

Streamlining Middle Tennessee State University's Faculty Line Request Process with Analytics

April 28, 2022

Today's Presenters



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EAB Moderator



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Submit a Question or Comment



The screenshot displays the EAB Virtual Session interface. At the top left is the EAB logo, consisting of a blue circle with a white building icon and the text "EAB". The background is dark blue with a pattern of light blue geometric shapes. The text "EAB Virtual Session" is prominently displayed in the center. Below this, two callout boxes provide instructions: "Use the Chat feature to send messages to panelists and attendees" and "Use the Q&A feature to ask the panelists questions". At the bottom, a dark navigation bar contains the following elements from left to right: "Audio Settings" with an upward arrow icon, "Chat" with a speech bubble icon, "Q&A" with a speech bubble icon, and "Leave Meeting" in red text.

EAB

EAB
Virtual Session

Use the Chat feature to send messages to panelists and attendees

Use the Q&A feature to ask the panelists questions

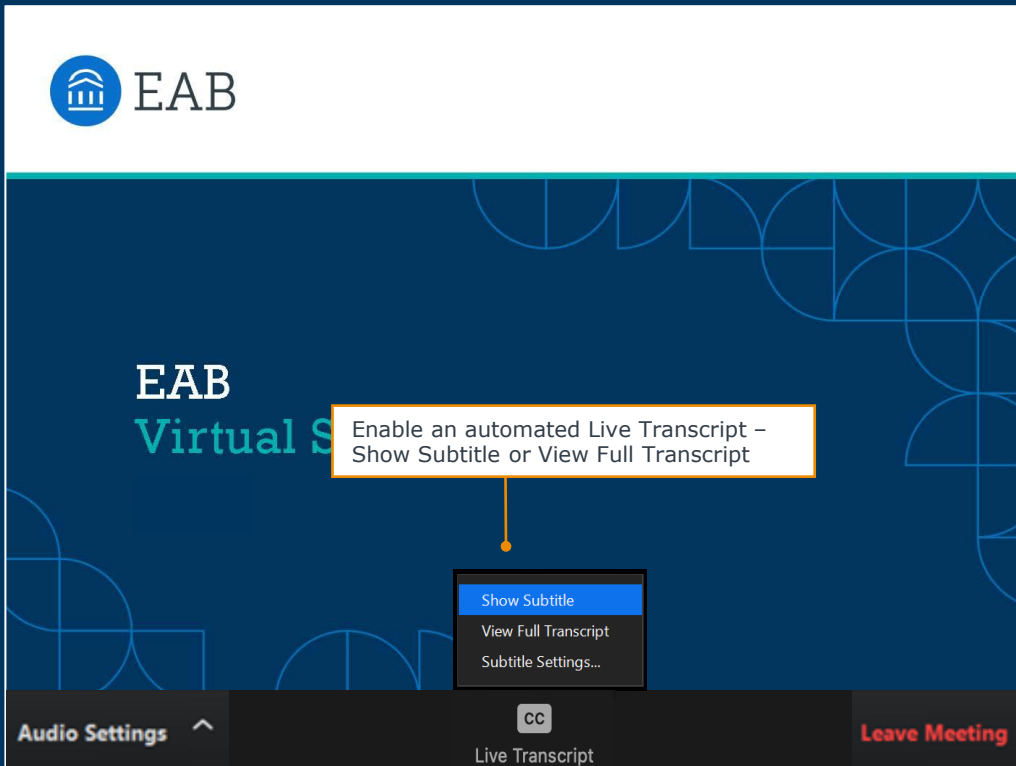
Audio Settings ^

Chat

Q&A

Leave Meeting

Turn on Captions



The screenshot shows a Zoom meeting interface. At the top, there is a white header bar with the EAB logo (a blue circle containing a white building icon) and the text "EAB". Below the header, the main meeting area has a dark blue background with a pattern of light blue geometric shapes. The text "EAB Virtual S" is visible on the left. A yellow callout box with a black border points to a "CC" (Closed Captions) button in the bottom toolbar. The callout box contains the text: "Enable an automated Live Transcript – Show Subtitle or View Full Transcript". The "CC" button is currently disabled (greyed out). A dropdown menu is open from the "CC" button, showing three options: "Show Subtitle" (highlighted in blue), "View Full Transcript", and "Subtitle Settings...". At the bottom of the interface, there is a dark grey toolbar with the following elements from left to right: "Audio Settings" with an upward arrow, the "CC" button, the text "Live Transcript", and a red "Leave Meeting" button.

EAB

EAB Virtual S

Enable an automated Live Transcript –
Show Subtitle or View Full Transcript

Show Subtitle
View Full Transcript
Subtitle Settings...

Audio Settings ^

CC

Live Transcript

Leave Meeting

About Middle Tennessee State University (MTSU)



Located in Murfreesboro, TN

- Public Research University
- Founded in 1911
- 21,913 student enrollment
- Signature programs: Aerospace, Recording Industry
- Primary strategic priority: Student success
- Since 1911, MTSU has graduated more than 100k students
- Recently achieved record-high retention and persistence rates



Poll

Has your institution implemented a standardized faculty line request process that incorporates the use of APS data?

- a) Yes, we have a mature process in place.
- b) Yes, we are in early stages of planning or implementation.
- c) No, but we are considering doing so.
- d) No, we haven't considered it.



Previously Lacked a Formal Faculty Line Request Process



Disconnect Between Provost's Office and Department Leaders

The Provost Was Inundated with Ad Hoc Requests



Deans and Department Chairs Did Not Have Clarity Around Decisions

In the past, faculty line requests were:

- Informally submitted via email and meetings throughout the academic year.
- Requests contained various kinds of information from disparate data sources that had not been vetted nor standardized.

- Without clear guidelines, department leaders felt decisions were made inside a black box.
- There was a misunderstanding that requests were approved based on subjective criteria.

Standardizing MTSU's Faculty Line Request Process

People + Process + Technology = Transformation

Key Stakeholders

- Provost Mark Byrnes
- Becky Cole
- Brian Hinote
- Deans
- Department Chairs



Provost Byrnes Set Goals

- Objectives
- Deadlines



Becky and Brian Created Template

Repurposed an example template to meet MTSU's needs



Deans and Chairs Provided Feedback

- New process was communicated to deans and chairs
- After various feedback sessions, the template was finalized (version 14!)

Two-Part Templatized Excel Worksheet

Part I: Department Data from the APS Instructional Staff Capacity Planning Dashboard

I. Summary Trends: Attempted Student Credit Hours (SCHs)			
Total Attempted Student Credit Hours (SCH)			
3-Year Trend			
Number of UG/G Majors			
3-Year Trend			
% of Coursework from Shrinking Majors			
% of Coursework from Growing Majors			
<p><i>*If more SCH are shrinking across majors, then rate of SCH growth may be lower. However, if more SCH are growing across majors, then SCH growth may be higher.</i></p>			
General Comments, Context, Narrative, etc. (Optional):			
II. Seat Utilization & Class Size			
Median Section Fill Rate			
3-Year Trend			
Median Class Size			
3-Year Trend			
Percentage of Sections with Size < 10			
Consolidation Opportunities (# Underfilled Sections)		By Fill Rate	By Class Size
Expansion Opportunities (# Overfilled Sections)			
<p><i>*More consolidation opportunities than expansion opportunities may indicate a need to reduce course/section offerings before adding additional faculty. More expansion opportunities may suggest a need for additional faculty to support student demand.</i></p>			
III. Instructional Staff & Median SCH Taught			
Instructor Type	Headcount	Median SCH Per Instructor	Median SCH 3-Year Trend
Tenured	4		
Tenure-Track			
Non-Tenure-Track (FTT)			
Other			
<p><i>additional faculty. However, increasing workloads (particularly if they are already high) typically supports the need for additional faculty.</i></p>			
REQUEST FOR NEW FACULTY LINE OR REPLACEMENT POSITION (Replicate these fields as needed below)			
NEW _____ (Specialization)		REPLACEMENT POSITION NUMBER _____	
Tenure-Track _____		Tenure-Track _____	
Temporary _____		Temporary _____	
<p><i>Note: Tenure-track requests are to advertise in the fall for the next academic year. Temporary requests are for the fall semester.</i></p>			
# course(s) the requested faculty member will teach		Include in Comments Below	
Number of the above courses with Fill Rates >90%			
Median Section Class Size for these courses			
Median Capacity for these sections			
Median Section Fill Rate for these courses			
Percentage of These Sections with Section Size < 10			
Summary Comments/Conclusions (to justify faculty line request):			

- ✓ Information about course demand, course capacity, and instructional staff capacity
- ✓ Qualitative context
- ✓ Conclusion

Two-Part Templatized Excel Worksheet Continued

Part II: Faculty Data from the APS Data Profiling Dashboard

1. All data below come from APS Data Profiling > Instructional Staff Tab --> Review Instructional Staff Record Level Data.
2. Select Assigned Department to display faculty data, then transfer to the appropriate field(s) below. Term-specific instructional workload data are available via SCH drill-down.
3. For questions or assistance with this form or the data below, please contact aps@mtsu.edu.

AY 2020-21								
M#	Instructor Name	Instructor Type	Rank	SCHs	Standard Instructional Workload**	Instructional Workload	Course Release (Hours)	Notes
M00000000	Doe, Jane	Tenured	Professor		24	12	12	
		Tenured	Professor		24	24	0	
		Tenured	Associate Professor		24	24	0	
		On Tenure Track	Assistant Professor		24	18	6	
		On Tenure Track	Assistant Professor		24	18	6	
		On Tenure Track	Assistant Professor		24	18	6	
		On Tenure Track	Assistant Professor		24	24	0	
		Non-Tenure Eligibl	FTT		30	30	0	
		Non-Tenure Eligibl	FTT		30	27	3	
		Non-Tenure Eligibl	Adjunct		12	12	0	
		Non-Tenure Eligibl	Lecturer/Instructor		30	30	0	
		Non-Tenure Eligibl	Lecturer/Instructor		30	30	0	
						0	300	267
				Release Hours per T/TT Faculty Line =			8.25	

*Faculty are assigned to the department/program in which they teach the majority of their credit hours.

**Standard instructional workload is 24 hours/year for Tenured and Tenure-Track faculty, 30 hours/year for FTTs/Instructors/Lecturers, and variable for Adjunct faculty (unless otherwise specified).

Components to Facilitate Worksheet Completion:

- ✓ Instructions
- ✓ Pre-populated instructional workload information with context

Empowering Chairs with Help Resources to Complete Their Department's Worksheet



Live Sessions, Self-Service Resources, and Quick Response Times

Deadlines Aligned with Decision-Making Timeframes

- Round 1: Lecturer, non-tenure track positions
- Round 2: Tenure track positions



└ Underpinned by being available and responsive to questions and feedback ┐

Self-Service Resources Provided On-Demand Support ¹²

How-To Guide and Tutorial Video That Follow the Excel Worksheet

Guidelines for Completing the 2020-21 APS Faculty Line Request Form

Below you will find general guidelines and screenshots to assist with completing the 2020-21

APS Faculty Line Request (FLR) form. This tenure-track and vacant full-time temporary hire is consistent with university needs, including the number of UG/G majors enrolled in departmental majors/programs come from APS Analytics. You can access APS Analytics by using the drop-down navigation menu, where you can set appropriate filters (which are shown below and also summarized in the Faculty Line Request form).

Data reporting begins with the APS Instructor will later come from APS Data Analytics, a Staff Capacity Workflow by using the APS and appropriate filters.

- Select department name
- Select all Course Divisions
- Select appropriate Course Types
- Select the 2020-21 Academic Year
- Omit Summer from the Term filter
- Select the most appropriate Benchmark
- Omit Summer from Benchmark Term
- Don't forget to click "Apply" to

Number of UG/G Majors	1654
3-Year Trend	17.1%

APS Analytics ->
Program Tab ->
AY 2020-21 ->
Fall Semester ->
Department Name

- On the Programs tab, select 2020-21 Academic Year, and Fall (omit Spring/Summer)
- Select department name

APS Analytics

College Scorecard | Department Scorecard | Students | Courses | Programs | Instructional Staff | Costs

Programs

Time Period	University Attributes*	Program Attributes	Student Attributes
Academic Year	Course Name	Program Name	Program Name
2020-21	All	All	All
Term	Department Name	Major Name	Student Class
Fall	All	All	All

*If filter selections in University Attributes determine available options for all other filters (except Time Period)

Enrollment

Trends in Student Enrollment in Programs by Academic Year



APS Workflows

Instructional Staff Capacity Workflow

Instructional Staff Capacity

This tool highlights shifts in instructional demand and whether your current intake meets offerings and faculty line requests.

Begin by selecting some filters below:

1. What department do you want to look at?
2. Would you like to filter by?

DEPARTMENT NAME: All | COURSE DIVISION: All

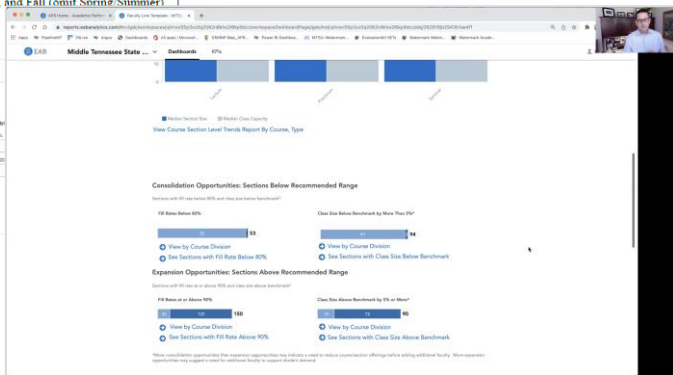
4. What benchmark department and cohort do you want to compare this to?

BENCHMARK DEPARTMENT: All | COHORT NAME: All | BENCHMARK ACADEMIC YEAR: All

BENCHMARK DEPARTMENT: All | COHORT NAME: All | BENCHMARK ACADEMIC YEAR: All

¹ Since these data support calculations relating to fill very low-enrollment course types like dissertation departments, the Hybrid, Lecture, Online, and Other capture Remote courses at MTSU.

The pertinent APS majors data are circled above. 2020-21 UG/G Majors comes from the Enrollment bar graph for the corresponding academic year, and the 3-year trend rate is located on the right side of your screen. The height of each bar corresponds to majors data for each academic year, and the trend line notes the year-to-year trend rates for majors. Of course, you can drill down to specific populations (UG or G, for instance), using APS filters.



Results from MTSU's Faculty Line Request Process



Summary

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Reports submitted and reviewed
by the Provost's Office

\$860K

In faculty lines to be reallocated to
additional strategic priorities

Tenure Track

56

Positions approved

22

Positions not approved

Non-Tenure Track

164

Positions approved

10

Positions not approved

How Can You Use Data to Justify Decisions?

Spectrum of Requests and Key Data Points

The “Slam Dunk, No Brainer” Request

Department experiencing:

- Growing student credit hours (SCH)
- Large number of high-fill courses with few consolidation opportunities
- Large number of instructors with high median SCH taught

The “I Don’t Think So...” Request

Department experiencing:

- Declining student credit hours (SCH)
- Large number of low-fill courses with many consolidation opportunities
- Large number of instructors with low median SCH taught

The “Middle Ground” Request

Department experiencing a mix of:

- Growing student credit hours (SCH)
- Large number of high-fill and low-fill courses
- Several consolidation and expansion opportunities
- Low and high SCH taught distributed across instructor types

Improving the Process with a Customized Dashboard

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Replacing the Excel Worksheet with a Dashboard via EAB's Edify

MTSU Partnered with Consultant to Implement Vision

- Considerations for moving to a customized dashboard:
 - Ease of use for dept. chairs (e.g., auto-populated fields based on filters, accessibility, detailed descriptions/instructions)
 - Aesthetics (e.g., cleaner and more visually appealing than an Excel file)
- Consultant translated Excel worksheet to a GoodData dashboard for feedback

Provost's Office Served as First Users

- Provost Byrnes, Brian, and Becky used the dashboard for non-tenure track positions before rolling it out to department chairs
- Based on their experiences, they have and will continue to iterate on the dashboard

Scaled Rollout to Deans and Dept. Chairs

- Deans and chairs were introduced to new process and trained to use the dashboard
- Chairs are asked to provide:
 - Cover letter/memo: Qualitative context and a summarized conclusion
 - Dashboard printed out for their department
 - Summary of faculty instructional load reassigned time (part II of Excel worksheet)

Improving the Process with a Customized Dashboard

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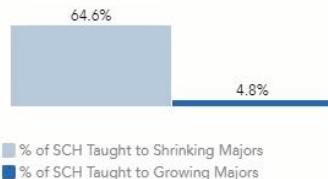
Replacing the Excel Worksheet with a Dashboard via EAB's Edify

Summary Trends

Attempted Student Credit Hours (SCHs)

Department Name	SCH	3 Yr Trend SCH	# of Students	3 Yr Trend Students
Accounting	11,622	-10.3%	2,347	-5.2%

Department Name	Fall Majors	3-Yr Trend Fall Major
Accounting	408	-10.0%



*If more SCH are shrinking across majors, then rate of SCH growth may taper in future years, limiting need for additional faculty. However, if more SCH are growing across majors, then SCH growth may accelerate, enhancing need for additional faculty.

Seat Utilization and Class Size

Department Name	Median Class Fill Rate	3-Yr Trend Median Fi	Median Class Size	3-Yr Trend Median Cl	% of Sections < 10
Accounting	91.7%	-0.2%	22	+0.0%	10.2%

Median Class Size and Class Capacity by Course Type



Note: Data are blinded and do not reflect Middle Tennessee State University.

Source: EAB interviews and analysis.

Submit a Question

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EAB

EAB
Virtual Session

Use the Q&A feature
to ask questions

Audio Settings ^

Q&A

Leave Meeting

Quick Poll

How was today's session?

Please take a few minutes to complete the survey to provide additional feedback! We will place the link in the Chat, and you'll receive a follow-up email.



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