Concerning the Response Report from Robert Wilson's Committee

We appreciate Robert's excellent summary and understand that separating the proposal into two parts, as the University Senate did, makes sense. We would just like to clarify a few issues which may by now have been amended anyways.

1) The neutral costing in the proposal was misleading because it does not apply to conversion of current positions, but would only be cost neutral for the creation of new positions. For this reason, the "Costs" section was removed from the original proposal to the University Senate. Nevertheless, cost is not a huge issue since experienced, credentialed PTLs are being paid at salaries very close to what would amount to a pro-rata figure based on the negotiated minimums for instructors / assistant instructors.

2) Flexibility would not be lost in the conversion of some PTLs to FT NTT. Since some PTLs would remain where needed and FT NTT are themselves a flexible teaching force. The difference would be in stressing annual planning rather than simply semester-to-semester planning.

3) It's important to keep in mind that this proposal does NOT suggest that ALL PTLs be converted to FT NTT. The focus is on conversion where many (over 10?) PTLs are used to teach relatively similar courses.

4) The concern that the second part of this proposal would create a "two-tier" faculty is actually concern that a two-tiered tenured faculty would occur. After all, we already have at least a three-tier faculty. The multi-tiered faculty has been documented for 30 years. (See Schuster and Finkelstein "On the Brink: Assessing the Status of the American Faculty," a summary of their authoritative book, http://www.rutgersaaup.org/news/onthebrink2006.pdf). This proposal is meant to mitigate some of the negative consequences of the multi-tiered faculty.

5) With respect to any recommendation emerging from the Committee's Report, we hope that our endorsement will not hinge on "other demands for resources" of any kind, but will specify "academic" for clarity and priority.