



# Academic Portfolio and Workload Review

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Steering Team Meeting

October 27, 2022

# Outline of Project Update

- Reminder of Project Scope and Goals
- Engagements, Communication, and Timeline
- Approach and Methodology
- Metrics and Variables
- Questions & Answers
- Next Steps

# Reminder of Project Scope and Goals

# Project Scope and Goals

- Provide a framework that allows KBOR to ensure the six KBOR bachelors-degree granting institutions are offering academic programs that students are interested in pursuing, successfully complete, and that lead to employment
- Assess academic resource utilization across all institutions and recommend an ideal workload evaluation process that leads to continuous improvement

# Engagement, Communication, and Timeline

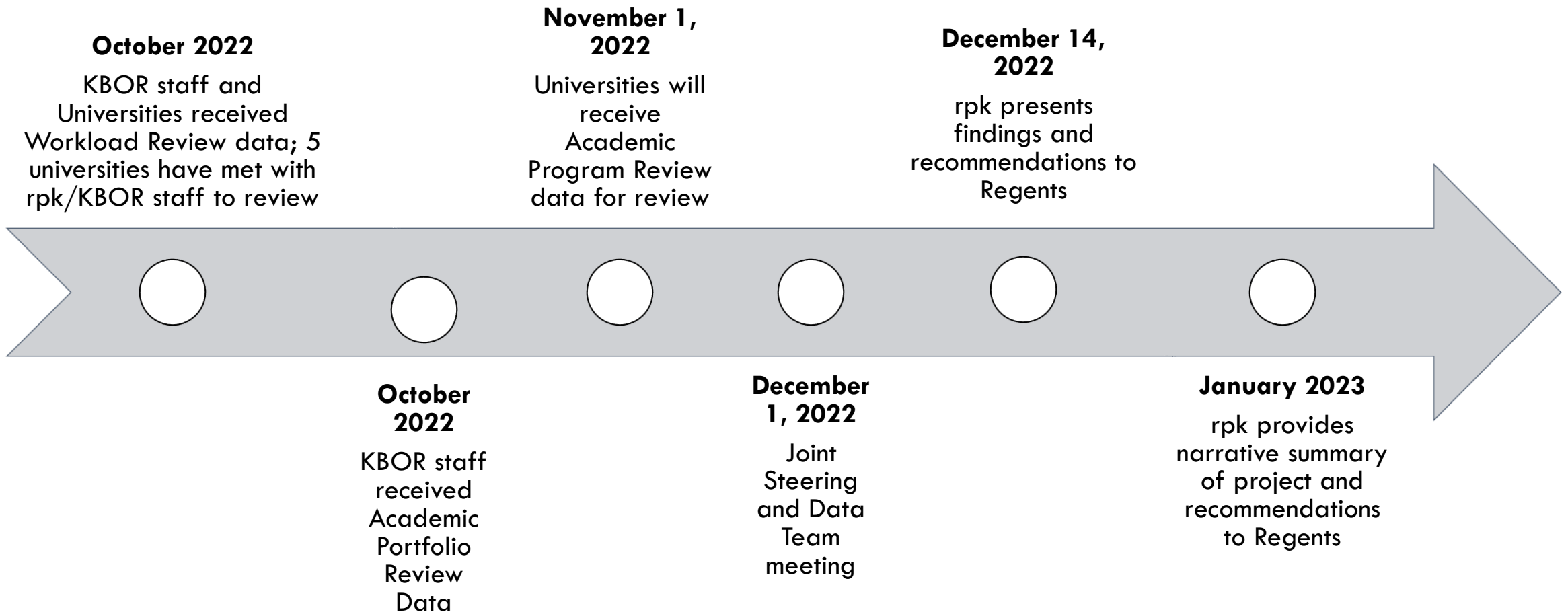
# Engagement and Communication

- Project Leaders and KBOR staff
  - Regular meetings and communication
- Steering Team
  - Monthly meetings through December
- Data Team
  - Bi-weekly meetings through September; reconvening in December
- Ad-hoc Faculty Advisory Group
  - Met in May, August, scheduled to meet on November 10
- Universities
  - Regular communication and specific meetings to review data
- Open feedback form

# Call for Communication

- Project website has form for all constituents to ask questions/submit comments. [Please share the form widely.](#)
- Recent questions/comments:
  - *How many post-secondary institutions have been evaluated in the past by rpk, or is the project with KBOR the first of its kind?*
  - *Faculty do not seem to be directly involved in the collection of data to be used to inform critical decisions, and yet faculty will be directly impacted by those decisions, so how does this process demonstrate or support shared governance, a crucial foundation for institutional success?*
  - *When will information about your study be shared with faculty members at the KBOR institutions?*
  - *At ---University, faculty doing academic advising is part of the "Teaching" responsibility. Will that be considered in the workload review?*

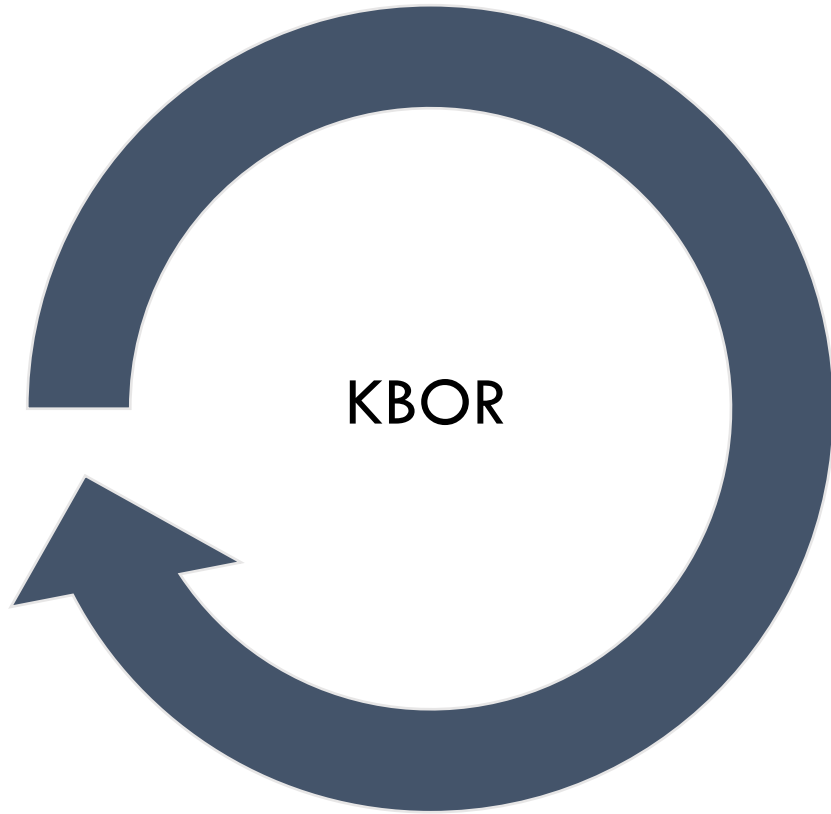
# Project Timeline



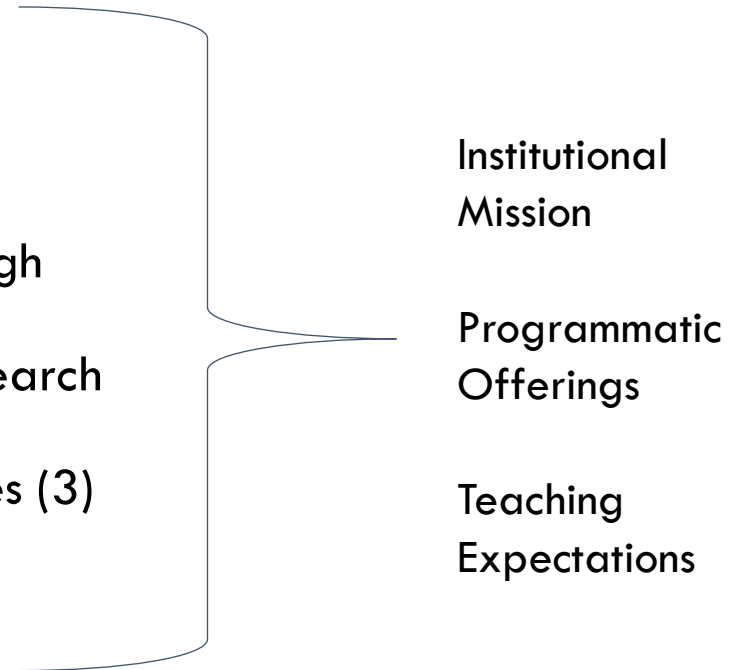


# Context for Analyses

# KBOR's Landscape



- Doctoral Universities with very high research activity (2)
- Doctoral University with high research activity (1)
- Master's Colleges and Universities (3)
- Medical College (1)



# Workload Review: Teaching Activity - National Higher Education Landscape

- 15 states and systems were identified as having Governing Board similar in structure and authority to KBOR.
- 5 boards have defined teaching activity.
  - 3 of those instances use Carnegie classifications and/or institutional type to differentiate teaching expectations.
- 6 boards have deferred responsibility of defining teaching activity to institutions.
  - 3 of those require regular monitoring and reporting.
- 4 boards have not engaged in defining teaching activity or requiring reporting by institutions.

# Established Workload Policies by Governing Board

State/System	Policy Status	Definitions
Nevada System of Higher Education	Board implemented	Universities: 18 instructional units per year; Colleges: 24 instructional units per year
University of Hawaii System	Board implemented	24 semester credit hours per year
University of North Carolina System	Board implemented	Semester standards set by Carnegie type: Research Universities - Very High Research Activity: 2 courses Research Universities - High Research Activity & Doctoral Granting: 2.5 courses Master's Colleges & Universities - Large & Medium: 3 courses Baccalaureate Colleges - Arts & Sciences: 4 courses Baccalaureate Colleges - Diverse Fields: 4 courses
Utah System of Higher Education	Board implemented	Stipulates averages based on institutions function: Research/Teaching (18 credit hours per year); Metro/regional (24 credit hours per year); CC 30 per year. Defers to presidents to be 'innovative' to increase faculty productivity
Vermont State College System	Negotiated labor contract	24 credit hours or its equivalent per year; 18 credit per for technical colleges

# Deferred Workload Policies by Governing Board

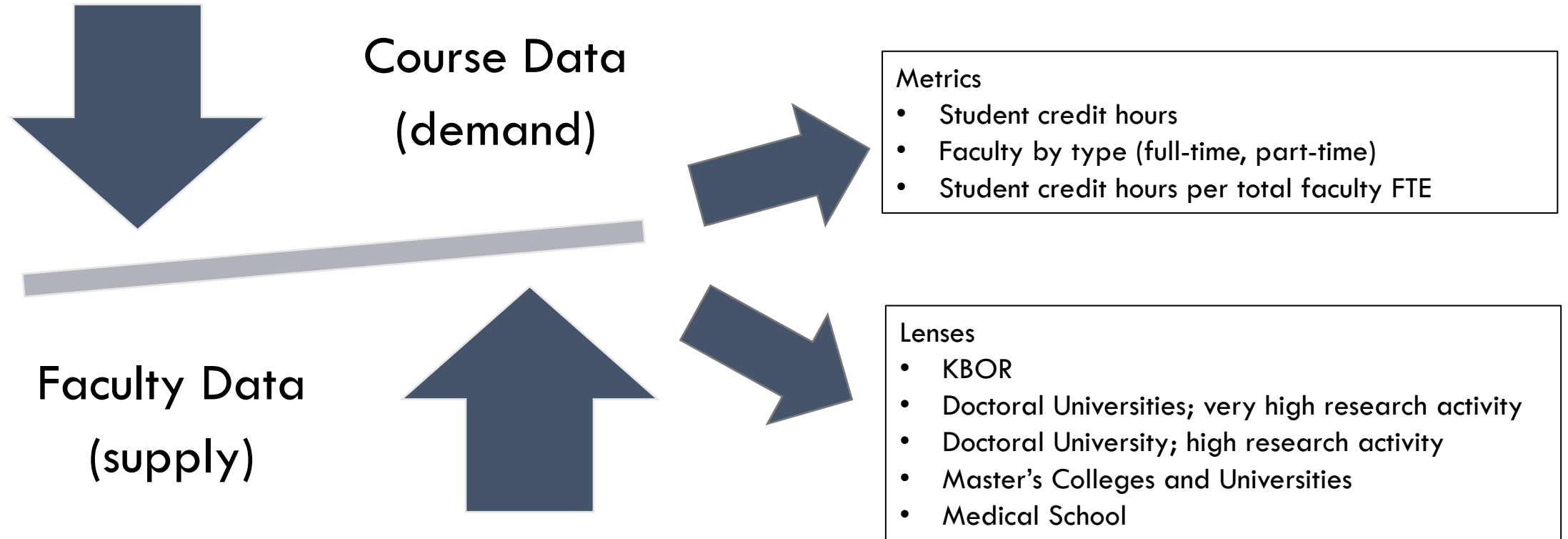
State/System	Policy Status	Definitions
Board of Regents, State of Iowa	Deferred to institutions; reporting required	Biannual faculty analysis must be submitted to the board
Louisiana Board of Regents	Deferred to institutions	
Montana University System	Deferred to institutions	
South Dakota Board of Regents	Deferred to institutions	
University of Wisconsin System	Deferred to institutions; reporting required	Each institution is responsible for monitoring, allocating, and reporting data.
University of Wyoming	Deferred to unit heads	Sets baseline teaching load of 15 credit hours per semester

# No Workload Policies from Governing Board

State/System
Alaska Commission on Postsecondary Education
Idaho Board of Education
North Dakota University System
University of Maine System

# Workload Review: Teaching Activity

# Workload Review: Teaching Activity





# Workload Review: Student Credit Hours

## Methodology

- Student credit hours for course sections are generated from enrolled count and earned credits of all students.
- Student credit hours are grouped by level: developmental, undergraduate, or graduate.
- Student credit hours are mapped to the course subject's home department.

## Insights

- Provides a tracking of demand from students.
- Grouping by level serves as a reminder of institutional mission (some institutions have more graduate activity than others).

# Workload Review: Faculty Type

## Methodology

- Full-Time Faculty
  - All full-time faculty who are teaching in a term year are considered 1 FTE in rpk's analysis
- Part-Time Faculty
  - All non-full-time faculty FTE calculated by rpk using a formula of 1 FTE = 24 credit hours
  - Part-Time faculty FTE is assigned to course subject's home department

## Insights

- Clear definitions provide transparency into calculations.
- Awareness of the faculty labor mix offers insights into what levers can be pulled in response to student demand.

# Workload Review: Student Credit Hours per Total Faculty FTE

## Methodology

- The sum of student credit hours in a defined period divided by the total faculty FTE in the same defined period.

## Insights

- Student credit hours per total faculty FTE allows for a transparent and on-going understanding of teaching activity with more nuance than load or number of courses taught.
- Student credit hours per total faculty FTE should be reflective of institutional mission and program offerings.

# Academic Portfolio Review

# Academic Portfolio Review: Date Under Review

## Program Awareness

- What programs are the most and least in demand for students?
- To what extent is there program repetition or duplication across the system, and what trends are evident for those programs?
- How are trends presenting at award levels (bachelors, masters, and doctoral)?
- Are graduates who stay in KS/MO employed and earning living wages?

## Program Indicators

- Headcount
- Degree Production
- Retention Rate
- Years to Degree
- Graduation Rate
- Employment and Earned Wages in KS/MO
- Aligned resource allocations (Workload Review: Teaching Activity)

## Program Recommendations

- rpk will recommend a framework for the continuous evaluation of KBOR's academic portfolio that is transparent, creates accountability, and ensures the ability to demonstrate the proper stewardship of resources.

## Next Steps:

- Steering and Data Team meeting on December 1, 2022
  - Joint meeting to receive draft presentation of what rpk will share with Regents
- rpk presentation to Regents on December 14, 2022

# Thank you

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