level also comes with a cash stipend.



Metrics for Ranking "A" Journals:

- Acceptance rate (e.g., A+ = <13%)
- Impact factor
- Peer-reviewed journal rankings
- Other university journal rankings
- "Reputation" of editorial board members

Faculty Establish Journal Rankings:
Faculty advisory committee assigns ranks based on self-selected principles (e.g., acceptance rate, impact factor)

To avoid incentivizing quantity over quality, the dean ensured that the point values assigned to articles in the highest-quality journals were significantly higher than those in lower tiers. A faculty committee determined the definition of an "A+" journal vs. an "A" journal. Even though the number of articles published per year declined slightly in the first two years after implementing the new system, the number of articles in top journals increased significantly.

Additional Resource on Instructional Capacity



The Instructional Capacity Playbook

To maximize cost efficiency, academic departments must meet student demand with sufficient instructional capacity through selecting appropriate instructor assignments, course offerings, and course schedules and by rightsizing section enrollment. However, as drivers of enrollment trends become more volatile and institutional budgets are increasingly constrained, many departments will find it challenging to reduce capacity-demand mismatches, when capacity lags behind enrollment changes in some courses and programs.

Old Metric	Untested Assumption	Traditional Response	New Analysis
Student/Faculty Ratio	A lower ratio suggests higher quality; the average number of students per faculty reflects the typical student experience	Add tenure lines if enrollment increases, or rank) at department level	Student credits by per instructor (by rank) at department level
Standard Course Load	Number of courses is a better measure of workload than the size of courses; most faculty teach the standard load	When instructors exceed standard load, add more instructors or pay them overload	Percentage of all each class size
Standard Workload (e.g., 40-45-20 distribution of teaching, research, and service)	All faculty should strive for the same balance of teaching, research, and service; all faculty work should be counted equally for promotion and tenure	Translate all other activities into course equivalents; link more increases to annual performance reviews	Total faculty contributions (including journal editing, research, student advising)
Average Class Size	Smaller classes have better learning outcomes; most students are in average-size classes	Add more sections to keep average class size small	Class size elastic
Maximum Section Size	Maximum section size is based on pedagogical necessity	Add more sections when enrollment hits maximum	Section fill rate analysis
Minimum Credits Required for Degree	Most students will complete the degree with minimum credits	Reduce number of required credits to 120	Curriculum comparison
Repeatable Terms Course Enrollment	Enrollments do not change significantly from like term to like term	Roll over course schedule from previous like term	Registration trend analysis Cross credit management major migration
Classroom Utilization (hours per week)	There aren't enough rooms for all courses	Require a percentage of courses to be scheduled outside of prime time	Room type better (by size, location)
Major/Degree Production (by program or department)	The primary purpose of every department is to produce graduates of its major	Cut funding for departments with low/declining numbers of majors	SNH production (majors, non-majors and courses) course and by the "majoring junior" graduation rate

Visit www.eab.com to view the full resource.

EAB has created the **Instructional Capacity Playbook** with tools and best practices to address every step of the alignment process, beginning with identifying new and changing sources of student demand for instruction. From there, members will learn best practices to increase instructional capacity in high-demand courses and programs, reallocate teaching capacity to meet urgent needs, structure curriculum to avoid impediments to student progress, and finally, balance faculty workloads in response to shifts in student enrollment patterns. This white paper can inform academic planning, provide insight into the philosophy behind capacity decisions, and support campuses in aligning processes across academic units and administrative support offices.

Major Migration

Analysis: Number of students who switch into or out of the major while at the institution

- **Data Source:** student information systems
- **Benchmarking Source:** past performance, peer programs within the institution
- **Measurement Considerations:** how to count double majors
- **Time Horizon:** three-year rolling average



Difficulty of Collecting Data: **Medium-Low**

While this analysis is new to most institutions, the data required is readily available within systems that are frequently linked.

Diagnostic Questions

Is the major a “net donor,” enrolling primarily students who graduate in a different major?

“Donor” majors indicate that students may struggle with gateway courses or curriculum or find the major misaligned with their intended academic and career goals

Review high-DFW courses that fulfill major requirements to determine opportunities for redesign
Create or revise degree plans and major map tools to ensure students are given a clear picture of the requirements and content of the major

Is the major an “acceptor,” enrolling mostly students who had previously declared a different major at the institution?

“Acceptor” programs should focus on reducing time to degree for major-switchers and first-year recruitment

Review curriculum to ensure majority of credits transfer from “donor” majors
Redesign first-year and general education courses to increase recruitment of new students (e.g., by assigning courses to highly skilled instructors and/or presenting more information about the major in general education courses)

Is the major a “static” program, with few major changes in or out?

“Static” programs are typically capacity-constrained, often relying on secondary admission requirements

Review major-specific admission requirements (if any) and benchmark to similar programs and accreditation standards to determine if requirements are too lenient or too strict
Consider identifying or developing “acceptor” programs aligned with this major, if a significant number of students are unable to meet requirements

Is the major a “pivot” major, with approximately as many students switching in as out?

“Pivot” majors can best increase enrollment by recruiting and retaining more first-year students

Redesign first-year and general education courses to increase recruitment of new students and retention of first-year majors (e.g., by assigning courses to highly skilled instructors and/or presenting more information about the major in general education courses)

Key Leadership Decisions Informed



Faculty Workload
and Course
Assignments



Curriculum
and Content

Off-Peak, Online, and Late-Start Course Enrollment

Analysis: Percentage of credit hours enrolled in summer, winter, online, and late-start courses

- **Data Source:** registration systems
- **Benchmarking Source:** past performance, peer departments at the same institution
- **Measurement Considerations:** whether to count non-credit courses
- **Time Horizon:** one year



Difficulty of Collecting Data: **Medium-Low**

Late-start and online courses may not always be tagged in systems, but summer and intersession SCH are typically easy to calculate.

Diagnostic Questions

Do registration wait lists and degree plan data indicate excess demand for courses in the regular term that are **not** offered off-peak?

Departmental schedule (and faculty incentives) misaligned with student demand

- Analyze registration wait lists and degree plans to determine high-demand courses
- Work with central administration to make sure that faculty are incentivized to teach higher-demand courses off-peak (e.g., through stipends or gainsharing)

Does the department teach few online courses compared to other departments at the institution?

Faculty may need additional resources for online instructional design and teaching

- Collaborate with central support resources such as teaching and learning, libraries, or digital learning centers to ensure appropriate trainings are available
- Create faculty learning communities and mentoring opportunities so that departmental faculty can collaborate to use instructional design resources
- Use one-time stipends to incentivize faculty to convert courses to online format

Does a **D, F, or withdrawal** in critical prerequisites typically set students back a year or more?

Accelerated, late-start courses with "wraparound" advising can help students stay on pace to a degree

- Analyze degree plans to determine best candidates for accelerated-format courses (e.g., high-DFW)
- Collaborate with teaching and learning centers and other instructional design resources on campus to develop accelerated courses
- Collaborate with student support services to add wraparound support such as tutoring and supplemental instruction to accelerated courses

Do off-peak courses frequently have significant numbers of empty seats, despite being high-demand during the typical academic year?

Indicates a gap in student awareness of off-peak course opportunities

- Work with academic advisors to ensure that students are contacted about off-peak learning opportunities

Key Leadership Decisions Informed



Faculty Workload
and Course
Assignments



Space
Allocation



Part-Time
Faculty Budget

External Demand

Analyses: Jobs with high regional growth relative to national, programs where non-yielded students matriculated, and programs that accepted transfer-out students

- **Data Source:** national job market databases; student surveys; National Student Clearinghouse data
- **Benchmarking Source:** N/A
- **Measurement Considerations:** which jobs are relevant to the department
- **Time Horizon:** current year



Difficulty of Collecting Data: **Medium-High**

Most institutions will need to create or purchase additional data systems to complete this analysis.

Diagnostic Questions

Are program names significantly different from those where non-yielded students matriculated?

Program names may be outdated or fail to reflect careers with high student interest

- Work with curriculum committee and admissions staff to propose new program names aligned with in-demand careers (does not require significant change to curricula in most cases)

Are curricula and course content significantly different from programs where non-yielded students or transfer-out students matriculated?

Students may be choosing alternative programs based on content unavailable at the institution

- Work with curriculum committee to identify opportunities to modify curricular requirements in alignment with competitor programs—or create unique program features to attract students

Is the connection between the department and high-demand careers unclear from degree requirements?

Curriculum and content may be misaligned with desired career paths or employer needs

- Work with curriculum committee to identify opportunities to modify curricular requirements in alignment with job market

Do students frequently transfer out to more selective institutions?

High-achieving students may be transferring out due to lack of engagement

- Work with admissions and enrollment management staff to identify common factors in transfer-out, and contact students in need of mentoring and other enrichment (e.g., undergraduate research opportunities)

Do faculty in the program regularly meet with admissions and enrollment management staff to ensure alignment in how the program is being marketed to prospective students?

Increased collaboration between departments and central administration can support enrollment growth

- Schedule regular meetings (at least once per term) with admissions and enrollment management staff to discuss this topic

Key Leadership Decisions Informed



Curriculum and Content



Program and Degree Offerings

Focusing on the First Year

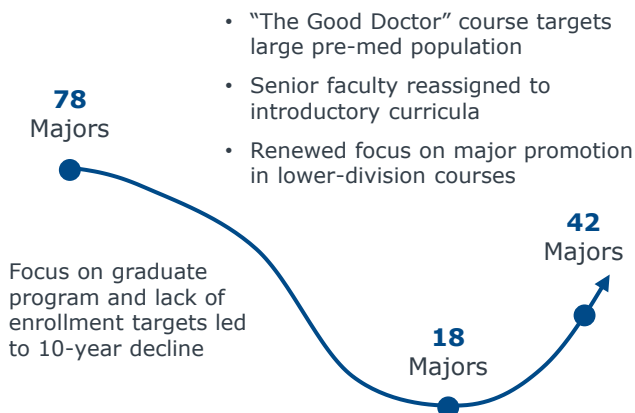


Leveraging Introductory Courses to Convert First-Years into Majors

At many institutions, core liberal arts programs such as philosophy see declining enrollments, both in terms of credit hours and degrees. At **Villanova University**, a 10-year decline from 78 majors to only 18 led the chair of the philosophy department to launch new introductory courses targeted toward students in high-enrollment programs such as pre-medicine.



Philosophy Department Chair Reverses Downward Trend Through Focus on Intro Courses



Focusing on Major Growth

“When you offer interesting courses, it brings students to the major that would not otherwise come. And then they see that they’ve taken a few philosophy courses and they’re not far from a major or minor.... For a long time, philosophy rested on the fact that it was a foundation. It can no longer do that. We need to show people that our philosophical skills are useful.”

*Sally Scholz
Department Chair, Philosophy
Villanova University*

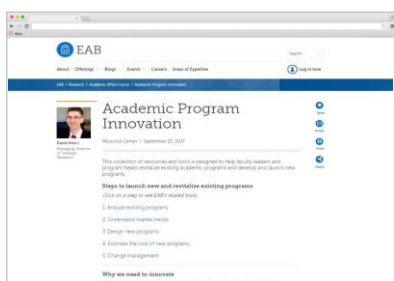
The department launched “The Good Doctor,” a medical ethics course taught by senior full-time faculty, which helped increase the number of majors to 42 over the course of three years, including more students who chose philosophy as a second major once they could see how it complemented their first major.

Academic Program Innovation Resources



Support to Launch New Programs and Revitalize Existing Offerings

Innovation to support enrollment growth is both challenging and risky. It requires collaboration, analysis, and a willingness to ask difficult questions about existing practices. Faculty who are overworked, anxious about resources, and concerned about incursions into their disciplinary autonomy are understandably hesitant to take on a new project with uncertain results. They also typically lack the data and tools necessarily to evaluate and implement new program delivery models or entirely new program offerings. While the specific changes necessary for any particular program will depend on disciplinary context and market dynamics, the resources available below will help to accelerate and inform decision-making on campus.



Visit the *Academic Program Innovation* resource portal on www.eab.com to find...

- 1 **Analyze existing programs**
 - Guidance on Program Assessment
 - Revitalizing Stalled Program Performance Toolkit
- 2 **Understand market trends**
 - Market Demand Sizing and Validation Toolkit
 - State-by-State Labor Market Demand Profiles
- 3 **Design new programs**
 - Nontraditional Program Design Webinar
 - Embedding Demand Validation in Program Development Tools
- 4 **Estimate the cost of new programs**
 - Sample Cost Calculators
- 5 **Manage change on campus**
 - Program Strategy Intensive Webinar

DFW Rates

Analysis: Course-by-course analysis of D, F, and W grades divided by total grades

- **Data Source:** student records
- **Benchmarking Source:** past performance
- **Measurement Considerations:** how to count “Incomplete” grades, if such grades are a large portion of course results
- **Time Horizon:** term by term, except in departments with only very small courses (where a multiyear rolling average is preferred)



Difficulty of Collecting Data: **Low**

Most institutions already collect this data.

Diagnostic Questions

Do DFW rates in courses vary significantly from section to section?

Differences in instructor materials or pedagogy may impact student outcomes

- Create opportunities for alignment of course material and rubrics across multiple sections, such as faculty learning communities

Does the institution offer opportunities to add early alerts (of academic and/or behavioral risk) to courses? Could the department increase usage of alerts in critical courses?

Advisor intervention can reduce DFW rates if faculty flag students who may be at risk of failing a course

- Reach out to instructors in critical (first-year and prerequisite) courses to increase use of early alert function

Compared to other departments at the institution, do students underutilize tutoring, writing centers, supplemental instruction, and other central university resources?

Students may lack the knowledge or self-confidence to proactively seek resources

- Collaborate with student support centers to ensure resources are tailored to high-DFW courses
- Ensure that support resources are listed in course syllabi and promoted to students throughout the course

Do DFW rates vary significantly by student preparedness (measured based on high school GPA and admissions test scores)?

Department may need to add remedial options for underprepared students

- Review curricular requirements and consider creating cohort programs and/or corequisite remedial instruction for students with low high school GPAs and/or admissions test scores

Do withdrawals constitute a higher proportion of grades than in other departments at the institution?

Withdrawals may be unnecessary; i.e., with additional resources, students could complete the course

- Review policy for course withdrawal to ensure that students review consequences and related resources before confirming a course withdrawal

Key Leadership Decisions Informed



Advising
Staffing and
Budget



Curriculum
and Content

Junior Graduation Rate

Analysis: Two-year graduation rate for majors with 60 student credit hours

- **Data Source:** student information system and transcripts
- **Benchmark Source:** similar departments at the same institution; department's own past performance
- **Measurement Considerations:** whether to count second majors; whether most junior-year students start with 60 credit hours
- **Time Horizon:** 3-year rolling average



Difficulty of Collecting Data: **Medium**

While this analysis is new to most institutions, the data required is readily available within systems that are frequently linked.

Diagnostic Questions

Do students in the major have a high average number of degree exceptions upon graduation?

Potential problems with major-specific advising and degree planning

- Update advisor handbooks with information about commonly missed requirements
- Create/revise degree plans to clearly communicate requirements

Are multiple multicourse sequences required for the major?

Curriculum may be overly complex, causing delays to graduation

- Review curriculum (and benchmark to similar programs at peer institutions) to determine opportunities to streamline

Are there disparities in graduation rate or time to degree by student's first declared major?

Requirements may be misaligned with common donor majors

- Review curriculum of common donor majors to identify opportunities to accept more courses for major credit

Are there multiple upper-division courses in the major with 20% or higher DFW rates?

Course repeats and DFWs may be leading to graduation delays and/or attrition

- Redesign courses with highest DFW rate or highest number of credit hours lost to DFW and measure whether there has been a reduction in DFW rate

Do students transferring in from other institutions "lose" a significant number of major credits in transfer?

Transfer articulation policies may be misaligned with feeder schools

- Reach out to common feeder schools to determine opportunities to align curricula
- Create degree plans for students at two-year feeder schools to prepare to declare major upon transfer

Key Leadership Decisions Informed



Advising
Staffing and
Budget



Curriculum
and Content

Experiential Learning

Analysis: Percentage of students participating in experiential learning opportunities

- **Data Source:** registration systems/course catalog, student records
- **Benchmarking Source:** peer departments at the same institution
- **Measurement Considerations:** developing (faculty-led) criteria to validate experiential learning
- **Time Horizon:** cohort basis (students should participate at least once by graduation)



Difficulty of Collecting Data: **Medium**

Some institutions may first need to establish a registration system tag for experiential learning.

Diagnostic Questions

Are experiential opportunities and related career competencies unclear from course syllabi?

Students may struggle to articulate the career-applicable value of their course work

Clearly connect syllabus requirements to career skills and denote experiential learning activities
Provide course syllabi earlier in the term so students can select courses based on academic and career goals

Are most experiential opportunities cocurricular only, with few courses designated as experiential or service-learning courses?

Students may struggle to balance cocurricular experiences with course work and other responsibilities

Identify opportunities to embed experiential learning and service-learning into courses; consider setting a target number of courses to have embedded opportunities

Are most in-depth experiential opportunities (such as internships) held off campus?

Off-campus opportunities may be difficult for some students to access

Work with local employers, organizations, and cultural groups to determine opportunities to host activities and events on campus (e.g., class consulting projects, on-campus internships, etc.)

Do departmental degree plans primarily list courses, with few cocurricular recommendations?

Students may be unsure how to align experiential learning with their learning in the major

Develop cocurricular four-year maps to help students identify appropriately timed opportunities based on their progress through the curriculum

Are career services in PhD programs primarily or entirely focused on academic careers?

Graduate students are often unsure whether nonacademic experiential learning is right for them

Collaborate with campus career services to create learning opportunities for this population

Key Leadership Decisions Informed



Curriculum
and Content

Additional Resources on Course Completion



The Course Completion Playbook

High failure rates in gateway courses represent one of the largest obstacles to student success at most colleges and universities. Large required courses with failure rates as high as 30-60% can create retention and time-to-degree issues for hundreds or even thousands of students at a single institution. As academic departments seek to improve DFW rates in critical introductory courses, EAB's **Course Completion Playbook** provides diagnostic tools and resources for institutions to redesign courses and provide the right student supports so that institutions can ensure that maximizing completions does not come at the expense of rigor.

Visit www.eab.com to view the full resource.

Steps to Addressing Course Completion Rates

Size the Opportunity

Identify Root Causes

Prioritize Resources

Engage Faculty

Tactics for Improving Course Completion Rates

Assessment

Instruction

Course-Level Advising

Pre- and Post-Course Support

Source: EAB interviews and analysis.

Additional Resources on Degree Completion



Promoting Timely Degree Completion

One of the academic department's most important challenges is to support their majors in meeting their graduation goals—which for many students facing financial challenges in paying for college, means graduating in four years. Unfortunately, fewer than 40% of students seeking a bachelor's degree actually graduate in four years (NCES). While attrition is one of the main causes for this low number, progress delays also keep students from graduating on time. EAB's study, **Promoting Timely Degree Completion**, provides 16 best practices to address every step of the student pathway to graduation.

The image shows three overlapping document thumbnails from the EAB report. The central thumbnail is the title page, featuring the EAB logo and the title 'Promoting Timely Degree Completion: Reconciling Student Choice and the Four-Year Graduation Imperative'. The left thumbnail is titled 'Beyond the Completion Binary' and discusses student success metrics. The right thumbnail is titled 'Balance' and discusses reconciling competing goods of student choice and timely completion.

Visit www.eab.com to view the full resource.

Supporting On-Pace Student Performance Organizing Course Offerings Around Four-Year Graduation

1

Encouraging Early Credit Momentum

1. Hardwiring 15 to Finish
2. Summer Early Start for Borderline Admits
3. Summer Early Start for Transfer Students
4. Summer Early Start for All Incoming Students
5. Multi-Section Calculus Redesign

2

Maximizing Degree-Applicable Credit

6. Major-Career Interest Matching
7. First-Year Meta-major Schedules
8. Degree Plan Express Registration
9. Major-Specific Delay Diagnostic

3

Aligning Course Capacity with Student Needs

10. Uncapped Wait Lists
11. Intent-to-Register Plans
12. Multi-Term Registration
13. Completion-Based Registration Priority

4

Creating Second Chances for Off-Pace Students

14. Summer Catch-Up Campaigns
15. Degree-Advancing Intersession Courses
16. Regular-Term Accelerated Courses

Additional Resource on Experiential Learning



Integrating Academic and Career Development

Growing public concern about the return on investment (ROI) associated with higher education has created pressure for both public and private institutions to assume greater responsibility for students' postgraduation outcomes. Rather than attempting to radically reinvent curricula with immediate workforce demands in mind, a middle ground is needed between critics who assume traditional academic study is impractical and those who view college as an intellectual refuge from the job market. This false dichotomy between liberal education and career preparation is stymieing productive conversation on campus.

Success Beyond Salary
Emphasize Alignment, Engagement, and Advancement in Outcomes

While salary is an important element of career success, it has been granted undue weight when measuring the quality of long-term student outcomes—in part because of how readily measurable it is. A clearer picture emerges if a more holistic measure of career success is applied, one that incorporates career alignment, engagement, and the potential for timely advancement. This more complete measure of career success also better represents how graduates understand the professional value of their college experience.

Financial Success
Alignment
Engagement
Advancement
Career Success

Match between role skills, interests, or
Potential for career growth and success in supervisory roles
Personal fulfillment in day-to-day responsibilities

The concept of career alignment helps to keep both the underemployed barista and the burned-out financial analyst within the scope of career development strategy. Feeling a sense of connection to one's professional responsibilities and leveraging personal strengths against those responsibilities regularly are critical to long-term fulfillment.

It is also important to keep students' potential for career advancement in mind, rather than merely preparing them for a successful first job application. Alumni who are able to progress in their chosen fields are valuable assets to both their alma maters and their local communities.

And finally, both day-to-day and reflective engagement with one's work should inform institutional approaches to career development. Colleges and universities must be invested in creating professionals that are not only well-utilized in their roles and financially successful, but content in their vocation as well.

Integrating Academic and Career Development
Strategies to Scale Experiential Learning and Reflection Across the Curriculum

Academic Affairs Forum

Integrating Academic and Career Development
Strategies to Scale Experiential Learning and Reflection Across the Curriculum

Our findings of our research are organized around two broad challenges, each with three that detail relevant best practices. The first section is focused on enhancing the professional impact of programming that already exists on campus. This includes supporting students select and reflect on the curricular and cocurricular programming that best aligns with their goal goals. It also includes developing new or modifying existing elements of the core curriculum to address specific professional development needs.

On the Market Value of the College Experience

- Can we help students make informed choices early in academic careers? → 1. Equipping Students to Proactively Align Curricular and Cocurricular Plans with Personal Goals
- Can we ensure that our students can articulate what is learned? → 2. Encouraging Ongoing Reflection and Narration
- Can we extend skill segment opportunities to all professional majors? → 3. Augmenting the Core Curriculum to Address Skill and Experience Gaps

Experiential Learning Opportunities to Underserved Populations

- Can we create more learning opportunities for all learners? → 4. Expanding Faculty Engagement with Experiential Learning
- Can we reach students with resources and reduce the role of cocurricular commitments? → 5. Lowering Access Barriers to Applied Learning Outside the Classroom
- Can we support graduate students in their professional career development? → 6. Engaging Graduate Students in Career Development

This section explores methods for scaling professional development programming to underserved areas. Faculty members can be engaged in developing new experiential learning opportunities—its access broadly. That said, some types of cocurricular programming are more accessible and effective to underserved populations than others. The final two chapters of this study explore niche approaches to reaching these students, including one of the most difficult populations to reach in career development—graduate students in traditionally academic programs.

Visit www.eab.com to view the full resource

This study will help you incorporate meaningful career exploration and experiential learning into the academic curriculum and migrate from a “last stop” career service model to a continuous and reflective postgraduation planning approach. You will also learn how to reach at-risk and underserved student populations who often face barriers to accessing internships, co-ops, and other opportunities for professional development.

Holistic Research and Scholarly Activity Outputs

Analysis: Thorough listing of all research products by individual faculty member (*Academic Analytics scores; books, book chapters, reviews; journal articles; research expenditures; creative compositions; exhibitions; performances; conference/poster presentations; editing books or book chapters; independent lectures and keynotes; engaged scholarship; multidisciplinary research; scholarship of teaching and learning, etc.,...*)

- **Data Source:** research systems, personnel systems, tenure and promotion files, faculty survey
- **Benchmarking Source:** peer departments at the institution
- **Measurement Considerations:** N/A, but some departments may wish to engage faculty in developing a broader definition of research
- **Time Horizon:** one year



Difficulty of Collecting Data: **Medium-High**

Many institutions collect data on most of these research outputs but do not aggregate them or consider them to be typical research products.

Diagnostic Questions

Do faculty who were not tenured or promoted tend to conduct more nontraditional research?

Nontraditional research outputs are often undervalued in tenure and promotion conversations

- Ensure that tenure and promotion committees include at least one faculty member who can speak to the candidate's holistic work, such as a faculty member in a discipline the candidate collaborates with
- Revisit promotion and tenure standards in the department to ensure clarity

Do some faculty have a low SCH teaching load because they spend disproportionate time on nontraditional scholarly and creative activities?

Faculty deemed "unproductive" by traditional standards may be spending time on nontraditional activity

- Consider using merit pay as an incentive to rebalance traditional and nontraditional faculty activities as desired by chair and other college/institutional leadership

Does the department conduct less nontraditional research than peers?

Nontraditional research opportunities can increase departmental research productivity and diversity

- Convene a committee of faculty in the department to determine opportunities for nontraditional research such as engaged scholarship

Key Leadership Decisions Informed



Faculty Workload and
Course Assignments

Research Effort Metrics

Analysis: Number and dollar value of grant proposals; number of article submissions and win rate; number of multidisciplinary/multi-PI proposals

- **Data Source:** research systems
- **Benchmarking Source:** like departments at peer institutions
- **Measurement Considerations:** N/A
- **Time Horizon:** one year



Difficulty of Collecting Data: **Medium-Low**

Most of this data is carefully tracked in research systems for reporting purposes.

Diagnostic Questions

Is the average dollar value of proposals lower than peer departments'?

Faculty may be able to increase funding by aiming for larger grants (rather than increasing quantity)

- Work with grant writing staff to help faculty identify higher-dollar grants relevant to the field

Are few multidisciplinary or multi-PI proposals submitted compared to peers?

Most institutions have a mission imperative to increase multidisciplinary collaboration; it is also a good fit for departments that do not typically conduct funded research

- Review grant opportunities for multidisciplinary/multi-PI research and reach out to other departments to create research teams

Are fewer proposals/papers overall being submitted compared to peer departments?

Seeing the benchmark data can encourage faculty to increase submissions to be competitive with peers

- Consider offering release time, or reducing other non-teaching duties, for junior faculty to allow for increased proposal and paper submissions

Is the acceptance rate of paper submissions and/or grant proposals lower than peer departments'?

Indicates quality concerns with paper submissions in the department

- Collaborate with research support staff to create trainings and resources for departmental faculty
- Establish mentoring programs within the department to improve paper submissions

Does the portfolio of grant funding (government and private sources) disproportionately focus on one or two sources as compared to peers?

Some departments rely too much on certain agencies or funding sources, limiting their total funding and exposing them to risk if the agency undergoes budget cuts

- Review peer departments to identify new agencies that fund related work to diversify portfolio

Key Leadership Decisions Informed



Faculty Workload
and Course
Assignments

Post-Tenure Activity

Analysis: Average years from associate to full professor for departmental faculty

- **Data Source:** personnel systems
- **Benchmarking Source:** like departments at peer institutions, peer departments at the institution
- **Measurement Considerations:** whether faculty are tenured at associate or full at the institution
- **Time Horizon:** past 10-15 years



Difficulty of Collecting Data: **Low**

Most departments will be able to find this information in personnel systems.

Diagnostic Questions

Is post-tenure review conducted every 5-7 years or more?

Infrequent review often leads to faculty's emerging engagement challenges being ignored

- Conduct post-tenure check-ins every 1-2 years
- Monitor faculty research activity to identify and intervene if activity slows

Are merit and promotion conversations typically informed by unclear, subjective criteria?

Faculty may focus on the wrong activities if uncertain of the criteria being used for promotion and merit

- Convene a group of departmental faculty (to ensure all disciplines are represented) to develop merit and promotion criteria that are objective, numeric, and publicly available within the department

Do unproductive associate professors spend more of their time on teaching?

Traditional promotion standards do not reward high-quality teaching, leading faculty to become disengaged

- Consider developing alternative career tracks more focused on teaching
- Develop standards allowing faculty to publish scholarship of teaching and learning for promotion criteria

Do most concerns with "stalled" faculty occur after promotion to full?

Without incentives to continue research, faculty may become disengaged in their career post-promotion

- Create salary increase incentives (also with clear and public criteria) after reaching full professor, and conduct regular reviews (at least every 3-5 years) of full professors in the department using the criteria

Key Leadership Decisions Informed



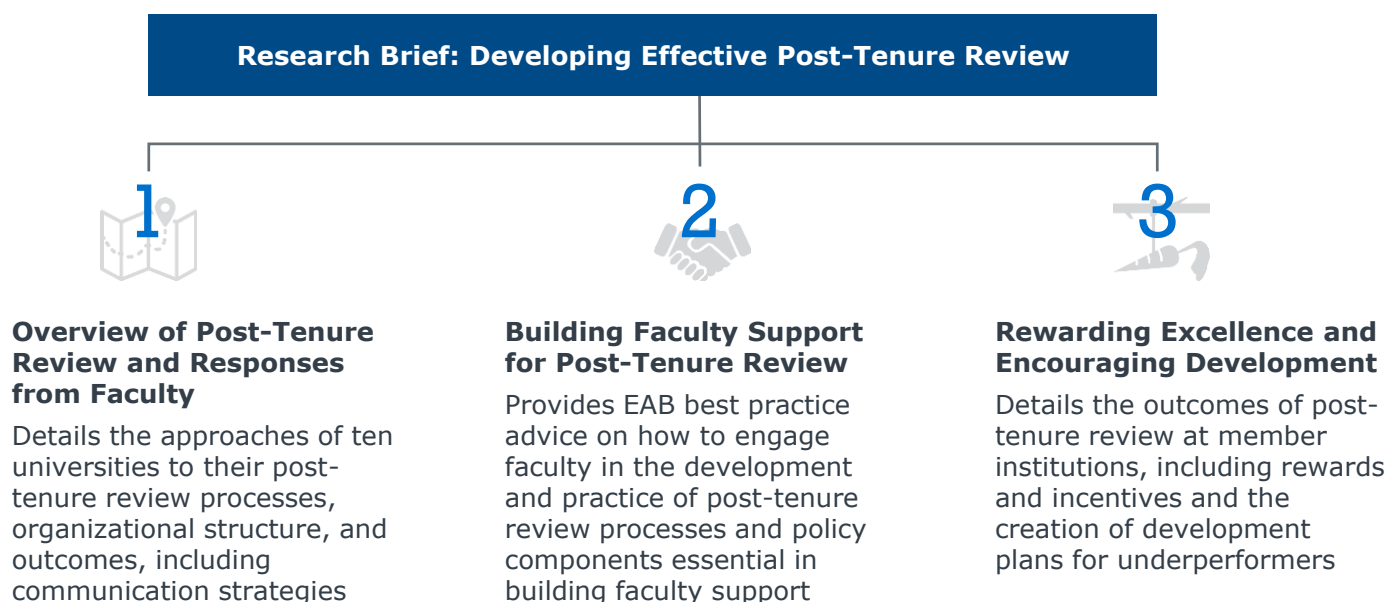
Approval of
Promotion Decisions

Developing Effective Post-Tenure Review



Benchmarks and Advice for Development, Delivery, and Incentives

Intervening with disengaged faculty can be challenging, if not impossible, without clear and frequent post-tenure reviews. At the typical academic department, which conducts post-tenure review every 5-7 years if at all, making post-tenure review a regular and rigorous part of the faculty role will require in-depth, faculty-led change. EAB's research brief on **Developing Effective Post-Tenure Review at Public Institutions** provides member benchmarks and guidance on how to involve faculty in creating and implementing post-tenure reviews. (Private institutions can also use the strategies in this brief.)



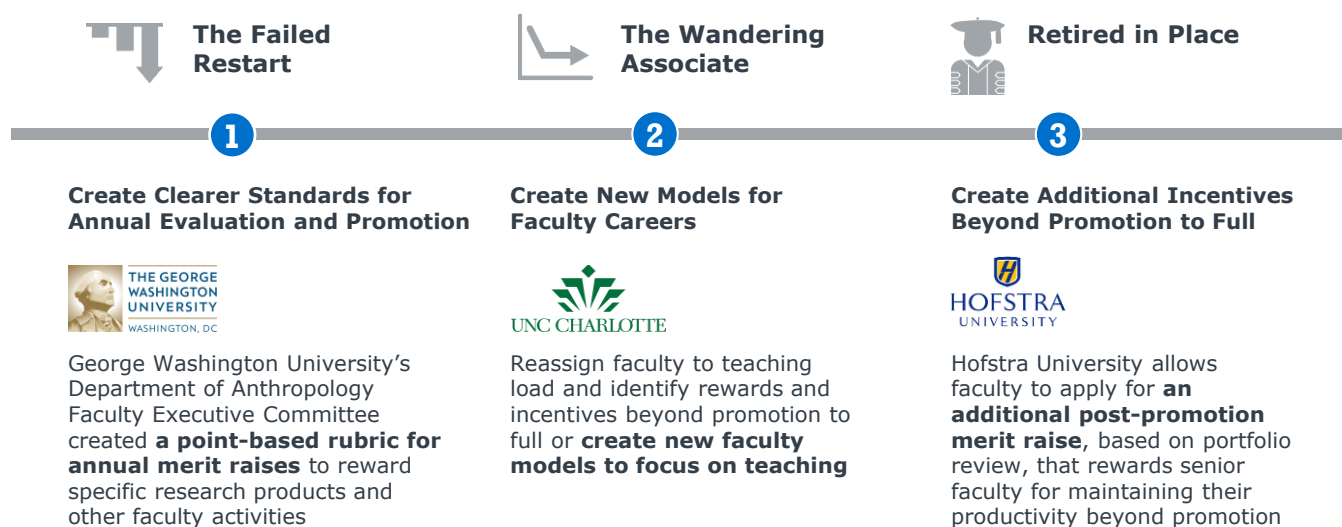
The research brief outlines three aspects of post-tenure reviews: first, an overview of how member institutions organize and deliver reviews; second, detailed guidance on how to create post-tenure reviews at institutions that do not currently have them (or where they are not rigorous or taken seriously); and finally, benchmarking and advice on the incentives and consequences associated with reviews. In general, the universities most content with their post-tenure review process made sure to involve faculty input in every step of the process, from the structure of the review to its delivery and assessment process. As content experts in their discipline, faculty are well poised to support this process and will help to design reviews that are sensitive to the distinct roles they play.

Avoiding the Stalled Associate Problem



Creating Clear Expectations for and Multiple Pathways to Advancement

Beyond creating rigorous and regular post-tenure reviews, departments and universities have identified three more ways to help faculty with career pathing at the associate level and beyond. For the archetypal “failed restart” faculty member who never returns to his or her pre-tenure level of activity, **George Washington University’s** Department of Anthropology found that simply creating a clear, quantitative rubric for annual reviews and merit raises motivates faculty to pursue the specific types of research and other activities that the department values.



Some associate-level faculty may wish to diverge from a traditional faculty career, which often leads them to leave academia altogether or become frustrated and disengaged. Institutions such as the **University of North Carolina at Charlotte** are creating new faculty models focused on teaching, which have different workloads, incentive structures, and promotion pathways from traditional research faculty. Often, these faculty focus on the scholarship of teaching and learning if their new role includes a research requirement. **Hofstra University** also redesigned the faculty pay structure to reward post-promotion engagement. Full professors may submit their portfolios for an additional review after six years to be eligible for a pay raise similar to the raise given at promotion.

Faculty Hiring Pipeline Stage Conversion Rates

Analysis: Demographics of candidate pool at each stage of the hiring pipeline

- **Data Source:** personnel and hiring systems
- **Benchmarking Source:** demographics of local area, past performance
- **Measurement Considerations:** which groups are underrepresented in the department compared to the institution at large
- **Time Horizon:** measure on a per-search basis



Difficulty of Collecting Data: **Medium**

Departments may need to upgrade hiring systems and databases or purchase software to improve data collection.

Diagnostic Questions

Do search committees typically wait until after the committee is formed to consider diversity and inclusion?

Diversity and inclusion is often overlooked unless built into the committee selection process

- Ensure that search committees have at least one member specifically chosen to help ensure diversity and inclusion in the process (this individual can be from an underrepresented group, but does not need to be)

Are position descriptions typically drafted and posted without reviewing for inclusive language?

Job ads are often subject to unconscious bias at multiple stages of the hiring process

- Avoid overly specific language about the research experience or subdiscipline being sought
- Clearly state the department's commitment to an inclusive culture

Does the department struggle to identify a diverse pool of candidates in the search process?

Building relationships with future candidates, such as PhD students and postdocs, increases future pool diversity

- Establish postdoctoral programs and fellowships targeted toward diversifying the faculty pipeline
- Reach out to institutions with diverse PhD programs in the field to develop relationships with PhD candidates

Is outreach to potential candidates typically conducted on a one-off basis, without a central place to share information?

Gathering robust data on the potential hiring pool eases the process of identifying diverse candidates

- Identify interested faculty to attend conferences and network with diverse junior faculty in the field
- Create a shared departmental database of contacts identified by departmental faculty

Does the department move from portfolio and CV review to a small number of on-campus interviews for each search?

Limiting the number of interviews conducted in the search process often reduces the diversity of the pool

- Conduct phone or video conference screening interviews for the top 10-15 candidates before holding on-campus interviews

Key Leadership Decisions Informed



Faculty Workload and Course Assignments



Full-Time Faculty Line Allocation

Faculty Retention and Promotion Disparities

Analysis: Faculty attrition and promotion rates, disaggregated by demographic groups

- **Data Source:** personnel systems
- **Benchmarking Source:** demographics of local area, peer departments at the institution
- **Measurement Considerations:** which groups are underrepresented in the department
- **Time Horizon:** 3-5 years



Difficulty of Collecting Data: **Medium-Low**

Most information needed is contained within personnel systems.

Diagnostic Questions

Are mentors for new faculty typically restricted to senior faculty members within the department?

New faculty may feel uncomfortable discussing some concerns with the senior faculty who will make tenure and promotion decisions; external and peer mentors allow faculty to discuss sensitive questions more openly

- Establish mentoring programs that provide new faculty with senior mentors external to the department and in-department peer mentors, in addition to senior in-department mentors
- Ensure that mentoring programs have structured agendas and project plans

Is promotion to full professor based on qualitative, subjective criteria that are not revealed to candidates before the promotion conversation?

"Unwritten rules" are common and subject to bias toward one's own demographic group

- Work with departmental faculty to create clear, specific promotion criteria for full professor, and make criteria publicly available within the department

If the institution offers implicit bias training, are trainings run by human resources staff and open to all departments?

Implicit bias training rarely leads to behavioral change unless run by respected faculty peers and customized to the individual department

- Identify interested senior faculty and work with human resources staff to create customized, faculty-led implicit bias trainings for the department

Do faculty from underrepresented groups take on more service and advising roles than majority faculty in the department?

Underrepresented faculty often take on more service work, often in support of underrepresented students, which can prolong time to promotion if it detracts from core research and teaching activities

- Review balance of service work to determine whether majority faculty can contribute more to service
- Work with central student support and academic advising staff to ensure that underrepresented students have access to mentorship opportunities

Key Leadership Decisions Informed



Faculty Workload and Course Assignments



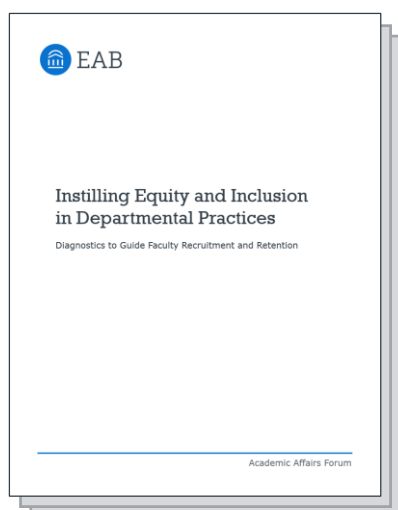
Full-Time Faculty Line Allocation

Faculty Diversity and Inclusion Diagnostic



Instilling Equity and Inclusion in Recruitment and Retention Practices

Pressure from students and shifting demographics are driving academic leaders to prioritize both greater numerical representation of underrepresented groups among faculty and building a more inclusive environment for faculty, students, and staff. The decisions, processes, and preferences that truly impact diversity and inclusion occur at the departmental level. Chairs, program heads, and faculty leaders must identify and remedy sources of bias within traditional recruitment, hiring, onboarding, and promotion practices.



EAB guidance for departmental leaders on...

- Accountability for and Tracking of Diversity Efforts
- Identifying Prospective Candidates
- Developing Referral Relationships
- Hiring Timelines and Standing Committees
- On-Campus Recruitment
- Search Committee Formation
- Implicit Bias Training
- Composing Inclusive Job Advertisements
- Diversity Statements
- Defining Evaluation Criteria
- Monitoring the Pool During Searches
- Junior Faculty Mentoring
- Faculty Onboarding
- Addressing Promotion Disparities
- Postdoctoral Recruitment Opportunities
- Target of Opportunity Hire Programs

For institutions beginning to explore these issues and incorporate rigor into departmental practices around diversifying the faculty, EAB has developed the diagnostic resources and toolkits included in **Instilling Equity and Inclusion in Departmental Practices**. This publication outlines the critical roles of search committees, departments, and deans in promoting equity and inclusion; the questions institutions should ask at each stage of the faculty hiring, onboarding, and career advancement process; and strategies from member institutions to implement best practices on campus.

To view the full diagnostic, visit www.eab.com.