The Future of Academics at Rowan – A Pivot to Quality

January 2017
What we discussed in 2013

- The role of the county colleges
- The need to drive down debt by reducing time to completion
- What it would mean to become a research university
- The plan to expand
- How all of this related to the four pillars
What is prompting this talk?

- We are coming to the end of a period of unprecedented expansion
  - 10,000 to almost 18,000 total students
  - 8,200 FTE undergraduates to close to 14,000
  - 176 new tenure track faculty hired in five years
  - \(\frac{3}{4}\)-time temps expanded from about 25 to over 200
  - Too many adjuncts
Where do we go from here?

- What matters most?
- Faculty staffing
- Academic facilities
- What kinds of new programs?
- Impact of change on tenure, promotion, sabbaticals
- Student recruitment
- Graduate Education
Three Essential Component of a University

- The Faculty
- The Facilities
- The Students
Faculty

Percentage of course sections in Fall 2016 on the Glassboro Campus taught by type of professor or record (3,888 total sections)

- Tenure Track: 33%
- Full-time Temp: 0.5%
- ¾-time Temp: 16%
- Adjunct: 50.5%

We must do better than this!
Temp Lines

- Begin the phasing out of ¾-time temps with the goal of replacing them with ongoing, but non-tenure track lecturers.
- “Permanent” professional staff employees who would teach four courses per semester, would be eligible for two levels of promotion, and would qualify for multiyear contracts and benefits.
The Goal

- Shift the percentage upward in all categories

- Specifically,
  - I have a commitment from the President to add at least 100 brand new (not counting replacements) faculty lines over the next decade. This is beyond the 34 ongoing searches.
  - This will bring us to approximately 550 tenure track faculty, more than 200 more than we had six years ago.
Faculty

- Percentage of course sections in Fall 2025 on the Glassboro Campus taught by type of professor of record
  - Tenure Track 45%
  - Lecturers 10%
  - ¾-time Temp 5%
  - Adjunct 40%

- We move from 67% of classes taught by someone without a permanent affiliation to 55% taught by an ongoing faculty member.
How do we get there?

- Hiring of new tenure track faculty
- Focus upon getting tenure track faculty into the undergraduate classroom
  - Adjusted load standards
  - Review and potential closure of under-enrolled graduate programs
  - Reduction in reassigned time activities – move towards stipends or shift of function to lecturers.
New Academic Facilities

- Teardown of Linden – New Academic Building
- College of Health Sciences in Camden
- High Street – Writing Arts, Comm Studies
- High Street – RTF
- Move of CHSS into Savitz, main administration into Bunce
- West Campus – MSSL, Hipra, others
New Academic Building

- Much-needed freshman lab space
- Home for School of Earth and the Environment (who will be squatting in Engineering Hall and Westby in the interim)
- Classrooms
  - Perhaps a moment of classroom scheduling issues
Items of Professorial Interest

- Sabbatical Leave
  - Only 22 semesters requested this year, we ran out of solid projects well before we ran out of budgeted funds
  - We will grow as the newly hired begin to become eligible

- Tenure and Promotion
  - Importance of criteria
  - The cavalry effect
Course Scheduling and Room Utilization

- Associate Provost for Academic Affairs will review each classroom schedule and check for inefficiencies (lack of 8 AM, Friday, or open times)

- We will enforce office standards – adjuncts, secretaries, three-quarter time, etc.

- As we bring on these new faculty, we need to be more efficient with our space utilization
New UG Program Development

- Interdisciplinary
- Aligned to job market and needs of employers
- Emphasis on quality
- Emphasis on the connection between STEM, Business, and Medicine
- If we are not adding total students, how will the new program give us better students and result in better prepared graduates?
Graduate Programs

- The purpose of every program is to educate students, but the decision of which programs to offer is resource driven.
- We will not divert resources from the undergraduate core to support graduate education.
- Program must either generate significant revenue to feed the core or facilitate external research funding.
Rowan Global

• No boutique programs, size matters
• Online programs are uncapped \(\rightarrow\) put me in the situation where I have to provide additional faculty resources
• Renewed focus on adult learners
• Marketing plans and costs developed with the deans
• Thesis and GRA programs moving to the Office of Sponsored Research
Student Recruitment

- On-campus, increasing the quality of the freshman class, more targeted recruiting
- RCs – students completing 4th year of 3+1s without straining our infrastructure
- Growth in Rowan choice – expansion to engineering
- Growth in things short of full degrees – CUGS, COGS, etc.
Summary

- We are pivoting from a period of growth to one of enhancing quality (of students, faculty, and facilities)
- We are driving towards putting many more permanent faculty in the classroom and reducing reliance on adjuncts.
- Slower growth means less new revenue which leads to tougher choices.