INSTRUCTIONAL RESOURCES MANAGEMENT TASK FORCE
GUIDING PRINCIPLES

Task Force recommendations are shown in **bold**

Overarching Principles

- Above all else, we are committed to meeting our curricular obligations, that is, offering students the courses they need to fulfill the requirements of their programs of study in a timely way. BUT

- Public higher education will continue to become more tuition-dependent, making it all the more imperative that we make the most effective use of our resources, including instructional resources (that is faculty instructional time) as possible. We recognize that the immediate budget situation is dire. However, even if the immediate budget situation improves, the long-term trend is clear.

Performance Measurement

- ***Establish a common set of metrics to measure use of instructional resources across departments and colleges.***

  Increasing the effectiveness of our use of instructional resources begins with establishing shared definitions for measuring the current use of instructional resources. The measurement of instruction is complex because instruction can occur outside of formal faculty workload (e.g., serving as a member of a thesis committee). Nonetheless, common metrics can provide useful snapshots to be used to set departmental and college goals and to track trends. The Instructional Resource Management Task Force and the deans propose the following three metrics[1] as a starting point for measuring the effectiveness of the use of instructional resource, while recognizing that there are particular forms of instruction that are not captured within these metrics.

  - o Utilization: Mean difference between enrollments and caps at department and college level

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[1] The Technical Group, described below, will consider whether including a separate metric for *credit hours per faculty FTE* at the department and college level provides information sufficiently distinct from that provided by the three listed metrics that it should be added as a fourth metric.

- Seatcount: Median seatcount per faculty member at the department and college level
- Tuition Revenue: Tuition dollars per dollar of faculty salary at department and college level.[2]

This set of metrics provides *complementary* information about effective use of instructional resources. For example, although the average seatcount in departments offering only graduate instruction may be lower than in departments offering only undergraduate instruction (or both undergraduate and graduate instruction), the tuition dollars per dollar of faculty salary may be higher because graduate tuition is greater than undergraduate tuition.

The Provost has requested Associate Provost Aaron Shures to lead a technical group with administrators from the four colleges to "operationalize" the definition of these metrics. The technical group will need to address issues such as "what counts as a course?" "How should salaries associated with NIAs or with endowed professorships be counted?", etc.

In any given semester, the metrics will be generated by the Office of Institutional Research with the assistance of the deans' offices.

- ***Establish departmental and college targets for each of these metrics.***

Data gathered through the process described above will be used to establish departmental and college targets.

Curriculum

- Effective use of instructional resources begins with an examination of the curriculum: ***critically examine unique requirements and promote cross-pollination***

  - Unique requirements are those that can only be taken by a student in one program/concentration

  - Cross-pollination means running courses that can be taken by students in more than one concentration or more than one major

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[2] The instruction of students generates both tuition and fees. A **complete** representation of the revenue generated by student enrollments would include both. However, to keep the metrics as straightforward as possible and given the intended use for tracking trends from semester to semester, the proposed metric addresses only tuition.

- Prerequisites have a legitimate educational purpose in establishing an expected knowledge base for an advanced course. But prerequisites can adversely affect the efficient use of instructional resources, i.e., can lead to low enrollment sections. ***Evaluate impact of prerequisites on enrollments and eliminate prerequisites, when appropriate***.

  - o Deans will review all sections with registration special approvals to ensure consistency with both curricular and resource needs.

- Evaluate enrollments in concentrations and ***eliminate concentrations that consistently generate low enrollment sections.***

- ***For sequenced curricula (where entrance into later courses depends upon successful completion of earlier courses) consider cohort-based admissions to maximize predictability of enrollments.***

Course Scheduling

- The college dean in consultation with departments will ensure that faculty are appropriately assigned to courses and will ensure that if faculty need to be re-assigned due to cancelled low enrolled sections, substitute assignments will be to appropriate courses. ***Consider use of college-based faculty deployment committee to create a peer input on optimizing use of instructional resources.***

- **Analyze section enrollments by days, times-of-day, and modes of delivery and establish course schedules that best meet <u>student</u> needs.**

  - o Such analysis is especially important for scheduling of general education courses

- Low enrollment sections and scheduling conflicts can be reduced by multi-year planning. Course schedules should be set up to meet student needs and be data-driven. ***Set up <u>realistic</u> two to three year course schedules***

Course Caps

Course caps: the ideal vs. the practical – we have to limit sections with low course caps to what we as an institution can afford. ***Evaluate course caps in terms both of what is educationally appropriate <u>and</u> in terms of what UIS can afford – and make appropriate adjustments.***