Faculty Leadership Task Force

REPORT

Stockton University

December 2020

Executive Summary

History of the Task Force

In September 2018, Stockton University's Faculty Senate and the Stockton Federation of Teachers (SFT) formed a joint task force to examine faculty leadership roles at the institution. That group convened the following month and held their inaugural meeting in December. Three factors motivated this undertaking: 1) recognition that the University has grown in both size and complexity; 2) changes in the scope of faculty leadership roles at Stockton and in higher education more generally; and 3) an understanding that Stockton's current system, codified in the [2018 Memorandum of Agreement: Coordinators and other Designated Faculty in Leadership Roles](), does not reflect faculty members' lived experiences. Indeed, the 2018 agreement was a two-year extension of the earlier 2016 iteration, a compromise by both faculty and university administration when discussions about the efficacy of the Coordinator's Agreement began and they agreed to research alternatives.

The initial joint task force was charged to:

a) Critically examine the history, scope, and nature of the positions covered in the Coordinators Agreement of 2018.

b) Ascertain the opinions of the individuals who hold or have held these positions as to how they might be improved, if at all, to address the three concerns listed above.

c) Research how similar such positions are conducted at other institutions to compare and contrast them with our current system.

d) Make recommendations as to what might be done to address the concerns listed above.

Members completed this work through several means, including a literature review, an online mixed methods survey of faculty leaders, a compilation of data on the cost of faculty leadership at Stockton, research into models of peer institutions, and estimation of new compensation formulas. The result was [seven (7) white papers]() ranging from a history of faculty leadership at Stockton to faculty survey results, and un/under-articulated responsibilities to peer models. Results appeared on the Faculty Senate website and was reviewed in a series of school meetings and town halls over fall 2019 and spring 2020.

While significant progress was made on the first three objectives, task force members recognized that the fourth goal, recommendations for a new model, remained to be done. In January 2020, at the request of the President, the Office of the Provost convened a meeting between task force members and senior Academic Affairs leaders to launch a joint task force of both faculty and administrators to address this remaining idea.

The expanded Faculty Leadership Task Force held its inaugural meeting on March 3, 2020, and this report is the result of their work over the past seven months. Recommendations include:

1. Lengthening the term of service for those overseeing undergraduate and graduate degree programs from two to three years.
2. Changing the name of principal faculty leadership positions to chair for both graduate and undergraduate programs to reflect field norms.
3. Streamlining the nomenclature of other faculty leadership positions for consistency, repurposing coordinator to designate those overseeing program concentrations or tracks and Writing (W) and Quantitative Reasoning Across the Disciplines (QUAD), and convenor for those undertaking faculty leadership roles such as faculty overseeing the A, V, H, I attributes, G-course designations.
4. Updating descriptions of faculty leadership to accurately reflect the responsibilities of these positions.
5. Using electronic systems for managing more processes, e.g., creating an electronic system for G and W/Q attribute proposal management and feedback and allowing for more efficient transmittal of forms like change of major forms that require multiple signatures, including from faculty leaders, perhaps even using check boxes in our online systems.
6. Redistributing work to university administrative offices and/or among other faculty members to share responsibility and accountability and allow chairs to focus on core roles.
7. Revising the annual report template to reflect program, school, and institutional needs, and extending the self-study process from five to seven years.
8. Adjusting the formulas and tiers for compensation at the undergraduate, minor, and graduate levels.
9. Providing more mentoring and professional development related to faculty leadership.
10. Implementing recommended changes to improve faculty morale, including regular surveys of campus climate and job satisfaction.

In addition to the recommendations above, and in recognition of issues with which most institutions of higher education currently grapple, the task force recommends that Stockton work to increase the number of faculty of color both in the classroom and in positions of leadership, and reduce the service burden related to programs and initiatives designed to support students, staff, and faculty of color.

For the purposes of simplicity, the Faculty Leadership Task Force designated in the rest of this white paper should be assumed to be the 2020 iteration, unless otherwise noted.

Task Force Membership

Co-Chairs
Michelle McDonald, Interim Provost and Vice President for Academic Affairs and Associate Professor of History
Heather McGovern, Professor of Writing and First-Year Studies

Members

Peter Baratta, Chief Planning Officer and Deputy Chief of Staff
Christine Ferri, Associate Professor of Psychology
Donna Hauer, Accreditation and Academic Programs Specialist, School of Business
Rodger Jackson, Professor of Philosophy and President, Stockton Federation of Teachers
Jessica Kay, Director of Institutional Research
Kim Lebak, Professor of Education
Marissa Levy, Dean, School of Social and Behavioral Sciences and Professor of Criminal Justice
Patricia McGinnis, Professor of Physical Therapy
Kelly Oquist, Officer for Budget and Accounting, Office of the Provost
Rosa Perez - Maldonado, Assistant Dean, School of Arts and Humanities
Jennifer Potter, Vice President for Administration and Finance and Chief Financial Officer
Marc Richard, Associate Professor of Chemistry
Joseph Sramaty, Associate Director for Academic Administration, Office of the Provost
Pete Straub, Dean, School of Natural Sciences and Mathematics and Professor of Biology and Chief Negotiator, Stockton Administration
Joseph Trout, Associate Professor of Physics
Tina Zappile, Associate Professor of Political Science and Chief Negotiator, Stockton Federation of Teachers
Heather Watkins, Executive Assistant to the Provost, Office of the Provost

Former Task Force Members
Wei-Xuan Li, Associate Professor of Business Studies, Finance
Christina Morus, Associate Professor of Communications

Statement of Concerns

The Coordinator role has, as the inaugural task force noted, a long and venerated history at Stockton. Coined when the university was founded, this form of leadership emphasizes a "first among equals" ethos which resonated in the early 1970s with recently graduated faculty and those returning from the Vietnam War.[1] Indeed, duties associated with the position were not well defined before 1999. Subsequent local agreements refined elements of the position.

The nature and structure of the institution has changed appreciably even since the current agreement was first drafted in 2012 (and was subsequently extended in 2018, and, in part, in 2019). Stockton has a larger student body, as well as more staff, and more—and different kinds of—faculty. Moreover, the campus operates instructional sites in Hammonton, Manahawkin, and Woodbine, New Jersey in addition to its main facilities in Galloway, and a more substantial location in Atlantic City opened in fall 2018. The University also offers more accredited programs, particularly at the graduate level, and must meet varied levels of external

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[1] See: Faculty Senate and SFT Faculty Leadership Task Force White Paper "Brief History of the Coordinator Position" (2019), p. 1.

assessment, while at the same time relying increasingly on tuition to balance operating expenses and competing for what is a shrinking potential student pool, as the number of New Jersey high school graduates declines and those that remain increasingly seek higher education out of state. [2]

Additional factors complicate this picture further still. Stockton has increased the number of new academic programs, (including new majors, tracks, and minors), launched or expanded new initiatives (including dual degree, peer mentoring, and internship programs), introduced new contingent faculty categories (hiring its first eight Non-Tenure Track Teaching Positions in fall 2020) and increased use of adjunct faculty in some fields, and expectations for faculty contributions to recruitment, marketing, staffing, and resource management have increased. [3]

Faculty and administration agree that the current structure does not adequately address these new circumstances. This was most obvious in the Faculty Senate and Union Task Force's 2019 survey questions about workload, when nearly half of respondents, just under 49%, felt that workload exceeded what was reasonable, while just over 51% of responses ranged from slightly to extremely reasonable. [4]

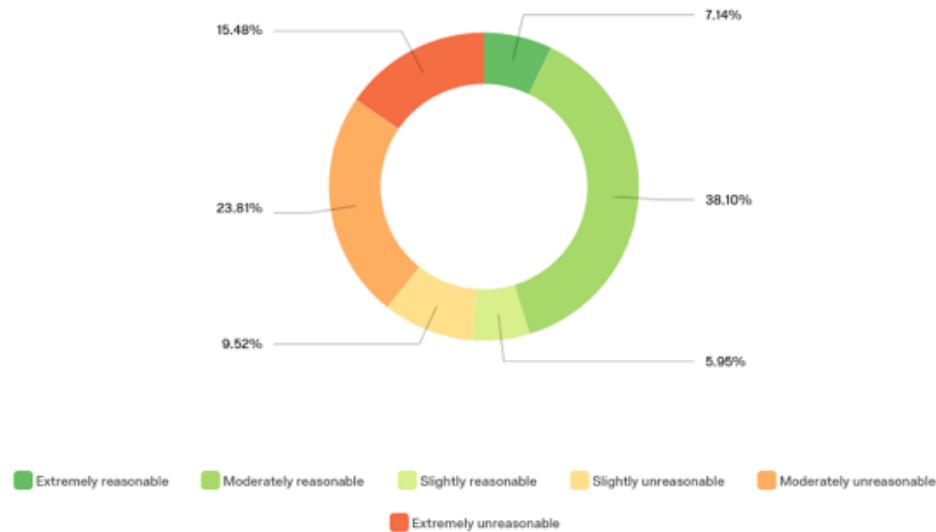[2] The challenge of out migration is outlined in the introduction of "Strategic Plan 2025: Choosing our Path."

[3] As of fall 2019, the last term with available IPEDS data, Stockton employed 352 full-time and353 part-time faculty; the former taught 67% of the course load, while part-time faculty taught 26%. Full-time staff and managerial adjuncts, as well as part-time faculty (60% or 75% positions) taught the remaining courses, or 7%. The 8 Non-Tenure Track Teaching Specialists (NTTP) hires were part of 29 searches this cycle, 26 of which were successful. In addition to the 8 NTTP hires, Stockton conducted 15 tenure-track searches and 3 visiting Assistant Faculty searches. Of the unsuccessful searches, 2 were for tenure-track lines, and one for an NTTP.

[4] Task Force on Faculty Leadership Positions, "Final Report PowerPoint" (https://stockton.edu/faculty-senate/documents/leadership_taskforce/TaskForcePresenation_Jan30_2020.pdf). The survey included 56 questions and garnered 141 responses (81 complete and 60 incomplete). The survey targeted faculty leaders as participants, and respondents included the following:

43 undergraduate program coordinators
19 graduate program coordinators
11 interdisciplinary minor coordinators
9 faculty directors of centers or institutes
7 General Studies (G), Writing (W), or Quantitative Reasoning Across the Disciplines (QUAD) convenors
6 undergraduate track coordinators
6 IDEA/dual-degree/pre-professional advisors
6 Presidents of the Faculty Senate/Chairs or the Research & Professional Development Committee
4 First-Year Studies (FRST) coordinators/convenors
30 participants (who did not provide an affiliation)
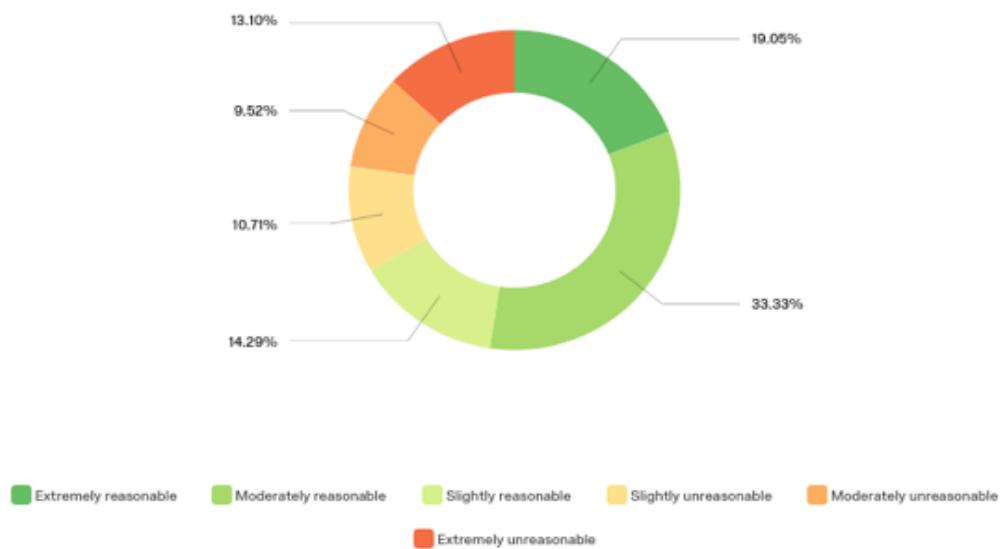
In sum, 9.52% of faculty participating in that study felt that their workload was slightly unreasonable, 23.81% felt that it was moderately unreasonable, and 15.48% felt it was highly unreasonable. At the same time, 7.14% reported workload to be extremely reasonable, 38.01% reported it was moderately reasonable and a final 5.95% felt workload was slightly reasonable.

Q12 - The actual workload of my position in the ACADEMIC YEAR ONLY is:

7.14%
15.48%
38.10%
23.81%
9.52%
5.95%

Extremely reasonable | Moderately reasonable | Slightly reasonable | Slightly unreasonable | Moderately unreasonable
Extremely unreasonable

Summer reporting was more positive, but a third of respondents still felt that workload was not reasonable.[5]

Q13 - The actual workload of my position in SUMMER ONLY is:

13.10%
9.52%
10.71%
14.29%
19.05%
33.33%

Extremely reasonable | Moderately reasonable | Slightly reasonable | Slightly unreasonable | Moderately unreasonable
Extremely unreasonable

Additional questions helped identify which elements of their role faculty leaders thought most time consuming, as well as those they felt were "most burdensome" (marked below with asterisks). These appear in order of most to least frequently mentioned:

- Scheduling*

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[5] *Ibid*., slide 7.

- Point of contact/liaison work
- Staffing (recruiting, hiring, and related mentoring)*
- Meetings and related work
- Advising/Student issues
- Recruiting
- Reporting*
- Accreditation*

Recommendations made by this task force address two of these areas directly: reporting and recruiting/marketing, the seventh and sixth most frequently concern raised. It is hoped that a combination of longer-term length and more professional development will also help reduce the workload by making the process of learning and undertaking leadership roles more efficient and effective. The report also addresses survey responses that support lengthening terms (51% recommended doing so) and the need for additional professional development.

Considering a Chair Model

Defining the Role

When the President's Faculty Leadership Task Force began its work this spring, it anticipated presenting a range of models for campus conversation and consideration. As subgroups considered relevant literature, peer and other national models, enrollment and registration figures, institutional annual and periodic reporting instruments, ways to build position efficiencies, and recommendations for professional development and morale, however, members increasingly coalesced around a single recommended model, one which blends elements of Stockton's historical leadership style with new ideas to reflect current practices and exigencies.

Peer Institutions

The Task Force began by reviewing models from peer New Jersey institutions. Only one other institution, Ramapo, uses the term coordinator rather than chair, and most chairs at other schools fulfill responsibilities that map closely onto Stockton's current coordinator expectations. This is not surprising as all state colleges and universities are governed by the same Master Agreement.

The Task Force also spent time reviewing common perceptions and misperceptions about the chair role. Academic chairs in public New Jersey institutions are faculty positions and those holding them remain members of their union bargaining units. While they are academic leaders, in other words, they are not managers or administrators. This faculty status has important implications for two duties often associated with department chairs, and frequently cited in faculty responses in the 2019 leadership survey—staff supervision and budget management. While faculty frequently work with professional staff, both those housed in academic schools and in affiliated centers and institutes, they are unable to formally manage or evaluate staff; this contractually must be a managerial responsibility.

Likewise, while programs or departments offer advice to their Dean about budget matters and may oversee small budgets for specialized equipment or programming, larger expenditures are managed at the administrative level. Funding for faculty professional development and travel is also allocated centrally. At Stockton, faculty are eligible for up to $1,200 annually, and additional monies are dedicated as junior faculty funds for those pre-tenure. Stockton also offers several competitive internal programs to augment these resources.[6] This process of centralized budget administration—rather than significant department-level budgets or department-level travel funding—is consistent with chair roles at peer New Jersey institutions, as identified in both comparable local agreements and interviews with a sample of chairs in summer 2020. Based on this data, it seems unlikely that adding budget responsibilities to current faculty leadership positions would improve Stockton's system.

Faculty leaders could play a larger role at Stockton in faculty evaluation and do at peer institutions, performing all teaching evaluations for both full-time and part-time faculty, for example, as well as independently conducting departmental reviews of faculty pursuing tenure, promotion, or reconsideration. Observations of tenure-track faculty are currently spread across tenured faculty university-wide at Stockton, although Coordinators are likely to participate heavily in them. Program Review Committee (PRC) organization is a current responsibility of coordinators but voting and letter writing are usually spread among PRC members. Where adjunct-faculty observation and evaluation is done, it currently falls heavily on coordinators.

Finally, the task force looked for best practices to inform ideas moving forward. The American Council of Education (ACE) offers an especially valuable set of resources which address offer advice on roles and

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[6] Admittedly, most internal grant programs were suspended for the FY21 fiscal year as a result of COVID-19 uncertainties and the discontinuation of domestic and international travel.

responsibilities, negotiating complicated questions, and balancing competing interests.[7] Handbooks from institutions outside of New Jersey offered additional perspectives, although not all aspects were applicable given constraints of our statewide contract.[8]

Suggestions for Refining Faculty Leadership Roles

Responses from extant faculty leaders about what they believed worked well about the coordinator role, and what could be strengthened or reconsidered, was one of the most revealing elements of the work completed over the last year and a half.

Where Change Might be Considered

Survey results from 2019 pointed out several key areas that are not currently included in faculty leadership position descriptions, and yet which faculty leaders thought were essential elements of their roles. Therefore, the Task Force recommends that the Administration and SFT expand the list of duties in the MOA using the white papers and other task force documents to better reflect the work actually done by almost all faculty leaders.

Given that almost half of faculty leaders report an unreasonable workload, and that faculty leaders also felt that much of what they are doing is essential to their roles, task force members needed to balance both workload considerations and the implications for compensation in making suggestions as the goal was to recommend both a more manageable workload and fiscal efficiency, if possible.

Change the titles for faculty leader roles.

Results from the 2019 survey were mixed on the question of name. Faculty members desiring a shift to a chair model wanted, in some instances, a more externally understandable job title. The question of what to

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[7] As examples: "Roles and Responsibilities of Department Chairs:"
http://college.emory.edu/faculty/documents/resources-chairs/power-of-department-chair.pdf
"Constructing the Role of the Department Chair:" https://www.mtholyoke.edu/sites/
default/files/deanoffaculty/docs/20%20Constructing%20the%20role%20of%20dept%20chair.pdf
"Words of Advice from Chairs and Deans:" https://www2.acenet.edu/resources/chairs/docs/words_of_advice.pdf
"The Secrets of Successful Chairs:" http://www2.acenet.edu/resources/chairs/docs/Benoit_Secrets.pdf

[8] Cornell College: https://www.cornellcollege.edu/academic-affairs/chair-handbook/role-of-department-chairs.shtml
Purdue Fort Wayne: https://issuu.com/ipfwdcs/docs/departmentchairmanual_march_2019
Lawrence Technological University: https://www.ltu.edu/provosts_office/dept_chair_advice.asp
Knox College: https://www.knox.edu/documents/Academics/ChairsGuide-2010.pdf
University of Kentucky: https://www.uky.edu/ofa/content/department-chairs-helpful-links-and-materials

call a faculty leader might be considered separately from issues of adding responsibilities. While "coordinator" has historic meaning at Stockton, "chair" is more easily understood externally, and so there might be good reasons to either keep the term coordinator or change to chair. The Task Force is proposing a change to "Chair." Overall, the Task Force recommends standardizing nomenclature of other faculty leadership positions for consistency, repurposing coordinator to designate those overseeing program concentrations or tracks and Writing (W) and Quantitative Reasoning Across the Disciplines (QUAD), and convenor for those undertaking faculty leadership roles such as faculty overseeing First-Year Seminars, the A, V, H, I attributes, and G-course designations. The Task Force recognizes that due to demands from accreditors, some faculty leaders might need different titles.

Specified role in faculty mentoring, particularly junior faculty.

Faculty mentorship is explicitly included in MOAs governing chair responsibilities of peer institutions and, based on responses to the campus survey, is already performed by many faculty leaders at Stockton as well. To attend to the varied needs of incoming faculty, particularly faculty of color, the task force recommends that the University continue a broad-based approach to mentoring, including the incorporation of other faculty members inside the program, as well as the rejuvenation of faculty mentors outside programs, efforts that could be coordinated through the Center for Teaching and Learning Design (CTLD). That being said, the work of mentoring should also be recognized as a core element of faculty leadership moving forward.

Responsibility for long-range and strategic planning and representing the program in the University.

Planning is already done by faculty leaders in and for their individual programs, at least for five-year periods tied to the five-year cycle for program self-study and goal setting. However, involvement in whole-university long-range and strategic planning is currently rarely connected to being in a coordinator/convenor position, nor is it included in the current Coordinator's Agreement. Faculty leaders surveyed as part of this research indicated a desire to be more involved in this kind of work, especially if it resulted in a robust model of shared governance.

Expectations that all members of a program serve as Coordinator/Chair.

Historically, Stockton sought to share faculty leadership by rotating the coordinator position through all members of an academic program. This process has changed over time and now varies by program. The degree to which leadership responsibilities should be held by all faculty members in a program seems based more on choice/philosophy than on institutional structure. Indeed, some faculty members who indicated on

the fall 2019 survey they wanted to move to a chair model did so because they sought never to be in a position of leadership and thought it less likely with a shift to chairs. Whether or not Stockton changes the name of the leadership positions, the task force recommends reconsidering required rotation in those programs that still do so, given the increasing complexities of faculty leadership in the last five years and the reality that not all faculty seek out, or have the skills for, the leadership role as it currently exists.

Provide a new electronic platform for Attribute, G, and W/Q Convenors to use to manage and share proposals and feedback.

Faculty leaders in these positions report that their labor is split between mentoring faculty members and managing file submissions/feedback. If Stockton could build a computerized system for submitting proposals and providing feedback, a substantial portion of that part of the workload might be reduced. Faculty leaders could then use their time on the important mentoring work, rather than on document management.

Where Change Might Not be Necessary

The task force identified several tasks that, by their nature, should be coordinated by a faculty leader. Coordination is not the same as complete responsibility for the same, however, and such distinctions are discussed below.

Identifying and hiring adjunct faculty.

Coordinating the process of advertising for, reviewing and communicating with applicants, interviewing, and making hiring recommendations for adjunct faculty members normally falls to current faculty leaders. This model is recommended to continue, with recognition that if Stockton University becomes more dependent upon adjunct labor, this process would increase the workload of faculty leaders.

Involvement in advising and retention of students.

Based on survey results, most faculty leaders consistently spend a great deal of time advising students, which contributes to recruiting and retention efforts and helps students graduate in a timely fashion. Faculty leaders invest varying amounts of time in other work for retention of students.

Although some survey respondents expressed that being the first line for student complaints and appeal adds to their workload, when they might not have authority to address the problem, the Task Force determined that it makes sense to have those with the most knowledge of teaching in the discipline, and

who can help handle problems most informally, remain the first appropriate context for student complaints and appeals.

Scheduling coordination and overseeing advising and registration.
Faculty leaders at Stockton determine placement guidelines and participate in the placement process, where placement occurs. Faculty leaders also assist with graduation clearance, meet with prospective students, prepare and update program descriptions, worksheets, and work in an intensive process with Academic Advising on updates to Degree Works. Faculty leaders from some programs seem much more content about the time required for their advising responsibilities than others, perhaps in part because some programs have distributed work across more program members. Alternatively, some programs require more complicated advising. Transfer student transcript review and advisor assignments, which can sometimes fall to faculty leaders, are largely done by the Registrar or Academic Advising.

The task force encourages programs to distribute advising across members as much as possible. Where advising work is falling unevenly, it recommends programs shift other service work to compensate, and not to default to the coordinator.

Approval of grant applications, travel, departmental travel funds, and travel reimbursement.
This work is done at the school level at Stockton. There does not seem to be an advantage to shifting this work from Deans/School staff members to faculty leaders.

Understanding and ensuring compliance with state and locally negotiated agreements.
Negotiated agreements are crucial to almost all aspects of faculty work, and other institutions explicitly state that department chairs must be familiar with them. This is not currently a responsibility of faculty leaders at Stockton, who would need training in order to be prepared to do this well.

Program Review Committee
Faculty leaders play a central role in coordinating and convening program review committees responsible for overseeing promotion and tenure file analyses. The development of program letters, however, can—like student recruitment and assessment—be broadly shared among faculty members, where it is not already.

Where Changes in Workload May Not be Possible
Academic Scheduling
In most programs, the schedule is built anew each term. Rolling the current schedule, and refining as needed, might slightly reduce faculty leadership workload, and have a positive impact on the workload of

school staff and Assistant Deans involved in the process. Many programs do some version of this already as it impacts the role of the faculty leaders, but efficacy varies. Accreditation mandates, curriculum complexity (including G course teaching), faculty turnover (including contingent faculty), and fluctuations in student demand all affect scheduling.

Moreover, some schools have staff to support the process, in addition to Assistant Deans, and others do not. As a few examples, in Business, coordinators are provided with enrollment numbers from last few years, number of sections needed, and information about teachers/time/ratio. Coordinators are also provided with information about likely demand at various levels and enrollment from prior years. In First-Year Studies, the coordinator provides some of this information and Tutoring staff provide other detail. As faculty leaders will likely continue to do this work, it is important to clearly articulate expectations and provide training, and to move towards more consistency in terms of the support provided to Faculty Leaders by school staff members.

Some Universities have invested in programs and software that build schedules and results were mixed. In interviewing leaders at one sister institution, sub-group members learned that these programs were not working as advertised, and that faculty leaders simply had to rebuild schedules provided by the programs. It is unclear to what degree such programs might help at Stockton and evaluating them is beyond the mission of this Task Force.

Assessment

Academic assessment is an increasingly specialized and complicated field but is important both for institutional accreditation and well as that of some externally accredited programs. It is not, however, something that many faculty leaders have been trained to undertake. Assessment efforts can also, of course, be led by faculty other than program leaders. The task force recommends both that the University encourage broader participation in assessment by faculty other than leaders and provide additional training and staff support through the CTLD.

The task force also suggests consideration of the following to more broadly distribute workload:

- Clear and consistent expectations about program-level assessment expectations and timelines;
- Administrative guidelines to keep assessment levels manageable and reduce the number of ad hoc reports;
- Regular rotation of assessment efforts among more faculty members; this not only allows for cross training and professional development of future leaders, but also helps mitigate individual faculty undertaking more than is feasible;

- Centralization of reporting in Office of Institutional Research, when possible, to provide consistent data and reduce program load and faculty work;
- Broad-based sharing of assessment work at the administrative level to reduce likelihood of duplication of work at the administrative and program levels.

Where Workload Could be Reduced

Finally, the task force proposed several potential changes to reduce faculty leader workload:

Marketing and Recruitment

Based on survey results, some faculty leaders at Stockton spend a great deal of time, while others little time, on marketing or recruiting. Some of these efforts map, to some degree, on the number of students, participation rates of other faculty, and level of marketing and recruiting expected. Including the number of majors as a metric for faculty leader compensation might serve as both an incentive for participation as well as connect this work directly to remuneration. Faculty leader workload in this area can also be helped by more clearly setting and communicating the expectation that, while faculty leaders often schedule participation at student recruitment events, they are not expected to personally staff all of the same; this is a shared responsibility of all faculty.

Marketing and recruiting events take time and energy, as well as specialized skills that faculty leaders may not possess. Stockton can assist faculty leaders by providing them with model marketing plans and sample budgets to use when working with Enrollment Management and University Relations and Marketing (URM). This kind of modeling would help facilitate communicate across the three groups. Such work need not be concentrated in a department chair but might be done by staff members or other faculty members.

Delegating Work

Faculty leaders should be provided with professional development related to how to delegate differently, recognize their individual strengths and weaknesses, and delegate to other program members. This would help ensure that workload is not based on replication of patterns of prior leaders, but on adjusting for the different strengths and weaknesses of a new leaders.

Potential Roles of NTTP Positions

The introduction of new faculty lines, Non-Tenure-Track Teaching Positions—provide additional opportunities for meeting some program needs—such as overseeing physical spaces, managing multiple tracks without track convenors or coordinators, handling admissions, or handling internships. Such work can be built in-load for 10-month positions, or as part of summer work, for those on 12-month contracts.

Implementation of these ideas depends upon the availability of the positions and skill sets of individuals hired, and needs to weigh shifting work from a faculty leader/making a contingent hire more valuable and increasing their job security/possibly giving work that takes program or system knowledge and giving it to people more likely to turn over.

Options might include:

- Development of program marketing materials;
- Leading program assessment;
- Assisting with program tracks;
- Oversee internships, clinical placements, or other curricular elements;
- Expanded precepting/advising work;
- Student tracking and retention reporting;
- Program admissions;
- Physical space/studio/lab coordination.

Some of this work could also potentially be done by additional staff members in Academic Advising or in Schools.

Metrics and Tiers

A Multi-Factored Approach

The Faculty Leadership Task Force's review of metrics and tiers focused primarily on models for Undergraduate, Graduate, and Interdisciplinary Minor leadership. Under the current agreement, only one metric is used to calculate compensation—faculty FTE for the Undergraduate programs, and student headcount for the Graduate and Interdisciplinary Minors. The Subgroup on Compensation Formulas was tasked with examining additional metrics and proposing new formulas that could be used to evaluate workload for these areas. This work directly addresses concerns shared by both administrators and faculty leaders, including the 70.67% of faculty leaders who completed the survey who believed that additional factors, beyond faculty teaching equivalence, should be considered in compensation formulas. Below are the task force subgroup's findings.

Undergraduate Programs

Metrics – Current and Proposed

The compensation for Undergraduate Faculty leaders is currently determined by a program's Faculty Full-Time Equivalency (FTE). The FTE places the program in one of five tiers, which is tied to compensation levels. Each year, the Office of the Provost, in conjunction with the Stockton Federation of Teachers (SFT), recalculates these tiers. While this method is effective, it does not account for smaller programs, programs offering fewer, large courses, or programs that provide service for other programs or the General Studies curriculum. After a thorough review, the Task Force proposes to incorporate these contributions through a formula that includes the program's FTE as well as other metrics, including both the number of majors in a given program and the number of seats filled by the program. The number of seats filled by the program helps to capture those service courses by programs that have fewer majors and faculty, or by programs that have no majors, such as First-Year Studies. Number of students was one of three criteria, suggested by survey respondents, indeed one of the most commonly mentioned, to create a fairer formula to compensate faculty leaders overseeing undergraduate programs.

Tiers

The subcommittee created a weighted formula that includes FTE at 50%, Enrollment at 40%, and the number of majors at 10%. The combination of these metrics created clear weighted groupings: 1-10, 11-20, 21-30. 31-50, and 50 and above. For purposes of comparison, these ranges were then mapped to the current tiers and, while there were compensation changes for a few programs, most programs remained the same. Better still, the five tiers proposed remained largely stable regardless of the weight given to the three metrics proposed. Based on these outcomes, this task force recommends adopting the three-factor compensation formula for Undergraduate programs.

The Task Force did consider other metrics, such as the number of TCH generated by program faculty and number of courses offered in a major by the program. They decided against these criteria as faculty outside of programs also contribute to the TCH of most programs, and it did not capture service courses. The Task Force similarly chose not to use the number of courses in a major because, again, it did not capture service courses. In the end, FTE, SCHs generated, and seats filled by program were deemed the three most appropriate and consistent metrics. Finally, it is important to note that many of the factors (for undergraduate programs) considered where closely correlated to the number of full-time faculty and therefore were already taken into consideration and changed things only slightly if at all.

> **Note:** *In all of the tiers tables the metrics (FTE, Enrollment, etc.) have been scaled in order to obtain values of similar magnitude that could be used in the weighted formula. The scaling was done by dividing all of the values in a metric category by the largest value.*

Example

	FTE	Enrollment	Majors	Weighted	Current Tier
BUSN	1.000	0.723	0.992	89	5
FRST	0.700	1.000	0.000	75	5
TEDU	0.662	0.484	0.630	59	5
BIOL	0.613	0.455	0.365	52	5
PSYC	0.504	0.524	0.480	51	4
BSHS	0.452	0.331	1.000	46	4
CRIM	0.431	0.338	0.548	41	4
CHEM	0.431	0.348	0.143	37	4
NURS	0.430	0.155	0.141	29	4
SOWK	0.351	0.181	0.218	27	3
MATH	0.299	0.214	0.094	24	3
ENVI	0.255	0.224	0.188	24	3

ARTS-PF	0.299	0.185	0.105	23	3
PHYS	0.248	0.213	0.053	21	3
ARTS-VS	0.284	0.158	0.089	21	3
COMM	0.234	0.140	0.192	19	2
LITT	0.256	0.129	0.119	19	3
SOCY	0.219	0.178	0.044	18	2
MARS	0.212	0.134	0.133	17	2
HTMS	0.190	0.139	0.159	17	2
CSCI	0.208	0.099	0.181	16	2
HIST	0.190	0.110	0.096	15	2
LANG	0.221	0.081	0.024	15	2
INSY	0.139	0.155	0.085	14	2
POLS	0.154	0.104	0.104	13	2
ECON	0.154	0.111	0.026	12	2
PUBH	0.102	0.086	0.040	9	1
PHIL	0.117	0.073	0.015	9	1
EXSC	0.088	0.032	0.060	6	1
AFAN	0.066	0.030	0.001	4	1
SUST	0.058	0.023	0.037	4	1

Graduate Programs

Metrics – Current and Proposed

The workload formula for the Graduate programs proved more complex than that for Undergraduate programs, in part because most graduate programs do not have dedicated faculty, which complicates the use of faculty FTE as a metric.[9]

The current system takes the average student headcount based on the enrollment of the previous three falls and puts it into one of two categories: 89 students or below and 90 or above. Doing so created inequities as some work is not scalable, but other work is, and task force members experimented with adding metrics to the tier formula to make it more equitable across all programs. They discussed several factors but ultimately decided that Student Credit Hours (SCHs) filled (or generated) was the most consistent metric. This

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[9] Except for Physical Therapy, Occupational Therapy, Organizational Leadership, Communication Disorders, Instructional Technology, Counseling, and Holocaust and Genocide Studies, the remaining eight programs are made up of a faculty that is drawn from programs across the campus.

captured the contributions of cohort-based programs (such as DPT, OT, and MSCD) that generate a significant number of SCHs but, for accreditation reasons, cannot have more than 90 students.

It was difficult to develop metrics that worked for all Graduate programs, as they vary significantly in size and complexity. In addition to the two metrics ultimately selected (headcount and SCH), the Task Force considered faculty FTE, but eight of Stockton's current fifteen programs do not have dedicated faculty. It also considered program TCHs and number of program courses, but, like undergraduate programs, this tactic was rejected for the same reasons as for undergraduate programs--the challenges of identifying the contributions of in-program versus out-of-program faculty.

Tiers

The task force is proposing a weighted formula of 50% headcount and 50% SCH. The SCH number used was determined by taking the average of the previous three academic years. Based on the results of this new formula, there were five clear groupings among the weighted totals: 1-10, 11-20, 21-30, 31-50, and 50 and above. Based on this outcome, and the similarity to Undergraduate programs, the task force recommends adopting the two-factored formula and resultant five tiers for the Graduate programs.

Example

Program	Headcount	SCH	Weighted		Program	Headcount	SCH	Weighted
DPT	0.389	1.000	69.5		MSN	0.184	0.099	14.2
MAED	1.000	0.296	64.8		MAIT	0.170	0.072	12.1
MSW	0.404	0.342	37.3		MACJ	0.132	0.088	11.0
MSOT	0.388	0.246	31.7		COUN	0.112	0.076	9.4
MBA	0.407	0.183	29.5		MAHG	0.134	0.051	9.2
EDOL	0.366	0.108	23.7		DSSA	0.108	0.041	7.4
MSCD	0.266	0.186	22.6		PSM	0.069	0.043	5.6
					MAAS	0.050	0.027	3.9

Interdisciplinary Minors

Research into additional metrics to calculate tiers for faculty leaders proved even more complicated for interdisciplinary minors. Stockton currently uses the same method as that for Graduate programs: the average student headcount based on the enrollment of the previous three falls and puts it into one of two categories: 89 or below and 90 or above. Because these programs draw faculty from across the campus, FTE is difficult to calculate. Moreover, because the courses are offered as part of the General Studies curriculum,

TCH and SCH would be challenging as students can take a course without being associated with the minor. After much discussion, it was determined that, if an additional factor was needed, the best and most obtainable metric would be number of degrees granted.

For comparison, a weighted formula was created at 60% headcount and 40% degrees granted. Based on the results of this calculation, there were four tiers of minors: 1-10, 11-20, 21-40, and 40 and above. Keeping those groupings, the formula was rerun with 100% headcount and 0% degrees granted, which is essentially the current formula. While the weighted totals did change, the programs did not shift out of their assigned tiers from the previous calculation. Given this information, it is recommended that, at a minimum, there should be additional tiers for the minors, and, if it is felt that there should be a two-factor formula, that number of degrees granted is the best factor to use.

Example

Program	Headcount	Degrees	Weighted
CHST	1.000	1.000	100.0
HOLH	0.572	0.629	59.5
NEUR	0.439	0.324	39.3
HGST	0.310	0.294	30.4
WRTG	0.364	0.147	27.7
DIST	0.241	0.237	23.9
GERY	0.230	0.161	20.2
WMST	0.187	0.201	19.3
IMAS	0.171	0.130	15.5
CNST	0.150	0.147	14.9
VICT	0.198	0.080	15.1
JWST	0.112	0.100	10.8
LITD	0.112	0.097	10.6
GLST	0.080	0.067	7.5
LACS	0.064	0.043	5.6
MIGR	0.027	0.030	2.8

Dual-Degree Programs

Dual-degree programs are complicated, and vary in terms of numbers of enrolled students, caps to numbers of students accepted, and amount of recruitment labor. Metrics for compensation might include student head count or degrees conferred. It might be possible to reduce faculty leader labor by automating some work to check on how students enrolled are progressing (maintaining required GPA, etc).

Improving Morale and Professional Development

Survey Results

Faculty morale was one of the primary reasons that the Faculty Senate and SFT launched the inaugural task force in 2018, and it remains a core concern of the present Faculty Leadership Task Force. The sub-committee working on this issue began by reviewing data from the September 2019 survey conducted by its predecessor.[10] Some responses are encouraging and indicate faculty leaders see themselves as performing work they value, and that they see as valued by the institution:

85.5%: I am proud to work for Stockton in this capacity.
69.9%: I see myself still working at Stockton in five years' time.
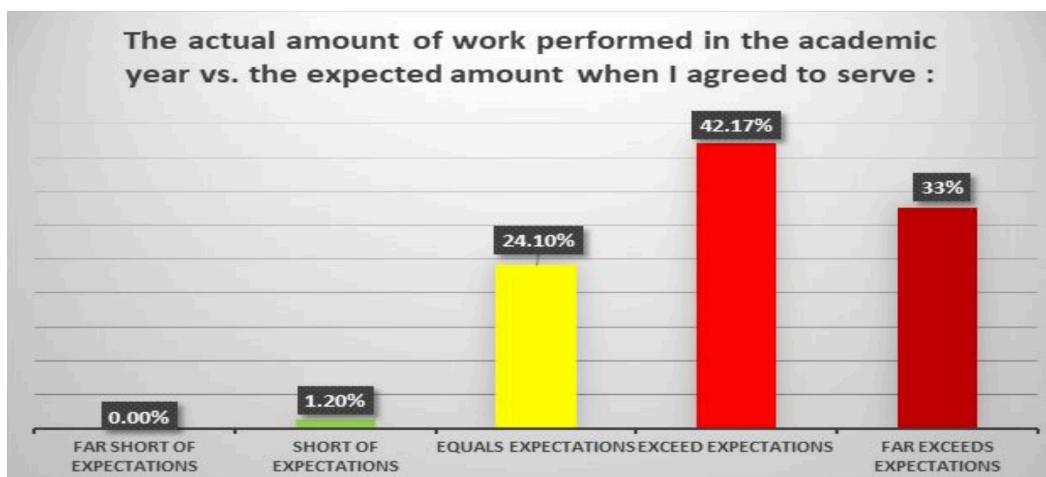67.1%: Faculty leadership positions like this make a contribution to my development.
66.7%: I know what I need to do to be successful in my role.
60.5%: My manager/ supervisor/ administrative contact is a great role model for employees.
57.1%: I rarely think about looking for a job at another school.
53.1%: My manager (or someone in management) has shown a genuine interest in my career aspirations.

Overall responses indicted that faculty leadership thought the current MOA reasonably reflected the scope of their responsibilities. They were less sanguine, however, that it reflected the volume of work involved.

The actual amount of work performed in the academic year vs. the expected amount when I agreed to serve:
- FAR SHORT OF EXPECTATIONS: 0.00%
- SHORT OF EXPECTATIONS: 1.20%
- EQUALS EXPECTATIONS: 24.10%
- EXCEED EXPECTATIONS: 42.17%
- FAR EXCEEDS EXPECTATIONS: 33%

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[10] Task Force on Faculty Leadership Positions, "Final Report PowerPoint" (https://stockton.edu/faculty-senate/documents/leadership_taskforce/TaskForcePresenation_Jan30_2020.pdf), slide 16.

Specifically, faculty leaders raised concerns about workload, communication, resources, support/morale/growth, and professional development.

Communication:

- 21%: Administration in general keeps faculty in leadership positions informed about what is happening. More frequent and transparent communication between administrators and faculty leaders might assist in this area.

Leadership priorities:

- 20.7%: Day-to-day decisions here demonstrate that quality and improvement are top priorities.
- 24.4%: Stockton's leadership has communicated a vision that motivates me in this position.

Resources:

- 43.2%: I have access to the learning and development I need to do my position well.
- 27.2%: Most of the systems and processes here support us getting our work done effectively.
- 24.4%: I have access to the things I need to do my position well.

Support/Morale/Growth:

- 49.4% I would recommend this position to my colleagues
- 47%: Stockton motivates me to go beyond what I would in a similar role elsewhere.
- 43.8%: I believe there are good career and leadership opportunities for me at this school.
- 40.2% I receive appropriate recognition when I do good work.

As the 2019 survey was comprehensive, the current Faculty Leadership Task Force did not feel it necessary to conduct an additional survey at this time. Members do recommend, however, that the CTLD surveys faculty leaders regularly, following a schedule of periodic assessment, to ensure that issues of morale are continuously addressed and redressed where necessary to measure job satisfaction and bolster morale, as well as the following proposed interventions:

- Provide regular communication
- Adjust formulas for compensation.
- Provide support for accreditation.
- Establish a forum for faculty leader support/connections; the new Center for Teaching and Learning Design (CTLD) could provide some of these activities.
- Develop programming for leadership training.

Morale concerns about leadership priorities are salient and important, but harder for the task force to address within the scope of its mission. The Task Force hopes that all units at the university will work on having priorities that align with quality and improvement and helping give all community members meaningful roles in helping create visions that motivate them.

Professional Development:

The last recommendation above requires elaboration. Incoming faculty leaders presently receive little formal orientation to their positions, and only 43.8% of survey respondents agreed that this statement clearly or mostly described their feelings, "I have access to the learning and development I need to do my position well." Thus, the task force proposes that faculty leaders would benefit from additional available professional development. Currently, incoming faculty leaders might be able to meet with current coordinators or directors, but such informal mechanisms place a heavy emphasis on peer-to-peer interactions, and efficacy varies depending on the administrative acumen of those occupying those positions and their willingness or availability to provide mentoring.

Stockton's Office of Human Resources offers some leadership programming, ranging from wellness and self-care resources to building an inclusive environment.[11] But while these seminars address important concerns, and do not exclude faculty leaders from participation, they are geared towards—and advertised to—administrative managers. They also do not address most of the specific areas raised by faculty leaders—assessment, marketing, staffing, dealing with student issues, dealing with faculty issues.

As one specific example, faculty leaders noted frustration with the limited tools available to them for dealing with interpersonal conflicts within or among program faculty members or for addressing issues caused by colleagues who are not meeting their responsibilities.

The Task Force recommends that Human Resources training be made more broadly available and complemented by a job training regimen designed to specifically address faculty leader roles and responsibilities, ideally through the Center for Teaching and Learning Design (CTLD). The latter could include both regular workshops throughout the academic year, as well as compensated summer institutes (perhaps one for new faculty leaders and others for ongoing professional development). Such training should ideally include time with Assistant Deans for school-specific responsibilities and processes, time spent on budget (both program-specific and School/University), and with the out-going faculty leader for program-specific training.

A forum for coordinator to coordinator support and connections, with meetings that are both informative as well as also addressing stressors, burdens, and successes might be especially valuable. Regular

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[11] https://www.stockton.edu/human-resources/traininginitiatives.html

communication among coordinators, perhaps in content subgroups (i.e. graduate programs, minors, accredited programs) could encourage support and learning from one another.

The CTLD might also work with faculty leaders to develop an online manual to provide detail about, and examples of, program duties (i.e. such as those outlined in pages 7 through 15 above). Stockton might also consider practices of formal shadowing for incoming faculty leaders who have not previously served in that capacity, an external speaker series, and the viability of leveraging the talent of those teaching in the Organizational Leadership Ed.D. to build a robust set of programs addressing leadership from different perspectives. Finally, the Division of Academic Affairs could designate a pool of institutional funds to support attending and presenting at regional and national conferences. This last suggestion would allow attendees to bring best practices from the field to the campus community on a regular basis.

Conclusion

Faculty leaders play vital yet complex and diverse roles at the University. Task Force members recognize that the recommendations in this report do not fully address all of the very legitimate concerns of faculty leaders. The Task Force hopes, though, that this can be a start.

Both the original and expanded Task Forces identified problems, conducted research, and deliberated. Ultimately, the expanded Task Force used a shared governance approach, working with a group of faculty leaders, union leaders, staff members, and administrators, and seeking feedback from stakeholders in multiple ways at multiple times.

The hope is that community members, working together, use these recommendations in a process of continuous improvement. When our faculty leaders can work most efficiently, with confidence and high morale, they can most effectively support the university's mission.