

April Vice-Chair's Report

Senate Election Results Available as of Press Time:

College of HEST:

Sarah Ramos 2023-2026
Peter Smoak 2023-2026
Joe Tomaka 2023-2026
James Rice 2023-2026
Stephanie Lynch 2023-2026
Frank Boutsen 2023-2026

College of Arts and Sciences:

Amanda Ashley 2023-2026
Thomas Hearn 2023-2026
Lisa Hermanson 2023-2026
Kellie Sharp-Hoskins 2023-2026
Jamie Bronstein 2023-2026

College of Engineering:

Thomas Manz Chem Engr TERM: 2023-2026
Runwei Li Civil Engr TERM: 2023-2026

Non-Tenure-Track:

Colleen Bond (Alamogordo, English) 2023-2026
Rachel Gioannini (Aces/PES) 2023-2026
John Sandstrom (Library) 2023-2026
Sephonnie Ellis (HEST/Kinesiology) 2023-2025

College of Business:

Alamogordo

Kim Lopez Gallagher 2023-2026

DACC

CES:

Stephanie Walker 2023-2026

ACES:

Murali Darapuneni 2023-2026

Library:

ADAC Meeting 4/10/23

Should grad students be allowed to walk at graduation even if they have not finished their coursework? There was a discussion of this. Carol Flinchbaugh said advisors need to be better versed on the grad school deadlines.

Workload

Joe Lakey did a workload study that I will paste below. It shows that there is a huge variation even just within A&S of the number of students people have to teach.

[Notes on Main Campus Teaching Load Distribution^{\[1\]}](#)

The data below quantify a few aspects of teaching load distribution over the 2022-2023 academic year. Specific questions include:

- How is class size distributed (ignoring schedule type, time of day, and course level)?
- How is teaching load, measured by total SCH, distributed over different ranks?
- How does teaching load compare by gender, for specific ranks (A&S only)?

The purpose of the data is just to give an overview of the present situation. A lot of factors are ignored, including how various types of “course reductions” are factored in, and how load is distributed over various ranks in each academic unit/subunit to address tension between program needs and broader service roles, between instructional capacity and pedagogical requirements, and between teaching and other faculty roles. Individual departments are being asked to look at

factors affecting student success at the unit level, but broader analysis is necessary to infer any relationships between workload distribution and student retention.

SHC production versus class size

The following table lists the number of sections taught in 2021–2023 on main campus with census enrollments in different ranges. Schedule type is not listed and, for small sections, no information is provided whether the instruction is factored into the instructor’s nominal load. Distribution is not broken down by course level. Overall, approximately half of the SCH is associated with sections having at most 30 students. The average section generates 45 SCH.

Enrollment	# sects	% sects	# SCH	% SCH	
1-4	4424	32.7	26,366	4.3	2362 sects@1
5-10	2361	17.5	47,276	7.8	
11-20	2826	20.9	100,847	16.6	
21-30	1892	14.0	128,167	21.1	
31-40	827	6.1	83,607	13.8	
41-60	749	5.5	102,972	17.0	
61-90	307	2.3	67,714	11.1	
>90	138	1.0	50,739	8.3	48 sects >120
Total	13,524	100	607,688	100	

SCH taught by faculty and other personnel at various ranks (2022-2023)

The following table lists the numbers of SCH taught on main campus during the 2022-2023 academic year by faculty and other instructors. *Other* personnel include non-faculty titles such as Associate Dean, Director, Project Manager etc. The table includes both regular and temporary instructors. Some titles differentiate between the two (Asst. Prof. vs Visiting Asst. Prof.) but others do not (e.g., College Asst. Prof.). FTE are not reported. Most temporary faculty are at most .5 FTE. The table does not distinguish between instruction by regular versus temporary

personnel. Overall, about 43% of SCH is assigned to tenure-track faculty ranks, accounting in turn for about 38% of personnel listed as an instructor of record.

Personnel	# Personnel	# SCH	Mean SCH	% SCH
Dept. Head ^[2]	39	6628	170	2.2
Prof.	156	42244	271	13.8
Assc. Prof.	144	42466	295	13.9
Asst. Prof.	154	41181	267	13.5
C. Prof.	40	13250	331	4.3
C. Assc. Prof.	50	23135	463	7.6
C. Asst Prof.	138	39297	285	12.9
C. Instr.	153	27324	179	9.0
Instr.	13	2313	177	0.8
Grad. Asst. ^[3]	162	25768	160	8.4
Lab Mgr.	1	2249	2249	0.7
Postdoc	5	662	132	0.2
Prof. Practice.	2	849	424.5	0.3
Teacher	2	298	149	0.1
Visit. Asst. Prof.	40	20030	501	6.6
Visit. Fac. other	6	3016	503	1.0
Other	178	14347	81	4.7
	1283	305057		100

SCH distribution by rank (and gender, A&S only)

The following figures illustrate the distribution of SCH production (2022-2023) by tenure-track faculty and by regular college-track faculty only in Arts and Sciences. Faculty identified as male correspond to blue data points. Faculty identified as female^[4] correspond to red data points. The flat lines are simple average values per rank/gender. Faculty teaching zero SCH are not counted here. Sources of variance include but are not limited to variations in class size; variation across departments in regular course loads; and agreed workload reductions with sources ranging from faculty startup, teaching reductions for certain university service roles, funded course buyouts, and faculty leave.

^[1] Prepared for ADAC by JDL, April 2023. Data taken from Cognos Analytics CRS-SCHD report.

^[2] Includes two Associate Department Heads and one Academic Department Chair

^[3] Includes all Graduate Assistant roles that generate SCH as Instructor of Record, including Research Assistant

^[4] Faculty list provided by NMSU Budget Office, February 28, 2023

Carol Flinchbaugh gave a grad school update. Banner and Slate were not talking to each other but a vendor is building out the interface to eliminate some of the entry by hand. All of the grad school forms are currently being put into slate as fillable forms that are not PDFs. The automated forms will be available in the fall. The grad school is trying to get two-tiered insurance for international grad students with lower cost and lower risk.

Students repeating classes: It says in the catalog that if a student fails a class three times, they cannot take the class again without appealing to the associate dean of the college.

ADAC meeting 4/24/2023

1. Alan Shoho is looking for nominations for the “unsung heroes” part of his Monday message, so if you have any nominations you should send them.
2. There was a discussion about the Masters Accelerated Program and whether departments should renumber the courses that students can take to be over 500 rather than over 450.

3. The state renumbering of courses has ramifications for existing courses in some departments that have not changed their numbering to match the existing state numbering. Like, for example, organic chemistry is numbered 300 at NMSU but in the 2000s at other institutions in the state.
4. Administrative Withdrawals: A discussion about whether administrative withdrawals should be allowed to continue until late in the semester. This year, they can be submitted until May 12. There was a discussion about who is eligible for an I grade, and the clarification of that rule. For example, but the instructor and the student have to agree to assign an I grade; the instructor can't just assign it because he or she has not heard from the student in a while. The student has to have been passing with a C at the midpoint of the semester to assign an I grade.
5. Since David Smith left, there have been no Gen Eds processed. HLC quality initiative: Shelly Stovall gave a quick summary. The HLC wants each institution to apply itself to some initiative to increase quality. Data and assessment were two issues brought up in the 4-year review last year. 2027-8 is the next 10-year comprehensive visit. I suggested that the office of institutional analysis be expanded and reanimated and that the university collect, on an ongoing basis, data that is needed to support supposed university priorities like fixing salary inequities and retaining students.

In related news, a director of assessment is being hired. When David Smith was hired he didn't get a chance to finish all his paperwork on assessment which is why some departments never did get their assessment plan adjudications. The remaining people in that office really didn't want to touch the stuff and are waiting until an assessment person can be hired.

6. I brought up that Faculty Senate Leadership Committee is concerned about the impact that Centralized Advising has had on student success and retention. Has any data been kept? Apparently there is no data from before 2017, which doesn't sound right. People generally agreed that the centralized advising can be reassessed. Patrick Turner made the great point that centralized advising only makes sense before people declare a major. At Georgia State, students are only centrally advised until sophomore year and then they are handed off. So in sum, ADAC agrees that it's something we should all look at.