

# Fort Lewis College Faculty Planning Model

September 16, 2013

## Audience

- Provost—model attempts to provide an institutional view of conditions and alternatives.
- Provost and Deans as a group
- Adjusted the model to see if some parts can be useful for deans and chairs.
  - To some extent chairs need more granular information that a model of this scale can provide effectively
- Looked for what we can pull from it that might contribute to 3/4 conversation

## Questions broached

1. How and where to reduce the number of adjuncts
2. Where to place faculty lines when they come available
3. How to accommodate enrollment increases
4. The impact of shifting faculty workload from three 4-credit classes to four 3-credit classes
5. What portion of credits do majors consume within their home departments
6. Are there places where FLC might offer more sections of course than necessary
7. How is teaching within the department distributed between FT faculty and others
8. Are there strong correlations between use of adjuncts, course CH, excess capacity, and faculty workload

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## Observations about this model

- Interesting database
- Lots of things you can pull out
- Straight reporting is somewhat more clear cut
- Also tried to test what ifs
  - Always trickier, but we've tried to do what we can

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## Data source

- **Sections file**
  - Each section offered in Fall 2012 and Winter 2013
  - Basic information on that course—number, term, department, instructor, instructor status, credit hours, capacity, enrollment
  - Basic information on students enrolled—major, class, class at time of enrollment, enrolled credit hours
- **Instructors**
  - List of faculty, department, status
- **Enrollment**
  - Summary of enrollment by major, class, class at enrollment
- **Meets together**
  - Classes with separate course numbers that meet together with same instructor—e.g., Anthropology of Gender (GWS 355 and ANTH 355), or Music ensembles

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## Key adjustments to source data

- Weighted CH for inclusion in workload
- Calculated SCH based on individual students' enrollment
- Combined courses that meet together
- Adjusted science classes to distribute CH appropriately between lecture and lab portions of the course
- Adjusts faculty members' FTE to reflect teaching and release for other activities
- Brought in home department of instructor as well as department offering the class
- Tool to apply different course caps

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## Department-level models and output

- Demand for classes across all sections and terms—brings out potential excess sections
- Review sections—provides some context for discussing bottleneck courses and sections
- Faculty teaching statistics—informational, breaks out teaching by faculty member in 3 views
- Department planning model

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## Institution-level models and output

- Core model
  - Summary information on teaching activity by department
  - Feeds Core Model, used to see potential effect on need for adjunct teaching hours
- Enrollment model
  - Consumption of credit hours by major and class rank
  - Enrollment model—where does demand for sections potentially increase or decrease with enrollment changes
- Impact of switching from 4 to 3 CH classes
- Courses in department—compares across departments

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