



UNIVERSITY SENATE

Report of the Faculty Affairs and Personnel Committee on the personnel ramifications of the proposals in the *Report of the Task Force on Undergraduate Education*.

**Part II: Reporting Relationships
December, 2005**

The FAPC was issued the following charge:

Consider the potential effects on faculty, staff, and administrative personnel of the proposals on the structure of undergraduate education, the student experience, learning communities and campus life, and faculty and student responsibilities of the Task Force on Undergraduate Education, as well as alternative proposals submitted by members of the university community. Make recommendations, as necessary, on the appropriate roles of the campus (or college) deans, the dean of the College (or School) of Arts and Sciences, the Vice President for Undergraduate Education, the Vice President for Student Affairs, and their academic and student-life staffs; on the transition process to a new set of reporting relations; on appropriate incentives for faculty to become more connected with undergraduates; and on possible changes to tenure and promotion forms. As time permits, consider other aspects of the Task Force recommendations that are of particular concern to members of the Faculty Affairs and Personnel Committee.

This report deals with issues regarding *reporting relationships* and *the appropriate roles* of residential college deans and the offices of Vice President for Undergraduate Education and Vice President for Student Affairs.

A separate report deals with faculty incentives.

FAPC REPORT

The FAPC supports the efforts of the *Report of the Task Force on Undergraduate Education* (TUE) that serve to preserve the advantages of the current system of schools and colleges in place at Rutgers University and yet correct problems that limit the educational opportunities of undergraduates. As paraphrased from page 138 of the report, the aim of the TUE proposal is to provide a structure based on:

- communicating the high academic expectations of the university
- opening equitable academic and co-curricular opportunities for all qualified students
- integrating co-curricular activities with the general intellectual goals of the campus
- enhancing opportunities for interaction among students, faculty and staff
- supporting small communities that personalize the educational experience while keeping opportunities open to all
- highlighting an environment supportive of academic work

The FAPC closely considered these goals during its deliberation of appropriate reporting relationships among residential college deans and vice presidential offices as well as during their deliberations of the appropriate roles and responsibilities of these offices. Regarding reporting relationships, the committee strongly:

- agrees with the TUE report (page 143) that the Vice President for Undergraduate Education (VPUE) is an academic position that will report directly to the Executive Vice President for Academic Affairs
- disagrees with the TUE recommendation (page 145) that the Vice President for Student Affairs (VPSA) is an administrative position that reports to the VPUE, and recommends instead that the VPSA in an administrative capacity report directly to the Executive Vice President for Academic Affairs. Since the VPSA has responsibility for services such as housing, dining, mental health, recreation, and financial and disabilities services for graduate as well as undergraduate students, this reporting relationship is recommended to ensure the success of graduate programs.

Of more tenuous nature, however, the FAPC endorses, by an extremely slim margin via e-mail balloting¹, the recommendation of the TUE (page 144) and of the New Brunswick Faculty Council (Resolution S6) that the residential college deans report to the VPUE, rather than to the Executive Dean of Arts and Sciences. Briefly, of prime concern were budgetary issues to ensure that funding to enhance and sustain undergraduate programs of high quality remains a high priority. There was much concern, however, regarding the danger of disconnecting curricular and co-curricular activities within these units. The spirited committee debate over this issue and the lack of a clear majority reflected a high degree of strong feelings and confusion. The FAPC recommends, therefore, that this issue be settled on the floor of the Senate. Full arguments considered by the committee for both reporting relationships are included in Appendix A.

¹ The FAPC is split almost evenly on the issue; if a vote was taken at the last meeting where the e-mail ballot was decided, it would be for the residential deans to report to the dean of the FAS.

Regarding roles and responsibilities for these respective offices, the FAPC offers position descriptions for consideration by the Senate that reflect the duties reported by the TUE as well as their reporting relationships (Appendices B-E).

2005-06 University Senate Faculty Affairs and Personnel Committee

Gould, Ann, Cook (F), Co-Chair
Panayotatos, Paul, GS-NB (F), Co-Chair - Executive Committee Liaison
Barbarese, Joseph, GS-C (F)
Boylan, Edward, FAS-N (F)
Breton, Michael, Assoc. VP for Research & Sponsored Programs (A)
Cannon, Roger, Engineering (F)
Carr, Deborah, GS-NB (F)
Coit, David, Engineering (F)
Dennis, Roger, Camden Provost (A)
Deutsch, Stuart, Law-Newark Dean (A)
Fishbein, Leslie, FAS-NB (F)
Hart, Joseph, MGSA (F)
John, Christopher, UC-NB (S)
Klepac, Nancy, Law-C (S)
Leath, Paul, At-Large NB (F)
Lee, Barbara, SMLR Dean (A) - Administrative Liaison
Lipman, Jarrett, MGSA (S)
Mandelbaum, Jennifer, GS-NB (F)
Markert, Joseph, PTL-NB (F)
Nelson, Kuna, NCAS (S)
Puniello, Françoise, Douglass (F)
Rabinowitz, Samuel, SB-C (F)
Schein, Louisa, FAS-NB (F)
Schock, Kurt, NCAS (F)
Simmons, Peter, Law-N (F)
Turner, Franklin, GSE (S)

Appendix A. Reporting Relationships of Residential Campus Deans

I. Arguments for Reporting to The Vice President for Undergraduate Education:

- The college deans will co-ordinate student services, student life programs and learning communities for students in the professional schools as well, so reporting only to the FAS dean rather than to someone at a higher level would be inappropriate.
- If the college deans do not report to the VPUE, nobody will report to him/her and the position may revert to what it had been during the Lawrence administration.
- There are a number of committees that will be advisory to the VPUE on issues that will have to be implemented by the college deans. In particular:

Cross-School Councils and Committees

- Undergraduate Academic Council of Deans of the Schools and Colleges
- Council of Associate Deans for Undergraduate Studies
- Admissions Committee
- Curriculum Committee
- Student Life Committee

Cross-School Academic Areas

- Center for the Advancement of Teaching
- Academic Support Programs
- Academic Integrity
- Honors Programs
- Undergraduate Research
- Transfer Student Affairs
- Fellowship and Postgraduate Guidance
- Career Services

Academic Administrative Units

- Undergraduate Admissions
- Financial Aid
- Registrar
- Scheduling
- Summer and Winter Session

In most cases, the interaction with the college deans would be crucial both for input as well as for implementation of committee decisions.

The most important consideration is budgetary. The only budgetary priority for the VPUE will be undergraduate education. That will not be the case with the FAS dean where the college deans will have to compete for a slice of the budget. Past history has shown that the dean of FAS has had to face budget crises and it is not inconceivable that such crises will be repeated in the future. It is not clear what the priority will be for funding, say, a learning community at that point in time. If the budget would reside with

the VPUE who would distribute it to the college deans, who in turn would have to answer to him/her, then prioritization of expenses relating to UG education would not be an issue.

II. Arguments for Reporting to the Executive Dean of Arts and Sciences

It is important for the deans of the residential colleges to report directly to the Executive Dean of Arts and Sciences, and yet have a dotted line relationship to the Vice President for Undergraduate Education (VPUE). The residential colleges and their staffs locally are responsible for academic programming (such as pre-major advising, certificate programs, orientation programs, and honors communities), co-curricular activities (such as clubs, learning communities, outside speakers, and organized trips), as well as student-life activities (such as personal counseling, social activities, traditional ceremonies, student government organizations, and intramural sports). In practice, the deans report that these activities must be seamlessly connected. For example, a student who is called into the dean's office for an academic problem may actually have a personal, family, psychological or medical problem, so these staff need to work closely together. Academic advising, honors communities academic programming, and co-curricular activities would be much better, if faculty would participate, rather than just the residential college staff.

So, where does this leave the Dean of Arts and Sciences and the faculty or Undergraduate Assembly of Arts and Sciences? If the residential college deans were to report to the VPUE, bypassing the A&S Dean, then the Dean and faculty of A&S would have no responsibility for the running of the colleges, except for defining the academic programs. In addition, the A&S Dean would be charged with coordinating the pre-major advising by staff that don't even report to him/her. The A&S Dean and faculty would not be responsible for the students and their activities. Thus, it would be much more difficult to recruit faculty to participate in the appropriate residential college programs, than if their dean were also responsible for the full welfare of the A&S students.

So, you might ask, how is this different for the professional schools? Well, the professional schools are a bit more like a single discipline. They already do the academic advising for their own professional students (The colleges essentially only do pre-major advising for A&S students.). They already run their own student organizations, clubs, honors programs, and co-curricular activities, as well as personal advising, and their faculty are somewhat more involved with their students than are the A&S faculty, except within their own disciplines. So the colleges do and need to do relatively little for these students, even though they are invited, and some do, participate in the college activities. The professional students already have their own niche within the large university with which they can identify; the much larger numbers of A&S students do not, and the A&S faculty needs to get more involved.

The VPUE would be responsible for all campus-wide activities, and for coordinating all activities and issues involving more than one academic unit, and, hopefully, seeing to the appropriate budgets being given to the schools for undergraduate education and undergraduate students, as well as being an advocate for undergraduates with the central administration.

Appendix B. Position Description For a Residential College Dean

The residential college dean is the chief administrative officer of the residential college. This position will require resources suitable to attract individuals of high caliber. The dean reports to the Vice President for Undergraduate Education (VPUE) and has responsibility for:

- coordinating and providing local pre-major advising and other academic services to Arts and Sciences students affiliated with the college, under the supervision of the VPUE
- developing and overseeing college co-curricular and extra-curricular programs and activities, including local learning communities, and orientation programs, for students affiliated with the college
- providing local residence-life, commuter, and other student-life programs, including student government associations for students affiliated with the college, under the guidelines developed by the Vice President for Student Affairs and the VPUE
- supervising the academic-affairs and student-life staffs of the college and coordinating their activities so as to form a vibrant college community that provides students with an intellectual focus and a sense of identity and connectedness under the guidelines established for the campus.
- coordinating with the administration the local delivery of centralized services on the college residential campus, including housing, dining, career services, student centers, psychological services, and health services
- serving as a liaison with alumnae/i groups for programming, mentoring, internships, and other support programs, as well as fund raising
- serving as an advocate for all students affiliated with the residential college
- working together with the administration, other deans, chairs, and faculty in campus-wide activities, programs, and initiatives to make Rutgers University the best it can be
- creating a working culture within the residential college that is stable and supportive, with responsibility for hiring and termination of staff, regardless of their position

Appendix C. Position description for the Vice-President for Undergraduate Education

The Vice President for Undergraduate Education (VPUE) is an academic officer reporting to the Executive Vice President for Academic Affairs and will serve as the principal advocate internally and externally for undergraduate education in New Brunswick/Piscataway. The VPUE will sit in the President's Cabinet, the Deans Council, and the Promotion Review Committee (PRC), serving a function relative to undergraduate education similar to that served by the Vice President for Research and Graduate Education relative to those areas. In addition, this officer will sit *ex officio* on the New Brunswick Faculty Council. The residential college deans report to this office.

The VPUE will have primary responsibility for academic matters related to undergraduate education pertaining to all schools and is specifically responsible for:

- convening, at least annually, a forum to which all faculty from New Brunswick/Piscataway will be invited for discussion of academic issues focusing on undergraduates (e.g., the annual undergraduate teaching conference run by the NBFC).
- convening regularly two standing bodies that will meet regularly for academic coordination among the schools: Undergraduate Academic Council of Deans of the Schools and Residential Colleges and Council of Associate Deans for Undergraduate Studies.
- convening at least three standing committees (with both appointed faculty members and faculty members elected by the New Brunswick Faculty Council) to address campus-wide issues with regard to undergraduate education:
 - Admissions
 - Curriculum
 - Student Life
- ensuring that all the schools offering degree programs to undergraduates provide incentives for their faculty to be involved in learning communities and other co-curricular activities on the college campuses.
- ensuring that the residential college deans work with the deans of the professional schools to provide appropriate co-curricular and student-life programs for professional school students affiliated with the particular colleges.
- providing the residential college deans with funding to support learning communities, co-curricular programs, and student-life programming.
- ensuring that all students enrolled in all schools meet the Academic Core Curriculum and that Rutgers academic opportunities and majors are more broadly available to all undergraduates.
- administering New Brunswick/Piscataway Honors Programs.
- administering Undergraduate Research (promotion and financial support).
- administering the Office of Transfer Student Affairs.
- administering a regularly scheduled Student-Faculty Forum.
- administering a new Office of Fellowship and Postgraduate Guidance (support for students applying for major fellowships and to graduate and professional schools).
- administering efforts to ascertain and to implement best practices in undergraduate education.

- monitoring the undergraduate teaching component of programs designed to improve the undergraduate teaching of teaching assistants and graduate assistants.
- serving as a liaison to the community in supervising undergraduate programs involving civic education and community outreach.
- publicizing Rutgers' achievements in undergraduate education in order to foster recruitment and retention of undergraduate students.
- administering academic services areas for undergraduate education that cut across the schools:
 - Undergraduate Admissions, Financial Aid, Registrar, and Scheduling.
 - Summer and Winter Sessions and other credit-bearing undergraduate programs.
 - Career Services
 - Center for the Advancement of Teaching
 - Cross-School Academic Support Programs, such as EOF and
 - Academic Support for Student Athletes
 - Academic Integrity Area of Student Judicial Affairs as it pertains to undergraduates and coordinating academic integrity issues with the graduate and professional schools in instances in which such coordination is appropriate
 - Role in budget allocation to units; any budget relating to undergraduate education for the New Brunswick/Piscataway campus goes through this office

Note:

- A “dotted line” relationship is expected between career services/counseling centers and the VPUE where appropriate.

Appendix D. Position Description Vice President for Student Affairs

The Vice President for Student Affairs (VPSA) is an administrative officer reporting to the Executive Vice President for Academic Affairs and will serve as the principal facilitator of unified and campus-wide services pertaining to student life (undergraduate and graduate) in New Brunswick/Piscataway. The VPSA sits both in the President's Cabinet and *ex officio* on the New Brunswick Faculty Council. Career services and counseling centers report to this office.

The VPSA will have primary administrative responsibility for student life matters related to undergraduate and graduate education pertaining to all schools and is specifically responsible for:

- Housing
- Dining
- Residence life
- Mental health services
- Student centers
- Student clubs
- Recreation facilities
- Student financial services
- Student disabilities services
- Disciplinary affairs (non academic)
- Cross-unit student life affairs

The VPSA will play a role in developing student life policies and for working with residential college and other school deans to ensure the equity of services campus-wide. In addition, it is also expected that other segments of the University community, such as post-doctoral research associates, may avail themselves of services (such as career services) supported by this office. The role in budget allocation as regards to these services for the New Brunswick/Piscataway campus goes through this office.

Note:

- A “dotted line” relationship is expected between career services/counseling centers and the offices of Vice President for Undergraduate Education and Vice President for Research and Graduate Education where appropriate.

Appendix E. Separate file.