

ACADEMIC STRATEGIC PLAN, 2007-2013, Goal II.5:

Address and improve the full-time/ part-time faculty ratio, and improve the presence of full-time faculty members in the classroom.

Objectives stated in the narrative of Goal II.5 include:

- a) increase the number of full-time faculty in freshman and general education classes,
- b) improve the overall FT/ PT ratio to 60/ 40 by 2010 and to 65/ 35 by 2013,
- c) a reallocation and increase in instructional resources.

In 2007, an ad hoc committee examined the issue of first year SCH and made recommendations (Horvath Report : 8/29/07) to increase the number of full-time faculty and to support larger classes taught by full-time faculty.

To address Goal II.5 a study group was formed consisting of :

Charles Singler, Interim Associate Provost as chair
Cary Horvath, chair, Dept of Communications
Joe Mistovich, chair, Dept of Health Professions
Nate Ritchey, chair, Dept of Mathematics and Statistics
Gary Salvner, chair, Dept of English.

The committee reviewed various data related to the number of full-time and part-time instruction, and surveyed the academic departments regarding the number of faculty employed and the reasons for the distribution and use of full-time and part-time instructors.

Instruction is provided under four categories:

- a) Teaching Assistants/ Graduate Assistants (GAs/TAs), who are assigned to remedial or general education instruction,
- b) Extended Teaching Service (ETS) faculty, who teach courses ranging from general education to graduate level,
- c) Part-time (PT) faculty generally assigned to remedial, general education and baccalaureate coursework, but in some cases make a significant contribution to graduate level instruction,
- d) Full-time (FT) faculty who are assigned to general education to graduate level instruction.

Many departments reported that they have a good mix of full-time and part-time faculty. Most departments do not have GAs/ TAs, and the usage of ETS faculty is limited. The number of PT faculty is large and the overall workload is large, and therein lies the essence of the issue about FT/ PT ratios. Most PT faculty have a workload of 6 or fewer hours per term; many PT have workloads of 6.1 to 12 hours; some carry a 12.1 to 16 hour load.

To address the ratio question, two generic approaches are self evident:

- a) increase the relative number of FT faculty, and
- b) decrease the relative number of PT faculty.

Findings and Discussion

PROPOSAL I. Hire more full-time faculty.

Every department made this recommendation, with many declaring that they were understaffed or had unfilled positions because of retirements or other reasons. University-wide data are expressed in Table 1.

Table 1 shows:

- a) there is an increase in the number of FT faculty between FY 01 and FY 07,
- b) there is an increase in the number of PT faculty between FY 01 and FY 07,
- c) the relative percentage of FT faculty decreased between FY 01 and FY 07. Adjusted for vacations, sabbaticals, reassigned time, etc., the net percent of FTE FT has decreased from 64 % in FY 01 to 55% in FY 07,
- d) the percentage of FTE PT faculty has changed from 36% in FY 01 to 45% in FY 07,
- e) student FTE has increased from FY 01 to FY 07. Preliminary figures indicate a continuing increase for FY 08,
- f) student FTE/ faculty FTE has decreased from 18.72 in FY 01 to 17.16 in FY 07. This improvement in student/ faculty ratios occurs while enrollment is increasing, and indicates that the role of PT faculty is expanding (from 36% to 45%),
- g) student FTE/ full-time faculty positions reflect the history of hires vs. student enrollment. The data show that there has been an increase in the student FTE/ FT positions from 22.98 in FY 01 to 24.83 in FY 07. Full-time positions have not kept pace with increasing student enrollment (see Table 2),

Table 2. Comparison of student FTE and full-time faculty FTE for FY 01 and FY 07.

	<u>FY 01</u>	<u>FY 07</u>	<u>% Increase</u>
Student FTE	8883.2	10,218.5	15.0
FTE FT positions	386.5	411.5	6.7
Ratio	22.98	24.83	

- h) FTE ETS faculty constitute a small percentage of the total FTE instruction, accounting for about 2 % (except for FY 07 @ 2.7 %) of the total faculty instruction,
- i) GAs/ TAs constitute a special category counting as both students (graduate level) and instructors (general education and remedial levels). They are recruited to support graduate programs and benefit the university additionally by providing low cost instruction.

The following tables (3, 4, 5, and 6) all assume that:

- a) the base number of FTE faculty is unchanged (i.e., in FY 07 there were 595.38 FTE faculty [329.67 net FT plus 265.72 FTE PT which includes GAs/ TAs and ETS],
- b) enrollment levels are unchanged.

Table 3. Comparison of FT/ PT ratios between FY 09 and FY 12 for incremental increases of FT faculty concurrent with incremental decreases of FTE PT faculty.

- a) Increase of 5 FT faculty per year concurrent with a decrease of 5 FTE PT faculty per year.

<u>FY</u>	<u>NET FT</u>	<u>PT</u>	<u>Ratio</u>
08-09	334.7	260.7	56.2/ 43.8
09-10	339.7	255.7	57.1/ 42.9
10-11	344.7	250.7	57.9/ 42.1
11-12	349.7	245.7	58.6/ 41.4

- b) Increase of 10 FT faculty per year concurrent with a decrease of 10 FTE PT faculty per year.

<u>FY</u>	<u>NET FT</u>	<u>PT</u>	<u>Ratio</u>
08-09	339.7	255.7	57.1/ 42.9
09-10	349.7	245.7	58.6/ 41.4
10-11	359.7	235.7	60.6/ 39.9
11-12	369.7	225.7	62.1/ 37.9
12-13	379.7	215.7	63.7/ 36.2

It is clear that reallocating resources without increasing the total FTE faculty would improve the FT/ PT ratios. These figures are simply illustrative and do not consider changing enrollment and its impact, nor an increasing number of classes that might be needed to provide instruction, nor increases or decreases in GAs/ TAs and ETS assignments.

Using FY 07 as a base, an incremental increase of 5 FT faculty positions per year and a concurrent reduction of 5 FTE PT faculty per year would result in an improvement of FT/ PT ratio from 55/ 45 in FY 07 to 59/41 in FY12 -- an improvement of the ratio but not reaching the 60/ 40 target for 2010 nor the 65/ 35 target for 2013.

An increase of 10 FT faculty per year with a concurrent reduction of 10 FTE PT faculty would result in an improvement in the FT/ PT ratio 55/ 45 in FY 07 to 64/ 36 in FY 13 -- also an improvement but not reaching either target.

The following illustrates how one can improve the ratio by the addition of new position FT faculty without any adjustments in the FTE PT faculty.

Table 4. Comparison of FT/ PT ratios between FY 09 and FY 12 for incremental increases of FT faculty with no adjustments in FTE PT faculty

- a) Increase of 5 FT faculty per year with no change in FTE PT

<u>FY</u>	<u>FTE faculty</u>	<u>Net FT</u>	<u>PT</u>	<u>Ratio</u>
08-09	600.4	334.7	265.7	55.7/ 44.3
09-10	605.4	339.7	265.7	56.1/ 43.9
10-11	610.4	344.7	265.7	56.5/ 43.5
11-12	615.4	349.7	265.7	56.8/ 43.2

- b) Increase of 10 FT faculty per year with no change in FTE PT

<u>FY</u>	<u>FTE faculty</u>	<u>Net FT</u>	<u>PT</u>	<u>Ratio</u>
08-09	605.4	339.7	265.7	56.1/ 43.9
09-10	615.4	349.7	265.7	56.8/ 43.2
10-11	625.4	359.7	265.7	57.5/ 42.5
11-12	635.4	369.7	265.7	58.2/ 41.8

- c) Increase of 20 FT faculty per year with no change in FTE PT

<u>FY</u>	<u>FTE faculty</u>	<u>Net FT</u>	<u>PT</u>	<u>Ratio</u>
08-09	615.4	349.7	265.7	56.8/ 43.2
09-10	635.4	369.7	265.7	58.2/ 41.8
10-11	655.4	389.7	265.7	59.4/ 40.6
11-12	679.4	409.7	265.7	60.6/ 39.4

It is clear that, by increasing the number of FT faculty incrementally, the ratio does improve. The increase would have to be significant to reach the target 60/ 40 ratio in the near future.

PROPOSAL II. Establish a new category of FT faculty with increased obligations of teaching (e.g., 15 to 18 WH per term, 30 to 36 per year) and reduced obligations of scholarship.

The specific purpose of this initiative is to address instruction for undergraduate entry-level courses, general education courses and remedial courses. As cited in the narrative for Goal II.5: “we need to return full-time faculty to our freshman and General Education classrooms”. This is consistent with the recommendations of the Horvath Report that addressed the reasons for the decline in the number of full-time faculty teaching first year students at YSU. That report included the recommendation to incrementally increase the number of FT faculty with non-tenure track lines devoted exclusively in support of remedial courses.

The benefits of this proposal are to provide:

- a) instruction at a reduced cost per hour,
- b) greater campus presence for office hours and campus activities, and
- c) greater student-faculty interaction.

These are expected to result in an increase in student engagement and student retention.

For purposes of illustration, the following are presented:

- a) At master’s level, a FT faculty (36 hrs/yr) at the PT rate of \$800 per hr would cost \$28,800 in salary. At doctoral level, a FT faculty (36 hrs/yr) at the PT rate of \$1050 per hr would cost \$37,800.

Because additional responsibilities would be expected of new category FT faculty, these rates are considered inappropriate.

- b) As master-qualified FT faculty (non tenure track) a rate of \$36,455 (Instructor rate in current Agreement) for 36 hrs equates to \$1013 per hour, plus benefits.
As doctoral-qualified FT faculty (non tenure track), a rate of \$48,282 (Asst Prof equivalent in current Agreement) for 36 hrs equates to \$1341 per hour, plus benefits.

PROPOSAL III. Offer low enrollment courses less frequently.

For a variety of reasons, some courses regularly have low enrollment. Unless needed as required or elective courses in baccalaureate or graduate programs, these courses should be considered for deletion from the course inventory, or put on an extended scheduling cycle.

Academic departments could examine their programs to evaluate whether required courses should be made elective, and as electives, offered less frequently.

The impact of these suggestions would be small, and must be balanced with programmatic needs, but they could result in some reduction of PT faculty.

PROPOSAL IV. Increase class size, including laboratories.

The anticipated result would be a reduction in the number of class sections needed. This was recommended in the Horvath Report.

The immediate difficulty to implementing this is the availability of medium- to large-sized classrooms, which was cited in the Academic Strategic Plan, under Goal I.5. Solution may reside in:

- a) renovation of existing space,
- b) planning designs for the new building for the College of Business Administration,
- c) planning designs for the proposed new STEM building,
- d) new acquisitions by the university.

PROPOSAL V. Redefine how PT faculty are counted.

It was footnoted in the Horvath Report that, at some universities in Ohio, class sections conducted by GAs/TAs were actually assigned to FT faculty as “instructors of record” at a reduced WL. Although this is an artificial accounting of PT usage, the effect is to reduce the statistic of instruction by PT.

PROPOSAL VI. Hire FT faculty as temporary sabbatical replacements or visiting professors.

Hiring temporary (term contracts) replacements for sabbatical (and other) leaves has been a common practice at universities across the country. It is a particularly attractive solution where undergraduate and graduate level needs are to be met. Up to 10 sabbaticals may be awarded each year (current Agreement) and if replaced by a FT faculty, the result could be measurable on the FT/ PT ratios.

PROPOSAL VII. GRANTS

Acquiring grants which provide for partial or total buyouts of faculty salaries/ services could impact ratios in a positive way. The university should encourage and support grant-seeking activities, especially where salary stipends are provided. Freed monies could thus be available for hiring short term, full-time faculty, where appropriate (term contracts).

PROPOSAL VIII. Reassigned Time

Reassigned time is defined as addressing various university needs which, for the most part, support academic functions such as coordinating graduate programs, supervising student clubs, encouraging scholarship and research, and many more. Table 5 indicates that reassigned time ranges from 56.01 to 74.52 FTE faculty between FY 01 and FY 07. This constitutes a reduction of 14.5 to 18.1% of the FT faculty. Table 5 also shows a noticeable increase in the percentage of reassigned time starting FY 05 resulting in a relatively flat, net-FT faculty available for instruction even as the number of FT faculty increased by 18.5 positions between FY 04 and FY 06. With a reduction of reassigned time for FY 07, there was a noticeable increase in net-FT faculty.

Table 5. Impact of reassigned time on availability of FT faculty for instruction.

	FTE			
	<u>FT</u>	<u>Reassigned Time</u>	<u>%</u>	<u>Net FT</u>
FY 01	386.5	56.01	14.5	330.49
FY 02	383.5	56.36	14.7	327.14
FY 03	394.0	57.88	14.7	336.12
FY 04	393.5	58.34	14.8	335.16
FY 05	408.5	68.63	16.6	339.87
FY 06	412.0	74.52	18.1	337.48
FY 07	411.5	64.11	15.6	347.39

RECOMMENDATIONS

Goal II.5 Identifies four objectives:

- a) improve the FT/ PT faculty ratio with a target of 60/ 40 by 2010 and 65/ 35 by 2013,
- b) increase the percentage of full-time faculty conducting freshman and general education classes,
- c) reduce the instructional responsibilities of part-time faculty, and
- d) reallocate and increase instructional resources.

Objective (d) has not been addressed by the ad hoc committee on FT/ PT ratio. This constitutes an administrative determination as to how much of a reallocation and increase of resources can be made and from where these resources may come. It is clear that any initiative to improve the ratio would require reallocating and increasing resources.

Objective (b) has been addressed in a previous study and reported with the recommendations of incrementally increasing FT faculty and increasing the average size of classes (see Horvath Report of Aug. 29, 2007). The ad hoc committee on FT/ PT concurs with these recommendations and addresses them in more detail below.

The following recommendations are made to address objectives (a), (b), and (c) of Goal II.5.

I. ESTABLISH A NEW CATEGORY OF FULL-TIME FACULTY WITH AN INCREASED WORKLOAD AND A REDUCED SCHOLARSHIP EXPECTATION.

These faculty would be assigned primarily to address the needs of remedial, general education and undergraduate entry-level instruction. The committee recommends a workload of 15-18 WH per semester (30-36 per year), a range necessitated by varying workload demands by department. The Department of English, for example, has extensive demands for reading and grading written papers, while the Department of Mathematics and Statistics utilizes computer grading. It is recommended that master-qualified and doctoral qualified individuals should be hired as non-tenure track faculty with three-year, renewable contracts. Expectations for scholarship and service need to be defined.

It is recommended that five (5) individuals be hired during each of the first three (3) years, and others starting in the fourth year, in increments as needed to maintain or improve the FT/ PT ratio. Combined with recommendation II (next below) this is essentially a reallocation of resources, an action which is cited in the narrative of Goal II. 5.

II. REDUCE THE WL ASSIGNMENT OF PT FACULTY BY THE SAME AMOUNTS AS ACCOUNTED FOR BY THE NEW CATEGORY FACULTY HIRES.

Combined with an equal number of new category faculty over three (3) years, the FT/ PT ratio improves from 55.4/ 44.6 (FY 07 as base) to approximately 57.9/ 42.1 with the addition of 5 FT faculty per year -- an improvement of 2.5 in the ratio. (See Table 3).

III. HIRE MORE FULL-TIME FACULTY.

New faculty hires are intended to address programmatic needs at the undergraduate and graduate levels. As enrollment increases, programs are stressed to accommodate greater numbers of majors and a greater amount of resources necessary to support them. Relative to the faculty resource are:

- a) providing expertise for classroom instruction,
- b) mentoring undergraduate and graduate research, critically important for masters and doctoral candidates,
- c) supervision of theses writing and completion of programs.

Every department surveyed cited a need for more full-time faculty. Reasons cited include: unfilled vacancies resulting from retirements and resignations; new growing programs; increasing numbers of majors; temporary leaves or reassignments.

As shown in Table 4, reaching a target of 60/ 40 FT/ PT would require a substantial effort of hiring full-time faculty. A more reasonable approach would be to:

- a) determine which programs have the greatest need to add faculty,
- b) to incrementally add FT faculty to the university where need is greatest, and
- c) work in conjunction with other solutions to improve the ratio.

The ad hoc committee recommends adding five (5) new FT faculty to the university community over each of the next three (3) years, and others starting in the fourth year, to address programmatic needs. With an increase of 5 FT faculty per year for 3 years (total 15), the ratio improves from 55.4/ 44.6 (FY 07 base) to 56.5/ 43.5 -- an improvement of 1.1. (See Table 4).

IV. OFFER LOW ENROLLMENT CLASSES LESS FREQUENTLY.

A conversation among the Provost, the Deans, and the Chairs needs to take place to determine where it would be appropriate to offer fewer sections of low enrollment classes, or to convert classes to conference courses. Fewer classes potentially means fewer part-time instructors.

V. INCREASE THE AVERAGE CLASS SIZE, INCLUDING LABORATORIES.

Laboratories ordinarily are limited in size because of space available or equipment needed, and in most cases, current enrollment maximums are pedagogically sound. Departments, however, may be able to increase their enrollment caps to accommodate a greater number of students. This was actually recommended in the department surveys.

Increasing classroom size would, in effect, reduce the number of instructors needed to conduct the classes. The potential result is to reduce the number of part-timers. To implement this strategy, the number of classrooms available and their seating capacities needs to be defined. An inventory of classroom number and size was made in 2002 and 2003 in preparation for a space utilization study and report (2003) by Comprehensive Facilities Planning, Inc. The University's Facilities Dept keeps the classroom inventory and makes adjustments annually. That inventory needs to be reviewed to assure that it is up-to-date.

VI. HIRE FT FACULTY AS TEMPORARY REPLACEMENTS OR AS VISITING PROFESSORS.

Faculty positions become temporarily available for many reasons: sabbaticals., sick leave, and others. Instead of filling these vacancies with part-time faculty, full-time faculty could be hired on term contracts. The impact on the ratio would be small but would be meaningful in other ways, especially as related to baccalaureate and graduate level programs.

VII . GRANTS.

The University should encourage to a greater extent the search and application for grants which include salary-support funds for those doing scholarship and research.

VIII. REDUCE THE AMOUNT OF REASSIGNED TIME FOR FT FACULTY.

The ad hoc committee recommends that the distribution and size of reassigned time awards be reviewed with the purposes of assessing whether the tasks performed are appropriately compensated by the reassigned time, and whether reassigned time can be reduced overall. The review should consider also whether PT faculty could be assigned some of the reassigned time responsibilities.

IX. COMBINING RECOMMENDATIONS I, II, and III.

Table 6. Illustration of combining recommendations to add 5 new faculty, add 5 FT term faculty, and reduce by 5 the number of FTE PT faculty per year

<u>FY</u>	<u>FT</u>	<u>FT new term faculty</u>	<u>FTE PT</u>	<u>Net FTE</u>	<u>FT/ PT Ratio</u>
06-07	329.7	0.0	265.7	595.4	55.4/ 44.6
08-09	334.7	5.0	260.7	600.4	56.6/ 43.4
09-10	339.7	10.0	255.7	605.4	57.8/ 42.2
10-11	344.7	15.0	250.7	610.4	58.9/ 41.1
11-12	349.7	20.0	245.7	615.4	60.1/ 39.9

EXECUTIVE SUMMARY

The ad hoc committee on FT/ PT faculty ratios finds that the target of reaching 60/ 40 by 2010 and 65/ 35 by 2013 cannot be met without a massive investment of reallocated and increased resources as stipulated in the narrative of Goal II.5.

The committee does find, however, that improvement in the ratio is a desirable objective, that improvement is attainable by incremental steps over a longer period of time, and that a variety of actions should be implemented to meet the spirit and intent of the Goal.

The committee recommends three significant actions:

- a) hiring FT faculty to new positions,
- b) establishing a new category of FT faculty to address the substantial responsibilities of remedial and general education instruction, and
- c) reducing the WL of PT faculty.

These three actions will have a significant impact on FT/ PT ratios.

The committee also endorses a number of actions that will impact the ratio in a positive, although small, way. These are:

- a) scheduling low enrollment classes less frequently,
- b) increasing the average class size,
- c) hiring FT faculty as temporary replacements,
- d) seeking grants with salary-support provisions, and
- e) reducing the amount of reassigned time.