Academic Affairs Operations Review

Committee Report

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Introduction

Background, Purpose, and Process Design

Seattle University is undertaking a comprehensive review of its programs and operations. This review is part of a set of activities intended to position the university for continued academic excellence and financial sustainability within a changing and challenging environment. Other activities include the development of new academic programs, finding ways to increase non-tuition revenue, and developing stronger financial planning and management tools.

The Council of Deans discussed in 2015 two processes for academic program review in higher education:

- The "Dickeson Program Prioritization Model" – a process of measuring academic programs against a broad set of criteria, quantifying those results within an "omnibus metric," then using the results of that process to place programs into categories determining whether the program would be grown, maintained, reduced or eliminated.
- A process designed by the Education Advisory Board (EAB) and outlined in an article entitled "Breaking the Tradeoff between Cost and Quality: Sustaining Mission in an Era of Constrained Resources." This approach focuses as much on activities as programs, and is intended "to enhance quality by reallocating resources from lower impact activities to higher-impact mission aligned priorities."

The Council determined that the EAB model appeared a to be better fit for Seattle University and that it holds greater potential to identify resources within the division to reallocate in support of strengthening the academic quality of the university and support its strategic aims. At the same time, the Council of Deans recognized the value of a portfolio review.

In fall 2015, the Provost charged a Planning and Design Committee to design a process that responds to direction from the Board of Trustees, respects the time invested by stakeholders, ensures careful consideration is given to the information coming from all participants, and reflects the fact that academic excellence is and will remain the most essential component of our success as a university.

Membership of the Planning and Design Committee is listed below.

*David Madsen	Associate Professor, College of Arts and Sciences
Deanna Sands	Dean and Professor, College of Education
DiDi Galligar	Assistant Provost for Business and Faculty Administration
Heather Geiger	Director of IT Finance and Accreditation Officer
*Michael Huggins	Associate Professor, College of Nursing
Robert Dullea	Vice President for University Planning and Vice Provost

Robert Duniway	Assistant Vice President for Planning and Director of Institutional Research
*Roshanak Roshandel	Associate Professor, College of Science and Engineering
*Susan Weihrich	Associate Dean and Associate Professor, Albers School of Business and Economics

Academic Assembly appointees.

Following the launch of the Operations Review phase in spring 2016, a decision was made to postpone the Portfolio Review until a new provost was in place. With a new provost most likely to join the university in summer 2018, it is likely the division will move forward with this second phase before a new provost is in place. The Operations Review took the form of schools and colleges being presented with a wide range of data and reports and being asked to contextualize and comment upon the data through narrative reports. Each department/program completed a report as well as each school/college. All reports and data that do not include information about individuals are available online.

Analysis and Recommendations Committee

The Analysis and Recommendations Committee was charged with the following.
- Review and understand the data and reports produced this process.
- Work with schools and colleges to ensure such materials are complete and sufficiently consistent that comparisons are possible.
- Offer recommendations to the Provost through a report that will be made available to the campus.

The Operations Review primarily uses data from AY2014-15, the most recent completed year at the time. All data are for that year unless otherwise noted, and data were used in ways that acknowledge both their value and limitations. The School of Law and the School of New and Continuing Studies have special roles in this report. The School of New and Continuing Studies is still in start-up mode and the data are frequently misleading and thus occasionally omitted from this report; the school will benefit from the best practices identified here. The School of Law is present as a model for potential paths but is often not directly comparable to the rest of the institution; it is also often omitted.

While there was no formal connection planned between the Operations Review and the FY18 budget process, the data produced through the Operations Review were shared with the Office of the Provost.

Analysis and Recommendations Committee Membership

The membership was formed as follows: four tenured faculty selected by Academic Assembly; three tenured faculty selected by the Provost; one dean selected by the deans; one staff member selected by the members of the committee; and one administrative co-chair appointed by the Provost.

Faustino Cruz   Associate Dean and Associate Professor, School of Theology and Ministry

Heather Geiger   Special Assistant to the Interim Provost and Director of IT Finance
                       Administrative Co-Chair; non-voting member

*Michael Huggins   Associate Professor, College of Nursing
                       Faculty Co-Chair

John B. Kirkwood   Professor, School of Law

Gina Lopardo   Director, Education Abroad

*David Madsen   Associate Professor, College of Arts and Sciences

Deanna Sands   Dean and Professor, College of Education

*Frank Shih   Associate Professor, College of Science and Engineering

Laurie Stevahn   Professor, College of Education

*Susan Weihrich   Associate Professor, Albers School of Business and Economics

Academic Assembly appointees

Of note:

Recommendations are found immediately following this page. These recommendations are also repeated after each section, as appropriate. For ease of reading, most tables and charts have been moved to the Appendix. Where this has been done, hyperlinks are embedded in this document to jump directly to the chart or table.

➤ At hyperlink locations, pressing the Control key while clicking the mouse will allow the reader to jump from narrative sections to tables and charts, and vice versa. Hyperlinks will become apparent when the cursor is paused over section headings, as well as over text instructing the reader to follow a hyperlink in the narrative or in the appendix.

Summary of Recommendations

Faculty Workload Methodology

1. The university establish a common definition of tenured/tenure-track faculty workload, including teaching, research/scholarship/artistic creation, and service. For full-time, non-tenure track faculty, workload will vary based on category and should be similarly consistent where possible.
2. The university consider a standard distribution of teaching, research/scholarship, and service at 40-40-20 percent, as is commonly encountered at other universities.

Teaching and Instruction

3. The university adopt a common methodology for measuring teaching workload, and that this method takes into account differences in credit hours, contact hours, and the number of students.
4. The university adds contact hours to its reporting capabilities to supplement credits taught, section sizes, and number of students. Likewise, common arrangements, such as team teaching, should be tracked within our reporting systems rather than outside of them.
5. The university establish consistent expectations for teaching for all tenured/tenure-track and full-time, non-tenure track faculty. This would promote equity between those faculty who primarily teach undergraduate and graduate courses.
6. The university establish best practices for how to manage work associated with doctoral programs, including guidelines for thesis supervision.
7. This should be drafted by the Deans' Council with input from faculty and approved by Academic Assembly.

Research, Scholarship, and Artistic Creation

8. Each school/college create guidelines for research, scholarship and artistic creation, and these are reviewed by Academic Assembly or Seattle University's Rank and Tenure Committee to ensure these guidelines are comparable.
9. The annual performance review process reference these guidelines.
10. The university allows, at the discretion of the school/college, faculty to reduce their scholarship expectations in exchange for increased work in other areas. Conversely, the university may require that that faculty who have not participated in scholarship engage more in teaching, service, or advising.

Academic Advising

11. Schools and colleges continue to determine the best way to manage advising, whether through professional advisors or faculty, and resources follow to support those chosen models.
12. The university invest more resources in advising across the institution and ensures equitable distribution.
13. The university offer guidance on common expectations and best practices for advising to promote consistency regardless of advising model.
14. The university consider whether graduate assistants from the College of Education could assist areas particularly struggling with advising and offer support for infrastructure development that supports student advising.

Service

15. Faculty and deans work to clarify service expectations in workload for faculty and acknowledge service when performed well, a standard that must be determined in an acceptable manner across the entire university. A natural focus point for assessment of service is within the annual performance review process.
16. Academic Assembly should create guidelines that illustrate an appropriate level of service within and beyond the university, which the faculty governance bodies in each school/college can customize to their own circumstances. Assessment of equitable service expectations across the university should become standardized.
17. Service guidelines across the university be incorporated into annual performance reviews.
18. Like the recommendation on scholarship, the university should enable faculty with low levels of service to balance it with increased work in other areas.

Department Chairs/Program Directors

19. The Office of the Provost assess current practices for director and chair compensation and adjust/increase them as appropriate.
20. Common expectations and, where possible, common practices for department chairs and program directors should be developed across schools and colleges.

Faculty Levels and Course Sizes

21. Minimum course sizes should be more consistent across the institution, with due consideration of accreditation requirements, and the sustainability of programs with a history of small classes should be evaluated.
22. Core caps should be reevaluated, with the potential for small increases of a few students.
23. For FY 2018-2019, any program where more than 20% of its classes has fewer than ten students should be evaluated for viability.

Course Releases

24. The university institute a way to centrally track and classify course releases.
25. The Council of Deans should draft guidelines for what activities and circumstances are eligible for course releases.
26. Consider a pre-tenure sabbatical program that is not so expensive; *e.g.,* allow one course release instead, and stack courses so the professor teaches one additional course in a different quarter than the intended research quarter.

Dean's Office and Staff, Levels and Workload

27. Academic Affairs work with Information Technology Services and the Center for Digital Learning and Innovation to determine better ways to support current and new technology needs within the schools and colleges.
28. When new programs are proposed, especially small graduate and certificate programs, the capacity of the program to take on the responsibilities of recruiting, advising, etc. should be considered.
29. Graduate programs would particularly benefit from additional staff resources to help with marketing, recruiting, and advising. The university should decide if graduate recruiting and marketing should be handled centrally or by the program, and allocate staff lines accordingly.
30. Many academic program administrative assistants work less than full-time in the summer, and this is becoming more prevalent for budgetary reasons. If this trend continues, Academic Affairs should examine how to extend this model to other student services that are not heavily used in the summer.
31. With regard to advising, the university should clarify expectations for what advising actually entails, and consider 'best practices' infrastructure for moving forward.

Student Workers

32. The schools and colleges share best practices for how they manage student workers; the centralized model used by the College of Education may be helpful in other areas across the university.

Course Fees

33. Much of the variation in non-salary funding is due to variations across disciplines and radically different cost structures. For resources like catering and professional development, greater effort should be made to develop institutional policies that promote equity.
34. Management of course fees is an area that needs attention and resolution.

Future Directions

Portfolio Review

35. The Portfolio Review should be faculty-driven and preferably connected to the Program Review Committee of Academic Assembly. The Deans and Provost should help specify the parameters of the review so that the outcomes meet stated needs and support long-term planning.
36. The Division of Academic Affairs should regularly conduct reviews following an established calendar (*e.g.,* every three years).

Ongoing Operations

37. The faculty of the Operations Review committee should meet with the Program Review Committee and Academic Assembly to discuss opportunities to improve program review.
38. The schools/colleges, deans, and Office of the Provost should select data most indicative of the health and sustainability of the division, and those data should be incorporated into the regular management of Academic Affairs. In particular, the student/faculty ratio is likely to be valuable.
39. Templates/electronic spreadsheets should be developed in order to enhance capability to engage in continuous review cycles.

Abbreviations

The following abbreviations are used throughout the report:

Albers School of Business and Economics	BUE
College of Arts and Sciences	CAS
College of Education	EDU
College of Nursing	NUR
College of Science and Engineering	SCE
Matteo Ricci College	MRC
School of Law	LAW
School of New and Continuing Studies	NCS
School of Theology and Ministry	STM

Resource Snapshot

These tables are presented to show the size of each school/college with respect to student enrollment, faculty, staff, and operating budgets. Size is helpful context for much of the following report.

FY16 FTE	BUE	CAS	EDU	MRC	NUR	SCE	STM
Student FTE, Annual*	3,801	7,176	1,374	351	1,746	3,229	320
Faculty FTE**	71	210	60	12	65	98	23
Staff FTE**	20	31	11	2	14	26	10
FY16 Operating Budget	**BUE**	**CAS**	**EDU**	**MRC**	**NUR**	**SCE**	**STM**
Faculty Salary	8,200,000	14,354,000	3,684,000	742,000	4,592,000	8,039,000	1,413,000
Staff Salary	1,229,000	1,471,000	548,000	110,000	643,000	1,348,000	492,000
Student Wages	250,000	307,000	60,000	21,000	65,000	134,000	43,000
Non-Salary	914,000	905,000	359,000	69,000	451,000	720,000	301,000
Total $	**10,594,000**	**17,037,000**	**4,652,000**	**940,000**	**5,751,000**	**10,242,000**	**2,249,000**

FTE is full-time equivalent; it is not headcount.

*Annual student FTE = fall, winter, and spring quarter FTE added together.

**Base budgeted funding and faculty/staff FTE.

AY14-15 (FY15)	BUE	CAS	EDU	MRC	NUR	SCE	STM
Budgeted Faculty							
Tenure-Track/Tenured	51	126	30	0	30	71	10
Non Tenure-Track	7	51	3	9	20	18	1
Part-Time Adjunct	8	29	15	2	9	7	8
Contracted Faculty							
Tenure-Track/Tenured	46	115	25	-	20	68	8
Non Tenure-Track	16	66	5	10	24	28	5
Part-Time Adjunct	15	42	12	1	26	11	5

Faculty Workload Methodology

Schools and colleges differ in (1) how they describe workload expectations, and (2) what those expectations are. The Operations Review examined expectations for tenured, tenure-track, and full-time/non-tenure track faculty. Part-time faculty were omitted because by definition these faculty are contracted to teach on a per-course basis.

Two tables, Tenured/Tenure-Track (T/TT) and Full-Time, Non-Tenure Track (FT/NTT) describe if various aspects of faculty work are expected for the given type of faculty and how that work is defined, if at all.

As expected, teaching/instruction is the most developed component. While each school and college identified additional categories of faculty beyond tenure and full-time/part-time status to further define faculty work, these tables encompass the majority of full-time faculty.

Committee Recommendations

1. The university establish a common definition of tenured/tenure-track faculty workload, including teaching, research/scholarship/artistic creation, and service. For full-time, non-tenure track faculty, workload will vary based on category and should be similarly consistent where possible.
2. The university consider a standard distribution of teaching, research/scholarship, and service at 40-40-20 percent respectively, as is commonly encountered at other Universities.

Teaching and Instruction

In terms of teaching, there are three methods of measuring and assigning work: by sections/courses, by credit hours, and by work unit or workload unit.

Expectations for tenured/tenure-track faculty are consistent in that the "standard" load is six courses. However, the number of credits taught varies considerably because these courses may be five undergraduate credits or three graduate credits.

In schools that offer both graduate and undergraduate courses, there is less internal equity among faculty. For instance, the College of Arts and Sciences and the Albers School of Business and Economics treat three and five credit courses equally.

The College of Nursing and the College of Science and Engineering use work units to manage teaching. Each credit hour is equivalent to a work unit, with most undergraduate courses being five credits/five work units and most graduate courses three credits/three work units. Additional work units may be assigned for courses with high contact hours. This work unit approach gives the college more flexibility to recognize the work involved in more time-intensive instruction such as labs. It also gives these colleges the ability to give small releases of one work unit, such as the College of Science and Engineering does for advising and the College of Nursing does for scholarship for new faculty members.

The credits versus courses methodology seems to be determined by rational principles that take into account when the time commitment of faculty is greater than the credit awarded to students, but it makes comparisons challenging and raises the possibility of significantly different expectations.

There is more variation across the schools that measure faculty workload by credits or work units compared to the schools that use courses. Both the School of Law and the College of Education require tenured faculty to teach a minimum of 18 credits a year. (The School of Law's 12 semester credits are equivalent to 18 quarter credits.) In contrast, both the College of Nursing and the College of Science and Engineering require tenured faculty to teach 30 credits a year, if they are teaching exclusively lectures in the classroom.

There may be even more variation when workload is measured by "contact hours," for instance when there is both a lecture and lab but faculty receive fewer work units for lab contact hours than lecture contact hours. The Albers School of Business and Economics found considerable variation within the school when it calculated the average contact hours per course of its faculty members. Likewise, the School of Law found substantial variation when it measured the total contact hours of its faculty. The university currently does not have a way to calculate average contact hours per faculty, although one can get a rough idea by combining credits taught and section sizes. For some labs, studios, practicums, etc., time commitments may not align to work units or credit hours.

No school or college varies teaching expectations based on the number of students in a course. Some areas may have assistants assigned to help with grading in very large courses, but this is not a consistent practice across the university.

Independent studies are not included in a faculty member regular teaching load and course releases are not granted for independent studies.

Most schools and colleges are engaged in a reexamination of some of their workload issues, but they are doing so individually.

Given the variation in workload methodologies and data limitations, it was difficult to compare how much faculty actually taught in a given year to their theoretical load. Issues such as team-teaching and labs made this a manual exercise rather than a standard report.

Committee Recommendations
3. The university adopt a common methodology for measuring teaching workload, and that this method take into account differences in credit hours, contact hours, and the number of students.
4. The university add contact hours to its reporting capabilities to supplement credits taught, section sizes, and number of students. Likewise, common arrangements, such as team teaching, should be tracked within our reporting systems rather than outside of them.
5. The university establish consistent expectations for teaching for all tenured/tenure-track and full-time, non-tenure track faculty. This would promote equity between those faculty who primarily teach undergraduate and graduate courses.
6. The university establish best practices for how to manage work associated with doctoral programs, including guidelines for thesis supervision.
7. These best practices should be drafted by the Deans Council with input from faculty and approved by Academic Assembly.

Research, Scholarship, and Artistic Creation

Research, scholarship, and artistic creation for tenured/tenure track faculty are generally expected to be equivalent to one section or five work units. Schools and colleges differ how they evaluate research, scholarship, and artistic creation; some use an unambiguous point-based system and others rely on other types of indicators, such as numbers of products per academic year. The Albers School of Business and Economics and the College of Science and Engineering require faculty with low research/scholarship productivity to teach more. In other areas, this may happen on a case-by-case basis. Some schools and colleges are in early discussions on how a differentiated workload approach might work.

Committee Recommendations

8. Each school/college create guidelines for research, scholarship and artistic creation, and these are reviewed by Academic Assembly or Seattle University's Rank and Tenure Committee to ensure these guidelines are comparable.
9. The annual performance review process reference these guidelines.
10. The university allow, at the discretion of the school/college, faculty to reduce their scholarship expectations in exchange for increased work in other areas. Conversely, the university may require that those faculty who have not participated in scholarship engage more in teaching, service, or advising.

Academic Advising

There are no consistent expectations for academic advising and the support systems for advising vary considerably, from purely professional (staff) advisors to peer advisors to faculty alone. All schools and colleges assume that faculty are available for casual advising, career mentorship, etc. Only one school provides releases for academic advising: the College of Science and Engineering grants one work load unit for every 12 advisees.

Of all areas of faculty work, advising is the area that faculty see as least critical to their role as faculty. Unlike teaching, scholarship, or even service, advising is a function that may be able to be performed by trained staff. Advising was noted as an area of concern by several schools and colleges, more specifically the burden on faculty given teaching and scholarship requirements and faculty desire for students to have positive, useful, and timely advising experiences.

See also advising under the staff section of this report.

Committee Recommendations

11. Schools and colleges continue to determine the best way to manage advising, whether through professional advisors or faculty, and resources follow to support those chosen models.
12. The university invest more resources in advising across the institution and ensures equitable distribution.
13. The university offer guidance on common expectations and best practices for advising to promote consistency regardless of advising model.
14. The university consider whether graduate assistants from the College of Education could assist areas particularly struggling with advising and offer support for infrastructure development that supports student advising.

Service

Service is a poorly articulated expectation, with some doubting that it is formally acknowledged. Schools and colleges most clearly define it in annual performance reviews, but even so it is difficult to apply the same level of certainty to service as one does to teaching or even scholarship. Inequity is a problem within departments and within schools/colleges; often a few faculty disproportionately serve, at times creating burden. It is difficult to say if variation in service is a problem across the university. Service is often described as a multi-level effort, with responsibilities to the program or department, the school/college, the university, the profession, the community, etc.

Committee Recommendations

15. Faculty and deans work to clarify service expectations in workload for faculty and acknowledge service when performed well, a standard that must be determined in an acceptable manner across the entire university. A natural focus point for assessment of service is within the annual performance review process.
16. Academic Assembly should create guidelines that illustrate an appropriate level of service within and beyond the university, which the faculty governance bodies in each school/college can customize to their own circumstances. Assessment of equitable service expectations across the university should become standardized.
17. Service guidelines across the university be incorporated into the structure of the annual performance review.
18. Like the recommendation on scholarship, the university should enable faculty with low levels of service to balance it with increased work in other areas.

Department Chairs/Program Directors

While chairs and directors are compensated for serving in these roles, multiple reports mentioned the work involved is disproportionate to the compensation, particularly in the summer. While some faculty enjoy this administrative role, many are discouraged by the level of work compared to the stipend or course release.

Committee Recommendations

19. The Office of the Provost assess current practices for director and chair compensation and adjust/increase them as appropriate.
20. Common expectations and, where possible, common practices for department chairs and program directors should be developed across schools and colleges.

Faculty Levels and Course Size

The Operations Review looked at resources at the school/college level. This has the advantage of avoiding the noise inevitable at the program or department level, but it also means that enrollment and faculty levels for individual programs/departments are not considered. A steady average may mask substantial shifts, particularly in larger colleges that are likely to have programs with growing enrollments as well as programs with declining enrollments.

FTE Trend Tables: Student/Budgeted Faculty Ratio

The Albers School of Business and Economics is by far the leanest area in terms of students per faculty; this is consistent across the time period. The School of Theology and Ministry has the most faculty compared to their enrollment. These figures strongly and positively correlate with section sizes: Albers has large classes on average while STM has small classes.

As a rule, enrollment changes more quickly than faculty levels. Smaller schools are more likely to show dramatic changes in this ratio.

Course Section Sizes

Course Section Sizes: Tables and Charts

Schools and colleges vary in how strictly they manage section sizes; school/college reports indicate that many are becoming more intentional and formal in these respects.

University Core caps are helpful in that they ensure small classes, particularly for new students, and benefit the university in national rankings. When faculty resources are stretched, however, this means that other classes must become larger. First-year students in their major courses may be in much larger sections compared to non-majors taking a Core course in the same discipline. The College of Nursing has balanced the small clinical courses they are required to offer with very large lectures.

Regarding Core caps, there is some interest in making caps more equitable between Core and major courses and raising the cap on 2000 and 3000 level courses from 28 to 30.

Schools and colleges must offer required upper-division courses regardless of the number of majors, leading to small class sizes. In addition, schools and colleges are concerned about increasing course section sizes due to pedagogy. They also note that many of our larger classrooms are old-fashioned, crowded, and do not support active pedagogy. That said, Albers stated that fewer than 20 students can be too small for some courses.

Classroom/lab size is a practical constraint and places an upper limit on section sizes, which is a particular problem for the College of Nursing.

Committee Recommendations
21. Minimum course sizes should be more consistent across the institution, with due consideration of accreditation requirements, and the sustainability of programs with a history of small classes should be evaluated.
22. Core caps should be reevaluated, with the potential for small increases of a few students.
23. For FY 2018-2019, any program where more than 20% of its classes has fewer than ten students should be evaluated for viability. (For illustration, see this table.)

Course Releases

Charts and Tables: Course Releases and Leaves

Schools and colleges provided data on the number and purpose of course releases and leaves granted in AY2014-15. Of these two categories, releases are of the most interest to the Operations Review. Leaves, including sabbaticals and family leave, are well-understood, operate within university-level rules, and are not discretionary in the same way that course releases are.

Overall the data show that a significant portion of the university's theoretical teaching capacity is redirected to other activities each year. There is variation between schools and colleges with STM the outlier by a large margin. In its school report, the School of Theology and Ministry described the importance of community outreach and partnerships to maintaining successful programs and recruiting students; these activities consume a large amount of faculty time.

Based on the volume of course releases, there is an opportunity to increase teaching by tenured, tenure-track, and full-time faculty.

When schools and colleges compared expected and actual teaching loads for AY2014-15, they did not find a gap. This tells us that while the university would benefit from better data systems, there is no "missing" amount of instruction slipping through the cracks.

Committee Recommendations
24. The university institute a way to centrally track and classify course releases.
25. The Council of Deans should draft guidelines for what activities and circumstances are eligible for course releases.
26. Consider a pre-tenure sabbatical program that is not so expensive; e.g. allow one course release instead, and stack courses so the professor teaches one additional course in a different quarter than the intended research quarter.

Dean's Office and Staff, Levels and Workload

Based on analysis of school/college reports, there seems to be some evidence that more staff positions are needed to meet the expectations for marketing, technology, advising, and a host of other responsibilities that are not being met now. As the expectations for faculty scholarship and service have grown and as the university's reliance on technology, outside sources of funding, professional advising, etc., have grown, critical work is either not being done or is being added to the workload of staff whose plate is already full or whose skill sets are not those needed to do the tasks efficiently.

FTE Trend Data Tables and Charts

Below are select notes from the school/college reports.

- In the College of Arts and Sciences, graduate programs have more staff support to support recruitment and admissions. The college found it difficult to address the equity of distribution of staff across its departments and programs.
- The College of Education estimates that the current distribution provides highly effective support but additional staff positions seem justified. Efficiencies have been achieved over the last two years and new technology will ease some of the burden on staff. The methodology of the College of Education in this regard may be helpful as other units in the university assess their own staffing needs.
- The College of Nursing anticipates needing more staff, administrators, faculty, and classrooms with the growth of the doctoral program.
- In the College of Science and Engineering, staff distribution among departments is reasonably equitable but under resourced. Over time, the college has reclassified senior administrative assistants as full-time in the academic year and part-time in the summer.
- The School of Theology and Ministry's administrative support positions compensate for faculty obligations. The school finds its staff levels are adequate.
- The School of New and Continuing Studies must provide or supplement many of the centrally offered services and states it is short on administrative staff.

As stated above with respect to faculty, smaller schools show more dramatic changes than larger schools. In the case of Matteo Ricci College, the large bump is due to a net change of just 1.0 FTE.

Schools and colleges classified their staff and deans into functional categories. These categories were further collapsed to facilitate comparison as well as divided into those positions that are "general" (i.e., dean's office/administrative support) and "discipline-specific" (i.e., chemistry lab manager). The resulting tables are approximately correct but not precisely accurate in how staff are classified. There was insufficient information to break down positions into those that are student-facing and those that are not. This table includes staff funded from gifts and grants as well as the operating budget.

Table: Functional Categories within Colleges and Schools

Marketing/Advertising

Schools and colleges rely on the central Marketing Communications unit but find the level of support insufficient. Graduate programs and niche undergraduate programs are the most likely to need help.

There is a tension between Marketing Communications' role in establishing a widely-known and consistent picture of the university and each school and college having its own image they would like to share with prospective students. Colleges and schools feel an onus to do more of their own marketing because the central unit cannot. This is due either to lack of resources or because the central unit does not believe a particular marketing outreach is in the university's best interest.

Recruiting/Admissions

The division between recruiting and marketing is blurry at the school/college level, so the comments above also apply to this function. Again, graduate programs are the most likely to struggle to meet this need.

The College of Science and Engineering seems particularly challenged by its lack of marketing and recruiting staff, which pushes this burden onto program directors. The College of Nursing, which enjoys strong demand for its programs, noted it is challenged to increase the number of historically underserved ethnic minority students; this is likely true of all programs. The School of Theology and Ministry finds recruitment challenging because pay/salary for the ministerial profession is low and many denominations are unable to financially support their ministers.

Academic Advising

Academic advising is an area of variation that raises issues of inequity across the campus. At least at the graduate and undergraduate entry level there seems to be a suggestion that professional advising is the most efficient and effective model.

Below are select notes from the school/college reports.
- The Albers School of Business and Economics employs academic and career advisors in order to give faculty more time for teaching and research. The budget commitment is significant and there is need for more.
- The College of Arts and Sciences advising office is small in proportion to the college's need and size of its programs.
- In the College of Education, faculty spend much time advising and students have been dissatisfied. Three program administrative assistants, each of whom supports four to five programs, provide a disproportionate amount of advising and/or provision of information to

students in some programs, whereas in other programs faculty carry out all advising responsibilities relevant to students' academic programs of study.
- Matteo Ricci College uses a peer advising system: student workers with no more than 25 advisees. Staff enrolls prospective students in classes and advises seniors.
- The College of Science and Engineering has a few staff advisors, and faculty receive one work unit of release time for each 12 majors they advise.

Career Advising

As the need to demonstrate that our graduates are employable/employed grows, the need for this service also grows.

Below are select notes from the school/college reports.
- The Albers School of Business and Economics is confident that career advising is best handled within the school; other professional schools and graduate programs may agree.
- The College of Arts and Sciences has recently devoted greater attention to coordination of these services in recognition of the need; resources are always a concern.
- The College of Education has <1.0 FTE for this function and it is dedicated to field placements for the Masters in Teaching program. The remaining ten programs primarily have little to no support.
- The College of Science and Engineering has no career advisors.

Technology

Technology is an area of common frustration as programs need or desire more equipment, tools and deeper/dedicated support. Schools and colleges sometimes conflate technology support and website management; the latter should be more of a communications role provided the content management system is functional. More understandably, schools and colleges increasingly see the need for online/hybrid expertise (both technological and pedagogical) embedded within their faculty/staff.

The Albers School of Business and Economics, the School of Law, and the College of Nursing are the only schools with fully dedicated technology support positions. The College of Nursing largely supports its technology-rich clinical performance lab on its own. The Loyola Counseling Lab has little support.

Fundraising/Development

The majority of the schools/colleges seem content with their capabilities. It is likely that they feel more pressure with respect to student-facing functions and would prioritize staffing in other areas before this.

Committee Recommendations

27. Academic Affairs work with Information Technology Services and the Center for Digital Learning and Innovation to determine better ways to support current and new technology needs within the schools and colleges.
28. When new programs are proposed, especially small graduate and certificate programs, the capacity of the program to take on the responsibilities of recruiting, advising, etc. should be considered.
29. Graduate programs would particularly benefit from additional staff resources to help with marketing, recruiting, and advising.   The university should decide if graduate recruiting and marketing should be handled centrally or by the program, and allocate staff lines accordingly.
30. Many academic program administrative assistants work less than full-time in the summer, and this is becoming more prevalent for budgetary reasons. If this trend continues, Academic Affairs should examine how to extend this model to other student services that are not heavily used in the summer.
31. With regard to advising, the university should clarify expectations for what advising actually entails, and consider 'best practices' infrastructure for moving forward.

Student Workers

Table: Budgeted Student Wages by College/School

Student workers provide critical support for a variety of functions, mostly clerical. As pressures on staff have grown, student workers have taken on responsibilities previously handled by staff, including reception, new student mentorship, and event planning. With appropriate safeguards, students assist with grading in multiple areas. Most schools/colleges review how student wages are distributed annually. The College of Education uses a centralized model whereby students (apart from graduate assistants) are assigned weekly based on prioritized requests. However, student wages vary considerably by school/college, and do not appear to be fully explained by disciplinary requirements.

Committee Recommendation

32. The schools and colleges share best practices for how they manage student workers; the centralized model used by the College of Education may be helpful in other areas across the university.

Non-Salary Funding

Table: Non-Salary Funding

Below are select notes from the school/college reports.
- Non-salary funding in Albers is supplemented by gifts and endowment funds on almost a 1:1 basis.
- In Arts and Sciences, there is a significant mismatch between need and resource; e.g. university contractual agreements that limit use by schools/departments of off-site resources. The college does place limits on what departments can do and these limitations are increasing.
- In Education, the non-salary budget has remained around 6% of the total, but at no time within memory has this constituted adequate support.
- In Nursing, an escalating cost is helping students prepare for their licensure exams. Consortium fees, mannequin repair and replacement, clinical travel costs and accreditation are large expenses.
- The College of Science and Engineering noted that student lab fees do not cover the cost of labs.
- Theology and Ministry is not able to fund faculty development and participation in professional associations/conferences to the extent it would like. While STM explicitly notes this in its report, data from other schools/colleges also support this as a stressor across the university.

Course Fees

Course fees are monies collected per student enrolled in a particular course, such as a laboratory. These fees are in addition to tuition. As a practice, the university returns only a portion of course fees to the school/college offering the course. Thus, management of course fees is a concern. The current policy appears not to be an equitable arrangement as course activities are not fully covered by course fees, and fees are directed into university general fund. This is particularly problematic when a course enrollment exceeds projections. Another concern is the delay between course fee collection and funding availability, which requires deans to engage in difficult budget reallocations.

Committee Recommendations
33. Much of the variation in non-salary funding is due to variations across disciplines and radically different cost structures. For resources like catering and professional development, greater effort should be made to develop institutional policies that promote equity.
34. Management of course fees is an area that needs attention and resolution.

Future Directions

Portfolio Review

As described above, the Academic Affairs Operations Review was initially conceived as the first phase in an Operations and Portfolio Review. There is still a need for a Portfolio Review to assess the individual health and overall sustainability of the university's programs.

Committee Recommendations

35. The Portfolio Review should be faculty-driven and preferably connected to the Program Review Committee of Academic Assembly. The Deans and Provost should help specify the parameters of the review so that the outcomes meet stated needs and support long-term planning.
36. The Division of Academic Affairs should regularly conduct reviews following an established calendar (*e.g.* every three years).

Ongoing Operations

Much of the value of the Operations Review will result from changes in ongoing operations rather than one-time decisions.

Committee Recommendations

37. The faculty of the Operations Review committee should meet with the Program Review Committee and Academic Assembly to discuss opportunities to improve program review.
38. The schools/colleges, deans, and Office of the Provost should select data most indicative of the health and sustainability of the division, and those data should be incorporated into the regular management of Academic Affairs. In particular, we believe the student/faculty ratio is likely to be valuable.
39. Templates/electronic spreadsheets should be developed in order to enhance capability to engage in continuous review cycles.

Appendix: Tables & Charts

Tenured/Tenure Track (T/TT)

	Teaching			Academic Advising		Research, Scholarship, Artistic Creation	Service
	# Course Sections	Credits	Work Units				
BUE	6-7			No	Supplemented by 5 staff advisors	Varies	Yes
CAS	6			Yes	Supplemented by 2 staff advisors	Yes	Yes
EDU	6	Minimum of 18		Yes		Yes	Yes
MRC	n/a						
NCS	n/a						
NUR			29-30	Yes	Supplemented by 1 staff advisor	Yes	Yes
SCE			25-35	Yes	1 WU release per 12 advisees; supplemented by 2 staff advisors	Yes	Yes
STM	6			Yes		Yes	Yes

Return to Faculty Workload Methodology

Full-Time, Non-Tenure Track (FT/NTT)

	Teaching			Academic Advising		Research, Scholarship, Artistic Creation	Service
	# Course Sections	Credits	Work Units				
BUE	6-7			No	Supplemented by 5 staff advisors	Varies	Yes
CAS	7-8			No	Supplemented by 2 staff advisors	No	Varies
EDU	9	Minimum of 27		Yes		No	Yes
MRC	7			No	Peer advisors	No	Yes
NCS	7			No		No	Yes
NUR			35		Supplemented by 1 staff advisor	No	Yes
SCE			35	Varies	1 WU release per 12 advisees; supplemented by 2 staff advisors	No	Yes
STM	7			Varies		No	Yes

Return to Faculty Workload Methodology

FTE Trend: Student/Budgeted Faculty Ratio

FTE Trend				
	AY2013-14	AY2014-15	AY2015-16	AY2016-17
BUE	60	56	58	57
CAS	36	34	35	36
EDU	32	28	29	24
LAW	28	33	31	32
MRC	35	32	31	24
NUR	25	28	30	27
SCE	32	34	34	35
STM	16	16	16	15

Notes on FTE trend data: Base budget faculty include: T/TT, FT NTT, and PT; it excludes faculty administration and supplemental instructional positions. Student FTE are from 10th Day Census Credit Hours by Department files for Fall-Winter-Spring terms. Summer is omitted for both faculty and students. NCS is omitted as its start-up status presents misleading ratios.

Return to Faculty Levels and Course Size

Notes on FTE trend data: Base budget faculty include: T/TT, FT NTT, and PT; it excludes faculty administration and supplemental instructional positions. Student FTE are from 10th Day Census Credit Hours by Department files for Fall-Winter-Spring terms. Summer is omitted for both faculty and students. NCS is omitted as its start-up status presents misleading ratios.

Return to Faculty Levels and Course Size

Table: Course Section Sizes

Average Class Size	Albers	Arts & Sciences	Education	Matteo Ricci	Nursing	Science & Engr.	Theology & Ministry
1000 Level Class	46	16		18		24	
1000 Level Core	18	17		16	18	15	
2000 and 3000 Level Core	27	25		27	17	25	
2000 Level Class	33	15		11	38	20	
3000 Level Class	30	15		15	26	16	
4000 Level Class	24	12	10	11	72	16	
Graduate	21	16	18		24	9	11
Doctoral			10		11		

Note: *when necessary, some schools can override enrollment caps*

Return to Course Section Sizes section

In addition to average course section sizes, the Operations Review also looked at *frequency distributions*.
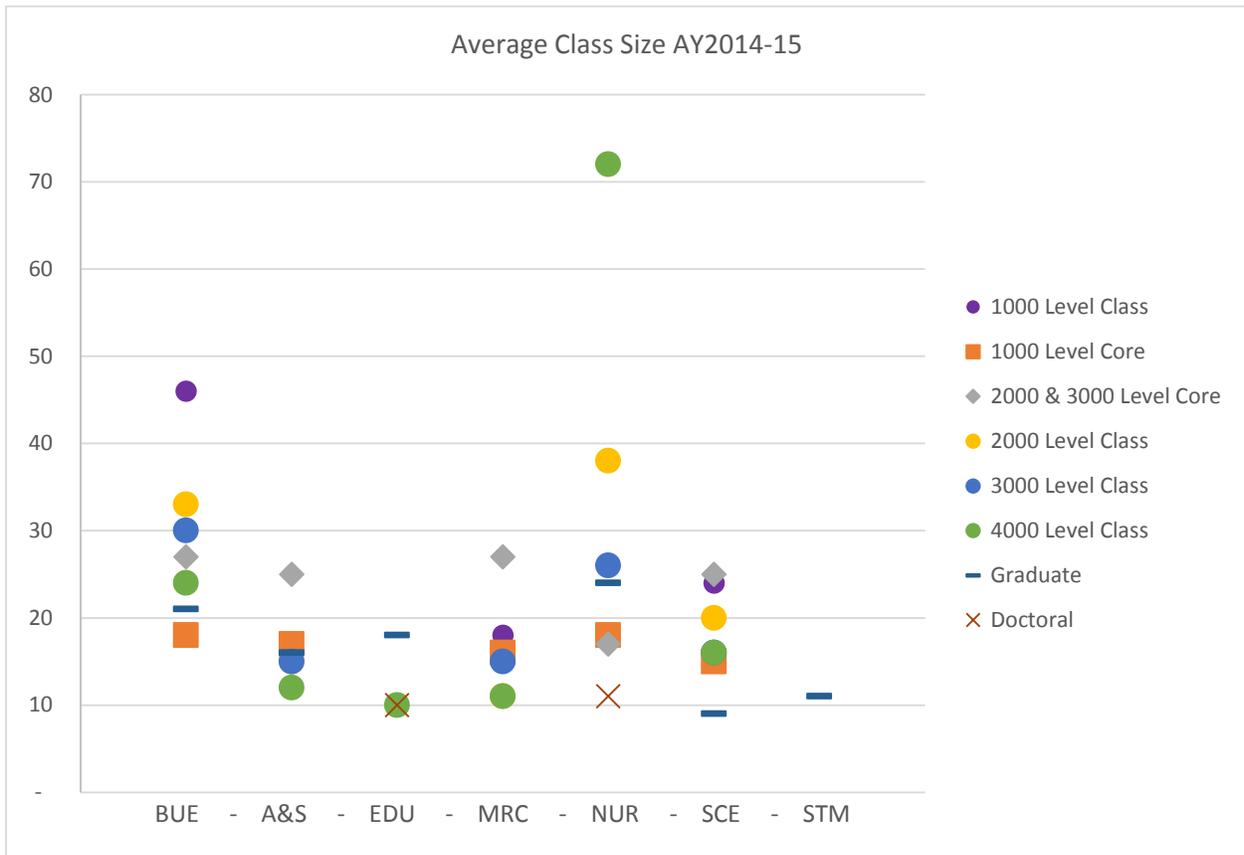
Return to Course Section Sizes section

School/College policies and practices relating to section sizes*

	Minimum	Target	Cap
BUE		30	35-40
CAS	13 UG/10 GR		35
EDU			25
MRC		20	25
NCS			20
NUR			72-90
SCE			35
STM	7		28

University Core caps and externally imposed constraints (accreditation, licensing) are not included as those policies are not within the control of schools and colleges.
Note: *when necessary, some schools can override enrollment caps*

Return to Course Section Sizes section

Course Releases and Leaves

Course Releases and Leaves as % of Teaching Capacity
AY2014-15
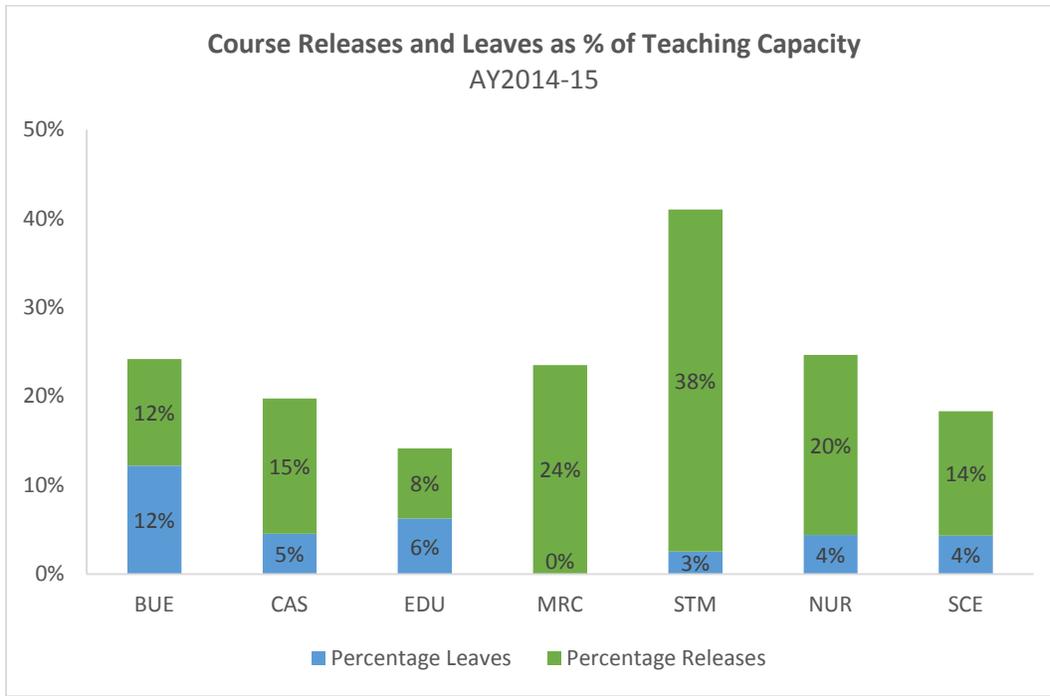
Notes:

- Within the College of Science and Engineering, 19% of releases were for academic advising; this use of faculty time should be examined as it may not be an efficient use of this scarce resource.
- Releases within Matteo Ricci College were reconstructed from memory and may not be accurate.
- Approximately half of full time faculty within the School of Theology and Ministry receive administrative course releases. The school report discusses the responsibilities that faculty have with respect to programs and the community that are unique at the university.

Return to Course Releases Section

Releases and Leaves by Section and Work Units

| | Sections | | | | | | Work Units | | |
	ASC	BUE	EDU	NCS	STM	Sections Total	NUR	SCE	W.U. Total
Releases and Leaves									
Research	11	4			4	**19**		20*	**20**
Grants	1		3			**4**	63	15	**78**
Service - University	40	7	1		2	**52**	5	64	**69**
Service - School/ College	18	5	1		1	**39**	35	91	**126**
Administrative	78	23	8	2	20	**131**	113	242	**355**
Endowed Chair	17	12			3	**32**		30	**30**
Sabbatical - Regular	42	28	12		2	**84**	43	80	**123**
Sabbatical – Jr. Faculty	3	8				**11**	8	30	**38**
Family Leave	9	8				**17**	17	25	**42**
Phased Retirement		10				**10**		16	**16**
Other Releases & Leaves	16	2	2	7		**27**	95	25	**120**
Total Work Units	**235**	**107**	**27**	**9**	**32**	**426**	**378**	**638**	**1,016**
Total Teaching Capacity Based on Faculty Types	1188	442	191	68	78	1967	1532	3479	5011
Releases and Leaves as % of Teaching Capacity	20%	24%	14%	13%	41%	22%	25%	18%	20%

* This reflects 20 work load units released for research for high-performing faculty.
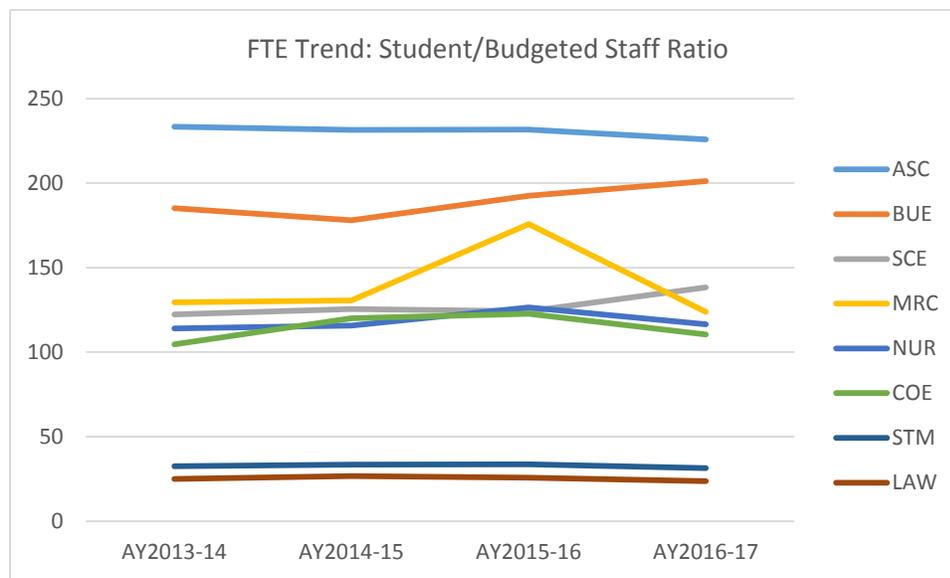
Notes:
- The large number of "other" releases in the College of Nursing are primarily three individuals receiving ~1.0 FTE releases for advising, Sullivan Leadership, and Fulbright Scholarship.
- Administrative releases within the College of Science and Engineering includes academic advising.

Return to Course Releases Section

Dean's Office and Staff, Levels and Workload

FTE Trend: Student/Budgeted Staff Ratio				
	AY2013-14	AY2014-15	AY2015-16	AY2016-17
ASC	233	231	232	226
BUE	185	178	193	201
COE	105	120	123	110
LAW	25	27	26	24
MRC	129	131	176	124
NUR	114	116	127	116
SCE	122	125	124	138
STM	32	33	34	31

Return to Deans Office and Staff, Levels and Workload narrative

Notes on FTE trend data: Staff FTE are from the University Budget Office. Student FTE are from 10th Day Census Credit Hours by Department files for Fall-Winter-Spring terms. Summer is omitted for both faculty and students. NCS is omitted as its start-up status presents misleading ratios. Note that "budgeted staff" includes operating budget staff only.

Return to Deans Office and Staff, Levels and Workload narrative

Dean's Office and Staff, Levels and Workload (cont'd)

Table: Staff Role Delineation and FTE

School/College	Role	FTE*	Advisees per FTE
BUE	Academic Advisors	5.0	414
BUE	Career Advisors	3.0	209
CAS	Academic Advisors	2.0	135
EDU	Career Advisors	0.9	
NCS	Academic Advisors	1.0	25
NUR	Academic Advisors	1.0	96
SCE	Academic Advisors	2.5	90

This table includes all funding sources (operating budget and gifts).

Return to Deans Office and Staff, Levels and Workload narrative

Dean's Office and Staff, Levels and Workload (cont'd)

Functional Categories within Colleges and Schools

	BUE	CAS	EDU	MRC	NUR	SCE	STM	Total
Acad. Operations Manager		1.0						1.0
Admin. Support	5.5	16.4	6.0	1.8	2.0	10.7	2.0	44.3
Admissions/Recruitment	1.0		0.3					1.3
Advisor	8.0	2.0	0.9	0.7	1.0	2.5		15.1
Agreements Coord.					1.0			1.0
Budget/Finance	1.0	1.0	1.0	0.3	1.0	1.5	1.0	6.8
Clinical/Internship Coord.					1.0			1.0
Compliance & Design					1.0			1.0
Corporate Relations						1.0		1.0
Dean	1.0	1.0	1.0	1.0	1.0	1.0	1.0	7.0
Dean, Assistant/Associate	2.8	3.0	2.0	0.6	3.0	1.5	1.6	14.4
Internship/Clinical Coord.			0.8					0.8
Lab Coordinator/Lab Tech.		1.0				10.0		11.0
Marketing	1.0	1.9	1.3		0.5		2.0	6.7
Operations Manager	2.0	1.0				0.5	1.0	4.5
Placement Director	1.0							1.0
Program Coordinator		2.8			5.0		4.0	11.9
Records Specialist			1.0					1.0
Technical Support	1.0				1.0			2.0
Theater/Chorus		2.8						2.8
Program Director/Manager	1.0						2.1	3.1
Total	**25.3**	**34.0**	**14.2**	**4.3**	**17.5**	**28.7**	**14.6**	**138.6**

Return to Deans Office and Staff, Levels and Workload narrative

Budgeted Student Wages by College/School

FY16	Albers	Arts & Sciences	Education	Matteo Ricci	Nursing	Science & Engr.	Theology & Ministry
Student Wages	250,000	307,000	60,000	21,000	65,000	134,000	43,000
Annual Student FTE	3,801	7,176	1,374	351	1,746	3,229	320
$ per student FTE	66	43	44	60	37	41	135

Budgeted student wages. Annual student FTE = fall, winter, and spring quarters.

Return to Student Workers Narrative

Non-Salary Funding

FY16	Albers	Arts & Sciences	Education	Matteo Ricci	Nursing	Science & Engr.	Theology & Ministry
Non-Salary $	914,000	905,000	359,000	69,000	451,000	720,000	301,000
Annual Student FTE	3,801	7,176	1,374	351	1,746	3,229	320
$ per student FTE	240	126	261	196	258	223	942

Budgeted non-salary funding. Annual student FTE = fall, winter, and spring quarters.

Note that non-salary funding includes non-discretionary expenses, non-employee personnel costs, and student course fees, which cannot be delineated in the data provided to the committee. Most colleges noted reductions to non-salary funding in recent years.

Return to Non-Salary Funding Section