

---

---

# *Joint Public Hearing*

before

## SENATE EDUCATION COMMITTEE AND ASSEMBLY EDUCATION COMMITTEE

*“Testimony on ‘Part-Time Instructional Staff Survey and Analysis’”*

---

---

**LOCATION:** Committee Room 6  
State House Annex  
Trenton, New Jersey

**DATE:** June 9, 2003  
9:30 a.m.

### **MEMBERS OF COMMITTEES PRESENT:**

Senator Robert J. Martin, Co-Chair  
Senator Shirley K. Turner, Co-Chair  
Assemblyman Joseph V. Doria Jr., Chairman  
Senator Joseph A. Palaia  
Senator William L. Gormley  
Senator Byron M. Baer  
Senator Wayne R. Bryant  
Assemblyman Craig A. Stanley, Vice-Chairman  
Assemblyman Jack Connors  
Assemblyman Patrick J. Diegnan Jr.  
Assemblyman Rafael J. Fraguela  
Assemblyman Joseph R. Malone III  
Assemblyman Samuel D. Thompson



### **ALSO PRESENT:**

Darby Cannon III  
Kathleen Fazzari  
*Office of Legislative Services*

Christine Shipley  
*Senate Republican*  
Jennifer Langer

Andrew Hendry  
*Assembly Majority*  
Victoria R. Brogan

***Hearing Recorded and Transcribed by***  
The Office of Legislative Services, Public Information Office,  
Hearing Unit, State House Annex, PO 068, Trenton, New Jersey

---

---

## TABLE OF CONTENTS

<i>Committee Aides</i>	<i>Senate Democratic Committee Aides</i>	<i>Assembly Republican Committee Aides</i>	<b><u>Page</u></b>
James E. Sulton Jr., Ph.D. Executive Director New Jersey Commission on Higher Education			1
Karen Thompson Representing American Association of University Professors			10
Elizabeth Anne Socolow Representing American Association of University Professors			16
Ed Tavss, Ph.D. Part-time Lecturer Part-time Chapter American Association of University Professors			17
Debra Lee Davis Staff Representative Council of New Jersey State College Locals AFT/AFL-CIO			18
Elaine Bobrove Co-President Adjunct Faculty Union/Federation Camden County College			22
Alan Kaufman Representing Communication Workers of America			25
Mel Driban National Representative American Federation of Teachers			25

## TABLE OF CONTENTS (continued)

### Page

#### **APPENDIX:**

“Part-Time Instructional Staff Survey and Analysis” submitted by New Jersey Commission on Higher Education	1x
Testimony submitted by Karen Thompson	11x
Testimony submitted by Elaine Bobrove	14x
Testimony submitted by Cindy Simon Adjunct Faculty Representative William Paterson University	19x
Letter addressed to Assembly Education Committee and Senate Education Committee from Nicholas C. Yovnello President Council of New Jersey State College Locals AFT/AFL-CIO	21x
Letter addressed to Assemblyman Joseph V. Doria from Dr. Kathleen Mary Henderson President, AFT, Local 6024 Kean University Adjunct Faculty Federation	24x

lmb: 1-29

**SENATOR ROBERT J. MARTIN (Co-Chair):** I'd like to get started, as soon as we turn on the Internet, so we can make this a world-wide learning experience. So, if you're an Assembly person or Senator--

I'm Senator Martin. I am asked to co-chair this with Assemblyman Doria, who I understand will be late, but is expected to be here. And I was requested, because there's lot of things on peoples' schedules, to begin the hearing. We have a discussion about -- I guess it deals with those who are part-time persons who teach at our State colleges and universities. There was a report done, and I would begin by-- I guess I'm not getting any instruction, so I'm, sort of, flying here by the seat of my pants.

But we will begin, I guess, with having Mr. Sulton come up and provide us with some information that his office had done regarding those who are part-time professors at our colleges and universities.

**JAMES E. SULTON JR., Ph.D.:** Good morning, Mr. Chairman and members of the Education Committee. My name is Jim Sulton, and I am the Executive Director of the New Jersey Commission on Higher Education. It is my pleasure to come before you today and address one of the more important policy matters in higher education.

The increasing deployment of part-time faculty members in our state and throughout the nation raises concerns relative to best practices in classroom instruction and student learning, the economics of postsecondary education, and fair employment principles. Some of the questions that surfaced involve the ratio between new hires for traditional positions and nontraditional faculty positions, the reasons that some faculty members teach part-time, and

the success of part-time faculty members in competing for full-time positions.

Public Law 2002, Chapter 27, addresses matters pertinent to part-time faculty members and requires the Commission to issue a report on part-time faculty in New Jersey higher education, which we've respectfully submitted to you, last November. The law concerns itself, particularly, with the provision of compensation and benefits for part-time faculty members. Consistent with statutory provisions, the Commission collected information for three types of part-time instructional staff members: Part-time faculty, part-time lecturers, and adjunct faculty.

Some variation obtains in the use of terminology among institutions. However, the term part-time faculty generally refers to faculty members who have some or all of the same responsibilities as those who are employed full-time.

SENATOR MARTIN: Could we just establish something? The term adjunct is used a lot. For our purposes, is there any distinction to be made between part time versus adjunct?

DR. SULTON: There is an important distinction, Senator, insofar as adjunct faculties not only are preponderantly represented as faculty members of the University of Medicine and Dentistry of New Jersey, but also because their role is really that of people who are involved in private specialties that are not usually available among faculty members regularly employed by the university. They come in to lend expertise and teach courses in their specialty, and they're differentiated from part-time faculty, who in other sectors,

particularly if we look at the two-year sector, are brought in to provide more assistance and supplement the role of regular faculty members.

SENATOR MARTIN: So, for example, at Seton Hall Law School where I am a professor, we have adjunct faculty members who are selected especially for their expertise in certain areas of intellectual property and other areas, and they're not-- It's not understood that they are filling roles that would ordinarily be assigned to regular faculty, but are chosen to, sort of, fill in niche areas. Where the concern here is that many traditional areas of academia, such as in the field of English, persons are chosen who could teach full-time, but the schools are using them in evenings or to fill in some areas which one might think that they could-- These people, perhaps, could very well be full-time, if the schools had the resources or had the will to make those persons full-time faculty members. That's sort of what we're getting at, isn't it?

DR. SULTON: That's an apt example, Senator, you chose from Seton Hall, with respect to adjunct faculty members. And your point is also valid with respect to the distinction between those faculty members and other folks that we refer to as *part-time*, who would be filling roles, as you say, that could be carried out by full-time faculty members, were they sufficient to man or person all those sections that are available.

SENATOR MARTIN: Okay. Thank you.

DR. SULTON: So that's why we say that some variation obtains in the terminology among the institutions. Part-time faculty generally refers to faculty members who have some or all of the responsibilities of faculty members who are full-time, but their responsibilities are prorated, based upon the percentage of time they work. Adjunct faculty members do not have all of the

responsibilities that full-time faculty members have. Typically, they are hired to teach one or more courses, and their responsibilities are often limited to classroom instruction. The term part-time lecturer is not frequently used by public colleges and universities in New Jersey. Rutgers University uses that term, but its definition of part-time lecturer is consistent with the characteristics of adjunct faculty members at other institutions. For purposes of our survey, part-time lecturers at Rutgers were included as adjuncts. UMDNJ employs nearly 97 percent of all adjuncts in our public colleges and universities, and about one-half of all part-time instructional staff.

I will not reiterate all of the report's findings this morning. The survey and analysis have been provided to you before, and I have brought some additional copies along in case anyone cares to review them. However, I would like to refer to some facts mentioned in the report. For example, we learned that the average course load and compensation of adjunct faculty members during each semester differed both within and among sectors. The average course load was lowest at the research universities and highest at the community colleges. Average compensation was highest in the research university sector and lowest in the community colleges, following a pattern similar to that of full-time faculty salaries at the respective institutions.

In addition, I would like to remind committee members about our conclusion that the institutional survey data collected, so far, does not provide adequate empirical support for the Commission to recommend, with confidence, minimum compensation levels for part-time instructional staff. Responsibility for such determination falls appropriately within the purview of the governing boards of higher education institutions, rather than the Commission per se.

Moreover, it remains clear that additional research is necessary to determine minimum salary and benefit provisions for adjuncts, part-time faculty members, and part-time lecturers. The Commission further holds that the statute touches upon more extensive matters, relative to faculty roles and rewards, that cannot effectively be detached from an examination of salaries and benefits.

I thank you very much for your time this morning. I would be happy to answer any questions you may have.

SENATOR PALAIA: Any questions?

Yes, Assemblyman Thompson.

ASSEMBLYMAN THOMPSON: In your tables, you list a semester course load and, also, the average course load. The way these numbers are, I have no idea what they mean. For example, average Rutgers course load, 169; at UMDNJ, seven. Are we talking about hours, or hours instructions, or what are we talking about?

DR. SULTON: Well, we're talking about credits. And when we look at the course load, as you pointed out there, we are talking about the number of courses that the lecturers provide at Rutgers University, as well as the number of hours that they serve in the classroom.

ASSEMBLYMAN THOMPSON: So, okay, we look at average course load-- Then just glancing over a couple of numbers, Rutgers 5.12; College of New Jersey, 7.41. So you're saying your average part-timer at Rutgers has a course load of, on the average, 5.12 hours?

DR. SULTON: I may not be following exactly along with you, Assemblyman.

ASSEMBLYMAN THOMPSON: Table 3.

DR. SULTON: Table 3. Okay.

ASSEMBLYMAN THOMPSON: Average course load there.

DR. SULTON: Yes, that's right.

ASSEMBLYMAN THOMPSON: These numbers that you have there. I'm saying, are these the average number of classrooms hours they have per semester?

DR. SULTON: That would be correct. Yes, because that's for the fall, so it would be per semester.

ASSEMBLYMAN THOMPSON: Okay. You say that the full-time faculty members have additional responsibilities, and so on, that some part-time faculty members have, and the adjuncts don't have them, etc. What are some of these responsibilities that the full-time faculty members have that the adjunct, for example, don't have?

DR. SULTON: When we typically consider the evaluation of faculty members, we do so trilaterally, Assemblyman, looking at research, teaching, and service. And in that service category, we have a lot of committee responsibilities that full-time faculty members, particularly, fill at the department, division, or the college or university level. Many times the part-time faculty members are exempted from those kinds of responsibilities, but it does occur on some occasions that they fulfill them. If they do, it's a variation on the theme, if you will. They will not necessarily have it as a regular assignment.

ASSEMBLYMAN THOMPSON: Do all full-time members serve on committees and such?

DR. SULTON: Full-time tenure track do.

ASSEMBLYMAN THOMPSON: I'm sorry?

DR. SULTON: Full-time tenure-track faculty members do.

ASSEMBLYMAN THOMPSON: They all are assigned to some committee?

DR. SULTON: Yes, they do.

ASSEMBLYMAN THOMPSON: The final question. The Commission say that they didn't -- determine that "the institutional survey data it has collected at this time does not provide adequate empirical support for the Commission to recommend, with confidence, minimum compensation levels," etc. Couldn't the Commission have gotten the institutional data necessary to make some recommendations?

DR. SULTON: Not within the time frame that was provided under the laws, Assemblyman, at that time. It was also true that the law stipulated certain inquiries for us to follow in collecting the data. So we dutifully collected that data, but found that it did not lead us to recommend, with confidence, average minimum compensation and benefits. The data is reflected in the tables that you have, and that was required by the law. But it did not naturally lead to the other conclusion, which is, what should average compensation and benefits be for faculty members. That is understandable, because of the variation among terminology that we mentioned to you. Part-time faculty is a differentiated term when you look at the different sectors -- the community colleges, the research universities -- and also within those sectors, when you look at part-time lecturers, adjunct faculty -- as I was discussing with Senator Martin -- and other part-time faculty members. So there's a great deal of information.

ASSEMBLYMAN THOMPSON: With the time frame you had, and so on, it wasn't possible. Is it possible that you could do this in the future?

DR. SULTON: Yes. We suggest in our report, that working with legislative staff, the Commission staff would be able to come up with a more comprehensive evaluation of what part-time faculty members earn and should be compensated.

ASSEMBLYMAN THOMPSON: Thank you.

SENATOR MARTIN: Okay.

Yes, Assemblyman.

Just so you understand, we're going to hear from representatives who are teaching in this field, and also from unions and others. So we will get, I think, a fuller picture of the problems from their perspective.

Go ahead.

ASSEMBLYMAN DIEGNAN: Just one quick question. I taught at Middlesex County College for 10 years, and I know Middlesex, to a very large extent, is, I think, typical of most county colleges -- relies on part-timers to a very high number. I would imagine as much as 40, 50 percent of the classes are taught by part-timers. My sense, and tell me if I'm wrong, is that that is almost totally economically driven?

DR. SULTON: I would agree with that, Assemblyman. I think that there is a great deal of difficulty, from an administrative point of view at a community college, to provide full-time faculty positions for all the students and the courses that they want to serve.

ASSEMBLYMAN DIEGNAN: And in general, I'm sure you would agree that a student is usually not provided the same access to a part-time or an adjunct professor than they would be to a full-time professor.

DR. SULTON: That would, unfortunately, be true, Assemblyman, with respect to advising, counseling, and office hours, and other intangibles that go along with instruction (indiscernible).

ASSEMBLYMAN DIEGNAN: And involvement with the college.

DR. SULTON: That's also true.

ASSEMBLYMAN DIEGNAN: Okay. Thank you.

ASSEMBLYMAN STANLEY: Just one question, please?

SENATOR MARTIN: Assemblyman.

ASSEMBLYMAN STANLEY: Thank you, Chairman.

You gave -- I believe the Assemblyman was asking -- with respect to what faculty, or whether all full-time faculty serve on committees, and you said full-time tenure track. What percentage of the faculty members are full-time tenure track? And is there a distinction between those members and other full-time faculty members?

DR. SULTON: Well, there is an important distinction. I will have to discover that information. With respect to your first question, what percentage are full time, we do have that available, and I will provide that to you.

ASSEMBLYMAN STANLEY: Okay, thank you.

DR. SULTON: But full-time faculty members can be either tenured or nontenured. And the tenure-track faculty members are those who are typically, in response to the Assemblyman's question, those who serve on

committees and fulfill that public service requirement for their annual evaluation.

ASSEMBLYMAN STANLEY: So is there tenure track and tenured, or--

DR. SULTON: There's tenured and nontenured.

ASSEMBLYMAN STANLEY: Okay. Thank you.

I want to apologize for being late, and I also want to thank you for coming here. I appreciate your coming, Dr. Sulton.

DR. SULTON: It's my pleasure, Assemblyman.

SENATOR MARTIN: Thank you, Dr. Sulton. Thank you.

We'll have some testimony. I was advised by competent staff that, in order to try to move this along -- we do have other matters, so forgive us -- that we will call some witnesses up as a group, because they seem to have similar positions. Beginning with Karen Thompson from the AAUP; Dr. Tavss from the AAUP, Part-time Chapter; and Elizabeth Anne Socolow, also from the AAUP. So, if you three folks would come up at the same time.

**K A R E N   T H O M P S O N:** We're all from Rutgers. I don't know if we omitted that from the sheets. (referring to witness sign-in sheets)

As I said, we're all from Rutgers, but my name is Karen Thompson. I'm not only representing the part-time faculty at Rutgers, I'm also here to--

Oh, sorry. (referring to PA microphone)

My colleagues from the full-time faculty at Rutgers asked me, also, to represent them, the teaching assistants at Rutgers, and the State Conference of the AAUP, which represents the faculty at institutions around the state, like UMDNJ, NJIT, Rider University, Union County College. There's some 7,500

in the State Conference. There's 1,000 part-time faculty at Rutgers. There's 2,500 full-time faculty, and 1,600 or 1,700 teaching assistants. So, you see, I'm here representing well over 12,000 faculty members.

And I really want to, first, say how much I appreciate this opportunity to speak with you, because even though the commission asked presidents of the institutions to confer with representatives of the employees, we were not asked to give any input when the report was being prepared. And so it's really very important for us to have a chance to speak on this topic, since we weren't involved in its preparation, or we weren't allowed to comment on the data.

I see the purpose of my being here as twofold: One, to respond to the report, but also to really underscore to you the importance, the enormity of the role of part-time faculty in education and higher education, not just in this state, but in all states, but particularly in New Jersey. That's what we're looking at right now. So, first of all, specifically, with regard to the survey report, Dr. Sulton spoke about the terminology a minute ago, and there is some confusion about that.

At Rutgers, for instance, we were considered, for purposes of the report, adjuncts -- even though we're titled part-time lecturers at Rutgers, and even though our responsibilities are much broader than simply the teach-a-course-and-leave, kind of, image that you traditionally get of adjunct faculty.

We serve on committees. We have three representatives on the University Senate, which means we're involved in governance. I myself have been senator. We do research. We publish, even though we might not be paid for that as part of our positions. We have had part-time lecturers who direct

and coordinate programs. So, at Rutgers -- and that's all I'm familiar with. I'm not familiar with the community college curriculums or the State college curriculums. But at Rutgers, we clearly have a much broader role than just teaching a course and leaving. So I was surprised to see us being categorized as adjuncts, although I'm not sure there's any significance to that in terms of the actual outcome and recommendation of the report.

So then, I'd like to go onto the substance of the report, because I think you'll agree with me that it is important that this report and your recommendations have credibility and that they're grounded in accurate data, and so forth. I was very disappointed that this report made no comments about minimum salaries. Every educational organization in the country -- not just the AAUP and the AFT and the NEA -- but all the professional associations, like the MLA, the four C's, the AMS, these are organizations that represent disciplines like mathematics, English, philosophy, and so forth. They all have statements and guidelines about minimum salaries.

The MLA, for instance, which is my professional organization, as an English teacher, recommends minimum salaries of \$5,000 to \$7,000 a course. That's nowhere near the case at Rutgers, let alone at the community colleges or the State colleges.

Then to move onto the topic of health benefits, which is another big issue for employees, and it's a big topic in the report-- Well, first of all, I'd just like to thank Senator Turner and Assembly person Coleman for having that bill, that you all know is in the works now, for allowing part-time faculty or other part-time employees to buy into the State Health Benefit Plan. I mean, that's just absolutely a basic minimum. We're very grateful that that's finally --

seemed to be going in. But beyond that bill, it's really unconscionable that people who play the role that part-timers do in the educational process--

At Rutgers, for instance, we're responsible for over 30 percent of the education of the courses, and we're 20 percent of the faculty, of the people. And yet, we do not have health benefits or access to health benefits. For some people, like the people that Dr. Sulton mentioned who have other professions, if you're employed elsewhere, well, that might not be an issue. But that's, by no means, the majority of part-time faculty. There are many people who only teach part-time.

(Senator Turner arrives)

Oh, I'm sorry that you weren't here. I was just thanking you, Senator Turner.

**SENATOR SHIRLEY K. TURNER (Co-Chair):** You're welcome.

MS. THOMPSON: In any case, somebody was asking about the constituency of part-time faculty, and there's really three basic groups. There's some part-timers who are employed elsewhere and have other professions and bring in the expertise that you mentioned. But there's also people who piece together part-time positions teaching at multiple institutions, or working at a part-time job and then teaching on the side. And those are people who would like to be full time and would certainly like to have health benefits. And then there's some few people who might prefer being part time for personal reasons, or because they're students, or whatever. But I don't want to get too sidetracked.

The point is that health benefits are really a very basic issue. We also know that budgets are -- be concerned, these days. But it's interesting to

note that the CWA settlement that just took place a few days ago -- one of the provisions that got worked out is to give health benefits, the State Health Benefit Plan, to intermittent employees, which I researched a little bit, not thoroughly. But I understand intermittent employees are, sort of, like seasonal employees who get furloughed or who don't work all year long, but they work with a certain regularity. And when they reach a certain hour threshold, they will now get these health benefits.

That's not unlike the situation for part-time faculty, because, even though we're reappointed every semester and we have to, sort of, wonder what we're going to be doing the next semester, we come back year after year. I, myself, have been teaching for 25 years at Rutgers. But we don't know exactly what we'll be teaching or whether we'll be teaching two courses, or three courses, or four courses, or how many courses. So there's a certain parallel to the settlement with these intermittent workers who now have the State Health Benefit Plan.

SENATOR MARTIN: I'm going to have to interrupt you. I've got to put some structure on this.

MS. THOMPSON: Okay.

SENATOR MARTIN: Just-- Pretend this is a class, all right.

MS. THOMPSON: Okay.

SENATOR MARTIN: We have a period. You are speaking for a certain period of time. You've got, now, two more minutes to either divide that up with your colleagues--

MS. THOMPSON: I'm done.

SENATOR MARTIN: --because we have to hear from some other people, and we just don't have enough time.

MS. THOMPSON: Okay, I'm very sorry.

I didn't want to read. And if I read, I would be briefer. But just to sum up on the health benefits, we really need to have some kind of recommendation about health benefits. It's just such a basic human issue. I would just end by saying that, usually part-time faculty are used to conserve funds and for flexibility in enrollments or in hiring. I wish that somebody -- I hope you legislators will address these things so that this conservation doesn't become constraint, and so that this flexibility doesn't become lack of accountability.

SENATOR MARTIN: I think the best approach may be -- Rutgers is different in some respects from others, although it has many similarities. I think that what we need is, from you, what you think is the best plan of action, and we will consider that. We already are somewhere there, I think, with Senator Turner, with respect to health benefits. But it is complicated, because your issues and the county college issues; and then the State colleges and universities, the independent colleges-- And then the way the different unions, sort of -- or associations -- come together and makes it more difficult. I just hope you don't fractionalize to a point where we can't deal with it, sort of, comprehensively.

But I'm willing to be open-minded. I wouldn't be involved with this hearing if I didn't think that many of the part-time people are not getting what I think is a fair shake -- even though I understand, and I think the colleges and universities are going to have to have some flexibility and some ability to,

perhaps, save some costs, with the way they have part time. Right now, I think to be paid at about \$600 a course -- I think, at Kean and some other schools like that, and with no, with benefits -- I think we can do better than that. I think that colleges still can get some opportunities for saving and flexibility without being draconian. But we need specific proposals, especially if you think that something should be carved out and dealt with Rutgers, specifically.

Okay. So with that, I think we'll -- unless there's some--

Is there a question?

Senator Gormley.

SENATOR GORMLEY: Yes, no, or I don't know. We understand the answer? We're obviously competing with other states for straight faculty members, even on a part-time basis. Do we have a precedent in other states for benefits given, so that we can explain it in terms of competing with other states?

MS. THOMPSON: Yes.

SENATOR GORMLEY: Thank you.

**ELIZABETH ANNE SOCOLOW:** Could I answer that? That was why I came up. I have lived in this state since 1972. However, with a Harvard doctorate, 1967, I was unable to find any way of earning a living. Once I was divorced, I looked into the states that do have benefits at the state universities. I went to the University of Michigan at Dearborn, where I taught for nine years. There, that state has decided that it must give benefits to those who teach more than one course per semester, which is more than half-time of a full-time load. They then see to it that any teacher who has been adequate or better than adequate with students is given those benefits, by being given two courses.

SENATOR GORMLEY: Thank you.

SENATOR MARTIN: Thank you, folks.

We're going to move on with some other persons.

MS. THOMPSON: Can Ed say something, or not?

SENATOR MARTIN: I'll give him one minute. You got one minute, Ed, and I'm serious.

Go.

**ED TAVSS, Ph.D.:** I was waiting to speak for half an hour.

SENATOR MARTIN: Ed, you're going to tick me off, now, because we're trying to get a bunch of folks in here. You can wait. We will hear you at a different time. We have a very complicated schedule today. The fact that you're even up here-- Don't do this to me. Okay? We got a bunch of other people who, also, want to -- here, and they want to monopolize a lot of time. So you have one minute. Make your best shot.

DR. TAVSS: I understand. Okay. Thank you.

Let me try to be brief. I got my Ph.D. about 30 years ago from Rutgers University. I wanted to teach at that time. I couldn't find a teaching position. I worked for industry. I worked for Colgate-Palmolive Company for 28 years. I loved that. I did very well. And then I had an opportunity to come back to teach at Rutgers University. I grabbed this opportunity. It was wonderful. I love it, but there are some issues. One of the issues is the salary. I work the same way as I worked at Colgate, about 70 hours a week, but my salary is about \$8,000. In terms of performance for pay, there's an inequity there. So I just wanted to bring that to your attention.

The second issue is fringe benefits, in particular health benefits. I was covered when I worked for Colgate, now I'm covered under my wife's policy. She's going to retire. It seems reasonable that a person who works as hard as I do, who puts in 70 hours a week, whose students do extremely well, should receive health benefits -- at least just for us to be covered under the program that the -- under the State plan of benefits. That's all that I ask for. I, as a part-time lecturer, would be willing to pay. I don't ask the State to pay, but at least we should be covered under the State Health Plan.

Thank you.

SENATOR MARTIN: Thank you.

Debra Davis, Mel Driban, Elaine Bobrove -- I apologize if I don't have these right.

**DEBRA LEE DAVIS:** Good morning, Senators and Assembly people of the Committee. My name is Debra Davis, and I am a Staff Rep with the Council of New Jersey State College Locals, AFT/AFL-CIO. We represent adjunct faculty, full-time faculty, and professional staff at Montclair, College of New Jersey, Rowan, Stockton, New Jersey City, Ramapo, Kean, William Patterson, and Edison State College. Our members are 5,500 -- 200 of which are part-time faculty, and over 2,400 adjunct faculty. I thank you for this opportunity, by the way, this morning.

The Council wishes to note that the Commission's recommendations--

SENATOR MARTIN: Can I just tell you -- just so everybody else-- I am prepared to spend more time on this issue. It's just that everybody wanted to have it today, on a day in which I have a Judiciary Committee meeting --

Senator Gormley has, and others -- and we got a whole bunch of other things. And I don't think that this is the appropriate forum to flesh this all out. So I will be prepared to spend more time on it. I'm just trying to give everybody who came here at least some brief window to speak. So this is not the end of this discussion. I think the area of part-time faculty at New Jersey colleges and universities need a lot more time than we are willing to give it today. So I just hope everybody appreciates it.

MS. DAVIS: Well, I intend to be very brief.

I'll just highlight what we found -- the highlights of the Commission's recommendations contained in the report. First of all, we want to say, it amounted to bureaucratic avoidance. The three next points are what we found most distressing. First of all, the commission's conclusion that part-time and adjunct faculty in higher education do not deserve health benefits -- and my colleague, Karen Thompson, touched on that. We also would like to thank Senator Turner and Assembly people Watson and Coleman (*sic*), for sponsoring S-988 and A-3424, and hope that the Committee members will urge the Governor to sign it, when it goes to his desk.

Second, and also, too, the Commission recommended that no part-time State employee deserves health benefits. We find that just highly disturbing and ironic. Second, the Council is disappointed with the report's failure to deal with sweatshop salaries currently associated with adjunct faculty. And I have, for your submission, an adjunct's narrative of what she goes through to teach. At William Paterson, she earns \$700 a teaching credit hour, and that's just contact in the classroom. She spends a lot of time with students, and she does do committee work and university service, for which she is not

paid. She also teaches at Passaic, which addresses the multiple-work environment. She does hold several adjunct positions for which she earned \$500 a teaching credit. And there is a distinction between part-time faculty and full-time, in that full time have the usual community services and teach 25 teaching credit hours in an academic year.

When adjunct faculty go over a certain amount of teaching credits, the universities are required to put them into a full-time position, and do not choose to do so. So adjunct faculty are actually limited by how much money they can make, because, if they go over a certain amount of teaching credit hours, they have to be full time. So a university is obliged to keep them in the part-time status.

Adjuncts receive no health-care benefits, no vacation, no personal, no sick days. So, if they don't work, they don't get paid.

SENATOR MARTIN: My wife taught for three years with 11 and two-thirds credits a semester. Some of us know very well what you're talking about.

MS. DAVIS: Exactly. On that point, let me just say that we think -- the Council thinks it is possible to factor in pro rata, fractional salary increments for adjuncts, and we are more than willing to -- and well-equipped, actually -- to help the Legislature suss out that information.

And finally, the report suggested that the Legislature should define policy regarding part-time and adjunct faculty, and ask that it gather more information. I think this begs a question -- and I think, Assemblyman Thompson, you might have touched on this -- why isn't the Commission gathering that information? We have offered -- the union has offered, in the

past, its assistance to the Commission, and we have not had a response on that matter. But we can provide the Legislature with a great deal of information. We keep very good databases on all adjunct activity -- including salaries, how long they've been teaching.

So we are more than willing to offer you information and help in the future, should you need it. And, also, for your submission, I am giving you copies of the AFT's report on Standards of Good Practice and Employment for part-time and adjunct faculty.

SENATOR MARTIN: To the best of your knowledge, this would apply, apparently, to the State colleges and universities, since that's who you're-

MS. DAVIS: Right.

SENATOR MARTIN: Would it, also, apply to the county colleges?

MS. DAVIS: Well, the AFT does represent county colleges, and I believe the report does refer to that. And I can also answer -- I forgot who asked -- but California provides benefits and fractional salaries for adjuncts. And that's pretty recent, as of last year. And I believe -- I could get back to you on this, but -- Washington state as well. But the report does go into regional comparisons, I believe. And if not, we can also work on that with the Legislature.

But I just want to close by saying thank you for your assistance in this matter, on behalf of the Council and the adjunct faculty whom we represent. That's my statement.

SENATOR MARTIN: Thank you.

MS. DAVIS: If you have any questions, I'll be glad to answer.

**E L A I N E B O B R O V E:** My name is Elaine Bobrove, and I'm a Co-President of the Camden County College Adjunct Faculty Federation. We represent over 500 adjuncts in the college, where there are about 110 full-time faculty.

I think that I have a different perspective on what's happening, since we are a community college. The report had said that in the fall of 2000, 51 percent of the faculty was part-time -- and 70 percent of the faculty at the community colleges is part-time, which was almost 5,000 people. They also said that at the community colleges, 44 percent of the courses are taught by adjuncts. Unfortunately, or fortunately -- whatever way you want to look at it -- at Camden County College, there were some departments where 70 percent or more are taught by adjuncts.

The definition of an adjunct has changed. When colleges first started using adjuncts, they were, indeed, the professionals who could come in and teach a specific course and bring their expertise into the college and to the students. But over the last 30 years, a professional core of adjuncts has developed, and we are people who have really devoted our lives to the college. And in truth, the college depends on us as much as we depend on them for our livelihood.

Seventy-nine percent of the adjuncts said that they had put part-time jobs together, because full-time employment at a college was not available. So they would like to be full-time, were that to be available. But I think this is not just a problem of equity for the adjuncts. I think it affects the quality of education in New Jersey, and I think that's something we need to look at. We know that the State tries to provide cost-effective education for the

students, particularly through the community colleges. And we think that these students deserve the best that the State has to offer, if they're to become the productive citizens that this State both needs and wants.

New Jersey's students deserve the stability brought on by a continuity of service. They also deserve a coherent curriculum designed and taught by teachers who understand the scope and sequence of their areas of instruction. They deserve to be advised by people who understand the curriculum, and they deserve access to their instructors during regular office hours. Although adjuncts are heavily credentialed -- a quarter hold doctorates, a half hold masters as their terminal degree -- they're not playing on a level playing field. They cannot meet with their students during office hours, because they don't have offices. Because they have to work at several jobs, they can't participate as much as they would like to in governments and attend departmental meetings. And as contingent employees, they don't even know they'll be teaching.

What can the Legislature do? This Legislature, like those in other states, can mandate a schedule that will bring pay for adjuncts into an equitable parity with the salaries of beginning, full-time instructors at the various colleges. At Camden County College last semester, we were making \$467 a credit, which is well below your 600. We'd be happy with 600 for a starter. And that's with a union that's been steadily getting increases in pay. There needs to be a competitive salary -- those offered by the colleges in New York and Pennsylvania -- so that the best of our adjuncts will not leave the state to work.

I'm well aware of the fiscal crisis that the State is now facing, and I know that money is not available at the present time to bring adjunct salary to an equitable parity. On the other hand, I think the Legislature can state its intention to do so. It can set up a schedule where this can be accomplished in the future. And secondly, the Legislature can begin to make available health benefits for adjuncts by passing a law that will allow adjuncts to buy into the State Health Benefits package. This will go a long way to providing a stable adjunct faculty that will help ensure the continued excellence of instruction for New Jersey's college students.

SENATOR MARTIN: Thank you.

MS. DAVIS: My colleague, Mel Driban, seems to have disappeared.

MS. BOBROVE: No, he's behind you.

SENATOR MARTIN: Well--

MS. DAVIS: Sorry.

SENATOR MARTIN: --we're going to ask, at this time, the last witnesses, including Mr. Driban, if he wishes to.

Kathleen Henderson, is she here?

MS. DAVIS: I'm sorry. Kathleen is also my colleague and wasn't able to make it this morning. She will forward her submission to you at a later date.

SENATOR MARTIN: Okay.

Mr. Kaufman, is he here? Does he want to come?

And is it Loren Wizman? Is she here. (no response)

Is there anyone else who wishes to testify? (no response) Last chance. Okay.

Then we have -- is it Mel?

Excuse me, and sir, you are?

**A L A N K A U F M A N:** Do you want me-- Is it my turn? Oh, no. It's his turn, right?

Go ahead. Just tell me when it's my turn.

**SENATOR MARTIN:** Why don't we have Mr. Driban, and then we will conclude with you.

**M E L D R I B A N:** Thank you, Senator.

I'll be very brief. I don't want to be repetitious of anything that any of the other speakers have said. My name is Mel Driban. I'm a National Representative for the American Federation of Teachers. And in that capacity, I travel all over the country. I've worked with adjuncts, as well as full-time faculty, across the country.

The New Jersey two- and four-year colleges are dependent on adjuncts, as you all know. One, minimally, at least 50 percent of the courses in the two-year colleges are taught by adjuncts, and approximately one of three courses in the four-year colleges are taught by adjuncts. The adjuncts in New Jersey are in a range of salaries, and the salaries are not competitive with the surrounding states. The four-year college adjuncts, as a result of collective bargaining about six years ago -- prior to that, they were in the same range with the two-year colleges. And those salary ranges were not good. At that time, through collective bargaining, they elevated their salaries somewhat, so that they are in a separate range from the two-year college adjuncts. But if we look at the

surrounding states -- New York, Pennsylvania, New Jersey (*sic*)-- even using the four-year college salary, adjunct salary, as a yardstick, those institutions, CUNY, SUNY, Philadelphia College -- Community College -- other institutions paid two to three times as much.

SENATOR MARTIN: Is that by statute, or is that just by practice?

MR. DRIBAN: It's certainly not by statute, not in Pennsylvania or New York, but it is in some cases through collective bargaining, and other cases through competition. The problem in New Jersey, as I see it, is that there is no competition among the two-year colleges. They all pay at approximately the same amount. The difference between the highest paid salary in a two-year college and the lowest one is, again, depending on credentials, less than \$100.

As I had said, the comparable salaries, per credit salaries, for adjuncts in surrounding states were two to three -- in some cases, higher, than they are in New Jersey, especially in North Jersey and in South Jersey. North Jersey, of course, is competing with the New York market; and South Jersey, it's the Philadelphia market. If an adjunct is offered a salary of 2,100 per credit, as opposed to 500 or 700 per credit, where is that person going to go? And that's exactly what's happening. There's a limited pool of qualified adjuncts, and we're losing to the surrounding states. And I think it has a -- not *I think*. It impacts on the quality of the education at the two- and four-year colleges in New Jersey.

Adjuncts won't be really paid equitably until they're prorated, and that does happen in some places across the country. But short of that, I think we need to take a hard look at salaries that would be competitive with surrounding states, at least, so that we can be competitive.

SENATOR MARTIN: Thank you.

MR. DRIBAN: Thank you.

SENATOR MARTIN: Mr. Kaufman.

MR. KAUFMAN: Alan Kaufman, Communication Workers of America. I will make it short.

I'm here to support the notion that part-time faculty at the colleges and universities should have access to health-care benefits. There is an inequity in the law in the State Health Benefits Plan, where if you're a part-time worker at a local government, you have access to health-care benefits. If you're anything less than full time at the State level, including the colleges and universities, you don't. So you have people that are working far more at the State level in part-time and intermittent positions than people at the local government level, and you're not getting health-care benefits, even though what you are doing is absolutely, 100 percent essential to the functioning of a State agency or a university. So this is an inequity that really has to be rectified. Health benefits -- I've been doing this work for 25 years. Health benefits is -- in a lot of peoples' minds, when it comes down to crunch time -- more important than a raise, in terms of providing quality of life to people. Even if you work in part-time, if you get sick, you got to be taken care of.

So that I hope that the Committee will make a recommendation that goes beyond the survey, and to say that, as a matter of policy, all State institutions -- all State colleges and universities -- should provide access for part-timers to health benefits.

Thank you.

SENATOR MARTIN: I think what the -- this is a Joint Session of the Assembly Education Committee as well as the Senate. I think what I'd like to do with the staff is, hopefully, compare notes and, perhaps, have a Joint Committee statement that Assemblyman Doria and Senator Turner and myself might be able to agree with, and see if we can get a majority of both the Senate Education Committees (*sic*) for appropriate action, and go forward.

Assemblyman.

**ASSEMBLYMAN JOSEPH V. DORIA JR. (Chairman):** I just want to agree with Senator Martin. And obviously, working with Senator Martin and Senator Turner, I think the issue of adjunct faculty, lecturers, part-time faculty, whatever you would want to call them, is an important one. I think that there is a time and a place for their use, when specific expertise or experience is brought to bear in the classroom. That's the initial purpose of why part-time faculty were created and you had adjuncts.

I think, today, what's happened is, given funding realities at both the State level for the colleges and the universities, as well as the community colleges at the county, and the private colleges, that adjuncts have become a means of cheap labor. Part of the problem is, it's unfair to the person who is teaching, but it's also unfair in many instances to students, because some adjuncts who are teaching at two or three institutions cannot give the time to the students. They come and they teach -- especially in some of the situations where they're teaching in large lecture courses -- where they come and teach, and just run right out. There is no type of personal relationship or ability to have some interaction, which impacts negatively on the students, as well as upon

those people who are teaching. So it's a two-way street. It has a negative impact on both levels.

So I think we need to look at this. I think we need to deal with the realities of financing and funding, and also, at the same time, be fair with those who are actually teaching, as well as the students who have the opportunity to work with these teachers.

So I agree with you, Senator Martin -- that Senator Turner, yourself, and myself should work with our committees to come up with a statement, and to try to move forward, to create some kind of equity and fairness, while at the same time guaranteeing that the students get the best possible education; and that, where necessary, adjuncts who have expertise, who are working in other fields, provide something that's unique -- while at the same time protecting the rights of those who labor in the vineyards and don't necessarily receive fair compensation or benefits.

SENATOR MARTIN: Okay. Thank you very much.

That concludes the joint meeting of the Assembly Education Committee and the Senate Education Committee. The Senate will continue on, because we have a bill list which I, hopefully, will be able to dispense with relatively quickly.

**(HEARING CONCLUDED)**