

Introducing

Office Hours with EAB

A new podcast from EAB experts to share ideas, insight, and inspiration with higher ed leaders.

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OFFICE HOURS
WITH EAB



Assessing Optional and Non-Essential Academic Expenditures Pt. II

Optimizing Instructor Mix and Workload | APS COVID-19
Webinar Series, Session 3

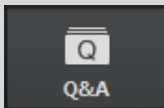
Today's Presenter



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To ask a question, use the Q&A panel on the toolbar.

Having trouble with Zoom? Contact us at APS@eab.com.

APS COVID-19 Webinar Series

Responding to COVID-19: Harnessing APS Data and EAB Best Practices

Five-Part Series

1

Redesigning Courses for Virtual Fall Delivery



How can we better support and engage students in a virtual environment?

2

Pinpointing Sections for Consolidation



How can we reallocate underutilized capacity?

3

Optimizing Instructor Mix and Workload



How can we best leverage instructional staff to meet student demand?

4

Using Cost Data to Surface Opportunities for Enhanced Efficiencies



How can we reduce costs without sacrificing quality?

5

Optimizing Your Institution's Program Portfolio



How can we make data-informed decisions about our program portfolio?

Sub-Series: Assessing Optional and Non-Essential Academic Expenditures



Register for or watch archived sessions online today!

Putting Academic Expenses Under a Magnifying Glass⁵

Use APS Data to Identify Cost Reduction Opportunities

Assessing Optional and Non-Essential Academic Expenditures



Determine Necessary Course and Section Offerings (Last session)

Eliminate or reduce unnecessary sections to align with projected student demand



Assign Full-Time and Contract Instructors (Today's session)

Use information about your course offerings to assign full-time instructors to necessary sections and use contract instructors to support capacity gaps



Review High Cost Departments (June 3 session)

- After examining spending on instructional staff, review spending in other areas
- Use benchmarking data to identify opportunities to ease costs

Needed Instructional Capacity

Vs.

Theoretical Instructional Capacity

$$\left(\begin{array}{c} \# \text{ Full-Time} \\ \text{Instructors} \end{array} \times \begin{array}{c} \text{Full-Time} \\ \text{Standard Load} \end{array} \right)$$

- Approved Course Releases

Maximum # Sections Able to Teach

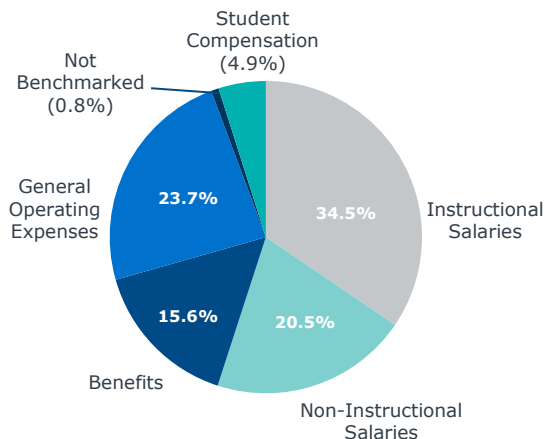
Potential Financial Impacts Are Top of Mind

Instructional Staff Are the Most Valuable – and Costly - Investment

Distribution of Departmental Direct Costs by Category, Across the APS Collaborative

AY 2019

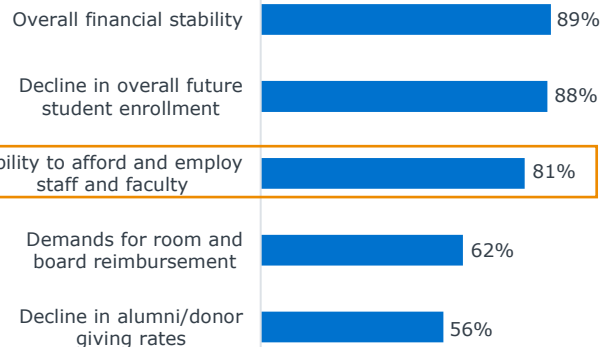
n=60



Top 5 Responses: Rating level of concern with the following potential long-term issues in regard to COVID-19

% Very Concerned + % Somewhat Concerned

n = 160



Source: Academic Performance Solutions data and analysis; Responding to COVID-19 Crisis: A Survey of College and University Presidents. (2020, March). Retrieved from https://drive.google.com/file/d/1fnpAMg77R0TmU_ZpIL-45IVyzV1fEd4Q/view.

Instructional Staff Time: A Precious, Limited Resource

Responsibilities Span Past the Classroom

How Instructional Staff Spend Their Time



"Standard" Is Subjective



Departmental **goals**, **mission**, and student **demand** should be used to determine a standard workload.

What Is the Variation in Instructional Workload?

8

Balance Instructional Workload Across Instructor Types

Measuring Instructional Workload



High-Level Analysis

Evaluate workload across instructor types.

- If you have established a workload policy, how closely are you adhering to it?
- If you do not have a policy, what is a reasonable standard load?



Department Deep Dive

Use the Department Name filter to perform separate analyses for each department.

- In which departments is there a heavy reliance on Tenure Track or adjunct instructors?

Two Approaches to Measure Teaching Load

1 Sections Taught

Percentile Distribution of Sections Taught

2 SCH Taught

Percentile Distribution of Student Credit Hours

Can Your Full-Time Instructors Meet Student Demand? ⁹

Adjuncts May Still Be Necessary to Fill Any Capacity Gap

Theoretical Capacity Formula

$$\left(\begin{array}{c} \# \text{ Full-Time} \\ \text{Instructors} \end{array} \right) \times \left(\begin{array}{c} \text{Full-Time} \\ \text{Standard Load} \end{array} \right)$$

– Approved Course Releases

Maximum # Sections
Able to Teach

Once you have determined the number of necessary sections to offer, consider:

- > What is the expected workload for instructors?
- > How many instructors do you need to meet total sections needed (*see last week's webinar*)?
- > Can all course offerings be taught by Tenure Track instructors?
- > Do you need to assign adjuncts and contract instructors to support the remaining courses?

Special Considerations

- How many sections require a specialty skillset and must be taught by select instructors?
- How many instructors have an outsized portion of responsibilities outside of the classroom, such as advising, whose workload cannot be increased due to potential negative impact on student progress?

APS Platform Demonstration

Allocate Instructional Staff for the Fall term



Live Demo

Resources Available Today

Actionable Next Steps to Apply Learnings from This Session

Strategy 1: Compare Actual Typical Teaching Loads with Expected Loads

While many institutions "know" how many sections each instructor type is expected to teach annually, there is often a significant disconnect between that reported number and the actual teaching load. This is often due to a variety of factors including but not limited to: instructor type, department needs, and the availability of resources to ensure resources are used thoughtfully and deliberately to support today's urgent needs.

Step 1: Select the Department Name, Course Type, and Instructor Type Filter on the Instructional Staff List in the APS Analytics dashboard, apply relevant filters you wish to investigate.

Step 2: Select the Department for which you are conducting the analysis.

- Exclude course types that do not count towards load, such as independent studies or seminars.
- Identify, select one or more instructor type of a line. Alternatively, if you prefer to see more data at once, choose all instructor types in either dropdown.

Step 3: Scroll down to the middle of the Instructional Staff list to find the distribution of sections taught.

Key reports: Personal Distribution of Sections Taught; Trends in Median Sections Taught

Location: APS Analytics dashboard, Instructional Staff list

Goal: Identify the typical distribution of sections taught by each instructor type

Personal Distribution of Sections Taught

Planning for All Departments	Current Year's Snapshot	Upcoming Year's Forecast/Planning
APS Analytics dashboard, Department Snapshot tab	APS Analytics dashboard, Department Snapshot tab	APS Analytics dashboard, Instructional Staff list
Report: Personal Distribution of Sections Taught; Trends in Median	Report: Personal Distribution of Sections Taught; Trends in Median	Report: Instructional Staff Snapshot
Observed Headcount	Observed Headcount	Expected Headcount
Tenured - On Track - Adjust - Not Tenure Track	Tenured - On Track - Adjust - Not Tenure Track	Tenured - On Track - Adjust - Not Tenure Track
Observed Median # of Sections Taught	Observed Median # of Sections Taught	Desired Standard # of Sections Taught Per Instructor
Tenured - On Track - Adjust - Not Tenure Track	Tenured - On Track - Adjust - Not Tenure Track	Tenured - On Track - Adjust - Not Tenure Track
Observed Total Sections Taught (All Instructors of Type)	Observed Total Sections Taught (All Instructors of Type)	# of Sections Covered at Desired Loads
Tenured - On Track - Adjust - Not Tenure Track	Tenured - On Track - Adjust - Not Tenure Track	Tenured - On Track - Adjust - Not Tenure Track
TOTAL: 0	TOTAL: 0	TOTAL: 0
		Predicted # of Sections Needed:
		# of Sections Needed - # of Sections Covered: 0

Step-by-step guide and Excel template to support your Fall 2020 instructional staff planning



Be on the Lookout!
You'll receive a copy in an email later today.

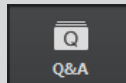
Questions from the Audience



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- Please take a minute to provide your thoughts on the presentation.

THANK YOU!



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