



**University Senate
Faculty and Personnel Affairs Committee (FPAC)**

Response to Charge S-1406 Balance of Full-time and Part-time Faculty Teaching

A. Charge

Balance of Full-time and Part-time Faculty Teaching: Consider the [1999 Report on the Balance of Full-time and Part-time Faculty Teaching at Rutgers University](#), and, with [updated numbers and charts](#) from the Office of Academic Affairs, make recommendations concerning changing trends and shifting percentages. [Notes: Data received from the administration on this issue in 2010 were updated but incomplete. The request for updated information was renewed in March 2012. A [Preliminary Response](#) on this matter was adopted by the Senate at the May 2014 meeting. This charge is a continuation of Charge S-1012.]

B. Discussion

The FPAC welcomes reports generated by the Office of Institutional Research and Academic Planning based on CAS forms detailing who teaches what. We expect to continue to see these summary reports forwarded by Executive Director Robert Heffernan each semester.

The challenge remains, however, that the level of compliance in completing these CAS forms is so low as to render problematic any serious assessments concerning the balance between full-time and part-time instruction. Over a period of about six years, the proportion of teaching done by part-time faculty appears to range between 35 and 45 percent of all instruction (counting students credit hours as the unit of measurement), but with one-third or more of the data consistently missing it is impossible to identify long term trends.

Only the local departmental units would be in a position to supply the necessary data and it seems that understaffed units simply do not have the resources to complete their assigned tasks. One might assume that it should be easy enough to link centralized payroll records with assigned teaching, thereby identifying precisely who teaches what, but we are told that the payroll system and the registrar's system of tracking who taught what are incompatible and cannot communicate with each other. A bridge to cross this information chasm is vital.

But there is another conundrum on the horizon. Even if we knew the precise quantity of teaching, by local unit, done by full-time vs. part-time instructors, we would be viewing only a portion, albeit the traditional portion, of instructional activity at Rutgers. Especially with the integration of legacy UMDNJ (hereinafter RBHS) into Rutgers, the very meaning of instruction, and its calculation in simplistic terms of credit hours offered in fixed times and places, becomes problematic. Clinical supervision, guest lecturers, volunteer work, non-clocked instruction, and myriad other forms of learning occur in settings that CAS was never intended to measure. And whether "work," voluntary or otherwise, paid or not, can be meaningfully quantified is an open question. Major research universities throughout the nation have long experience with the integration of biomedical and health services education into their core missions and it may well be that Rutgers can learn much by analyzing practices at these sister institutions with more experience as "one" university than is the case with Rutgers. We suggest especially that practices at our fellow CIC institutions are worthy of careful inquiry. But none of these institutions boasts a unionized workforce comparable to the realities at Rutgers.

We think Rutgers would be well served by a document providing a set of "best practices" related to "work" in all its forms. The best way to move toward such a document, we believe, would be to establish a blue ribbon committee, backed with necessary funding, including some members of FPAC but broadened to include representatives of the major stakeholders in providing instruction at Rutgers. FPAC recommends to the Senate that it formally propose to President Barchi the formation of such a committee, to assemble and produce a set of best practices for consideration by the Senate before the conclusion of its concluding AY 2015-16 session.

C. Recommendations

1. Reaffirm those recommendations passed by the Senate in April 2014 for Charge S-1012A:
 - 1) Units responsible for completing CAS reporting forms should be required to do so, promptly at the conclusion of each semester at the latest.
 - 2) The Division for Institutional Research and Academic Planning should be provided with resources necessary to complete requests for data from the University Senate and other appropriate governance bodies.
2. Request data from CAS at appropriate intervals (every semester or otherwise) until compliance has been reached and meaningful comparisons can be made; at which time the Senate will issue a new charge for a fresh look at the balance of teaching.
3. Request that Rutgers establish a blue ribbon committee, backed with necessary funding and including representative stakeholders who provide instruction at Rutgers (such as full-time and part-time faculty, staff who teach, PTLs, and volunteers), to undertake a Qualtrics-type survey of all instruction in preparation for developing a set of “best practices” related to work associated with learning University-wide, in all its forms. The committee shall report to the Senate by May 1, 2016.

D. Resolution

In Support of Faculty and Personnel Affairs Committee Report and Recommendations:

Whereas, the University Senate’s Faculty and Personnel Affairs Committee has examined and reported on charge S-1406 Balance of Full-time and Part-time Faculty Teaching; and

Whereas, the University Senate has reviewed the Faculty and Personnel Affairs Committee’s report and its recommendations; and

Whereas, the University Senate finds those recommendations to be sound and in the best interests of Rutgers University;

Therefore, Be It Resolved, that the Rutgers University Senate endorses the Report on Balance of Full-time and Part-time Faculty Teaching, and urges the administration to implement its recommendations.

Faculty and Personnel Affairs Committee 2014-2015

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