

Rutgers University-New Brunswick Faculty Council Survey Report 2021-2022



RUTGERS

UNIVERSITY | NEW BRUNSWICK

NEW BRUNSWICK FACULTY COUNCIL

The New Brunswick Faculty Council (NBFC) is a deliberative body consisting of faculty representatives elected by departments and other constituencies of Rutgers University - New Brunswick. It is the principal faculty body from which the Chancellor-Provost of Rutgers - New Brunswick seeks and receives advice on academic policy issues. The NBFC meets at least seven times during the academic year to consider and make recommendations on such matters as academic regulations and standards; admissions policies; budgetary priorities; instruction, curriculum, and advising; academic support programs; libraries and other academic infrastructure; and research policies and support. To learn more, contact the NBFC at nbfc@rutgers.edu.

INTRODUCTION

In the fall of 2021, the New Brunswick Faculty Council (NBFC), a shared governance body of Rutgers University-New Brunswick (RU-NB), conducted a survey of the RU-NB faculty in an effort to support the faculty in carrying out its important research, teaching, and service missions. With the survey, we sought feedback around various types of support (department, school, and university-level) and university services that faculty members use in their teaching, research, and service roles.

In 2019, Rutgers University participated in [Harvard University's Collaborative on Academic Careers in Higher Education \(COACHE\)](#) survey to assess faculty satisfaction with various aspects of their jobs. COACHE reports related to faculty satisfaction at Rutgers are available [here](#). The scope of our NBFC survey was limited compared to the COACHE survey and the questions asked were specific to the issues that faculty members face when performing research, teaching, and service at RU-NB.

This report presents both quantitative and qualitative analyses of the survey results and is divided into three sections: research, teaching, and service. Based on the survey results, we offer recommendations on how to provide better services and support to RU-NB faculty members as they pursue research, teaching, and service.

Survey participation across various RU-NB schools is highlighted in Table 1. Of note, nearly half of the respondents were from the School of Arts and Sciences, which has the largest faculty at RU-NB.

TABLE 1: SURVEY PARTICIPATION BY SCHOOL

School	Percentage of Total Respondents
Bloustein	4.9%
GSAPP	1.9%
GSE	3.4%
MGSA	4.2%
RBS	2.7%
SAS	46.9%
SC&I	4.2%
SEBS/NJAES	16%
SMLR	2.4%
SOE	7.6%
SSW	2.9%
Library Faculty	3%

RESEARCH AT RUTGERS UNIVERSITY — NEW BRUNSWICK

RU-NB, a descendent of one of the nine original colonial colleges, is classified today as a “very high research activity” institution (commonly known as an R1) by the [Carnegie Classification of Institutions of Higher Educations](#). The university is a member of the [American Association of Universities](#) and the [Big Ten Academic Alliance](#), and is designated a [Land-Grant institution](#) as a result of the 1862 Morrill Act.

RU-NB therefore has a major commitment to both basic and applied research across a wide variety of disciplines. Our survey was designed to help us better understand faculty perspectives on the various types of support and services they receive (or do not receive) to support their research activities at RU-NB. Reflecting the general faculty population of RU-NB, almost 75% of the faculty who responded to the survey are engaged in scholarly research at RU-NB.¹

SUPPORT FOR RESEARCH FROM DEPARTMENTS AND SCHOOLS

Departmental and school support is important to research productivity, especially for tenure-track assistant professors, given the expectations placed on them during the tenure process. Survey respondents said they receive the following types of support from their respective department/schools: slightly over 31% receive funding to support the purchase of computer equipment and software;² 29% receive funding for conference travel;³ nearly 18% receive seed money to pursue new research ideas;⁴ and 9% receive funding to pay for article publication fees.⁵

These results suggest that research support from department or schools is fairly minimal for the faculty members participating in the survey (See Table 2). Overall, only 34.5% of the respondents agreed that research funding from their department or school meets their needs.

TABLE 2: FACULTY RESEARCH SUPPORT FROM DEPARTMENT/SCHOOL

Type of Research Support	Percentage of Respondents
Funding for Computer Equipment/Software	31.18%
Paying for Conference Travel	29.23%
Funding Seed Money for New Research Idea	17.8%
Paying for Publication Fees	9.07%

SUPPORT FROM RUTGERS LIBRARIES

University libraries are a [central and essential resource](#) for supporting faculty research needs. Likewise, the strength of the library is an important component of the strength of a university overall. Almost 70% of the respondents agreed that the Rutgers libraries provide access to resources that they need to conduct their research.⁶ Slightly over 55% agreed that the scholarly communication services provided by the Rutgers libraries (e.g., [Scholarly Open Access at Rutgers or SOAR](#)) are useful, or could be useful, to them in the research/publication process.⁷

“Almost 70% of respondents agreed that Rutgers libraries provide access to resources that they need to conduct their research.”



SUPPORT FOR GRANT APPLICATIONS AND MANAGEMENT

As a major research university, it is imperative that RU-NB provide ample and efficient support for faculty as they prepare, administer, and report on grant-funded projects. Roughly 47% agreed that they have the help they need in preparing grant budgets and ancillary documents for grant proposal submission at RU-NB.⁸ Only 27% of respondents agreed that the [Research Administration and Proposal Submission System](#) (RAPSS) is helpful in putting together their grant applications.⁹

Exactly half of the survey respondents¹⁰ agreed that the [Office of Research and Sponsored Programs](#) (ORSP) is timely in its processing and approval of grant proposals. Only about 28% of survey participants agreed that the fund set-up process once a grant is awarded is timely and efficient.¹¹

Even more concerning, only about 17% of respondents agreed that monitoring the financial situation of their grant (i.e., money spent on various budget categories) is easy and straightforward.¹² Lastly, only 25% of respondents agreed that the [Office of Research Financial Services](#) (ORFS) is efficient in preparing and sending grant financial reports to sponsors.¹³

ENGAGEMENT WITH PROCUREMENT SERVICES & UNIVERSITY HUMAN RESOURCES IN RELATION TO GRANT MANAGEMENT

In addition to systems for processing grants, faculty also use procurement and human resources processes when managing and implementing their grants. Smooth and timely processes in these areas are essential to the success of grant-funded projects, and are fundamental in faculty efforts to secure additional grant funding. Only about 19% of survey respondents agreed that placing purchase orders through procurement, and monitoring their status is simple and efficient.¹⁴

While a majority of the respondents (61.3%) do not work with [University Human Resources](#) (UHR), 38.7% do work with UHR on their grant funded projects. Hiring individuals on grant-funded projects is particularly difficult. Just slightly over 20% of those faculty who work with UHR agreed that UHR worked to understand the unique personnel needs that a faculty member requires to carry out his or her research.¹⁵

Only about 20% of respondents agreed that communication from UHR was clear and easy to understand and follow.¹⁶ Roughly 24% of those faculty engaging with UHR agreed that UHR completed the necessary processes and paperwork in a

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timely manner.¹⁷ Of significant concern, however, just over 22% of those respondents working with UHR agreed that UHR was supportive and helpful to the faculty as they navigate HR issues pertaining to their research support staff¹⁸ and about 23% of those respondents agreed that the process for reappointing employees (which often requires the employee to reapply for his or her position) is simple to perform.¹⁹

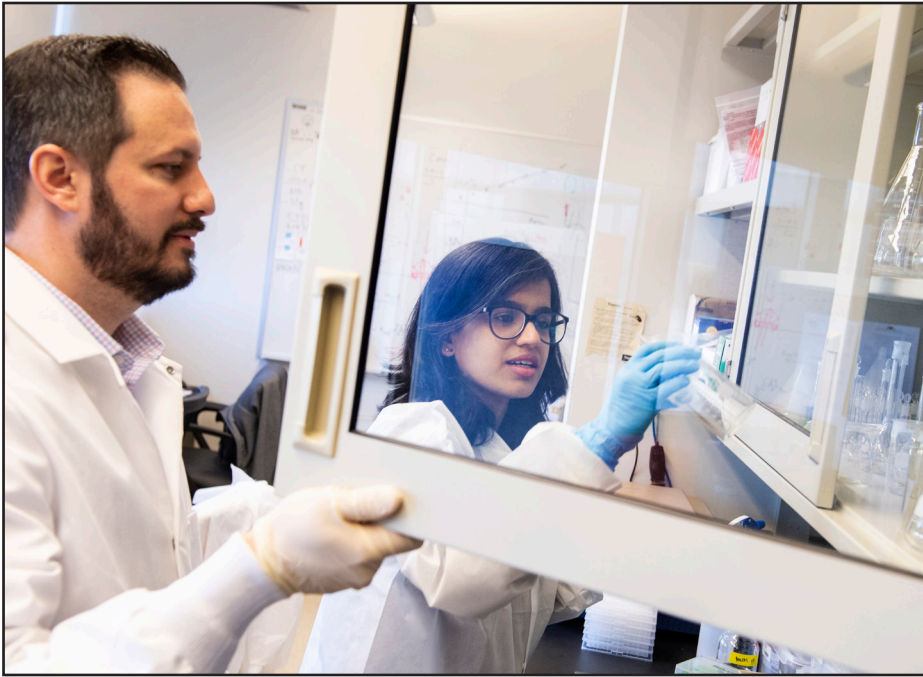
FACULTY USE OF THE RU INSTITUTIONAL REVIEW BOARD

University Institutional Review Boards (IRB) ensure that research conducted at a university is ethical and protects human subjects who are part of the research.

Slightly over 33% of the survey respondents reported that they conduct human subject research and use the [RU IRB](#) to get their studies approved.²⁰ Among those who said they use IRB for approval of the use of human subjects in their research, about 43% apply for the “exempt” status, about 45% apply for the “expedited” status, and the rest of the respondents apply for “full review.”

Regarding their experience in working with the IRB during the research approval process, slightly over 53% respondents agreed that the IRB staff is helpful and supportive of their research.²¹ However, only 29.5% of respondents found the IRB submission process (via the eIRB application) easy to navigate.²² In addition, slightly over 32% of respondents agreed that the IRB review and approval process functions in a timely manner.²³ Of importance, 42.5% respondents agreed that the IRB review helped them manage the risks and benefits to the human subjects of their research.²⁴





USE OF INSTITUTIONAL ANIMAL CARE AND USE COMMITTEE (IACUC) FOR ANIMAL-RELATED RESEARCH

With a commitment to its Land-Grant mission and to scientific research, RU-NB faculty conducts substantial research related to and with animals. Overall, about 8% of the survey respondents use the [IACUC](#) approval process for research studies involving animals.²⁵ Regarding their experience in working with the IACUC

in their approval process, 78% respondents agreed that the IACUC staff is helpful and supportive of their research.²⁶ About 44% respondents agreed that the IACUC submission process (the eIACUC application) is easy to navigate.²⁷ Likewise, nearly 54% of respondents agreed that the IACUC review and approval process functions in a timely manner.²⁸ Of importance, 62.5% of respondents agreed that the IACUC review helps them manage the risks and benefits to their animal subjects of their research.²⁹

FACULTY USE OF RUTGERS ENVIRONMENTAL HEALTH AND SAFETY (REHS) PRE-APPROVAL FOR RESEARCH

RU-NB faculty are active in research pertaining to environmental health and safety. Among survey respondents, only slightly over 12% conduct research that requires [REHS](#) pre-approval.³⁰ Nearly 78% of those respondents agreed that the REHS staff is helpful and supportive of their research.³¹ Likewise, just slightly over 62% of respondents agreed that the REHS submission process (via [MyREHS.rutgers.edu](#)) is easy to navigate.³² Almost 68% respondents agreed that the REHS review and approval process functions in a timely manner.³³ Lastly, slightly over 68% of respondents agreed that the REHS review helped them manage the risks and benefits of their research.³⁴

“Nearly 78% of respondents agreed that the REHS staff is helpful and supportive of their research.”

FACULTY COMMENTS RELATED TO RESEARCH

Our survey provided space for general comments pertaining to research support and related services at RU-NB. Out of the survey respondents, 32% provided comments in response to the open-ended question related to research.³⁵ We examined these comments, sorted them into nine major themes, and ranked the themes by their frequencies as shown in Table 3. Results presented in this Table show that the three themes that engendered the most comments from the respondents were IRB related comments (slightly over 17% of the respondents), comments on internal budget/funding (about 17% of the respondents), and processes and knowledge for getting grants (slightly over 16%). The three themes with the lowest frequencies included comments on graduate student support (about 2%), comments on lab and other research facilities (slightly over 4%), and comments on the libraries (9%).

TABLE 3: FACULTY COMMENTS RELATED TO RESEARCH

Themes	Percentage of Respondents
IRB	17.3%
Internal Budget/ Funding	16.8%
Process/Knowledge for Getting Grants	16.3%
Tech Support Staff	13.9%
Financial Management System	10.6%
Hiring Processes	9.6%
Library	9.1%
Labs & Facilities	4.3%
Graduate Student Support	1.9%

In order to provide a greater sense of the substance in the comments in response to the open-ended survey question related to research, we have summarized those comments below.

Theme 1: IRB

Most survey respondents commented that the IRB process is too long, slow, and inefficient, and suggested that the IRB committees need to “meet more regularly.” Many respondents want the IRB process to be streamlined and find the IRB portals to be “obtuse” and “unintuitive.” Some respondents commented that they do not know whom to contact at IRB and that it “seems impossible to reach anyone for hands-on help.” Others commented that the attitude of the IRB staff is very “top down” and also that there is “too much staff turnover.”

Theme 2: Internal Budget/Funding

There were many diverse comments on the theme of Internal Budget/Funding, including the need for easier access to internal funds; more flexibility in using grant funds; more funding for non-tenure track research faculty; increased opportunities for getting small grants, seed money, collaborative research grants, and internal research grants; more timely set-up of project accounts; and a more efficient system for honorariums. Other disparate comments included that Rutgers should provide increased funding to pay human subjects for research, centralized funds to pay for copy editing services, more money for cross-

disciplinary and international research, increased travel funds, and a streamlined system for getting seed money. Some respondents commented that Rutgers should incentivize faculty research by returning overhead to the PIs, and that fringe rates are unreasonable, especially for community-engaged research projects. Some specific faculty comments were: “The budget charges make our grants non-competitive. Incentives for competing for large grants are low.” “High overhead is off-putting to many reviewers.” “There should be funding specifically for new and innovative research that seeks to use new methods or research processes.”

Theme 3: Process and Knowledge for Getting Grants

Respondents commented frequently on the processes for getting grants, noting that they need to be less time consuming and come with more feedback. One respondent requested an “orientation” on securing grants. Another respondent noted the need for assistance with identifying funding opportunities and proposals. One respondent commented that “Most of the services are now run in a way that creates additional barriers and work for principal investigators and researchers, impeding research progress.” This concern was echoed in another comment: “Researchers are being left to figure too many things out on their own. Being on sabbatical at Princeton, I can see how vastly underserved we are in research support at Rutgers.” Another respondent felt this failing was particularly true for smaller departments, noting: “Smaller

departments lack staff support for research development. We feel like we are on our own, and therefore are missing funding opportunities for lack of time.”

One respondent suggested that it would be helpful to have “more frequent seminars with funders who can help faculty address their organizations priorities.” Another respondent specifically suggested that Rutgers: “Develop personal relationships between grant-writing PIs and grant specialists they work with to foster the optimal cooperation.” Other suggestions included that Rutgers “streamline allocation of funds for holding on campus conferences,” and “increase opportunities and mechanisms for faculty working in related areas across departments to discover and talk with one another.” Other suggestions included release teaching loads in order to conduct research, more money and opportunities for non-tenure track faculty to get sabbaticals and conduct research, and more research support for adjunct faculty.

Theme 4: Technical Support Staff

Most respondents agreed that the technical support staff is not sufficient to help them efficiently get and manage grants. For example, specific comments included: “Nothing is ever approved, inspected, or certified on time,” “Business office sits on grant proposals too long,” “Need more support staff,” “Frontline staff should be better trained,” and “Lack of responsibility when things go wrong.” As one respondent commented: “There are so many hands in the pot that it’s

really hard to move forward with a proposal. I need all these other people on other timelines to make it happen that I sometimes give up.” Respondents also believe strongly that the process for processing grants was unnecessarily complicated and cumbersome.

One respondent, for example, commented on the ordering and procurement process noting that “There are too many approval steps and we often have to track down orders when they don’t arrive in a timely manner.” Similar comments included: “Cut bureaucratic barriers down to essentials,” “Everything needs to be streamlined,” “Need faster contract negotiations,” “Need far simpler navigation systems, using language that lay people understand,” “Need better communication in setting up new grants,” “Need more templates,” and “Need to reduce the time spent on paperwork.” As one respondent summed it up: “Hire more financial support staff. Publicly publish instructions for completing tasks. Processes not clear.”

Theme 5: Financial Management Systems

Respondents generally agreed that the computerized systems are not working and that they need a more efficient way to monitor spending on grants. Typical comments included: “Too hard to navigate, budget closeout is a nightmare.” “Reports still too opaque/need help understanding,” “No access to tools to check my budgets,” “Check-request system is time consuming,” “Reimbursement takes way too

long,” and “Tracking budgets is a mess.” These concerns were also addressed in comments such as: “Grant monitoring is horrible,” “Reports must be manually requested and are hard to understand,” and “Items are charged without my approvals.” One faculty member summarized the commentary related to this theme as: “I cannot get a correct account of remaining funds in my accounts.” Another respondent noted that: “I was awarded a small grant (\$4,000) this summer from an international entity to help in production of a handbook. By the time I got the money, the project was almost done.”

Theme 6: Hiring Process

Respondents commented that the hiring process needs to be clearer, more concise, and easier to navigate and that it is much too slow. Overall, respondents think that the hiring process makes the university less competitive. One respondent noted: “The burden associated with hiring is high” and that “finding the right job description, title, [and] compensation, [plus] the length of the process make it very cumbersome and difficult to hire in a competitive environment.” Another respondent added that it was “virtually impossible to hire research assistants outside of the U.S. (due to the pandemic), making international research nearly impossible.” Lastly, some respondents commented that the UHR staff is difficult to work with, noting: “It would be good if UHR personnel were hired with the specific task to HELP faculty, and not to try to dictate to them how to do their job.”



Theme 7: Library

Those responding to the overall survey were, by and large, pleased with the library. Some respondents, however, commented that the library could not meet some faculty research needs, citing a need for a scanning service, upgraded databases, more subscriptions to journals, and more funding in general. One respondent also noted that he or she felt the library should be more “accessible to collaborative and community partners in the research process.” Another faculty member summarized the general comments under this theme: “Expand library collections budget. The scale of both physical materials and electronic resources is shameful. They are not adequate for a R1 university.”

Theme 8: Labs and Facilities

Survey respondents commented that RU-NB labs and facilities needed to be upgraded to be “more competitive with other institutions.” One respondent suggested that Rutgers “institute an annual research lab review and scheduled renovation plans.”

Another respondent commented that: “Repair of essential building services for research is now paid for by faculty members and departments, e.g. deionized water, cold/warm rooms, due to cuts in facilities staff. This uses precious grant funds- a severe loss” Another respondent commented: “Some labs in chemistry (old and new buildings) are very poor in terms of safety.”

Theme 9: Graduate Student Support

Respondents felt that their research opportunities would be improved by increased financial support for graduate students, such as waving tuition for research assistants, providing release time for teaching assistants, and providing more funding for graduate student research.



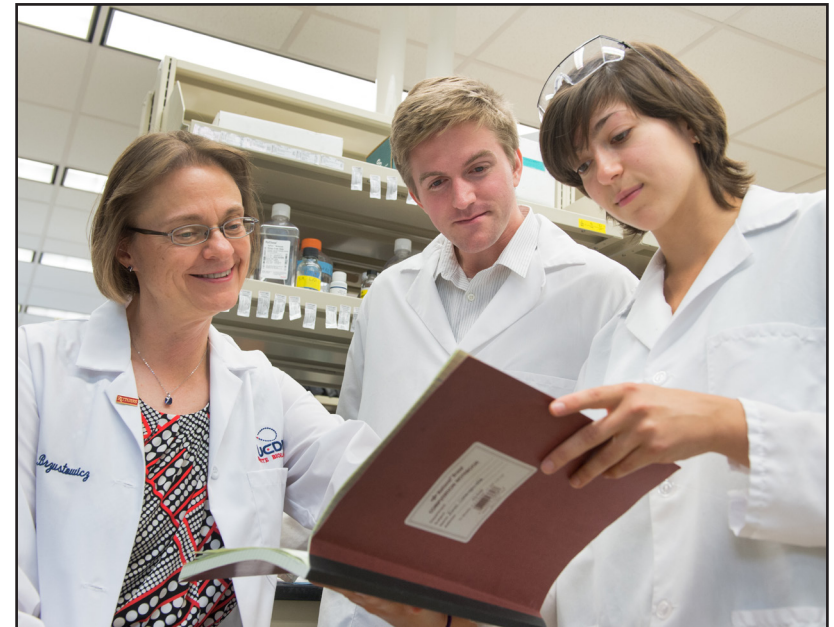
TEACHING AT RUTGERS UNIVERSITY – NEW BRUNSWICK

In addition to their commitment to rigorous research that makes a difference in society, the faculty at RU-NB is dedicated to teaching excellence. Among the respondents to the survey, slightly over 90% are engaged in teaching at RU-NB.³⁶ Slightly over 76% of respondents who teach agreed that they are satisfied with how their department assigns course loads for them.³⁷ Just over 46% of respondents agreed that they are satisfied with how their department, school, and/or the university recognizes, via the Faculty Compensation Program (FCP) and/or the promotion & tenure process, their non-classroom teaching, such as honors advising, [Aresty Research Center](#) advising, etc.³⁸

Only 30% of respondents agreed that the course scheduling system ([CourseAtlas](#)) creates a teaching schedule that suits them.³⁹ With regard to classroom space, 45.6% of respondents agreed that the classrooms assigned to them are conducive to teaching; i.e., have sufficient pedagogical technology, space, lighting, are clean, etc.⁴⁰

In relation to library support for teaching, over 71% of respondents agreed that the libraries provide access to the resources (e.g., databases, journals, books, etc.) that they need to be effective in their teaching.⁴¹ Lastly, over 68% of respondents agreed that the libraries provide effective services to support their teaching such as information literacy instruction, workshops on research methods and tools, and research guides.⁴²

“Over 71% of respondents agreed that the libraries provide access to resources (e.g. databases, journals, books, etc.) that they need to be effective in their teaching.”



FACULTY, THE STUDENT INSTRUCTIONAL RATING SURVEY (SIRS) AND CTAAR

Evaluation of teaching is a [common component](#) in faculty promotion and compensation across colleges and universities. Regarding their teaching experience at RU-NB, slightly over 50% of respondents agreed that they are satisfied with use of [SIRS](#), which is administered by the [Center for Teaching Advancement & Assessment Research \(CTAAR\)](#) to evaluate teaching effectiveness.⁴³ Almost 37% of the respondents were aware that in addition to administering the SIRS, CTAAR provides pedagogy and faculty development programs/workshops.⁴⁴ Similarly, about 32% of the respondents were aware that CTAAR supports teaching through advancement and assessment of instructional technology⁴⁵ and a similar percentage of respondents were aware that CTAAR trains faculty members to be better teachers.⁴⁶ Less than 30% of the respondents were aware that CTAAR supports teaching through advancement and assessment of classroom technologies (e.g., digital classrooms),⁴⁷ and an even smaller number of respondents (13.23%) were aware that CTAAR supports teaching through advancement and assessment of faculty and staff information/communication technologies (e.g., social media, LinkedIn, etc.)⁴⁸ (See Table 4).

TABLE 4: FACULTY AWARENESS OF CTAAR

Type of Service from CTAAR	Percentage of Respondents
Provide pedagogy and faculty development workshops	36.92%
Supports teaching through advancement & assessment of instructional technologies	31.85%
Train faculty to be better teachers	31.69%
Supports teaching through advancement and assessment of classroom tech	28.62%
Supports teaching through faculty/staff information/communication	13.23%

FACULTY USE OF LEARNING MANAGEMENT SYSTEMS (LMS) FOR TEACHING

As students demand more innovation and flexibility in the way teaching is delivered and as faculty look for ways to organize the information that they share with students, Learning Management Systems (LMS) have become [more popular](#) on university campuses. Our survey results show that almost 95% of the faculty use a Learning Management System (LMS), such as [Canvas](#), [Sakai](#), etc.⁴⁹ Almost 70% of respondents who use an LMS agreed that the LMS they use helps them provide a better learning experience to their students.⁵⁰ Almost 66% agreed that they are satisfied with the LMS support they receive (from any source).⁵¹ Among the sources of LMS support (technical or non-technical) they have received, almost 67% of respondents rated the [Office of Institutional Technology](#) (OIT) as either 4 or 5 (out of a maximum of 5)⁵² and slightly over 63% of respondents rated their school/departmental support as either 4 or 5 (out of a maximum of 5).⁵³

“Almost 70% of respondents who use an LMS agreed that the LMS they use helps them provide a better learning experience to their students.”

FACULTY COMMENTS RELATED TO TEACHING

Our survey provided space for general comments pertaining to teaching support and related services at RU-NB. Out of survey respondents, 19.4% of the respondents provided comments on the open-ended question related to teaching.⁵⁴ We categorized the responses into eight themes and ranked them by their respective frequencies as shown in Table 5. Results presented show that the top three themes that received the most comments from the faculty were related to Canvas and other LMS (almost 32%), followed by classrooms and related facilities (almost 20%), and faculty support and professional development (slightly over 18%). The bottom three themes included comments on academic integrity (slightly over 2%), budget structure (slightly over 2%), and GAs/TAs (slightly over 3%).

In order to provide a greater sense of the substance of the comments related to teaching, we have summarized them below:

Theme 1: Canvas and Learning Management Systems

Of those respondents who commented, many were unhappy with Canvas, noting that it was “better for online and hybrid courses than for face-to-face learning,” that it was “not flexible or efficient,” that it was “too one size fits all,” and that it was “comfortable but not innovative.” Many respondents did not like having information systems like Canvas and Zoom mandated for use. Other respondents argued that the university needed

TABLE 5: FACULTY COMMENTS RELATED TO TEACHING

Themes	Percentage of Respondents
Canvas and other LMS info systems	31.7%
Classrooms and facilities	19.8%
Faculty support and professional development	18.3%
Course scheduling	11.9%
Course evaluations	10.3%
GAs/TAs	3.2%
Budget structure	2.4%
Academic integrity	2.4%

to choose one LMS and stick with it, for “consistency.” Among those respondents who were more open to using Canvas, some expressed a need for more individualized training, better templates and a “dedicated staff to set up Canvas.” Of note, and as mentioned above, 70% of respondents agreed that the LMS they use helps them provide a better learning experience to their students.

Theme 2: Classrooms and Facilities

The comments on this theme revolved around the urgent need to update classrooms, labs, meeting rooms, and study areas. Comments of this nature came up approximately 26 times. In addition to repairs, respondents noted that many classrooms were set up for “passive learning,” and need “more space for group activities.”

One respondent commented: “The ones we have are often old and full of dreadful rows of theatre seats.” Several comments centered on COVID, such as: requests for classrooms that “accommodate social distancing” and for “outdoor teaching options.” Another COVID related comment was a request for “better technology” to serve students learning remotely. One respondent also noted that when they have an issue in a classroom, “on-site help is slow to respond.” In general, however, respondents want the university to “continue to support a full range of in person and virtual teaching options.”

Theme 3: Faculty Support and Professional Development

Many survey respondents requested more faculty training on pedagogy and “engaging students and leading classrooms.” They commented that Rutgers should “hire an instructional development specialist,” “increase IT support,” and “have more instructional staff to visit classrooms and provide feedback.”

One respondent commented that “Rutgers should have a faculty-led Teaching and Learning Center similar to those that exist at all other high quality and peer institutions.” Other respondents noted that the areas where they need the most professional development related to teaching are online teaching, student advising – especially around mental health issues – and teaching larger classes. Still other respondents expressed a need for more flexibility with respect to curriculum changes and types of courses they teach, and for support for “small group and experiential learning.”

Theme 4: Course Scheduling

Some respondents expressed unhappiness with the room scheduling system, which they think is inefficient. Other respondents indicated a desire to “eliminate central scheduling of rooms.” One respondent noted that the automated scheduling system was particularly onerous for graduate students.

Theme 5: Course Evaluations

The main issue that surfaced under this theme was that student evaluations are plagued by racial and gender bias, a claim that is supported by [ample research](#).

One respondent commented: “Student evaluation processes need to be addressed seriously. Faculty members are at the mercy of students’ frustrations and anger.” Respondents also suggested that the university institute mid-term evaluations, have students do assessments “in class” rather than “online,” and that evaluation forms have more room for open-ended comments.

One respondent also noted that in addition to assessing individual classes, the university should be assessing the entire curriculum.

Theme 6: Graduate Assistants (GAs)/Teaching Assistants (TAs)

Many respondents requested more funding for teaching assistants, especially in large classes. One respondent, for example, noted that they had a class with 400 students and only a part-time teaching assistant. Another respondent requested that teaching assistants help with grading.

Theme 7: Budget Structure

With regard to the budget structure at RU-NB, survey respondents feel that they should be able to run courses with only five students, insisting that the university should not be “bean counting.” Another notable comment was that the way the RU-NB budget is currently structured (i.e., [responsibility centered management](#) or RCM) is “not conducive to teaching” and “makes faculty compete with each other.”

Theme 8: Academic Integrity and Accountability

The following comments speak to issues of academic integrity and accountability: “Maintain the same standards of teaching excellence for all faculty members regardless of status or rank. Hold tenured professors accountable for their teaching the same way you hold Non-Tenure Track (NTT) faculty and Part-Time Lecturers (PTLs) accountable,” and “The university should maintain the same standard for teaching excellence regardless of stature or rank.”



SERVICE AT RUTGERS UNIVERSITY – NEW BRUNSWICK

In addition to a commitment to rigorous research and teaching excellence, RU-NB faculty contribute to the university through service. They also provide extensive service to the surrounding communities, to the state of New Jersey, to their disciplines, and to society as a whole. Among the survey respondents, slightly over 76% are engaged in service activities at RU-NB.⁵⁵

About 40% of respondents agreed that the service expectations in their department/school are clear and fairly distributed.⁵⁶ Slightly over 90% of respondents agreed that they consider service as an integral part of their job at Rutgers whether or not it is explicitly written into their job description.⁵⁷ Lastly, about 44% of respondents agreed that they are satisfied with the recognition they receive for their service contributions.⁵⁸

“Among the survey respondents, slightly over 76% are engaged in service activities at RU-NB.”

TABLE 6: TYPES OF SERVICE REGULARLY PERFORMED BY FACULTY

Type of Service	Percentage of Respondents
Services to their school/ department	56.6%
Services to their profession/discipline	48.31%
Services to Rutgers, outside of their schol/dept.	40.46%
Services to the general society	32.31%

FACULTY COMMENTS RELATED TO SERVICE

Out of the survey respondents, only 15% provided comments in response to the open-ended question related to service.⁵⁹ We sorted the responses into six themes and ranked them by their respective frequencies as shown in Table 7.

Results presented in this table show that the top service-related theme in terms of frequency pertained to rewards for service (slightly over 30% of the respondents), followed by clarity of expectations for service (slightly over 24%), and in third place (tied at slightly over 16%) were comments on the disproportionate service loads of women and people of color and on administrative support systems for service.

The bottom two themes in terms of frequency were comments on faculty accountability (6%) and the budget for service activities (7%).

TABLE 7: GENERAL COMMENTS RELATED TO SERVICE

Themes	Percentage of Respondents
Rewards (promotion, pay raises, release time)	30.3%
Clarity of expectations for service	24.2%
Disproportionate load for women and people of color	16.2%
Admin support system	16.2%
Budget for service activities	7.1%
Faculty accountability	6.1%

In order to provide a greater sense of the substance in the comments related to service, we have summarized them below:

Theme 1: Rewards

Respondents overwhelmingly agreed that service work should be counted more towards promotion and pay raises.

Theme 2: Clarity of Expectations for Service

Respondents commented that the university should have a clearer definition and expectations for service work. For example, “is it how many committees you are on or the depth of service that counts?” Another comment was that there should be more clarity in the range of what counts as service. Overall, respondents agree that it is important to align service activities to the university mission, where service is critical.

Theme 3: Disproportionate Load for Women and People of Color

Survey respondents commented that the load for service activities is disproportionately shouldered by women and people of color. [Extensive research](#) shows that women and people of color are saddled with more service work than white men. One respondent argued that Rutgers should “address salary equity for women who do more invisible

service than men,” while another noted the need to have “fairer expectations” around service. Some respondents argued that service work also falls more heavily on non-tenure-track faculty. An additional suggestion was that the university should “Compensate faculty who have served in leadership positions during the pandemic with full salary or extended sabbatical leaves.”

Theme 4: Administrative Support Systems

While this was not a major theme, some respondents commented that there are “unnecessarily complex administrative systems that impede service activities.”

Theme 5: Budget for Service Activities

Some respondents commented that faculty chairs “should have dedicated budgets for service activities, including travel and funding for non-tenure track faculty.” Other respondents argued that service work should come with a greater stipend, and that a portion of the faculty budget should be dedicated to service work. As already noted, many respondents wanted to see more recognition of “the gendered distribution of labor” and the need for compensation for women, “who do more service work.”

Theme 6: Faculty Accountability

Some respondents argued that service work should be mandatory, while others argued that it should be voluntary.

Respondents also commented that there should be more faculty accountability, via some system for reporting and quantifying what faculty actually accomplish in their service work. One respondent suggested that “schools should provide reports on faculty service” to increase “transparency,” while another respondent suggested that the university should “Hire more faculty who are service-oriented rather than interested in self-promotion.”



RECOMMENDATIONS

Research

- The RU-NB Chancellor-Provost should establish a process to ensure that each school’s dean distributes adequate funding for supporting faculty at the department level in order to provide technology, travel, seed grants for research, and article publication fees.
- The RU-NB Chancellor-Provost, in collaboration with the Office of Research and Sponsored Programs (ORSP) and the Rutgers University Foundation, should sponsor frequent workshops that focus on grant proposal writing across various disciplines and provide support to faculty for preparing grant budgets and ancillary documents for grant proposal submission.
- The RU-NB Chancellor-Provost should take the necessary steps to streamline the systems supporting procurement and management of grants – including making the relevant systems as user-friendly as possible, and providing faculty the necessary access to regular and timely training related to the financial management of their grants.
- All research support services (e.g., ORSP, Research Financial Services, IRB, etc.) personnel should be trained to be faculty-oriented (and user-friendly) with a focus on faculty success.
- Implementation of new systems for grant application, grant management, etc. that will be used by faculty should

- be planned to provide training to faculty in advance of system roll out.
- The RU-NB Chancellor-Provost's Office should take the necessary steps to ensure that University Human Resources (UHR) works with faculty who are trying to hire grant-funded assistants to ensure efficiency, timeliness, and adherence to the timelines of grant-funded projects.
 - To make the interaction between the Institutional Review Board (IRB) and faculty more positive, the online platform should be reviewed for efficiency; the overall process should be tested for ease of use by faculty; and small, non-crucial tasks related to IRB should be taken care of by the IRB staff to ease the burden on faculty.
 - Necessary steps should be taken to continue support of library services and resources, including staff positions.

Teaching

- The RU-NB Chancellor-Provost should settle on a three-year course schedule and avoid making updates every semester (as is currently done) unless in response to major issues (e.g. Covid, new courses offered) and should increase and improve training related to CourseAtlas at the departmental level to assist faculty and staff in completing the arduous course scheduling tasks.

- The Center for Teaching Advancement and Assessment Research (CTAAR) should expand and improve the promotion of its services to raise awareness as most survey respondents were unfamiliar with CTAAR's services beyond the administration of student evaluations.
- The RU-NB Chancellor-Provost's Office, CTAAR, and faculty governance bodies should engage in a discussion related to gender, ethnicity, and race bias in teaching evaluations, drawing on available social science research to design new course and instructor evaluations that are more equitable and bias-free.
- Training and technical support related to any learning management system (LMS) (currently Canvas) should be regularly offered and made available to faculty in order to capitalize on what Canvas can offer them in the classroom.
- Annual evaluations of all educational facilities on campus (classrooms, labs, etc.) should be instituted and a plan should be established for ensuring that these spaces are conducive to learning and teaching.

Service

- The RU-NB Chancellor-Provost should assess how best to recognize faculty service in faculty promotions and evaluations and establish clear guidelines for departments and schools in the process.
- The RU-NB Chancellor-Provost should work with school deans to ensure that there is racial and gender equity in terms of who does faculty service.

RESEARCH METHODOLOGY

At the outset of the 2021-22 Academic Year (AY), the Executive Committee (EC) of the New Brunswick Faculty Council (NBFC) decided to conduct a faculty survey to gauge faculty satisfaction with their research, teaching, and service and identify the barriers they encounter in fulfilling their work responsibilities satisfactorily and efficiently. We agreed to use Qualtrics to implement the survey online.

The NBFC EC, along with the Faculty and Personnel Affairs Committee, developed a draft survey in the early fall of 2021 and divided questions into three distinct sections: research, teaching, and service. The necessary pre-testing of the draft survey and the follow up revisions were completed by late October-early November, 2021. In collaboration with the Chancellor-Provost's office, the NBFC sent out the survey to 6,498 faculty members (TT/NTT/PTL) across all schools in RU-NB. A simple random sampling method was used because the survey went to the entire population (It was voluntary therefore not a census). A reminder was sent out in early December 2021. The survey closed on December 17, 2021 (i.e., just before end of the fall semester). Respondents were informed that the survey was voluntary, and that the NBFC would not collect any information related to the identity of the respondent. Survey respondents (i.e., RU-NB faculty members) were required to login using RUID to respond to the survey.

The survey was designed to prevent ballot stuffing. Additionally, non-RU-NB faculty were excluded from the mailing but if by chance any Rutgers faculty member outside RU-NB received and responded to the survey, his or her responses would be excluded from the analysis.

Of the 6,498 faculty members on the RU-NB campus to which the survey was sent, 650 participated in the survey, i.e., the response rate was 10%. Among the 650 respondents, 57 (almost 9%) didn't identify their school of employment. Survey responses were tabulated after the winter break. The sample distribution reflected the distribution of the faculty population by school at RU-NB; thus, the issue of self-selection bias is largely minimized and could be ignored. We coded all questions in the survey for quantitative analysis, which is limited to simple frequency analysis in this report.

For the open-ended questions on the survey, we categorized all the responses and assigned these responses to designated themes (these themes were based on the textual analysis of the open-ended responses) in each section of the survey (research, teaching, and service). Results presented in the main body of this report show the ranked themes based on their respective frequencies. Qualitative descriptions of the comments under each theme contain representative quotes of prevalent ideas within each theme.

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ENDNOTES

1. There were 479 respondents out of 642 who answered in this manner.
2. There were 207 respondents out of 642 who answered in this manner.
3. There were 190 respondents out of 642 who answered in this manner.
4. There were 116 respondents out of 642 who answered in this manner.
5. There were 59 respondents out of 642 who answered in this manner.
6. There were 271 respondents out of 389 who answered in this manner.
7. There were 184 respondents out of 333 who answered in this manner.
8. There were 154 respondents out of 329 who answered in this manner.
9. There were 82 respondents out of 302 who answered in this manner.
10. There were 151 respondents out of 302 who answered in this manner.
11. There were 79 respondents out of 284 who answered in this manner.
12. There were 49 respondents out of 290 who answered in this manner.
13. There were 63 respondents out of 253 who answered in this manner.
14. There were 60 respondents out of 321 who answered in this manner.
15. There were 29 respondents out of 163 who answered in this manner.
16. There were 32 respondents out of 162 who answered in this manner.
17. There were 41 respondents out of 170 who answered in this manner.
18. There were 36 respondents out of 162 who answered in this manner.
19. There were 32 respondents out of 138 who answered in this manner.
20. There were 184 respondents out of 547 who answered in this manner.
21. There were 92 respondents out of 173 who answered in this manner.
22. There were 51 respondents out of 173 who answered in this manner.
23. There were 55 respondents out of 171 who answered in this manner.
24. There were 68 respondents out of 160 who answered in this manner.
25. There were 43 respondents out of 541 who answered in this manner.
26. There were 32 respondents out of 41 who answered in this manner.
27. There were 18 respondents out of 41 who answered in this manner.
28. There were 22 respondents out of 41 who answered in this manner.
29. There were 25 respondents out of 40 who answered in this manner.
30. There were 67 respondents out of 542 who answered in this manner.
31. There were 49 respondents out of 63 who answered in this manner.
32. There were 38 respondents out of 61 who answered in this manner.
33. There were 42 respondents out of 62 who answered in this manner.
34. There were 41 respondents out of 60 who answered in this manner.
35. Out of 650 total respondents, 208 provided comments to the research section of the survey.
36. There were 483 respondents out of 536 answered in this manner.
37. There were 338 respondents out of 443 who answered in this manner.
38. There were 179 respondents out of 388 who answered in this manner.
39. There were 119 respondents out of 392 who answered in this manner.
40. There were 198 respondents out of 435 who answered in this manner.
41. There were 286 respondents out of 400 who answered in this manner.
42. There were 246 respondents out of 358 who answered in this manner.
43. There were 219 respondents out of 434 who answered in this manner.
44. There were 240 respondents out of 650 who answered in this manner.
45. There were 207 respondents out of 650 who answered in this manner.
46. There were 206 respondents out of 650 who answered in this manner.
47. There were 186 respondents out of 650 who answered in this manner.
48. There were 86 respondents out 650 who answered in this manner.
49. There were 443 respondents out of 463 who answered in this manner.
50. There were 293 respondents out of 421 who answered in this manner.
51. There were 273 respondents out of 415 who answered in this manner.
52. There were 227 respondents out of 340 who answered in this manner.
53. There were 193 respondents out of 305 who answered in this manner.
54. Out of 650 total respondents, 126 provided comments to the teaching section of the survey.
55. There were 390 respondents out of 512 who answered in this manner.
56. There were 150 respondents out of 379 who answered in this manner.
57. There were 342 respondents out of 379 who answered in this manner.
58. There were 165 respondents out of 377 who answered in this manner.
59. Out of 650 total respondents, 99 provided comments to the service section of the survey.