

July 2, 2021

Dear Faculty and Staff:

I hope you are having a safe, restful and productive summer. Whether you are teaching, conducting research, or preparing exhibits or performances, your contributions are vital and valued in our quest for even greater academic quality. Thank you for your ongoing commitment and support of this lofty but achievable goal.

As mentioned in the [final weekly](#) of the spring 2021 semester, my plan is to send these updates twice in the month of June and once in the month of July. If you have suggestions for what we should include in future communications, please send your ideas to this [email address](#). Previous newsletters are available [here](#).

**Road to R-1/Scholarly and Creative Excellence**

**Informing decisions about open faculty positions** This week, members of my

time faculty. This analysis showed areas that might merit further examination if there is a large proportion of adjunct faculty. It does not provide information about reasons for higher proportions of adjunct faculty (e.g., clinical supervision, creative/performing arts specialists, industry specialists, etc.).

This file listed every instructor associated with every course from spring 2021.

- **Student-faculty ratio calculated by: a) major and b) student credit hours**

These ratios were calculated, by department, based on headcount information for all undergraduate and graduate majors, using the formulae below that are also used for SACSCOC purposes.

For majors:

$$\frac{[(\# \text{ of FT majors}) + (\# \text{ of PT majors}/3)]}{[(\# \text{ of FT faculty}) + (\# \text{ of PT faculty}/3)]}$$

For Student credit hours:

$$\frac{[(\# \text{ of UG credit hours taught}/12) + (\# \text{ of GR credit hours taught}/9)]}{[(\# \text{ of FT faculty}) + (\# \text{ of PT faculty}/3)]}$$

Taken with the student credit hour analysis data described above, this file provided information for each school to calculate student-faculty ratios. The file breaks down student credit hour ratios into graduate and undergraduate hours taught by either part-time or full-time faculty for spring 2021. Double majors appear in both areas as head count.

- **10-year enrollment trends by major** This report provided the headcount of all majors each fall from 2010-2020. It is meant to provide numerical, but not contextual, information about the ebb and flow of enrollments over a ten-year timeframe. It presents numbers by plan, which parses into BA, BBA, BS, etc. Note: For departments offering multiple degrees (e.g., Econ-BA and Econ-BS), the data were presented on separate lines, and also displays plans that have unique specialization areas (e.g., English BA, English with Creative Writing Specialization BA) on separate lines.

- **Healthy size** This file showed comparisons between SMU and a number of peer and aspirational universities (with and without medical schools). It calculates the average number of students per program (undergraduate and graduate) and the average number of faculty per degree program. It provides a summary of our ratio compared to our aspirational cohort (without medical schools).

- **Seats offered in the Common Curriculum** This file provided two sets of information at the department level of the number of sections and the number of seats that support the CC (foundation and breadth classes). One set includes lab sections; the other excludes lab sections. This is useful for demonstrating solutions to supporting the CC by increasing the number of departments that offer to tag courses and participate in the CC.

- **Faculty diversity** The dashboard draws on data from the fall census and can be filtered by a number of variables using a Tableau dashboard to provide visibility.

- **Theoretical-to-actual course coverage** This file examines the theoretical number of sections taught within a department each year as calculated by the number of full-time faculty (TT and NTT). The theoretical coverage was calculated using the SMU workload policy with these estimates: 2:2 for tenure line faculty and 3:4 for non-tenure line faculty. This assumed some, but not all, of the normal variance that can be attributed to the following (non-exhaustive examples): in-load reduction for administrative roles (chair, center/institute director, program director); in-load reduction for research-intensive faculty with and without external funding; in-load increase for non-active research faculty; reduction for all types of faculty leaves). Contextual interpretation is required, as this is a high-level overview only.
- **Analysis of strategic cluster hire opportunities** This folder contained conversations from the spring town halls to discuss cluster hires, proposals/suggestions for cluster hires received after the town halls, and additional information related to R1 priorities, including an analysis of research expenditures/research space ratios.

We will announce open faculty searches for academic year 2021-2022 following the July 29 half-day Deans retreat.

**Increased transparency and alignment in Promotion and Tenure guidelines** In this year and with a focus on maintaining academic continuity and excellence, we are pleased that faculty whose scholarship and performance were impacted by the

see the first [summer 2021 update](#)

