

Instructor/Faculty Ranks Task Force

Charge: The committee will collect and solicit feedback and examine feasibility of updating and adding to the list of faculty ranks currently at FGCU, e.g. adding clinical faculty. The committee will also examine the roles and opportunity specifically related to Instructors. This is an exploratory committee and any actions would need to be bargained and ratified.

Members:

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The Instructor/Faculty Ranks task force met during the spring and fall of 2015. The initial actions of the task force were to collect information from the academic units regarding issues relating to tasks and responsibilities of faculty in the rank of Instructor I, II, and III, and feedback regarding the need for adjustments to the current ranking system at FGCU.

Main issues identified in the academic units were as follows:

CHPSW:

1. There are inconsistencies in Faculty classification assignment of faculty with terminal clinical degrees in their field of practice: e.g. Faculty with OTD, DNP, DPT degrees have been assigned both in instructor ranks and in ranked faculty lines in different programs within the same college.
2. Instructor ranked faculty, who are assigned a 100% teaching work load, are required to perform scholarship and service equal to faculty in ranked lines, as a result of professional accreditation requirements by external accreditation agencies. Faculty in instructor lines are not given the 25% workload allowance for scholarship and service that ranked faculty receive.
3. Instructor ranked faculty who achieve an academic doctoral degree have no promotion pathway towards ranked appointment via our current promotion policies.
4. FGCU does not have clinical ranked faculty lines, which are commonly used within the SUS to appoint faculty with clinical doctoral degrees or faculty with a primarily clinical workload in clinical

ranked lines rather than traditional ranked faculty lines. Clinical faculty lines are currently in use at UF, UCF, USF, UNF, FIU, FSU, FAU, primarily in the medical and health professions.

COE:

1. The COE has 3 faculty with academic doctoral degrees in Instructor lines.
2. All instructors in COE have 9-month assignments consisting of 100% teaching load. Though not required, these faculty also perform scholarship and service activities.
3. In 2015, two instructors had program coordination duties along with teaching duties.
4. Instructors do not have graduate faculty status.
5. Instructor ranked faculty who achieve an academic doctoral degree have no promotion pathway towards ranked appointment via our current promotion policies.

CAS:

1. CAS has a significant number of instructors, and this number of instructors is so high that department, college and institutional service needs are not met (ie. Assuring sufficient committee members, etc), or that chair positions cannot be filled due to a lack of faculty in ranked lines.
2. Instructor ranked faculty who achieve an academic doctoral degree have no promotion pathway towards ranked appointment via our current promotion policies.
3. There are a significant number of instructors with administrative responsibilities, ie. Center Director, Program Director, Conference director, etc.
4. There appear to be inconsistencies in Faculty classification assignment of faculty with terminal degrees in their field of practice, specifically regarding the interpretation of the MFA degree as a terminal degree.

No feedback was received from LCOB, and the WCE communicated that there are currently no faculty in Instructor ranks in the college.

Recommendations:

Based on the feedback received from faculty from the various academic units, this task force recommends the following actions be considered:

1. That the institution clearly articulates the role of the instructor. The instructor line is designed for faculty whose responsibility is teaching, and does not include requirements for scholarship and service, as illustrated by their 100% teaching workload assignment. As FGCU has grown from a fledgling institution to comprehensive university offering a variety of degrees and programs, there has been a divergence of the role of instructor, and many faculty who were hired as instructors have taken on additional tasks and responsibilities that that be considered beyond the scope of the instructor rank.
2. That the institution clarifies the classification process for faculty. Inconsistencies in the rank appointment process of faculty with clinical doctoral degrees in CHPSW and MFA degrees in CAS

have resulted in faculty with similar degrees being appointed in instructor lines rather than ranked academic lines. Clear articulation on the classification requirements for the different types of faculty lines is needed, especially regarding the types of degree that are considered as terminal degree for the purpose of appointment in ranked lines

3. That the institution formulates a formal pathway for appointment into a ranked faculty line for those faculty in instructor lines who obtain a terminal degree in their field and desire such a reclassification.
4. That the institution adds clinical ranked faculty lines to the current rank system, consistent with most other SUS institutions. This would allow faculty with clinical terminal degrees and faculty with primarily clinical responsibilities to be appointed in ranked lines, allowing for workload assignments for scholarship and service as required by outside accreditation requirements.

The task force recognizes that these recommendations require a collaborative effort between the faculty Senate, administration, and UFF, leading to changes in institutional policies, CBA, FPED, and other documents. We however feel strongly that the actions listed above are needed to address the significant issues that were identified in this document.

Respectfully Submitted,

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