

## 30.6 Administration of Instruction

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**1. Purpose.** This section outlines the various administrative aspects of operating the instructional program at Eastern New Mexico University-Roswell (ENMU-Roswell).

**2. Vice President for Academic Affairs.** The Vice President for Academic Affairs is responsible for the administration of all instructional programs and related programs that support the instructional effort at ENMU-Roswell. The Vice President for Academic Affairs chairs the Instructional Council and reports directly to the ENMU-Roswell President.

**3. Assistant Vice President for Academic Affairs.** An Assistant Vice President for Academic Affairs administers an instructional unit and additional programs and services associated with that unit. An Assistant Vice President for Academic Affairs is hired through a search process with the ENMU-Roswell President selecting the finalist based on recommendations of the screening committee and the Vice President for Academic Affairs. Assistant Vice President for Academic Affairs serves as professional administrators with a twelve-month contract. Each Assistant Vice President for Academic Affairs is responsible for the administration of his/her instructional unit and associated programs and services, including managing the budget, selection and evaluation of faculty and, the instructional offerings in their area of the curriculum. Each Assistant Vice President for Academic Affairs reports to the Vice President for Academic Affairs and serves on the Instructional Council.

**4. Unit Assistant Vice Presidents.** A unit assistant vice president is hired through a search process with the ENMU-Roswell President selecting the finalist based on recommendations of the screening committee and the Vice President for Academic Affairs. Unit Assistant Vice President's serve as professional administrators with a twelve-month contract. Each assistant vice president is responsible for the administration of his/her instructional unit, including managing the budget, selection and evaluation of faculty and, the instructional offerings in their area of the curriculum. Each assistant vice president reports to the Vice President for Academic Affairs and serves on the Instructional Council.

**5. Program Chairs.** Program chairs administer a specialized instructional unit. Each program chair is responsible for the administration of his/her instructional unit, including managing the budget, selection and evaluation of faculty and, the instructional offerings in their area of the curriculum. Each program chair reports to their assistant vice president.

**6. Maintaining Records.** Each assistant vice president is responsible for maintaining accurate and complete records for the division. These records include course syllabi and copies of personnel information for faculty.

**7. Assessment of Student Academic Achievement.** In order to determine student academic achievement, ENMU-Roswell has a mandatory assessment program. With certain defined exceptions, students enrolling for the first time at ENMU-Roswell are required to take the University Skills

Placement Test in the areas of English, reading, and mathematics. Students not achieving scores at a college level on any of these subject areas are required to enroll in appropriate basic skills courses. To determine the growth of student achievement in general education and changes in student attitudes and values, ENMU-Roswell conducts student assessment. Student participation in the assessment program is mandatory. The General Catalog provides details of the assessment program.

**8. Textbook Adoption.** All officially adopted textbooks are available through the ENMU-Roswell Bookstore. The faculty of the department in which the course is taught selects the textbooks to be used for the course. The faculty forwards their textbook selection to the assistant vice president for coordinated orders through the Bookstore. Faculty are encouraged to change textbooks only when there is an overriding need, such as a new edition, improved presentation of material, etc.

**9. Curricular Changes.** The faculty and assistant vice presidents have a responsibility to ensure the viability of the curriculum. Each year the faculty and assistant vice president should review the curriculum in their area of responsibility. Faculty have the responsibility to recommend needed changes to their assistant vice president. If the assistant vice president approves the recommended change, the assistant vice president forwards the change to the Curriculum Committee on approved forms. The Vice President for Academic Affairs forwards the recommended change to the Administrative Council for final approval, if the President of ENMU-Roswell deems it necessary.

**10. Student Course Substitution.** Although course substitution is generally discouraged, assistant vice presidents have the authority to allow students to substitute a course in their degree plan requirements. Faculty and assistant vice presidents carefully craft degree plans to give students the knowledge and skills needed for the degree. Therefore, students should take the courses required in a degree plan. Deviation from the degree plan tends to undercut the philosophical approach used to develop the degree plan.

To obtain a course substitution, a student needs to obtain approval from the assistant vice president in which the degree plan resides. With proper justification, the assistant vice president can approve a course substitution. If the course being substituted is within the same division in which the degree plan resides, then the assistant vice president forwards documentation of the course substitution to the Admission's Office. If the course is outside the division, then the assistant vice president must send documentation of his/her approval to the assistant vice president in which the course resides. If both assistant vice presidents agree, then the Vice President for Academic Affairs must give final approval before the request is forwarded to the Admission's Office. If any of the three (either of the two assistant vice presidents or Vice President for Academic Affairs) administrators do not approve the request, then it is denied.

**11. Justification Process for Hiring Full-Time Faculty.** Requests for hiring full-time faculty must include documentation that 1) the teaching area has sufficient enrollment to generate enough formula funding (based on student credit hours) to cover the cost of adding a full-time position, and 2) the ratio of adjunct to full-time faculty (based on student credit hours) is within formula funding guidelines in the teaching area cluster. The Higher Education Department (HED) has established both credit hour funding formulas by clusters and a ratio guideline between the percent of classes taught by full-time and adjunct faculty.

As an example, to meet the first requirement for an English instructor, take the average enrollment (for the last four regular semesters) in English taught by adjunct instructors and multiply by 10 (number of sections taught by full-time instructors in the fall and spring semesters). Multiply this result by 3 (number of credit hours per course) and multiply this result by the formula for the general academic cluster. If the result (amount of dollars generated) is higher than the cost of employing a full-time member of the faculty (salary, fringe benefits, computer, etc.), then proceed to the second part below. If the amount is less than the cost of employing a full-time member of the faculty, then the position is not justified based on formula funding that potentially will be generated by the faculty position.

The calculations for the above example are as follows:

18.3 (Average enrollment for adjunct faculty)

X 10 (Sections taught by a full-time faculty per year)

183.0 (Result)

X 3 (Credit hours per course)

549 (Result)

X70 (formula funding for general education cluster)

38,430 (Result)

The result of \$38,430 is how much (in this mythical example) revenue you can expect to generate if you hired a full-time faculty member to teach English. You then compare \$38,430 to the cost of employing a full-time faculty. If the comparison is positive (you generate more money than you spend) you are ready to move on to the second part.

For the second part, calculate the ratio of instruction that would be taught by full-time instructors if this English instructor had been hired. In determining how much funding two-year institutions need to operate, the Higher Education Department (HED) assumes that 60% of the general academic courses will be taught by full-time instructors. If, with the assumption that an instructor was hired, the ratio is still lower than this percentage, then the position is justified since it meets both criteria.

These calculations are required to ensure that ENMU-Roswell does not hire more faculty than the budget can be expected to fund. ENMU-Roswell does not want to enter into a situation whereby the institution has to lay off newly hired instructors because of a decline in enrollment.

**12. Model Class Schedule.** To meet student needs, assistant vice presidents should develop a class schedule for each division using the following process:

A. Establish a **model** schedule of classes for your division.

1. Use the previous schedule for the semester in question as a starting point.
2. Modify the previous schedule to show balance as defined below.

B. Class schedule should meet the needs of students by showing balance

1. Between daytime and evening classes, in that students that can only attend classes either in the day or in the evening have the same opportunity to enroll in classes that meet their degree plans.
2. Among evening class loads (25% on Monday, 25% on Tuesday, etc.).
3. Among sections of classes (i.e. if two sections are offered, one should be in the daytime and one in the evening).
4. Among the daytime classes (i.e. morning classes should be evenly divided among the time slots).

C. Additional measures to meet the needs of students include:

1. Reviewing the catalog to ensure that your division is offering courses as scheduled in the degree programs.

2. Scheduling classes in classrooms designed for the class limits and equipment needs of the classes.

3. Scheduling ITV and web courses.

D. Once you have developed your model class schedule, then have faculty select the classes they want to teach (within your guidelines for your faculty) from the model schedule.