



# APS

Virtual Summit

## Avoiding Analysis Paralysis

# Your Facilitators



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- 1 Zoom Features
- 2 Combatting Analysis Paralysis
- 3 Activity: Identifying Your Priorities and Metrics

# Zoom Features

Leverage the **Chat** and **Raise Hand** features to submit questions/comments or volunteer to speak.

The screenshot displays a Zoom meeting interface. The main window shows a presentation slide with the EAB logo and the text "EAB Virtual Meetings 2020". A small video thumbnail of a "Meeting Host" is visible in the bottom right corner of the main window. The bottom toolbar contains icons for Mute, Stop Video, Invite, Participants (with a '2' indicator), Share, Chat, and Record. A "Participants" panel is open on the right, showing a list of participants: "Test Participant (Me)" and "Meeting Host (Host)". Below the list are icons for Raise Hand, yes, no, go slower, go faster, and more. There are also buttons for "Unmute Me" and "Reclaim Host". A "Zoom Group Chat" section is visible below the participants list, with a "To:" dropdown set to "Everyone" and a text input field for "Type message here...".

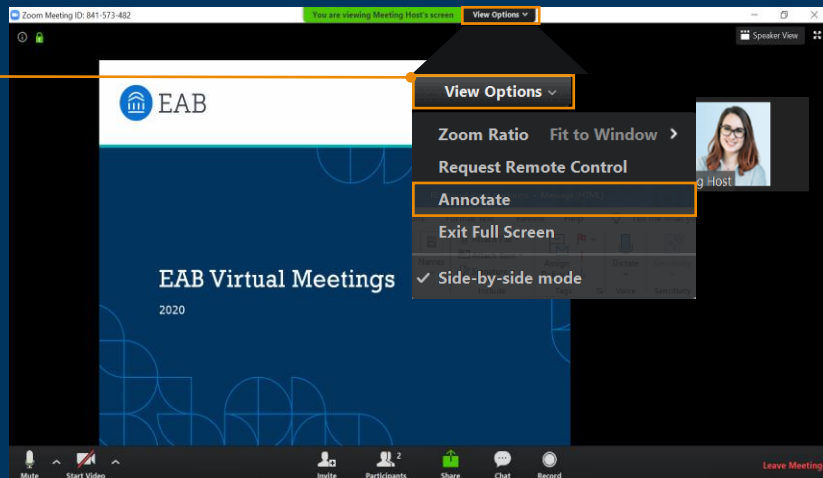
Use icons to communicate answers and signals to presenter

Open Participants and Chat

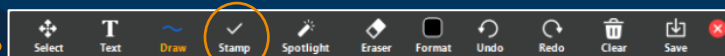
Select whether you want to chat with everyone or a specific person

# How to Use the Annotate Feature in Zoom

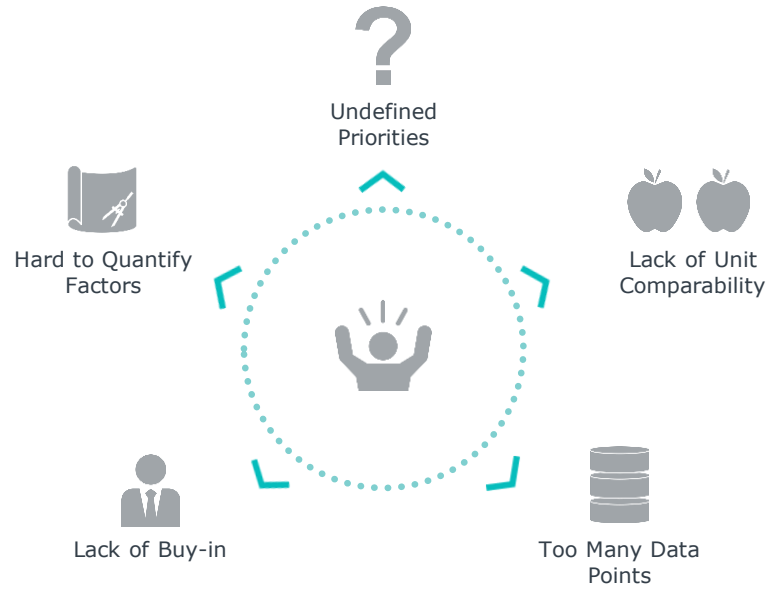
**Step 1:** View Options, then Annotate.



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



## Common Issues Contributing to Analysis Paralysis in Prioritizing Faculty Line Requests



# Polling the Room: **Where do open faculty lines revert?**

*In the appropriate spaces below, use the Annotate feature to place a stamp at the level to which faculty lines revert at your institution.*

Faculty Line Owner	Place Your Stamp in This Column!
Department Chair	
College Dean	
Provost	

# Decide What's Important

Before You Can Make Decisions, You Must Define What's Important to You

## Factors to Balance



**Student  
Demand**



**Capacity  
Utilization**



**Comparative  
Context**



**Scholarship  
Priorities**



**Leadership Needs**



**Market Demand**



**Strategic  
Initiatives**



**Diversity**



## Polling the Room: How has COVID-19 added additional pressure?

*In the appropriate spaces below, use the Annotate feature to place a stamp where the statement applies to your institution.*

Statement	Place Your Stamp in This Column!
My institution has a hiring freeze for new faculty.	
My institution expects a decline in revenue (i.e. resulting from state funding losses, enrollments, auxiliaries, etc.).	
My institution has reduced use of part-time instructors.	
My institution is considering laying off or has laid off full-time faculty.	
My institution is concerned about student retention.	

# Create Comparability Between Academic Units

## Selecting Standardized Metrics Aligned with Your Priorities

### Units May Submit Different Data to Make Their Case for a New Line



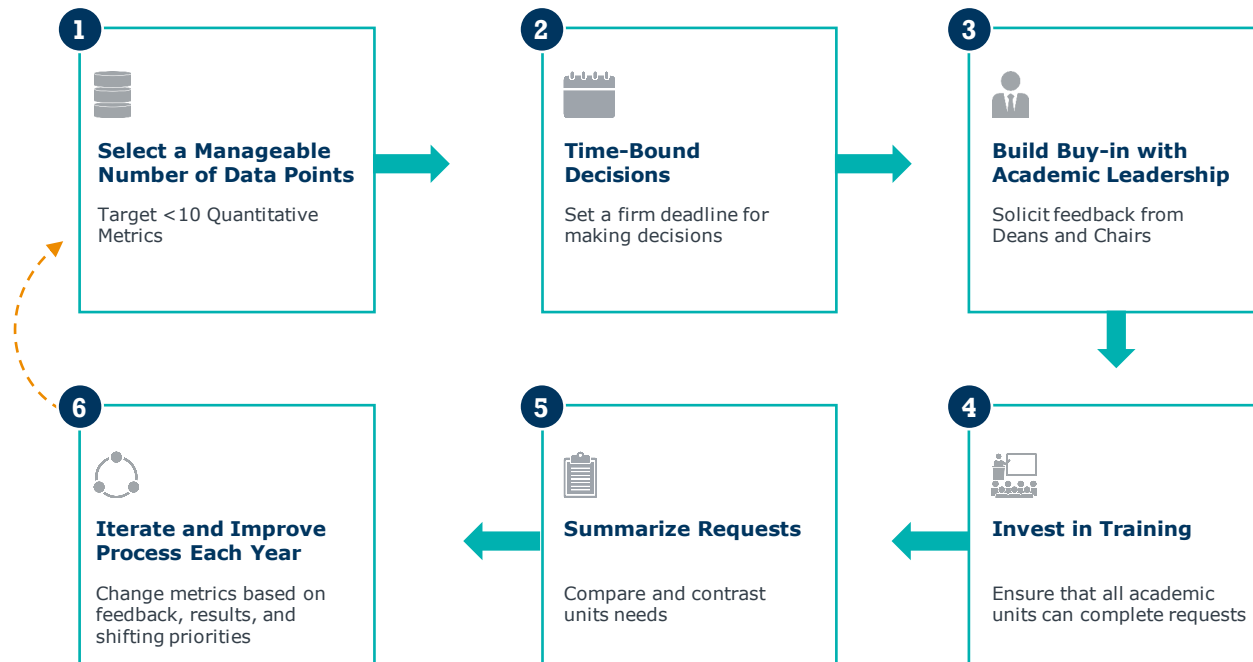
- X Data presented may not align with leadership priorities or be calculated in a consistent way
- X Difficult to compare units directly
- X Results in uneven and inconsistent decisions, with more room for bias based on relationships and influence

### Aligning Metrics Allows Direct Comparison of Requests

Department	3YR SCH Change	Median SCH Taught per T/TT Faculty	Benchmark Median SCH Taught per T/TT Faculty
Biology	+3.5%	355	414
Computer Science	+7.2%	589	445
English	+1.3%	340	305

- ✓ Data presented are consistent and calculated uniformly
- ✓ Direct comparability between units
- ✓ Results in more disciplined, priority-aligned decisions

# Commit to a Reasonable Approach, Not a Perfect One



## Polling the Room: **Where is your institution at in this process?**

*In the appropriate spaces below, use the Annotate feature to place a stamp where the statement applies to your institution.*

***My institution has a defined process to prioritize faculty line and other instructional staffing requests.***

Response	Place Your Stamp in This Column!
Yes	
No	

***My institution uses a consistent set of data to prioritize faculty line and other instructional staffing requests.***

Response	Place Your Stamp in This Column!
Yes	
No	

# Leave Room for Leadership Judgment

## “Data-Informed” not “Data-Driven” Decision-Making

### Quantifiable Factors



#### Student Demand

- Student Credit Hours
- Number of Program Enrollments



#### Capacity Utilization

- Median class size compared to benchmark
- Median section fill rate



#### Comparative Context

- Median class size benchmark
- Median SCH taught by full-time faculty benchmark



#### Market Demand

- Inclusion of related skills in job postings
- Economic conditions

### Harder to Quantify Factors



#### Scholarship Priorities

Does the department need specific expertise to maintain existing programs or expand offerings?



#### Leadership Needs

Has there been a transition in departmental or program leadership (i.e. chair, director) that needs to be filled?



#### Strategic Initiatives

Is this academic unit or a potential candidate of strategic importance to the institution?

# Online Search Request Form Enables Comparison

A Structured Process Helps Administrators Make Difficult Decisions with Finite Resources



## Metrics analyzed:

- Full-time and part-time faculty
- Percentage of courses taught by full-time faculty
- Student credit hours generated
- Number of program majors
- Median Class Size
- Median Class Fill Rate
- Collapsible sections
- Course bottlenecks
- Percentage of classes below 10 students

## FACULTY SEARCH REQUESTS

### INSTRUCTIONS:

- (1) You will need EAB.
- (2) This is due to your Dean's Office during the Spring semester.
- (3) This is due to the Provost's Office by the May Commencement date.

### (1) School / College \*

Select or enter value

### (2) Program(s) - UG/G/or both \*

Indicate the Program(s) impacted and whether courses will be for Undergraduate (UG), Graduate (G), or both populations.

## Other questions considered:

- How would this new position contribute to the institution's strategic goals?
- Is the request the result of a retirement, resignation, or failed prior search?
- How could this position enrich interdisciplinary learning/the curriculum beyond your department?



**Standard data points allow for direct comparison,** increasing transparency among department chairs



Including credit hours generated ensures **departments that teach general education** courses have that work taken into account



Analyzing fill rate lets administrators determine which departments might make the changes they want with a **different schedule** rather than new faculty



**Online submission** further streamlines the search request process




Questions regarding interdisciplinary learning and institutional strategy **pair the data collected with qualitative justification**


# Activity: Worksheet


Name: \_\_\_\_\_  
Institution: \_\_\_\_\_


## Outlining a Faculty Line Request Template


Factors to Balance


  
**Student Demand**


  
**Capacity Utilization**


  
**Comparative Context**

  
**Scholarship Priorities**

  
**Leadership Needs**

  
**Market Demand**

  
**Strategic Initiatives**

  
**Diversity**

**Part 1: Select APS Metrics**

Tick the box beside each APS report you are interested in including in your institution's faculty line request template. **Prioritize 5-10 metrics** to minimize complexity and focus on the most important factors given your institutional priorities.

Factor	APS Report	Inform: About Department Need by Showing...
<input checked="" type="checkbox"/> Student Demand	<input type="checkbox"/> Trends in Attempted Credit Hours by Course Division and Term	Shows size of department by total student credit hours by course division and term
	<input type="checkbox"/> Percent of Attempted Student Credit Hours (SCH) Taught to Own Majors and Service Majors	Breakdown of SCH taught to own majors versus service majors in the department
	<input type="checkbox"/> Student Headcount by Program	Number of students enrolled in program(s) of study offered
<input checked="" type="checkbox"/> Capacity Utilization: Courses and Sections	<input type="checkbox"/> Median Class Size	Shows the central tendency of section sizes
	<input type="checkbox"/> Median Class Capacity	Shows the central tendency of section capacity
	<input type="checkbox"/> Median Class Fill Rate	Shows the central tendency of section fill rates

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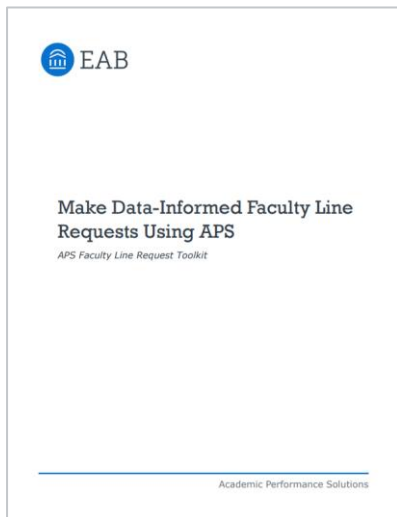
Please take 10 minutes to complete the **Outlining a Faculty Line Request** worksheet. Download the worksheet in the Chat.

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

# Additional Resources

Build on the Work of EAB and Partners Within the APS Collaborative

## Faculty Line Request Toolkit



Available on [EAB.com](https://eab.com) or in the Help & Training dashboard within APS

## Partner Template Samples

The image shows a form titled "FACULTY SEARCH REQUESTS". It includes instructions and several input fields:

- INSTRUCTIONS:**
  - (1) You will need EAB.
  - (2) This is due to your Dean's Office during the Spring semester.
  - (3) This is due to the Provost's Office by the May Commencement date.
- (1) School / College \***: A dropdown menu with "Select or enter value" below it.
- (2) Program(s) - UG/G/ or both \***: A text input field. Below it, a note says: "Indicate the Program(s) impacted and whether courses will be for Undergraduate (UG), Graduate (G), or both populations."
- (3-A) Line type (Replacement or New) \***: A dropdown menu with "Select or enter value" below it.
- (3-B) Explanation for Line request \***: A large text input field.
- (4) Total Attempted SCH (Prev Yr)**: A text input field with a numeric keypad icon.
- (5) 3-yr Trend Rate**: A text input field.
- (6) % Taught to own Majors**: A text input field.
- (7) Median Section Fill Rate**: A text input field.
- (8) # of Collapsible Sections**: A text input field.

Available upon request from your APS Strategic Leader