Questions for Senior VP Barbara Lee regarding the data supplied by president Barchi on Tenure , Non-tenure and Part time faculty.

February 25, 2019

First and most importantly, we need to re-emphasize that the data used in the graphs and tables come from various extant data sources and employ different methods of analysis and timeframes. Instructional staff figures reflect Human Resources (HR) datasets, course and credit data reflect Course Analysis System (CAS) datasets, and the methods of analysis mirror differing standardized approaches from Integrated Postsecondary Education Data System (IPEDS) reporting, Association of American University Professors (AAUP) reporting, etc. A mixture of differing timeframes is presented, with a priority given to the most recent data available, due to data availability (e.g., CAS datasets haven't been robust or reliable since Fall 2014 semester). These issues make direct comparisons between HR and course and credit data difficult at times and requires judicious interpretations of the data presented.

1. Are faculty who are teaching on line and satellite campuses included in the data?

- Data reflecting instructional faculty headcount and position status include anyone who is present within our HR datasets for a specified timeframe and who meet IPEDS reporting standards. Assuming a program is within the purview of a specific reporting campus, teaching an online course or at a satellite location would not impact this reporting. SCH data are also inclusive of online and off-campus programs and are reflected within the three primary reporting campuses, as appropriate.

2. Are T/A's who teach included?

- T/As who teach are not included within instructional staff headcount figures since they are not included within IPEDS reported instructional faculty counts.   Relative to workload data, T/As are included in the SCH calculations. This is a good example of the difficulty in directly comparing these faculty figures, which conform to specific IPEDS standards, and our internal SCH figures, which attempt to reflect the reality of instructional activity at Rutgers.

3. The president's letter states the data is inclusive of year 2018, but the charts attached to his letter stop at 2017. Can we get data for 2018?

- There are timeframe and operational limitations on what's available for external data, as well as workload data. Annual data are based on official reporting periods, which are determined midway into the Fall semester of each academic year (usually November 1st). Human Resource data for the 2018-19 academic year has not yet been reported - we are presently validating the

final counts for faculty reporting to IPEDS for 2018. That data will be ready soon. However, validated faculty count data for 2018 from peer institutions will not be available for some time.

- We are also combing through data for the new scheduling system, which is now collecting data about who is teaching what courses. This data will now feed into the Course Analysis System that Institutional Research uses to track instructional workload activity. We are encouraged by the response rates so far. For example, for the fall 2018 semester, the percentages of courses with known instructors is as follows:

> New Brunswick – 69%
> Newark – 79%
> Camden – 72%

While these rates still are not as high as we would like, they are better than what they have been over the last few years and we hope that they will continue to improve. These rates are near levels where we can begin to have reliable estimates of workload activity. We are beginning to vet these data, with the initial focus on determining the locus of noncompliance.

4. How many students were taught by Tenured & tenured track, non-tenured and Part Time faculty?

- We strongly suggest referring to Student Credit Hours (SCHs) provided, as they are calculated considering the complex reality of courses and their relationship to instructors. Our basic concern relates to the fact that course types are diverse, with varying modes of instruction (e.g., simple lecture, lectures and labs, lectures and recitations, studios, fully online, hybrid online, etc.). Courses have different credit loads and time commitments for both students and instructors, and can be taught by differing instructional staff and T/As who have varied ownership of a course's responsibilities. A straightforward student headcount per instructional staff type metric within this context ignores these subtleties. The Student Credit Hours (SCHs) provided are calculated considering these complexities and are more malleable for facilitating the type of analysis presented.

5. The chart showing Student Credit Hours (SCH's) reflects fall 2014 data only. Can we see similar data for the years from 2014through 2018?

- Please see the response to question #3 above

6. The student faculty ratio for public AAU's Undergraduate students only shows fall 2016 data. Can we see similar data for the years 2016 through 2018?

- The most up-to-date data available from NCES is from Fall 2017. We have included updated charts to reflect these data (see Appendix A).

7. It appears that in the last 10 years Rutgers has put an emphasis on the hiring and use of PTL faculty over that of Tenured and full time non-tenured faculty. Why?

- An important issue to consider—which is outside the purview of Rutgers' direct control—is decreasing direct state funding for public higher education over the past decade. This has been true not only for New Jersey, but for most public institutions throughout the United States. According to the Center on Budget and Policy Priorities, New Jersey has seen a 23.5% decrease in state spending per student between 2008 and 2018. It is fair to argue that the increased use of part-time faculty has been—at least in part—a rational response to an uncertain and trying fiscal reality.

8. Rutgers appears to be +/- 10% to 20% behind other Big 10 and Public Universities in terms of the percentage of Tenure faculty VS non-tenured and part time faculty. What actions is Rutgers taking to reduce this difference?

- There are nuances within these data comparisons, which make this story a bit more complicated. One consideration is that the faculty categories shown in the graphs consist of both full-time and part-time working faculty. Counts of full-time TTT and non-TTT categories are being compared to part-time faculty. If one wishes to give these categories equal weight when it comes to instructional activity, an equivalency of some kind needs to be applied to the part time counts to arrive at an estimate of full-time faculty. One approach is to simply treat each part-time faculty as one-third of a full-time instructional position. The subsequent distribution of faculty across the three categories would shift and result in smaller discrepancies between peer institutions and Rutgers. While Rutgers would still be lagging its peers in the share of FT faculty, the large discrepancies would be abated somewhat. The following table illustrates how these percentages are affected when a type of Full Time Equivalency is applied to part-time faculty counts in New Brunswick.

Comparison of Big Ten and Rutgers Instructional Staff Distributions

	Big Ten Institutions		Rutgers-New Brunswick		Difference in %s
Before Conversion of PT Faculty:	N	%	N	%	
Part Time Faculty	6,986	22.1	1,679	48.8	26.7
Non TTT Faculty	6,627	20.9	446	13.0	-8.0
TTT Faculty	18,039	57.0	1,315	38.2	-18.8
Total	31,652	100	3,440	100	
After Conversion of PT Faculty :					
Part Time Faculty	2,305	8.5	554	23.9	15.4
Non TTT Faculty	6,627	24.6	446	19.3	-5.3
TTT Faculty	18,039	66.9	1,315	56.8	-10.1
Total	26,971	100	2,315	100	

These benchmark characteristics of our academic instructional workforce help contribute to deans and chairs making more informed allocation of teaching responsibilities among these categories. President Barchi has spoken with the chancellors about these data and has encouraged them to review the data with their deans. The President's diverse faculty hiring initiative has produced 76 new hires of full time faculty (in addition to other full time faculty hired between 2016 and 2018).

9. In President Barchi 's February 5, 2019 letter, he states: "While data on faculty course loads will be vastly improved in the new scheduling system, the available data suggests that part time faculty are doing as much undergraduate teaching per semester as our tenured and tenure track faculty. *This is a situation that the faculty, in concert with their respective deans, will need to examine and address in the near future."*

   a. How would you suggest the faculty address this situation and take corrective action?

   o Since teaching assignments are typically made at the department level, the department needs to address teaching loads. Are all tenured and tenure track faculty teaching a full load? How is a full teaching load calculated? For what reasons would a faculty member

be given less than a full teaching load? What does this mean for teaching assignments for TAs, NTTs and PTLs?

    b. What options do Deans have to allocate funds to bridge the gap between PT and FT/ Tenured faculty?

    o Under RCM, deans receive most of the tuition for the courses taught by faculty in their school. They have the authority to provide additional funding, if they believe that is appropriate, to hire additional full-time faculty, either tenure-track or NTT.

    c. Has the move to RCM contributed to this in the sense that Rutgers, as an institution, is less able to determine funding directions and priorities?

    o Actually, RCM has made deans more able, not less able, to determine funding directions and priorities. RCM makes it clear where the funding comes from and how it is spent, and those are primarily decisions by deans (and chancellors).

10. Is the data available by unit rather than by campus or entire University

- We can provide faculty count data by academic unit, but only for Rutgers. Peer comparisons are not available at that level of detail.

- The new scheduling system will provide data to chancellors and deans about the number of courses taught and the student credit hours generated by each department. That should help deans and chairs decide on the balance of teaching responsibilities between tenured and tenure-track faculty on the one hand, and NTTs, TAs and PTLs on the other.

11. How many PTL's remain at the university for more than five years?

- PTLs don't always teach for consecutive semesters or years. We have included some analyses related to this topic, measuring the number of semesters that a PTL is employed at Rutgers University (using two starting cohorts as logical reference points). Appendix B provides an analysis on the length of employment for PTLs who have taught at legacy Rutgers-New Brunswick units. It is fair to argue that over the past decade—at least for Legacy Rutgers-New Brunswick PTLs—a majority have taught at Rutgers for more than three academic years.