Design Team Interim Report Summary

**Supporting the Administrative Work of the Faculty of The College of New Jersey:**

**Interim Report of the Design Team for Administrative Reassigned Time**

**Summary**

**October 21, 2004**

The Design Team for Administrative Reassigned Time was formed through an election of faculty representatives to examine the provision of alternate assignment within load (AAWL) to faculty members at The College of New Jersey (TCNJ) who fulfill administrative duties.  The members of the Design Team and the schools they represent are:

Lee Ann Riccardi, School of Art, Media and Music

Al Pelham, School of Business

Daryl Fair, School of Culture and Society

Jean Graham, School of Culture and Society

Regina Morin, School of Culture and Society

Amy Dell, School of Education

Mark Kiselica, School of Education, Chairperson of the Design Team

Alex Czeto, School of Engineering

Tom Moore, Library

Marcia Blicharz, School of Nursing

John Allison, School of Science

Ed Conjura, School of Science

The Design Team met numerous times between March 16 and October 15, 2004 to study current AAWL provisions and to develop several guiding principles, models, and recommendations for the allocation of AAWL.

Findings about Current Practice

              The Design Team affirms that faculty administrators provide services that are crucial for the success of institutions of higher education and that the provision of AAWL and other incentives to support and recognize the work of faculty administrators is a common practice in academe.  Based on our examination of current AAWL allocations to faculty performing administrative duties at TCNJ, the Design Team concludes:

1. The faculty of TCNJ provide a wide range of valuable administrative services to the college.

1. Most, but not all, faculty in administrative roles receive some level of AAWL to support their work.

1. There are inconsistencies in the provision of AAWL across the college.  Neither the college nor any school of TCNJ utilizes a set formula for the determination of AAWL.  Further study is required to determine if there are legitimate reasons for these inconsistencies or whether these differences should be eliminated.

Principles

The Design Team recognizes that the current system of assigning AAWL to faculty performing administrative duties could be enhanced by the application of a set of principles regarding the AAWL-apportionment process. Therefore, we recommend that the following principles guide the allocation of AAWL for faculty administrators at TCNJ:

1. Faculty administrative work requiring AAWL includes services that are beyond the normal expectations of a faculty member.

1. All faculty who provide administrative service beyond normal service expectations should be compensated with AAWL allotments.

1. There must be adequate provisions of AAWL for faculty who assume administrative duties beyond those of normal service expectations.

1. The new system should eliminate unfair inconsistencies and provide levels of AAWL equitably for duties that go beyond normal service expectations.

1. The criteria and formula for assigning AAWL should be based on the specific duties, needs, and duration associated with a particular administrative task.

1. In recognition of their dual roles as teacher-scholars, every faculty administrator should teach at least one course per academic year and retain the option of receiving release time through SOSA or an external grant.

Recommendations

Guided by these principles, the Design Team divided into four subcommittees whose purpose was to examine the various forms of faculty administrative work at TCNJ and to recommend some methods for allocating AAWL.  The subcommittees were the Subcommittee on AAWL for Chairpersons and Assistant Chairpersons, the Subcommittee on AAWL for Coordinators, the Subcommittee on Other Department AAWL, and the Subcommittee for Other Campus AAWL.  Because the issues explored by the last two subcommittees overlapped considerably, they were combined into one subcommittee, thereby reducing the total number of subcommittees to three.   Based on the findings of the subcommittees, the Design Team recommends the following:

1. Current levels of AAWL for faculty performing administrative duties should be maintained – that is, they should receive the same number of faculty weighted hours (FWH) for their duties in the transformed work system as they do now - until a standard system for assigning AAWL is adopted campus-wide.

With regard to chairpersons:

1. Because all chairpersons must fulfill a number of the same administrative duties (e.g., recruiting and supervising faculty; attending meetings of academic leaders; writing department reports), every chairperson should receive a minimum of 6 FWH AAWL per year under the transformed system of faculty work.  The chairperson of the Library faculty should receive a comparable level of compensation.

1. Any allotment of AAWL to chairpersons beyond 6 FWH per year should be based on a standard formula that is used college-wide.  (Four models for calculating AAWL are described in the full report.)

* 1. A formula-based approach for calculating AAWL is inappropriate for some academic units.  For Women’s and Gender Studies, for example, and other units like it (e.g., International Studies and the Honors Program), a qualitative assessment of AAWL for faculty administrative duties, which furnishes sufficient levels of AAWL for faculty administrators to do their jobs, may be warranted.

* 1. Another limitation of any formula-based model for assigning AAWL is that chairpersons in some departments assume duties (e.g., writing accreditation self-study reports; supervising major laboratories; arranging clinical and educational field placements) that cannot be represented in a formula. Additional FWH AAWL per year should be allotted to the chairperson of departments where the administration of these types of duties is assumed by the chairperson.

1. All chairpersons should teach at least one course per semester or two courses per academic year.  This minimum load may be reduced to one course per academic year through SOSA or an external grant.

1. Any department receiving 6 units (18 FWH) AAWL or more per year should consider utilizing a co-chair system in which units are divided between the co-chairs in the department.

1. Chairpersons should be permitted to “bank” partial units of AAWL from one year and use them the following year.  For example, a chairperson who receives 2.5 units AAWL one year may use 2 units AAWL that year, carry forward 0.5 units, and use 3 units the next year.

Compensation of undergraduate and graduate coordinators should take into account:

1. the aspects of program coordination that are easily quantifiable;

1. the aspects of program coordination that cannot be reduced to simple numbers;

1. the ongoing or periodic nature of certain tasks involved in program coordination; and

1. the amount of time required for the successful completion of responsibilities associated with program coordination.

The Design Team acknowledges that there are many other administrative duties (e.g., coordinating special events; serving as President of the Faculty Senate; coordinating clinical field placements) that are outside the work domains of chairperson and coordinators. Because the roles of coordinators and faculty members providing these special forms of administrative service to their department and the college vary so greatly, it is imperative that AAWL levels be tailored to meet the particular needs of the faculty in these roles.  The Design Team recommends that this tailoring process begin with conversations among coordinators or other faculty administrators, their chairpersons, and their deans.  The special duties associated with coordinator and other non-chairperson positions and the levels of AAWL awarded to the faculty providing them should be specified in writing by the appropriate dean (in cases in which the service is provided within a particular school) or vice-provost (in cases in which the service is provided across schools at the college).  These written descriptions will serve as a record of the arrangements agreed to and will provide transparency to the process.  The dean or other appropriate administrative officer should review the written agreements with pertinent chairpersons and faculty members on a regular basis.