



Academic Program Review

Program Name: Mathematics - Master of Science

Academic Year 2025/2026

Recent Recommendations

Using your most recent review, please respond to all feedback and recommendations.

Response:

The overall recommendation from the last mid-cycle review was "Increase enrollment, Increase graduates." In the current cycle, from summer 2021 to summer 2025, we successfully graduated 7 students from the MS Math program. In this period 2 additional MS Math students were admitted, and each attended a single semester (or less) before deciding to leave for personal reasons. Increasing the number of graduates is therefore almost entirely a matter of increasing enrollment, because the rate of completion is high.

Regarding enrollment, at the start of the current semester (Fall 2025) we had 5 MS Math students on campus, and 2 more were admitted but waiting for visa processing. This number of MS students represents a substantial program commitment given that our small faculty (11 tenure-track in mathematics) also handles very large undergraduate teaching load and a PhD program. We will work with CNSM to help us recruit students if possible.

Note that two of the above-mentioned students, one graduated and one current, were/are in the BS/MS Mathematics accelerated program. This program primarily allows (and advises) strong undergraduate students to take the right undergraduate content and sequence to succeed at the graduate level. We assess these students at the MS level in the same manner as for MS Math program students, and so this review covers the combined pool of MS students.

Most of our MS Math students are supported by teaching assistantships (TAs). The Department has a limited number of these assistantships, which are divided with two other graduate programs: PhD in Math and MS in Statistics and Data Science. Those are all valuable programs to the state of Alaska. We are committed to efforts to increase enrollment, and a significant factor under UAF's control is additional TA support.

Changing US immigration policies, which have already affected 2 of our admitted students, may have a significant negative effect. However, only two of the other 12 students above, namely 7 graduated in the current cycle and 5 currently enrolled, are or were on student visas. By a significant margin, the majority of our MS Mathematics students are US residents.

Regarding other feedback on our Student Learning Outcomes, it suggests more "action" words, and it pointed out that one learning outcome was as a program outcome. We have modified these appropriately in an updated SLOA, though the substance of our SLOs remains the same. Regarding assessment of potential graduates, during the current cycle 8 students have passed MS Math Comprehensive exams and none have failed.

Student Learning Outcomes

Describe the assessment of your student learning outcomes (SLOs). Discuss your findings, changes you are making, and what you hope to see as a result.

Response:

- 1) Master base knowledge to succeed as researchers and educators: This is assessed through completion of and performance in both required and elective coursework, as monitored by instructors and graduate committees, and performance in TA duties, as assessed by supervisors. (Note that a required teaching seminar is part of coursework, and that MS students are often instructors of record for a course.) When needed, any of these may recommend remedial action, or termination from the program. However, in the time period of this report there were no substantial weaknesses reported.
- 2) Potential to conduct independent mathematical research: This is assessed by a written comprehensive exam on three topical areas (samples are included with Supporting Documents), and by assessment of the project or thesis. Noting that the 600-level coursework in the MATH catalog is at the Master's level, coursework covers 20th century mathematical topics which are a critical basis for mathematical research. However, typical MS project or thesis content includes only a modest novel component.
- 3) Communication skills consistent with professional standards and suitable for the teaching of college-level mathematics: This is assessed through the student's defense to the department, as well as the written project or thesis. Class presentations are viewed as training. The graduate committee and department chair evaluate these, with feedback from other department members.

Assessments in the teaching seminar (MATH 600) relates to classroom teaching performance.

Did you make any curricular changes based on your most recent SLOA? If so, discuss what changes were made. If no changes were made, please discuss the strengths of your curriculum based on the assessment of your outcomes.

Response:

No curricular changes were made based on the SLOA.

As of 2017, all Baccalaureate programs are required to embed communication outcomes within their SLOA Plans. This is optional for non-Baccalaureate programs.

Communication outcomes in the SLOA plan are: **Embedded**

Check the checkbox to certify completion of the following tasks:

☒ Upload supporting documents to the Supporting Documents folder. This includes artifacts, rubrics, and other documents related to your SLOA.

☒ Upload your most recent SLOA to the Supporting Documents folder, even if no changes have been made since the last review.

Have changes been made to your SLOA document since your last review? [Yes](#)

If so, please summarize what changes were made.

Response:

We addressed the concerns expressed in the mid-cycle review by the CNSM review committee. This included reducing the outcomes to 3, focusing them more clearly on student impact, and explicitly incorporating some of the high-impact practices we already followed.

High Impact Practices

Please indicate which high impact practices are currently being implemented in relation to the program's student learning outcomes.

- | | |
|---|---|
| ☐ Capstone Courses & Projects | ☒ Graduate Level Research |
| ☐ Collaborative Assignments & Projects | ☐ Writing-Intensive Courses |
| ☐ Diversity/Global Learning | ☒ Publications |
| ☐ ePortfolios | ☒ Communications |
| ☐ First-Year Seminars and Experiences | ☒ Scholarly Activities |
| ☐ Internships | ☐ Studios |
| ☐ Service or Community-Based Learning | ☐ Practicum |
| ☒ Undergraduate Research | ☒ Other |
| ☐ Labs | ☐ None of these |

Discuss how the HIPs in the program are reflected in the SLOA. If you have identified HIPs that are not included in the SLOA, please consider an update.

Response:

The MS degree is a partly a research-focused degree and partly a teaching-preparation degree. Our SLOA considers preparation for and training in research as Objectives 1 and 2. Objective 3 focuses on communication in both oral and written form, including teaching-related communication. All objectives encompass scholarly activities appropriate for an MS degree.

Student Success

Please reference the [Resources tab](#) for information on accessing the Student Success Data Dashboard and contacting your designated data liaisons.

Student Success Data Trends

Persistence: No Change

Pass Rates: No Change

Student Credit Hours: No Change

Majors: No Change

Degrees Awarded: No Change

Other Trends (if applicable):

Note that students in the MS Mathematics program during the period under review are listed in the data in two different categories: the MS Mathematics MATH and the accelerated BS/MS Mathematics program MATA. Combining these two banner categories yields the following student major counts: 2022(4), 2023(6), 2024(6), 2025(8) and degree recipients: 2022(2), 2023 (1), 2024(2), 2025(2).

Achievement Disparities

Discuss any achievement disparities identified in your disaggregated student success data and explain how you plan to address them.

Response:

With a small number of students, we were unable to identify any achievement disparities beyond the expected variation.

Closing the Loop

Please discuss how your student learning outcomes are reflected in high impact practices and student success data.

Response:

Of the students who graduated under the period under review, four are currently in PhD programs in mathematics or applied mathematics, one completed an additional MS degree in computer science, one works at ACEP, and one works for at the Defense Language Institute in California. The relationship of our SLOs and the HIPs has been described above. Due to external forces and departmental focus and attention on 100- and 200-level mathematics courses, we have not had time to make changes to the comprehensive exam structure, but we are still planning to look at that in the future.

Academic Program Profile

The following questions help show how your program supports the university's mission, connects with other UA programs, engages with the community, contributes through service courses, and supports student success after graduation. Please use this section to highlight the value your program brings to students, the university, and beyond.

UAF's Mission:

The University of Alaska Fairbanks is a Land, Sea, and Space Grant university and an international center for research, education, and the arts, emphasizing the circumpolar North and its diverse peoples. UAF integrates teaching, research, and public service as it educates students for active citizenship and prepares them for lifelong learning and careers.

In what ways does your program advance UAF's mission?

Response:

Graduate mathematics is an integral part of any comprehensive university, providing core support for research in science and engineering broadly. Some of our graduate curriculum provides training for graduate students in these areas, both for our MS and PhD program students, and for other majors. Our faculty, who were in part drawn to UAF by the its graduate training opportunities, interact with faculty in many fields, providing expertise to which they would otherwise not have access. While MS graduates enter a national job market that encourages movement away from Alaska, many have remained in the state as teachers at the high school and college level.

How is your program related to others in the UA system?

Response:

There are no other graduate programs in Mathematics in the UA system, or in the state. Our faculty interact with the math faculty at UAA and UAS on programmatic issues, have taught some of these faculty in our remote graduate courses, and provide a graduate-program perspective on undergraduate curriculum design when consulted.

Who are your key community or external partners?

Response:

Recent MS Math graduates have gone on to teaching positions within Fairbanks and Alaska, effectively partnering our program with secondary mathematics education in particular. With mathematical research being a national and international undertaking, rather than local, our partner is the US research community.

Departmental partnerships include:

- UAF Baccalaureate Requirements - DMS provides mathematical training for all baccalaureate students at UAF, through general education mathematics courses; it also provides robust mathematical coursework for STEM students
- Quantitative fields at UAF: DMS supports a large number of majors and disciplines, which rely on the program to provide a solid mathematical background to students in quantitative fields
- Partnerships with Alaska Department of Fish and Game and US Fish and Wildlife: graduates from this department work at both agencies and we have informal partnerships, including working on shared data
- Research Experience for Undergraduates: undergraduate students participate in research in the summer through an NSF-funded program
- Partnerships with Biology and Wildlife: shared coursework (through Phylogenetics); Wildlife students regularly take statistics courses (including a steady stream of PhD students electing graduate credentials in DMS); research collaborations

FNSBSD; DMS BS and MS graduates who work in the school district are some of the strongest math teachers in the district and we maintain informal lines of communication, as well as current teachers who are upskilling through our graduate programs

What role do your services courses play, if any?

Response:

While our MS program has no graduate-level (600-level) courses that are exclusively for "service", a significant part of our graduate teaching effort is to provide advanced mathematical content to graduate students in other fields. For instance, MATH 614 Numerical Linear Algebra, MATH 615 Numerical Differential Equations, and MATH 661 Optimization, courses routinely have a substantial enrollment from other disciplines, such as Earth Systems Science, Physics, and Engineering. MATH 660/460 Mathematical Modeling is often taught focusing on Phylogenetics, and draws graduate students from Biology, Fisheries, Computer Science and Statistics. In Spring 2022, 2023, 2024, and 2025 we offered MATH 692 Graduate Seminar in applied/computational mathematical areas of current interest (machine learning, scalable algorithms, finite elements, models for fluids and solids).

In addition, the department provides extensive mathematical and statistical training for students across the university, which suppresses the calculation of majors/FTE in the Financial Data. Note that from the data provided by PAIR, about 90% of the student credit hours generated by DMS are for students who are majors in programs outside the department; this includes graduate service teaching and service teaching at the upper-division. DMS provides general education coursework in mathematics for all baccalaureate students as well as for many students in the AA and AS community college degrees (as well as a few in AAS and CT2 degrees). It provides required mathematical training for engineers (Calculus 1, Calculus 2, Calculus 3, and Differential Equations) meeting CEM's specialized ABET accreditation, as well as required mathematical coursework for computer science (including Discrete Mathematics and STAT 300 Statistics) and most natural science majors (including STAT 200 Introductory Statistics and STAT 401 Regression and Analysis of Variance, as well as various calculus courses, including a purely service Calculus for Life Sciences course). At the graduate level it also provides mathematical and statistical service courses. (Unfortunately, the numbers provided by PAIR do not split out service teaching by course level.) The two graduate certificates use our MS graduate courses, but are designed primarily to enable PhD students in other disciplines (e.g., biology, fisheries, wildlife, engineering, physical sciences) to obtain meaningful credentials. Several courses commonly used in these certificates (graduate Optimization, Numerical Linear Algebra) were in part designed for this purpose, with students from other graduate programs often outnumbering our own.

Finally, we offer a significant number of asynchronous online courses, to meet student needs for a variety of modalities, which increase overall enrollment, including students from around the country as well as ones in Alaska. While the majority are asynchronous 100- and 200-level courses, offered in part to support asynchronous degrees such as the BS in Biology and the BS in Fisheries, synchronous ones for more advanced topics are generally made available if there is demand, especially to graduate students outside of Fairbanks. In particular, we routinely offer our graduate statistics and mathematics courses synchronously by zoom to make sure that location-bound students across Alaska (and in the lower 48) can access graduate training in the mathematical sciences.

How do your graduates succeed after leaving the program?

Response:

As seen in the supporting documentation we have tracked all graduates from the review period. For the 7 MS Math graduations between summer 2021 and summer 2025, 2 proceeded to further UAF graduate programs (MS Stat, PhD Math), 3 more were accepted into PhD programs in mathematics and applied mathematics at other US universities, and one went into an MS program in computer science at another US university. One works for the university at ACEP. We regard this as 100% success in placing students into programs which take advantage of their graduate skills in mathematics.

Submitter and Collaborator Names:

Ed Bueler, Jill Faudree, John Rhodes, Leah Berman

Submitter Email:

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Committee Review

Program Name: Mathematics - Master of Science

Academic Year 2025/2026

Overall Recommendations

The college or school committees set the tone for helping each program feel seen during this process. We have provided you with feedback tags to attach to this program review. Please select as many as applicable.

- | | |
|--|--|
| ☒ Insufficient Narratives | ☒ Report Incomplete |
| ☐ Address Achievement Gap | ☐ Consider Curricular Revisions |
| ☐ Develop Online Offerings/Options | ☐ Improve Time to Degree |
| ☐ Increase Enrollment | ☐ Increase Graduates |
| ☐ Increase Retention/Persistence | ☐ Strengthen Advising Practices |
| ☐ May be asked to share Effective Practices | ☐ Recommendation to University-Wide Committee |

Explanation of Overall Recommendations

Response:

The Master and PhD SLOs are nearly identical. It appears that the goal for the masters degree is teaching whereas the goal of the PhD program is research. There needs to be additional elaboration in the SLOs and assessments to distinguish between the two degrees. Additionally, the HIPs identified are not explained in the narrative. More detail on how these HIPs are incorporated should be included.

Student Learning Outcomes Feedback

- | | |
|---|--|
| ☐ Strong | ☐ Developing |
| ☒ Requires Minor Revision | ☐ Requires Major Revision |

Student Learning Outcomes Assessment Feedback

- | | |
|--|--|
| ☐ Strong Alignment with SLOA Plan | ☐ Clear, Concise Presentation of Findings |
| ☐ Compelling Learning Story | ☒ Missing a Direct Measure |
| ☐ Missing Active Verbs | ☐ Missing Curricular Connection |
| ☐ Missing Collaboration within Department | |

SLOA Feedback Narrative:

SLO 2 and 3 have good examples of assessment. In particular, the inclusion of the rubric for SLO #3 is thorough and will be effective to evaluate presentation. Additionally, for the masters program, it may be advantageous to include an evaluation of "response to questions" since the program is focused on preparing teachers as well as research. Evaluation of SLO1 emphasizes coursework but does not address consistency and timeliness. For instance, are there any required courses all students need to take (in addition to presentation course) that would contribute to a consistent evaluation early on in the program?

Student Success and Equity Feedback

Narrative:

Recent graduates are successful in finding careers, however the low enrollment does not allow for a good evaluation of student equity.

High Impact Practices Feedback

Narrative:

The HIPs are not all clear. We are not sure what the “other” HIP is. It is also indicated that “publications” are included in the Masters HIP list, but nowhere else is it indicated that publications are required or encouraged within the masters program. Otherwise, HIPs align with SLOs and students appear to be engaging in meaningful experiences.

Profile Feedback

- | | |
|---|---|
| ☒ Mission-Centric to College and/or UAF | ☒ Unique within UA |
| ☒ Collaborative with other UA Programs | ☐ Provides Job Placement for Graduates |
| ☒ Strong Post-Grad Success for Students | ☒ Strong Service Teaching Component |
| ☐ Strong Ties to Community or Industry | |

Financial Feedback

- | | |
|---|--|
| ☐ High Tuition Revenues | ☐ High Grant Revenues |
| ☐ Operates at Low Cost | ☐ Productive Faculty |
| ☒ Opportunities to Increase Revenue | ☒ Low Enrollment |

Reviewer Names:

Ellen Candler, Simon Zwieback, Russ Hopcroft

Dean Review

Program Name: Mathematics - Master of Science

Academic Year 2025/2026

Dean Feedback

Overall feedback narrative:

The MS in Mathematics at UAF is a unique program within the UA system. It has moderate enrollment and prepares students for the workforce in Alaska. Recruitment is a challenge as the program competes for limited resources (i.e. TA position) with two other graduate programs in the department. Recruitment is challenging given additional complications of changes in immigration policies and enforcement.

Recommendation to University-Wide Committee

Vice Provost Review

Program Name: Mathematics - Master of Science

Academic Year 2025/2026

Vice Provost Feedback

Overall feedback narrative:

The assessment for the MS and PhD in Mathematics is nearly identical given the similarity of the programs. The program followed the guidance from the 2023 mid-cycle review and revised the SLOA and SLOs, which are very strong and appropriately assess graduate knowledge, skills, and abilities while allowing for differentiation between the MS and PhD (well done!). Three SLOs were provided, each with clear assessment procedures and implementation plans, including where in the curriculum assessments occur. Assessment criteria and procedures are documented, and the program included a presentation rubric. For future reviews, include all rubrics, artifacts, and data used to assess SLOs, and strengthen the narrative overview to clearly document outcomes for each SLO. The program noted no curricular changes; in lieu of that, it should discuss curriculum strengths based on assessment findings. Closing the loop on assessment is essential for NWCCU expectations and should include evidence for each SLO to demonstrate meaningful, evidence-based improvements that enhance program quality and student learning.

The program reports high completion and pass rates, including a 100% pass rate on comprehensive exams during the review period. Graduates consistently transition to PhD programs, additional graduate study, or relevant professional roles. Close faculty oversight and individualized support positively impact persistence and timely completion, and the accelerated BS/MS pathway provides a smooth transition for undergraduates. Flexible course delivery, including synchronous online options, supports nontraditional students. Enrollment growth has increased degree production, but engagement with the Student Success Dashboard is limited. Trends are reported as “no change” without interpretation or verification using PAIR data. Disaggregated analysis by race, gender, residency, and first-generation status is missing, and strategies to improve equity and access are not articulated. Future reviews should include systematic data analysis, inclusive practices, and measurable progression benchmarks.

The HIPs identified by the program were aligned with the SLOA and integrated into the curriculum. The review team noted this section was thorough and comprehensive.



Department Profile and Financial Data

Department Name: Mathematics and Statistics

Last updated: 2025/2026

Department Profile and Financial Data

This section aligns with Board of Regents Policy 10.06 and supports systemwide consistency in academic program review. Responses are maintained across review cycles and may not need to be updated annually. Please review your previous answers and update only if necessary.

When answering the following questions, refer exclusively to the standardized Financial Data Template provided by UAF. Work with your data liaison to interpret the template accurately. Do not include any additional or alternative data — consistency across programs is essential. To maintain integrity and standardization across all of UAF it is very important that you do not provide any additional or alternative data from this template.

Confirmation of Review

Have you reviewed the information in this section and made any necessary updates? ☒ Yes

Financial Data Spreadsheet

☒ I have reviewed the Financial Template for updates and accuracy.

Cost Effectiveness

Please describe strategies such as instructional efficiency, shared resources, cross-listed courses, or other ways your department uses resources thoughtfully.

Response:

The department supports 13 different academic programs (see below), but these extensively utilize shared courses. For example, the BA and BS in mathematics, as well as the three accelerated programs, use exactly the same collection of MATH and STAT undergraduate courses. The three undergraduate minor programs (Mathematics; Statistics; Applied Statistics) use a subset of the major courses. Students in the first few years of the Math PhD and students in the Math MS program also draw from the same courses. When possible (e.g., Mathematical Modeling when taught as Mathematical Phylogenetics) we offer concurrent undergraduate and graduate versions of the same course with one instructor receiving credit for teaching one course.

In addition, the department provides extensive mathematical training for students across the university, which suppresses the calculation of majors/FTE in the Financial Data. Note that from the data provided by PAIR, about 90% of the student credit hours generated by DMS are for students who are majors in programs outside the department; this includes graduate service teaching and service teaching at the upper-division. DMS provides general education coursework in mathematics for all baccalaureate students as well as for many students in the AA and AS community college degrees (as well as a few in AAS and CT2 degrees). It provides required mathematical training for engineers (Calculus 1, Calculus 2, Calculus 3, and Differential Equations) meeting CEM's specialized ABET accreditation, as well as required mathematical coursework for computer science (including Discrete Mathematics and STAT 300 Statistics) and most natural science majors (including STAT 200 Introductory Statistics and STAT 401 Regression and Analysis of Variance, as well as various calculus courses, including a purely service Calculus for Life Sciences course). At the graduate level it also provides mathematical and statistical service courses. (Unfortunately, the numbers provided by PAIR do not split out service teaching by course level.) The two graduate certificates use our MS graduate courses, but are designed primarily to enable PhD students in other disciplines (e.g., biology, fisheries, wildlife, engineering, physical sciences) to obtain meaningful credentials. Several courses commonly used in these certificates (graduate Optimization, Numerical Linear Algebra) were in part designed for this purpose, with students from other graduate programs often outnumbering our own.

Finally, we offer a significant number of asynchronous online courses, to meet student needs for a variety of modalities, which increase overall enrollment, including students from around the country as well as ones in Alaska. While the majority are asynchronous 100- and 200-level courses, offered in part to support asynchronous degrees such as the BS in Biology and the BS in Fisheries, synchronous ones for more advanced topics are generally made available if there is demand, especially to graduate students outside of Fairbanks. In particular, we routinely offer our graduate statistics and mathematics courses synchronously by zoom to make sure that location-bound students across Alaska (and in the lower 48) can access graduate training in the mathematical sciences.

Associated Programs

Program Name	Degree Type
Mathematics (Mathematics Concentration, Statistics Concentration)	BS
Mathematics (Mathematics Concentration, Statistics Concentration)	BA
Mathematics / Statistics and Data Science—Accelerated	BS/MS
Mathematics / Mathematics—Accelerated	BS/MS
Mathematics / Secondary Education	BS/MEd
Statistics and Data Science	MS
Mathematics	PhD
Statistics	Graduate Certificate
Applied and Computational Mathematics	Graduate Certificate
Mathematics	Minor
Statistics	Minor
Applied Statistics	Minor

Collaborator Name(s):

Leah Berman

Collaborator Email(s):

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Financial Data

Department Name: **Mathematics and Statistics**

Academic Year 2025/2026

	FY2023	FY2024	FY2025	For Data Entry Staff	For Programs and Review Committees
Total Student Credit Hours (SCH)	5943	6845	6954	Provided in SCH tab in the student success data provided by PAIR.	
Service SCH	5371	6319	6507	Sum rows labeled as "In unit, outside department, Service" and "Outside unit, Service" in the SCH tab of the data provided by PAIR.	
Department FTEs	18.895	18.735	19.96	FTE = Full-time equivalent employee. This field will auto-populate from the FTE Worksheet below.	
Total SCH per Department FTE	315.19	365.36	348.40		
Service SCH per Department FTE	284.86	337.28	326.00		

Majors in Programs	68	60	56	Sum for all programs from the Majors Total tab in the data provided by PAIR.	
Department FTE's	18.895	18.735	19.96	This field will auto-populate from the FTE Worksheet below.	
Majors per Department FTE	3.61	3.20	2.81		

Total Unrestricted Expenditures				Total Expenditures made from budgets with an F1 or F7 fund type designation, from provided cycle report data filtered by Data Liaison	
Total Restricted Expenditures				Total Expenditures made from budgets with revenue of the F2 or S2 fund type designation, from provided cycle report data filtered by Data Liaison	
Total Unit/Central Support Allocated to Program(s)				Expenses incurred for direct support of instruction within orgs identified as central or academic support, if applicable	
Total Expenditures					

Tuition Revenue				Receipts to college from tuition generated by the department/program (F1). NOTE: under the current 80/20 percent tuition distribution model generating units receive 80%. PLEASE USE PAIR REPORTED SCH.	Receipts to college from tuition generated by the department/program, based on the campus's active tuition distribution model, which determines how much the unit receives of their generated tuition, and how much the campus keeps (in addition to the out-of-state surcharges) to support central offices/functions. The current distribution model is 80/20, where the unit/college receives 80% of their generated in-state tuition.
State Appropriation Revenue				Appropriations for current funds operation of the university from the general fund of the State of Alaska through the annual budget cycle. This category also includes TVEP and State Mental Health Trust funds, if allocated to the department. (F1)	Appropriations for current funds operation of the university from the general fund of the State of Alaska through the annual budget cycle.
Restricted/Sponsored Project Revenue				Revenue from external sponsors; includes grants, contracts, sponsored projects & restricted (grant) accounts funded by UA Foundation funds (F2/S2)	Revenue from external sponsors; includes grants, contracts, sponsored projects & restricted (grant) accounts funded by UA Foundation funds
Fees				Course Fees (9159)	
Other UA Receipts/Revenue				e.g. Performance and Sales Receipts, Space Rental Revenue, Indirect Cost Recovery (F1/F7); NOTE: COURSE FEES (9159) REPORTED ABOVE	
Total Revenue					

Workload Allocation	FY2023	FY2024	FY2025	
Teaching Units	322.5	258.5	244.5	Department faculty's workload units assigned to teaching
Service Units	64	56	69	Department faculty's workload units assigned to service
Research Units	154.5	183.5	106.5	Department faculty's workload units assigned to research

Full-Time Equivalent Worksheet*	FY2023	FY2024	FY2025	
Faculty FTEs	13.47	13.34	13.81	Base assumption: 12-month full-time = 1.0 FTE. 9-month = 0.75 FTE. Split appointments are multiplied by the % of effort assigned to this department. Part-time are multiplied by the % of effort assigned. F9 faculty on sabbatical count as 67% of one 9-month 0.75 FTE (or 0.50 FTE).
Adjunct FTEs	1.175	1.275	1.4	Base assumption: 40 units/credits = 1.0 FTE. Total # of credits taught by adjuncts in a year divided by 40 = the FTE of adjuncts in that year.
Staff FTEs	0.92	0.92	0.92	Base assumption: 12-month full-time = 1.0 FTE. 9-month = 0.75 FTE. Split appointments are multiplied by the % of effort assigned to this department. Part-time are multiplied by the % of effort.
Graduate TA/RA FTEs	3.29	3.2	3.83	Base assumption: 40 hours/week for 12 months = 1.0 FTE. 9-month = 0.75 FTE.
Total Department FTEs	18.895	18.735	19.96	Sum of all employee FTEs

*Note: FTE definitions and calculations for the purpose of Academic Program Review are different than for other Institutional reporting processes (e.g. OMB or IPEDS reporting)

Additional Comments:

The department is unable to verify the accuracy of the financial data listed here, especially the restricted income categories; we are not sure why FY24 is showing a surplus or why the deficit for FY25 was so large. We are concerned with the meaningfulness of the computation "majors per department FTE" and "SCH per departmental FTE" since graduate students — the primary type of student being assessed in this full program review — are counted both in the numerator, as "majors" or "SCH producers" and also in the denominator, as "departmental FTE". We just don't understand what the point of this computation is. For determining adjuncts, we hire graduate students to teach courses over the summer, but I counted them as "adjuncts" for summer teaching. Continuing faculty who were teaching classes in the summer were not counted under "adjuncts" although these contracts were outside their standard workload. To compute Grad Student TA/RA FTEs, we summed the total number of hours worked by students in 'GN' status and divided the total by 52*40 = 2080.

Information last updated by: Laycie N. Schnekenburger, Leah Berman (10/19/25)

Date: 9/26/2025