Make Data-Informed Faculty Line Requests Using APS

APS Faculty Line Request Toolkit

Academic Performance Solutions

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About EAB

EAB is a best practices firm that uses a combination of research, technology, and data-enabled services to improve the performance of more than 1,200 educational organizations. EAB forges and finds the best new ideas and proven practices from its network of thousands of leaders, then customizes and hardwires them into every level of member organizations, creating enduring value. For more information, visit eab.com.

About Academic Performance Solutions

Now more than ever, institutional success depends on university leaders taking a strategic, methodical approach to university management—and that starts with the right data. Academic Performance Solutions (APS) is a solution designed to empower academic and financial leaders with the department-specific performance and cost data—as well as reliable peer benchmarks—they need to make more effective decisions.

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Introduction

Introduction

Significance of Embedding Data in Faculty Line Requests

The process to allocate new faculty lines varies widely both within and across institutions. Although most faculty lines are allocated during the Spring term to align with budgeting, openings may arise throughout the year due to various reasons. Faculty lines have a large impact on departments and the institution as a whole, so it is critical for institutions to establish a standardized and data-informed process for leaders to follow.

Why Data Should Be Used in Requests

Instructional staff are an institution's most valuable resource, but also one of its largest investments. As such, leaders need to have a better understanding of how faculty lines impact budgeting and resource use across departments – areas that data can help illuminate.

Impact of Including Data in Requests

- **Improves Transparency**: Leaders gain insight into resource use and needs beyond their own department, allowing instructional staff to understand why a request was or was not approved
- **Aligns Institutional and Departmental Priorities**: Institutions can assess departmental health and make efforts to bring it in line with institutional goals
- **Enfranchises Instructional Staff in Budgeting**: Improved visibility into budget process via resource allocation decisions puts greater onus on instructional staff to share responsibility in managing the budget

How Metrics Help Tell a Story

Including the right data in faculty line requests tells a more comprehensive and compelling story about why a new faculty line is needed and complements qualitative observations.

1 Establish Need

Demonstrate how demand for student credit hours (SCH) is changing and why an additional faculty line will better support student progress.

- *Sample metrics: SCH taught per IFTE, 3 year trend of attempted SCH, percent of attempted SCH taught to own majors*

2 Showcase Current Efficiencies

Show that there are few opportunities to reallocate current resources though collapsing sections or increasing class sizes by including information on current fill rates and class sizes.

- *Sample metrics: Class fill rate benchmark, percentage of sections with less than 10 students, number of collapsible sections*

3 Highlight Impact

Illustrate the impact of a new faculty line on department productivity and student progress by showing a reduction in faculty overload and more opportunities for students to enroll in bottleneck courses.

- *Sample metrics: Projected SCH per full time faculty member, number of courses that the new faculty member with teach that are bottlenecks*

Throughout this toolkit, you'll find seven tools to support your institution's faculty line request initiative.

- **Tool 1**: Milestones
- **Tool 2**: Talking Points Worksheet
- **Tool 3**: E-mail Template to Introduce New Initiative
- **Tool 4**: How-to Guide for Supporting Faculty Line Requests with APS Data
- **Tool 5**: Faculty Line Request Worksheet
- **Tool 6**: Results Worksheet
- **Tool 7**: Reflection Guide

Milestones

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Use this timeline to guide and track your progress as you design and implement a new faculty line request initiative.

Milestones

The high-level set of milestones provides guidance for key steps to create and implement a new faculty line request initiative. Please reach out to your dedicated consultant to create a more detailed and customized plan for your institution.

To efficiently accomplish the last phases of the process, measuring results and reflecting on the process, ensure your institution is keeping track of the time it takes to complete each step of the initiative and any observations you would like to consider upon completion of the initiative.

Phase	Milestone	Who	Target Date	Actual Date
Planning *(1 month)*	Determine goals and ownership	Provost's office and deans		
Template Creation *(1 month)*	Create a templatized faculty line request worksheet by selecting APS metrics ▶ *Tool 4: How-to Guide for Supporting Faculty Line Requests with APS Data*	Provost's office, deans, and APS dedicated consultant		
Launching Initiative *(1 month)*	Introduce objectives of the new initiative and worksheet with department leaders ▶ *Tool 2: Talking Points Worksheet* ▶ *Tool 3: E-mail Templates to Introduce Initiative*	Provost's office and deans		
APS Platform Training *(1 month)*	Collaborate with your APS dedicated consultant to organize and hold platform trainings with department leaders	Provost's office, deans, department leaders, APS dedicated consultant		
Execution *(1-2 months)*	Complete faculty line request worksheet using APS data ▶ *Tool 5: Faculty Line Request Worksheet*	Department leaders		
	Meet and discuss faculty line decisions	Provost's office and deans		
	Measure results, such as dollars reallocated, and communicate them to appropriate leaders ▶ *Tool 6: Results Worksheet*	Provost's office, deans, and APS dedicated consultant		
Reflection *(1 month)*	Reflect on the initiative's process and results ▶ *Tool 7: Reflection Guide*	Provost's office, deans, and APS dedicated consultant		

Talking Points Worksheet

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Once your institution has established goals and ownership for the new initiative, fill out the worksheet to prepare for questions you may receive from department leaders.

Talking Points Worksheet

When launching a new initiative, it is critical to gain buy-in and understanding among involved leaders from the start. Complete this worksheet as a starting point for crafting your talking points addressing anticipated questions about the new initiative.

"Why are we using APS data?"

Consider: The APS platform includes various metrics aggregated across our student, HR, and finance data. Although we may use additional sources of data to complement requests, use of the APS platform to provide specific metrics ensures that everyone is looking at the same information.

"Which types of metrics will be included in the requests?"

Consider: We will use metrics that support faculty line requests by establishing need, showcasing current inefficiencies, and highlighting impact. There are four specific types of metrics:

1. **Department** — Establishes the state of the department and broader context for the request
2. **Instructional Staff** — Assesses instructional headcount and workload, as well as how staff impact student progress
3. **Course** — Provides insight into use of instructional resources and demand for courses
4. **Student Progress** — Demonstrates how productive instructional staff are in terms of generating earned credits

"Are factors, such as service and publications, accounted for in APS data?"

Consider: These factors are not included in APS data, but the APS platform serves as one data source to inform faculty line requests and tells one part of the story. We will also use other data sources available to us.

"How will these requests be used or evaluated?"

Consider: Requests will be evaluated by deans and the Provost's office to assess the department's resource use and need for additional faculty line(s), ultimately informing resource allocation and budgeting decisions.

"How will departments be evaluated against peer benchmarks?"

Consider: Peer benchmarks are used as a point of comparison, but our departments are not expected to exactly match. Departments below benchmarks will not be penalized. We will consider other data and qualitative info.

"When are we expected to submit a data-informed request using the template?"

Consider: This process will apply to all faculty line requests, even ad hoc requests.

E-mail Template to Introduce New Initiative

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To ensure a new initiative is positively received across campus, it is important to first introduce the topic and use of data in person. This allows for discussion and clarification, which can be difficult to achieve over e-mail. After the verbal introduction, we recommend sending an e-mail in follow up.

E-mail Template: Follow-up Introduction

From: Provost or Dean (suggested)

To: Department leaders (suggested)

Subject line: New initiative to support faculty line requests

Dear [Names],

I am excited to share more details about a new initiative to help instructional staff by streamlining and supporting the faculty line request process. As we discussed, our current faculty line request process is not transparent and has resulted in a need for greater understanding into why faculty lines are or are not granted.

This new process will begin on [date] to align with our budgeting cycle and will continue throughout the year whenever a faculty line is left empty or a need arises. To support you in completing the templatized faculty line request worksheet, I have attached a guide to help you locate critical metrics in the Academic Performance Solutions (APS) platform. Once faculty line requests are submitted and reviewed, we'll discuss outcomes with you.

I look forward to kicking off this new initiative and am excited to see how it strengthens our institution. If you have any questions, please let me or [Name of designated project owner] know.

All the best,

[Name]

How-to Guide for Supporting Faculty Line Requests with APS Data

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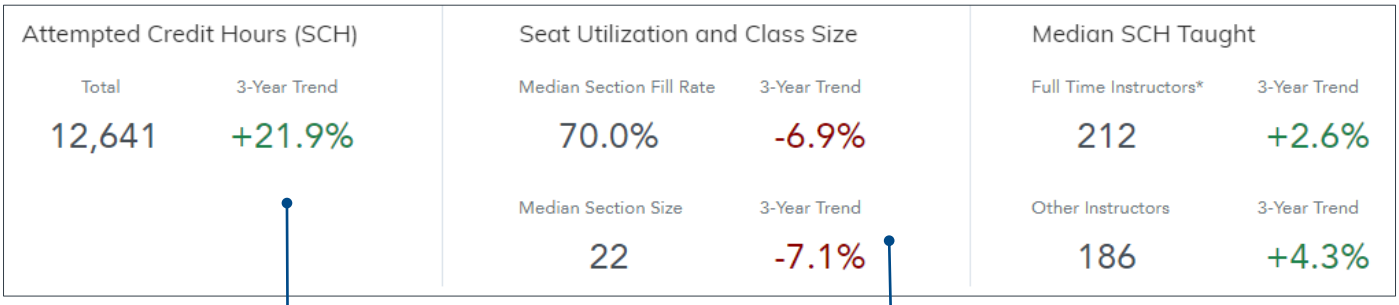
Use this guide to locate metrics in the Instructional Staff Capacity Workflow to include in your faculty line request template. If your institution selects metrics different from the ones included in this guide, work with your dedicated consultant to determine the best ways to use APS metrics.

Guided Analyses to Support Your Decision-Making

Throughout the Instructional Staff Capacity Workflow, the data builds upon itself to arm users with context on course demand, efficiency of course offerings, and instructional capacity before considering adding or removing a faculty line. Start your analysis by selecting the appropriate filters, then move down the page.

Summary Trends

The dashboard starts with Summary Trends, which consists of metrics found later in the dashboard. Use this section to achieve a high-level look into the state of the department.



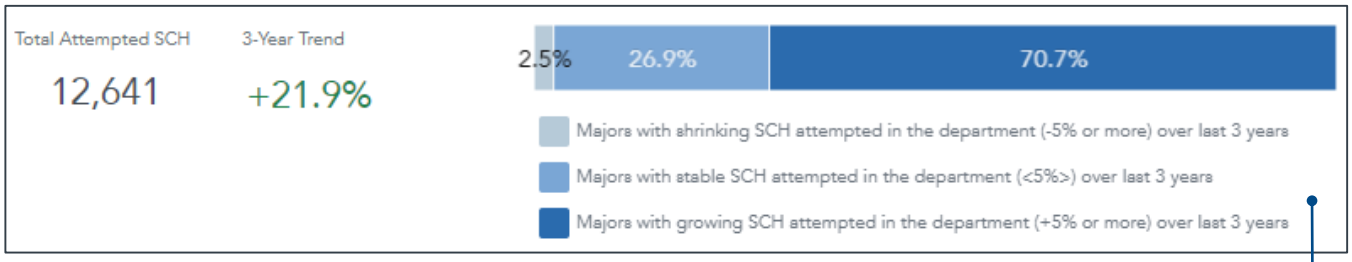
In this example, Attempted SCH is growing positively which indicates a potential need for additional resources to support demand.

The department is experiencing negative trends in median section fill rate and section size, but positive trends in median SCH taught. These trends indicate potential opportunities to consolidate sections and reallocate instructional time from low-fill sections in order to accommodate growing demand and workload in the department.

[I] Attempted Student Credit Hours (SCH): How is Course Demand Changing?

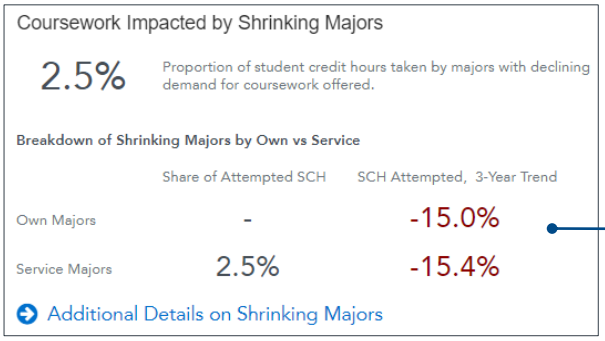
View enrollment demand by shrinking and growing majors for the department's courses.

1. Use the *Coursework Broken Down by Growing* or *Shrinking Majors* report to view the projection for demand in the department.



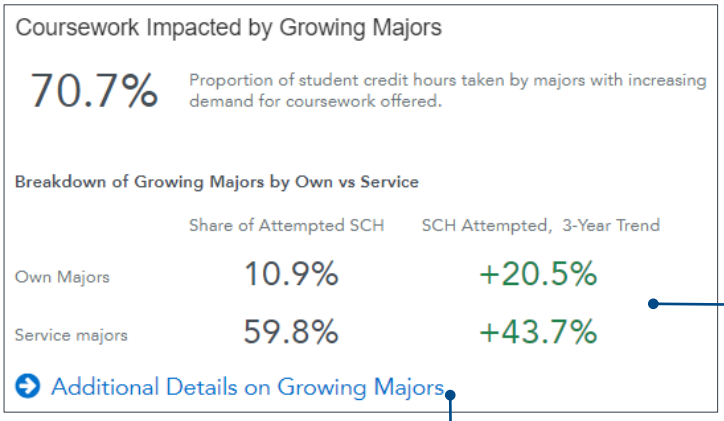
An outsized percentage of growing majors indicates increased demand for coursework and potential need for additional resources.

2. Use the *Coursework Impacted by Shrinking Majors* and *Coursework Impacted by Growing Majors* reports to assess how much coursework is being contributed by growing and shrinking majors.



Shrinking majors contribute a relatively small proportion of SCH in the selected department and the amount of coursework attempted by shrinking majors has decreased, but not substantially.

Source: Academic Performance Solutions.



Most SCH (70.7%) in the department are being contributed by growing majors, and within that group, by service majors. This indicates the need to monitor enrollment in these other departments and identify opportunities for curricular innovation.

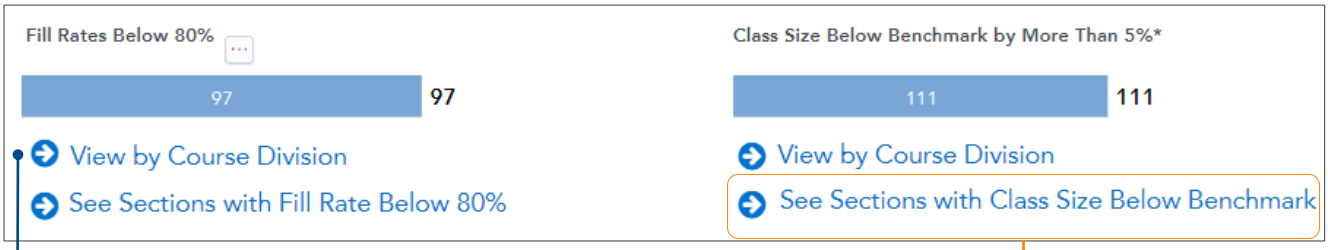
The SCH Attempted, 3-Year Trends, are higher than those of the shrinking majors which contextualizes the overall +21.9% Attempted SCH, 3-Year Trend in the selected department.

Click on the *Additional Details on Growing Majors* drilldown report to view which majors are growing and gain more context into shifts in demand based on student major.

[II] Seat Utilization and Class Size: How Efficient Are Current Course Offerings?

With an understanding of demand for the department's courses, now assess efficiency of course offerings and determine if there are opportunities to offset the need for new instructional staff by consolidating sections. This part of the dashboard includes prescriptive guidance on where to prioritize attention based on whether enrollment in a section is the result of growing or shrinking majors, or neither.

3 Use the *Consolidation Opportunities: Sections Below Recommended Range* reports to pinpoint consolidation opportunities by comparing fill rates and class sizes to benchmarks.



As shown in the key, the light blue color represents Lower Priority Review. The department's enrolment in sections with fill rates below 80% and class sizes below benchmark by 5% or more, is made up of less than 20% of majors with changing demand.

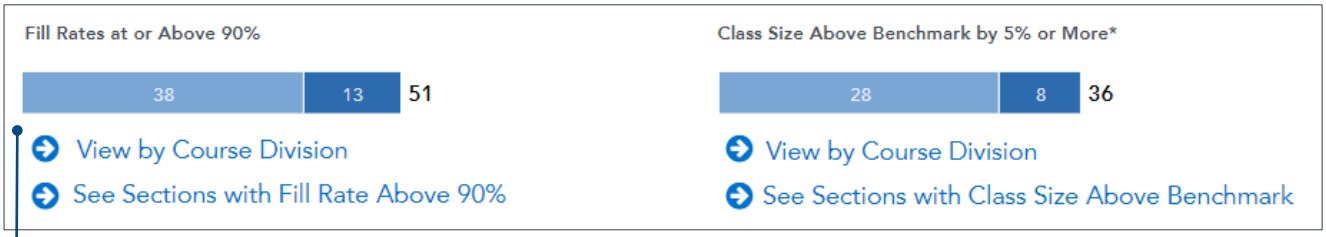
See Sections with Class Size ... » Drill

Course Code	Course Ref N	Course Name	Course Type	Course Division	Course Level	Siz	% Delta from Coh	Class Capacity	Fill Rate	# of
GEOG300	12705	Masked GEOG300	Lecture/Lab	Upper Division	300-Level	5	-16.0%	25	100.0%	
GEOG321	30347	Masked GEOG321	Lecture	Upper Division	300-Level	5	-16.0%	30	83.3%	
POLS331	13036	Masked POLS331	Lecture	Upper Division	300-Level	5	-16.0%	35	71.4%	
GEOG451	13130	Masked GEOG451	Lecture	Upper Division	400-Level	8	-12.5%	30	60.0%	
POLS421	24094	Masked POLS421	Lecture	Upper Division	400-Level	8	-12.5%	30	60.0%	
GEOG308	30344	Masked GEOG308	Lecture	Upper Division	300-Level	6	-11.5%	30	86.7%	
POLS326W	25980	Masked POLS326W	Lecture	Upper Division	300-Level	6	-11.5%	35	74.3%	
POLS331	28428	Masked POLS331	Lecture	Upper Division	300-Level	7	-7.4%	30	90.0%	
GEOG402	13652	Masked GEOG402	Lecture	Upper Division	400-Level	9	-6.6%	25	76.0%	
	23666	Masked GEOG402	Lecture	Upper Division	400-Level	9	-6.6%	20	95.0%	
GEOG408	30391	Masked GEOG408	Lecture	Upper Division	400-Level	9	-6.6%	25	76.0%	

The *See Sections with Class Size Below Benchmark* drilldown report can make the case for a new faculty line more compelling. The *% Delta from Cohort* metric in the report shows that, in the selected department, the largest differences in class size from the benchmark is present in Upper Division courses. This would support the case for a new faculty line for Lower Division courses.

Source: Academic Performance Solutions.

4 Use the *Expansion Opportunities: Sections Above Recommended Range* reports to identify expansion opportunities by comparing fill rates and class sizes to benchmarks.



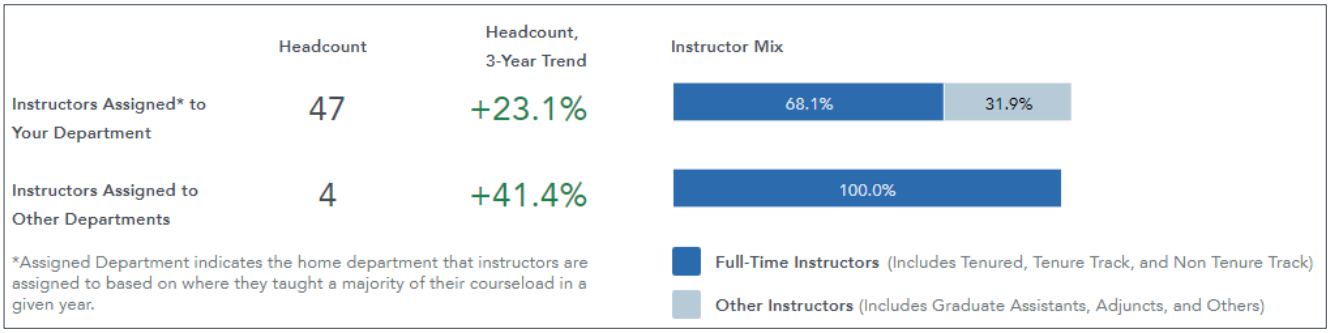
In this example, the distinction between Higher Priority Review (darker shade of blue) and Lower Priority Review is prominent. In these reports on the dashboard, Higher Priority shading represents sections above recommended range consisting of only growing majors. There are 13 potential opportunities to expand classes with fill rates at or above 90% and 8 opportunities to expand class sizes above benchmark by 5% or more – which represents need for instructional resources.

The *See Sections with Fill Rate Above 90%* and *See Sections with Class Size Above Benchmark* drilldown reports provide more context and illustrate that these courses may require additional instructional capacity to accommodate enrollment from growing majors.

[III] Median SCH Taught: Do You Have The Right Instructional Capacity to Meet Course Demand?

Now that you have context about the selected department's enrollment trends and efficiency of its course offerings, use the last part of the dashboard to assess current instructional capacity and workload.

5 Use the *Headcount* metrics and *Instructor Mix* report to see how many instructors assigned to the selected department and other departments are teaching in the selected department.



6 Use the *Distribution of Instructor Teaching Load Within Your Department* reports to view how much the department's instructors are teaching and how it has changed over three years.

	Headcount	Median SCH Workload Per Instructor	Median SCH Workload, 3-Year Trend
Tenured (FT)	15	159	-9.0%
Tenure Track (FT)	6	321	-14.4%
Non Tenure Track (FT)	11	243	+21.9%
Other	15	186	+4.3%

See Load Distribution by Term

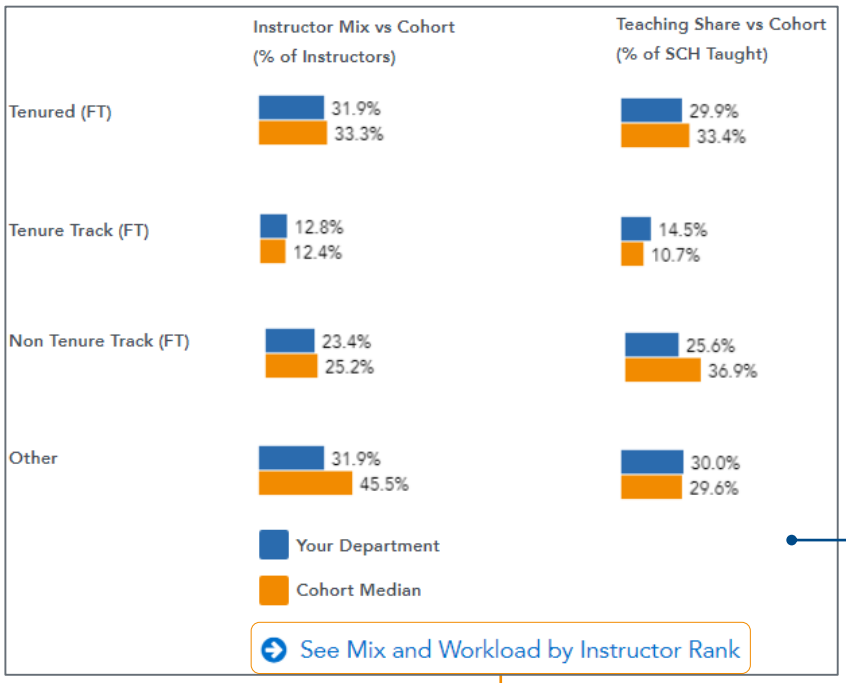
Using the benchmarks, the median SCH workload of Tenured and Tenure Track instructors has decreased over the last three years whereas Non-Tenure Track and Other has increased. This is inconsistent with the department's expectations, which indicates an opportunity to better balance workload across instructor types.

Standard Term Nam	Standard Instructor Type	Non Tenure Trac	Not Benchmark	Tenured	Tenure Trac
Fall	% of Instructors Teaching 0 - 5.9 Credit Hour Lo	10.3%	12.8%	7.7%	2.6%
	% of Instructors Teaching 6 - 8.9 Credit Hour Lo	5.1%	17.9%	12.8%	5.1%
	% of Instructors Teaching 9 - 11.9 Credit Hour L	2.6%	2.6%	2.6%	2.6%
	% of Instructors Teaching 12+ Credit Hour Load	5.1%	2.6%	5.1%	2.6%
Spring	% of Instructors Teaching 0 - 5.9 Credit Hour Lo	5.6%	16.7%	5.6%	-
	% of Instructors Teaching 6 - 8.9 Credit Hour Lo	5.6%	11.1%	5.6%	2.8%
	% of Instructors Teaching 9 - 11.9 Credit Hour L	8.3%	5.6%	2.8%	5.6%
	% of Instructors Teaching 12+ Credit Hour Load	5.6%	-	13.9%	5.6%

The *See Load Distribution by Term* drilldown report shows the percentage of instructors teaching within specific credit hour groupings. Knowing your own institution's standard load, identify what percentage is teaching below it.

Source: Academic Performance Solutions.

7 Use the *Comparison of Instructor Mix to Benchmark* report to compare the department's instructor mix and teaching share to the cohort.



Taking findings from step 6, the *Comparison of Instructor Mix to Benchmark* report shows that although the median SCH workload of Tenured and Tenure Track instructors has decreased, their teaching shares are now close to those of the cohort.

Applying your findings from this and earlier parts of the dashboard, identify what type of instructor a new faculty member would be.

Standard Instructor Type	Instructor Rank	Headcount	% of Instructors Ass	Total SCH Tau	% of Total SCH Taugl	Median SCH Tau	3-Yr Trend, Median S
Non Tenure Track	Other	11	23.4%	3,156	25.6%	201.0	+31.1%
	Rollup	**11**	**23.4%**	**3,156**	**25.6%**	**201.0**	**+31.1%**
Not Benchmarked	Instructor	14	29.8%	3,372	27.4%	172.5	+0.4%
	Other	1	2.1%	324	2.6%	324.0	-
	Rollup	**15**	**31.9%**	**3,696**	**30.0%**	**186.0**	**+4.3%**
Tenured	Other	15	31.9%	3,678	29.9%	105.0	-16.3%
	Rollup	**15**	**31.9%**	**3,678**	**29.9%**	**105.0**	**-16.3%**
Tenure Track	Other	6	12.8%	1,791	14.5%	321.0	-14.4%
	Rollup	**6**	**12.8%**	**1,791**	**14.5%**	**321.0**	**-14.4%**
Rollup		**47**	**100.0%**	**12,321**	**100.0%**	**183.0**	**+3.4%**

Source: Academic Performance Solutions.

Faculty Line Request Worksheet

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5

Once your institution has selected metrics for leaders to include in faculty line requests, create a templatized worksheet for them to easily provide metrics.

Faculty Line Request Worksheet

Create a worksheet, like this one, for leaders to easily provide the required metrics for faculty line requests. Ensure leaders apply the appropriate filters before answering questions.

[I] Attempted Student Credit Hours (SCH): How is Course Demand Changing?

Use the first part of the workflow to answer the following questions.

1. Use the *Coursework Broken Down by Growing or Shrinking Majors* report to view demand for the department.

   a) What percentage of coursework come from shrinking, stable, and growing majors?

      i. % Coursework from Shrinking SCH:

      ii. % Coursework from Stable SCH:

      iii. % Coursework from Growing SCH:

2. Use the *Coursework Impacted by Shrinking Majors* and *Coursework Impacted by Growing Majors* reports to assess how much coursework is being contributed by growing and shrinking majors.

   a) What are my top five shrinking majors?

      1.
      2.
      3.
      4.
      5.

   b) What are my top five growing majors?

      1.
      2.
      3.
      4.
      5.

[II] Seat Utilization and Class Size: How Efficient Are Current Course Offerings?

Use the second part of the workflow to answer the following questions.

3. Use the *Consolidation Opportunities: Sections Below Recommended Range* reports to pinpoint consolidation opportunities by comparing fill rates and class sizes to benchmarks.

   a) How many sections does the department have that are below the fill rate of 80%? In which course division(s)?

   b) How many sections does the department have with a class size below benchmark by more than 5%? In which course division(s)?

Source: Academic Performance Solutions.

4 Use the *Expansion Opportunities: Sections Above Recommended Range* reports to identify expansion opportunities by comparing fill rates and class sizes to benchmarks.

a) How many sections does the department have with a fill rate at or above 90%? In which course division(s)?

b) How many sections does the department have with a class size above benchmark by more than 5%? In which course division(s)?

c) Does the department have relatively more expansion or consolidation opportunities, and mostly in which course division(s)?

[III] Median SCH Taught: Do You Have The Right Instructional Capacity to Meet Course Demand?

Use the third part of the workflow to answer the following questions.

5 Use the *Headcount* metrics and *Instructor Mix* report to see how many instructors assigned to the selected and other departments are teaching in the selected department.

a) What is the instructional headcount of instructors assigned to your department?

b) What is the 3-year trend in growth/decline of instructional headcount assigned to your department?

c) What is the instructional mix of the instructors assigned to your department (Full time Instructors vs. Other Instructors?)

d) What is the instructional headcount of instructors assigned to other departments?

e) What is the 3-year trend in growth/decline of instructional headcount assigned to other departments?

f) What is the instructional mix of the instructors assigned to other departments (Full time Instructors vs. Other Instructors?)

6 Use the *Distribution of Instructor Teaching Load Within Your Department* reports to view how much the department's instructors are teaching and how it has changed over three years.

a) Complete the chart below.

Instructor Type	Headcount	Median SCH Workload (Per Instructor)	Median SCH Workload (3-Year Trend)

Source: Academic Performance Solutions.

b) Has the median SCH workload of Tenure and Tenure Track instructors decreased or increased over the last few years?

c) Has the median SCH workflow of Non-Tenure Track and Other instructors decreased or increased over the last few years?

d) Are these trends consistent or inconsistent with your department's expectations?

7 Use the *Comparison of Instructor Mix to Benchmark* report to compare the department's instructor mix and teaching share to the cohort.

a) What is the percentage of tenured instructors in your department? What is the % of tenured instructors in the cohort?

b) Is the mix of tenured faculty in your department aligned with the cohort or fairly different?

8 Reflection and Action Planning

a) Which opportunities identified can better support the department's instructional staff and students, as well as use resources more efficiently?

b) Is there a need for an additional faculty line(s) to support the department? Why?

Source: Academic Performance Solutions.

Results Worksheet

TOOL

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After completing the process, measure results of your faculty line request process. Ensure your institution is measuring and keeping track of the information asked in the following questions throughout the process.

Results Worksheet

Measure results of your institution's initiative using this worksheet. Before implementing your new initiative, ensure your institution is measuring and keeping track of the information asked in the following questions.

1. How many faculty lines were and were not approved? How does this compare to the process before the standardized APS template?

2. What is the cost savings associated with the faculty lines that were not approved?

3. What is the cost savings associated with faculty lines that were reallocated to departments with demonstrated need?

4. How many additional sections were you able to create in bottleneck courses? Did the new sections accommodate all student demand?

5 How much time did it take for department leaders to complete the request template? How does this compare to the process before the standardized APS template?

6 How much time did it take for leaders to review the requests? How does this compare to the process before the standardized APS template?

7 How has the new faculty line(s) impacted instructional workload in your department?

8 Has your new faculty line(s) brought instructor workload in line with peers?

Cases in Brief: Impactful Results from New Initiative

Using APS Data to Inform Faculty Line Requests and Decisions

St. Ambrose University (SAU) is a private master's university in Davenport, IA. In the past, SAU's Faculty Finance Committee (FFC) could only review a handful of departments each year because the process was very time-intensive. To accomplish better insight into departmental health, including the need for faculty lines, SAU implemented a new annual departmental review process supported by metrics in the APS platform.

Accomplishing Administrative and Financial Results

Rathe than manually collecting and analyzing data for a few departments under review, SAU's finance team used APS metrics to create comprehensive reports for every department. By including operational and financial metrics, department chairs could understand how their operational decisions impacted their financial results.

Department-Level Reports Created with APS Data

FFC created reports for all 40 departments at SAU using 18 APS metrics

- Gained insight into enrollment trends, instructional staff mix and workload, section size and utilization, and costs
- Engaged department leaders in data-informed conversations to discuss reports, which illuminated existing efficiencies and potential opportunities
- Department leaders used the reports as a common supporting resource, allowing them to understand needs across departments – not just their own

700 Hours

saved in manual data collection and analysis, as well as creating reports

$446,000

reallocated faculty lines to two growing and new programs instead of filling five retired faculty lines

100%

departments reviewed, instead of a few

Samford University is a private master's university in Birmingham, AL. Historically, there was not a formal faculty line request process in place. Department leaders and deans took a haphazard approach to filling faculty lines and submitted different types of data, if any, to support requests. Samford transformed their process by requiring all leaders in the College of Arts and Sciences to complete a templatized faculty line request document using APS metrics.

Implementing a Standardized Faculty Line Request Process

Samford's Previous Process

- ✖ Requests were made based on subjective need and desire to maintain status quo
- ✖ Requests were approved solely dependent on budget and history, with an overreliance on maintaining faculty lines
- ✖ Leaders did not have insight into why requests were or were not approved, especially across departments

New Data-Informed Process

Provost piloted the process with the College of Arts and Sciences

- Created templatized request form using APS faculty line request how-to guide and Excel sheet

Chemistry and Biology Depts. each submitted a request to replace an existing faculty line

- ✔ Requests were approved based on data submitted
- ✔ Data showed that each was at or reaching capacity and could not reallocate current resources

Achievements

- *Enhanced Efficiency*: Decreased reliance on Office of Institutional Research and Analytics (OIRA) to provide data allows leaders to save time and expectations are clear for what data to include
- *Better Transparency*: Leaders can assess resource use and needs across departments, as well as understand why requests were or were not approved
- *Improved Process*: Samford is undergoing an effort to expand this new process university-wide

Reflection Guide

TOOL

7

Once your institution has completed the new faculty line request process and filled out the Results Worksheet, use this guide to reflect. This will help you proactively prepare for next year.

Reflection Guide

Use this guide to reflect on your institution's new faculty line request process. This will help you proactively prepare for next year.

Ask the following questions to gather feedback from academic stakeholders who were involved in the process. To promote honest candor, we suggest you request anonymous responses.

1. How effective do you think communication about and throughout the process was to academic leaders, such as yourself?
2. Do you think the process accomplished its goals?
3. Which parts of the process do you think went well? Not so well?
4. How would you grade the entire process? In what ways could that grade be improved for next year?

To inform strategy for next year's review process, answer the questions above and use the collected feedback. Additional questions for initiative leaders are below.

1. How did the proposed and actual timelines compare?
2. What would you like to share internally with academic stakeholders about this initiative?

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