



APS

Virtual Summit

Setting Your Initiative Up for Success: Core Project Management Principles

Faculty Line Planning

Your Facilitators



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- 1 The Importance of Project Management
- 2 4 Stages of the Project Management Cycle
- 3 Case Study: Florida International University
- 4 Project Milestones
- 5 Activity

When Expectations Exceed Reality

Reinforcing the Importance of Project Management

Without Thoughtful Project Management

Launched APS platform



Mandated, but did not communicate, using data to inform faculty line planning



- ✗ Department chairs inconsistently use the data in faculty line requests
- ✗ Faculty planning process is not standardized, so there are no means for evaluating results or process

With Thoughtful Project Management

Launched APS platform



Mandated and communicated using APS data to inform faculty line planning

Designed thoughtful trainings for completing faculty line requests



Rolled out trainings with support of APS SL



Analyzed process results for improvement and iteration

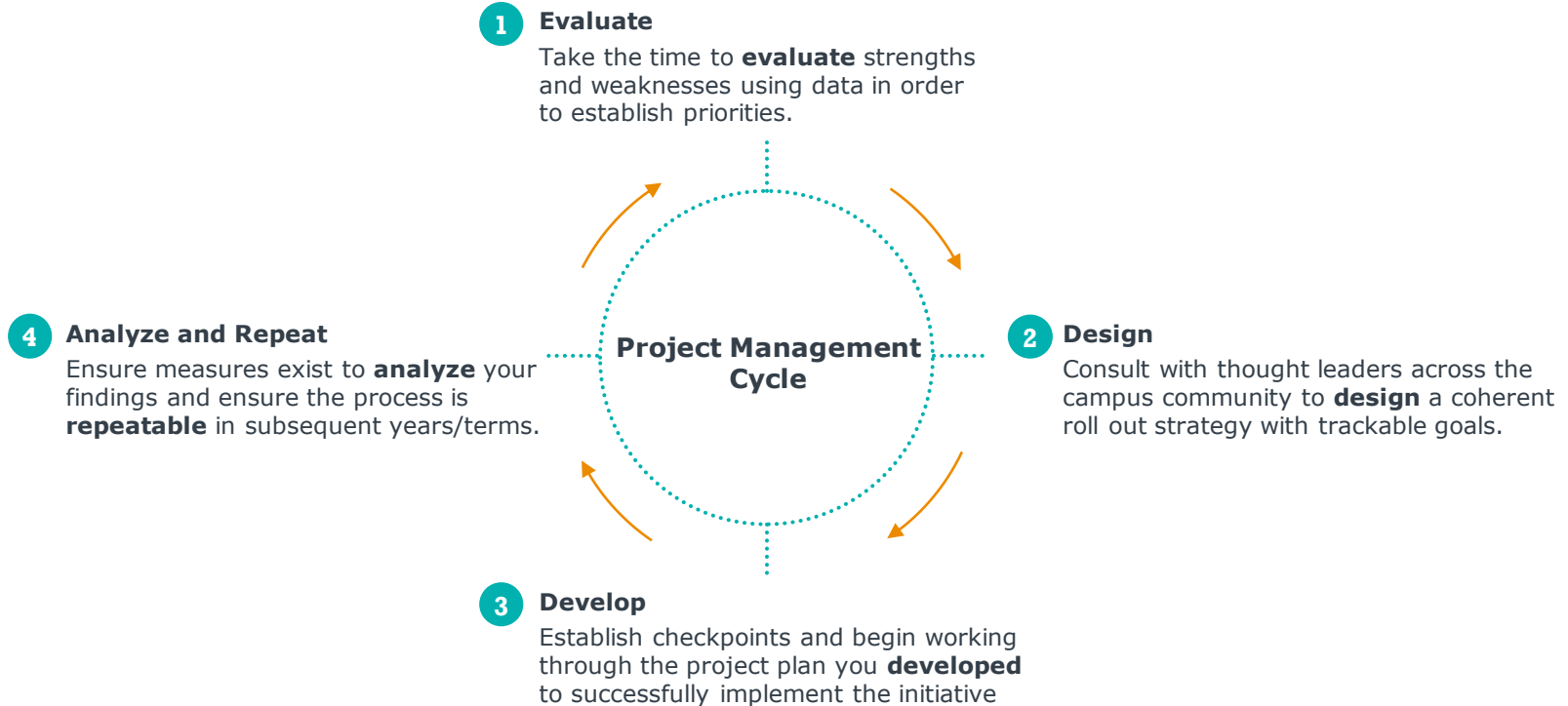


- ✓ Faculty line planning process is standardized and communicated effectively
- ✓ Department chairs understand and adhere to data requirements



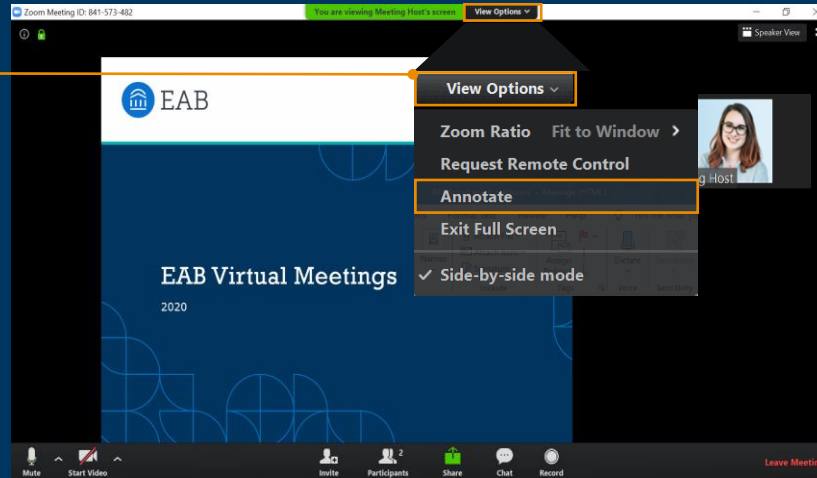
4 Stages of the Project Management Cycle

Planning and Evaluating Your Faculty Line Initiative

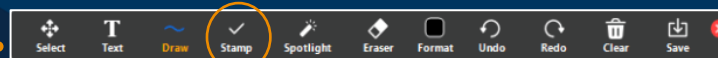


How to Use the Annotate Feature in Zoom

Step 1: View Options, then Annotate.



Step 2: Panel with different options for annotation. Please select Stamp.





How Far Along Are You In Your Project Management Process?

Embedding APS Data in Faculty Line Planning

In the appropriate space below, use the Annotate feature to place a stamp representing the stage at which your institution currently is in your project's development.

Stage	Place Your Stamp in This Column!
Evaluate	
Design	
Develop	
Analyze and Repeat	



Valerie Johnsen

Associate Provost for the Division of Academic and Career Success

Florida International University

Data-Informed Faculty Line Requests Support Growth

APS Data and Tools Help Justify New Faculty Lines for Electrical Engineering, Computer Science



Reactive requests contribute to capacity constraints



Manual data pulls make requests laborious



Administrators **rely on colleges and departments to raise their hand** when they think they need additional instructors

Result



New hybrid and online offerings are limited despite high demand, some students face barriers to progressing through their degrees

Right place, right time

Because of her team's connections to academic departments and the academic budgeting office, Valerie hears that electrical engineering and computer science want more instructors

APS data helps departments quantify the need for additional instructors



Guided questions from a training led by APS SL identify most **impactful metrics** for data-informed faculty line planning

- How is course demand changing?
 - How efficient are current course offerings?
 - Do we have the instructional capacity to meet demand?
- Sections below the fill rate of 80%
- Sections with a fill rate at or above 90%
- Sections with class size below benchmark by more than 5%



Valerie's team applies the recommended analyses to the electrical engineering and computer science department and **pairs that data with qualitative justification**

Result

6

New faculty lines requested in computer science and electrical engineering

How can we repeat this process for all departments?

Building A Process To Replicate Success

How FIU is Creating the Infrastructure for Data-Informed Faculty Line Planning Across Campus

The goal:
Create a process that is



Scalable



Proactive



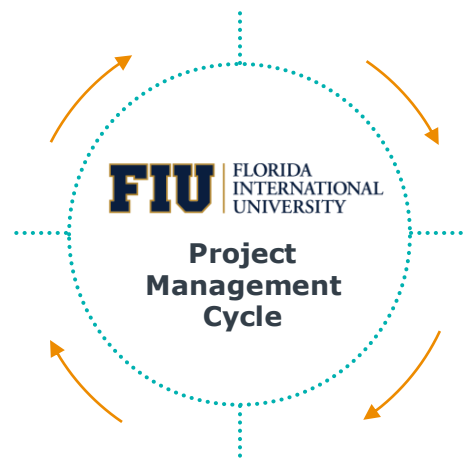
Strategic

1 Evaluate

Determine the standard data for all requests so the process can be repeated in each department, ensuring capacity is being analyzed proactively, even in departments not raising their hands for help

4 Analyze and Repeat

Collect feedback after implementing the new process: **What have we done?**
What more do we need to do?



2 Design

Create channels for frequent communication between the Academic and Career Success team and academic departments, so the people closest to their own departments' needs are shaping requests

3 Develop

Work with department leaders to build requests that **take into account the institution's strategic goals and initiatives** (e.g., how will a new line in your department impact retention and student progress?)

APS Project Milestones Timeline

Steps to Embed APS Data in Faculty Line Planning

Plan

Month 1

Determine scope of the project

Generate Campus Buy-In

Month 3

Introduce the initiative's objectives via campus meetings for the new initiative and share Provost Office's directive

Launch Initiative

Month 5-7

- Review platform to determine any possible data issues and log issues appropriately
- Schedule user trainings based on initiative (e.g., how to pull and interpret data)
- Measure results and feedback from trainings and communicate with appropriate leaders

Craft Goals and Message

Month 2

Articulate the purpose and goals of the faculty line planning initiative from the top down

Create a Template

Month 2

Select metrics from APS and internal reports, as well as qualitative questions, to create a faculty line request template

Revise Based on Feedback

Month 4

Incorporate campus feedback to appropriately adjust timelines and project's scope

Reflect and Iterate

Month 8

- Reflect on the initiative's process and results
- Refine process to ensure improvement in next iteration

Leverage EAB resources to support each step



Activity: Project Milestones Worksheet


Name: _____
 Institution: _____

APS Project Milestones – Faculty Line Planning

Critical Steps to Successfully Achieve Goals of Your Initiative and Drive Change

Phase	Milestone	Who (Stakeholders who will be involved)	Target Date	Actual Date
Plan (1 month)	Determine scope and timeline of your project to embed APS data in your faculty line planning process.			
Craft Goals and Message (1 month)	Establish goals and articulate the purpose of your initiative from the top down. Strategy 2: Craft Your Data Transparency Message – Elevator Pitch (Engaging Academic Leaders Toolkit) Tool 2: Talking Points Worksheet (Faculty Line Requests Toolkit)			
Create a Faculty Line Request Template (1 month)	Select metrics from the APS platform and internal reports, as well as qualitative questions to create a faculty line request template.			
Generate Campus Buy-In (1 month)	Introduce objectives via campus meetings for your new initiative and share directive from the Provost's Office.			

Additional Milestones on the Next Page →

 EAB

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Please take 5 minutes to complete the worksheet, which you can download in the Chat.

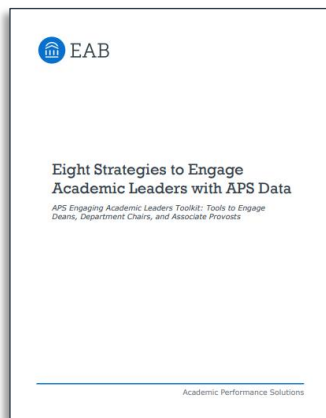
Focus on the 3rd and 4th columns:

- › Who (Stakeholders who will be involved)
- › Target Date

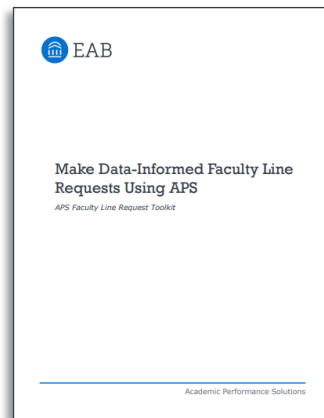
We'll convene as a group for an opportunity to share out using either the "Raise Hand" or Chat feature.

Available Resources: Toolkits You Can Download Today!

Strategies and Tools to Jumpstart Project Management at Your Institution



Strategies and corresponding tools to engage academic leaders with APS data



Tools to develop, communicate, and launch a data-informed faculty line request process

Download the Toolkits!
Use the links in the Zoom Chat





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