

# Task Force on Faculty Leadership Positions

# Who we are:

→ Mid-career faculty representatives from each of Stockton's academic schools who have served in multiple faculty leadership positions.

# Task Force Members:

- ★ Rodger Jackson (PHIL), *Co-Chair*
- ★ Pat McGinnis DPT (HLTH), *Co-Chair*
- ★ Christine Ferri, PSYC (SOBL)
- ★ Kim Lebak, (EDUC)
- ★ Li Wei-Xuan, (BSNS)
- ★ Heather McGovern, FIRST (GENS)
- ★ Christina Morus, COMM (ARHU)
- ★ Marc Richard, CHEM (NAMS)
- ★ Joe Trout, (PHYS), *Faculty Senate Rep.*
- ★ Tina Zapille, *Union Representative*

- ★ Jennifer Potter, CFO  
*(administrative representative)*

# What we are:

- A task force Assembled jointly by the Faculty Senate and the SFT.
- Modeled on the Task Force on University Status.
- With the following goals:

- 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.

# What we are NOT:

- 1) The “final word” in any sense of the broader faculty voice
- 2) The “power”
- 3) Finished with the work

# What have we been doing?

\*Task Force was officially convened in November, 2018, with our first meeting in December 2018. Since that time...

The task force has worked diligently and in good faith to try and balance the expectations of the administration and the needs/wants of the faculty (in the spirit of shared governance).

# 1) Research

- History of coordinator (faculty leadership) at Stockton
- True cost of faculty leadership positions
- Faculty leadership expectations and compensation at our NJ sister schools
- Un/under articulated responsibilities of faculty leaders



## **2) White papers**

**\*\*Find our White Papers on the Faculty Leadership Task Force website**

- . The available White Papers include:**
  - History of the Coordinator Position at Stockton
  - The True Cost of Faculty Leadership
  - Faculty Leadership at our Sister Institutions
  - Reflection on Coordinator Responsibilities
  - Un/Under-Articulated Responsibilities
- .**

### **3) Survey**

In the summer of 2019, the task force employed our initial findings to design a detailed survey for faculty leaders (past and present). Our goal was to obtain data regarding their thoughts about various elements of the leadership positions covered in the agreement. A draft of the survey was shared with several administrators for comment with some of their feedback incorporated into the final version. The survey went live to the faculty on September 6, 2019 and was open to all faculty until October 1, 2019

# What we have found:

## 1) History

- The coordinator position was initially meant as a “1st among equals”
- There is a general fondness for this model, but also a recognition that we may have outgrown it as well.

## 2) True Cost of Faculty Leadership

It is far less than we have been led to believe

- Compensation for all positions in the agreement totals 919 TCH.
- 42% of these TCH were taken as release time and 58% was overload compensation.

1. Coordinator and coordinator-type positions 83% of the TCH in the agreement. 759 TCH are allocated here. 477 TCH (63%) credit hours were taken as overload during the 2018/2019 academic year and 278 TCH (37%) were taken as release time.
2. Directors (IFD, Assessment, Senate President, R&PD Chair, etc.) – 13% of the TCH. Some of these positions are required to take their compensation as release time.
3. Compensation for Program Five-Year Reviews – 4% of the TCH

Difference in how to calculate the cost of release time:

- Adjunct faculty replacement calculation – cost: \$1,402,934.
- In-load calculation (fraction of total salary) – cost: \$2,525,047

According to the Office of Budget and Planning website, the University budget for expenses in FY2019 was approximately \$221 million.

**Therefore, the cost of coordinator compensation accounts for 0.63% (adjunct faculty replacement) or 1.1% (in-load) of total budgeted expenses in FY2019.**

*What's missing? – summer compensation & positions that require 13D replacement (different salary consideration)*

### **3) Sister Institutions**

No one has it right. Some have good ideas.

- All except Rutgers faculty leadership remain rotating faculty positions that are in the union
- Language varies (“chair” “coordinator” “convenor”)
- Compensation and responsibilities for these positions varies wildly within and among institutions.

**This is an opportunity. We can set the example and be the model for faculty leadership.**

## 4) Survey

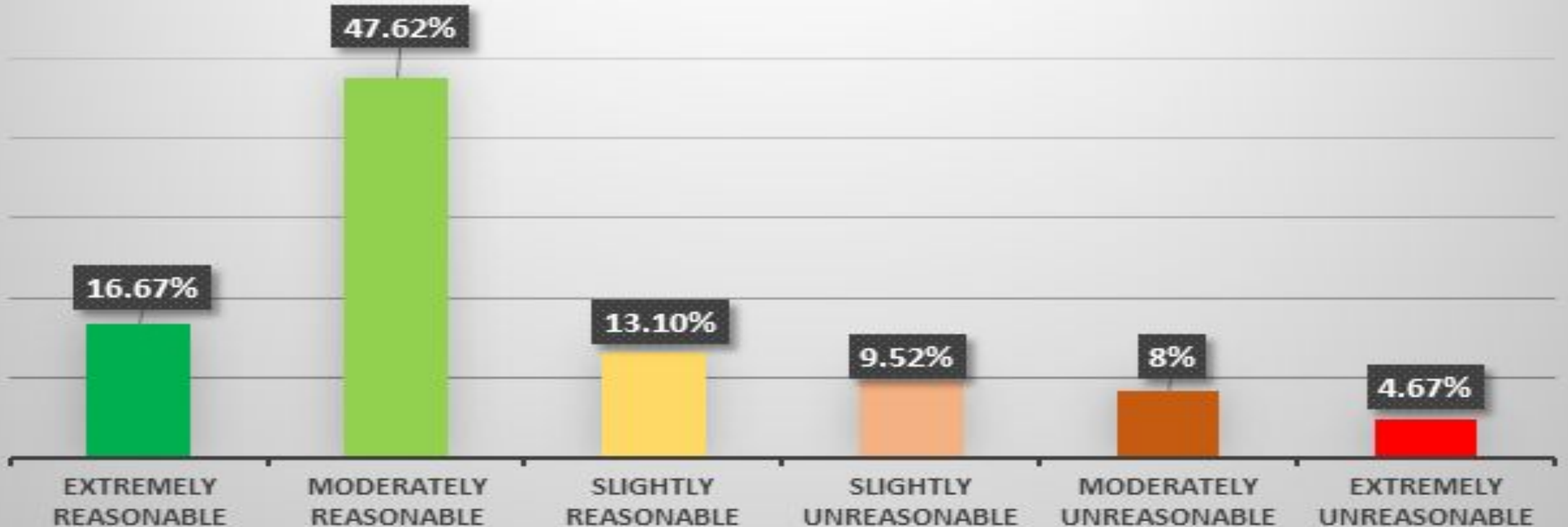
- Survey developed in Qualtrics by the Task Force
- Survey introduced at the Fall Faculty Conference Union Meeting
- Survey open from Friday, September 6 – Monday, September 30
- 56 questions (22 with qualitative responses)
- 141 responses: 81 completed, 60 incomplete responses



# Things that are working well:

The listed duties in the MOA seem reasonable to most faculty leaders.

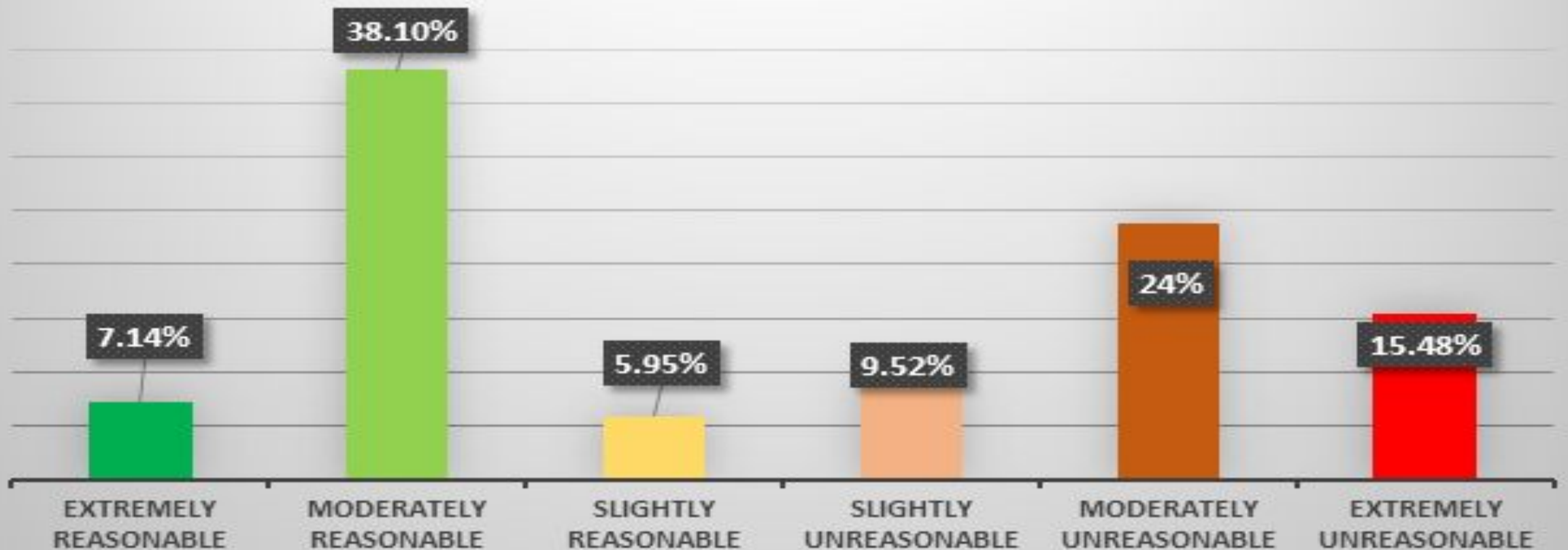
The listed duties in the 2018 MOA for my position are:



## Things that are not going as well:

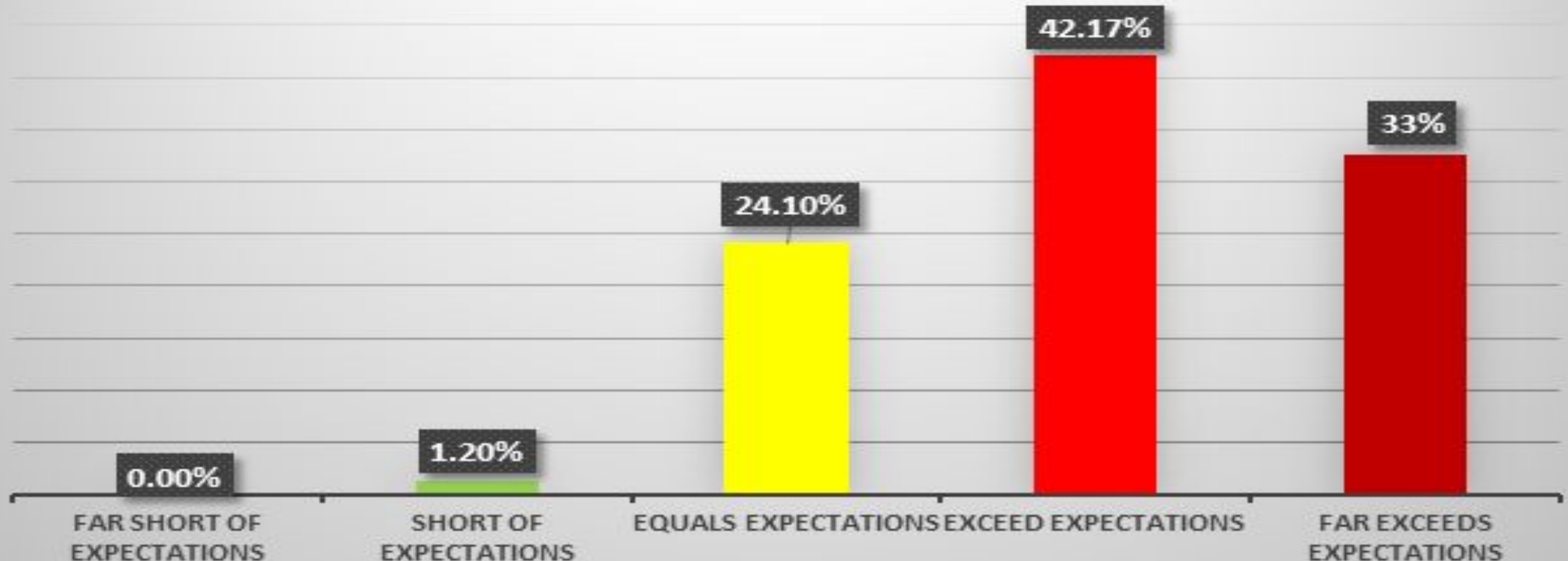
The workload of leadership positions is frequently perceived as unreasonable.

### The Actual Workload of my position in the Academic Year is:



# The workload is much heavier than expected.

The actual amount of work performed in the academic year vs. the expected amount when I agreed to serve :



# Of the duties in the Agreement, the ones respondents noted as being most time consuming include

## Top 5:

- Scheduling (**25**)
- Point of contact/liaison work (**25**)
- Staffing (recruiting, hiring) (**21**), and Related mentoring (**8**)
- Meetings & related work (**21**)
- Advising/Student issues (**18**)

## Also repeatedly mentioned:

- **Recruiting** (marketing, meeting prospective students, admissions [grad]) **(15)**
- **Reporting** (annual reports, 5-year reports; assessment, etc.) **(13)**
- **Accreditation** **(5)**

# Which duties of this position do you find the most rewarding or meaningful?

- ❖ **Overwhelmingly, responses pointed to work with students (34)**
  - “mentoring students”
  - “helping students”
  - “advocating for students”
  - “connecting with students”

- ❖ **Another strong theme was mentoring faculty (21):**
  - “helping colleagues”
  - “mentoring adjuncts”
  - “acting as a consultant to faculty”

❖ **A third theme was collaboration and community building (12):**

- “leading program meetings”
- “curriculum development”
- “solving problems”

**\*\*Also of note: Some of the same things some hate, others love: budgeting, scheduling, assessment, 5 year reviews, meetings, and accreditation.**

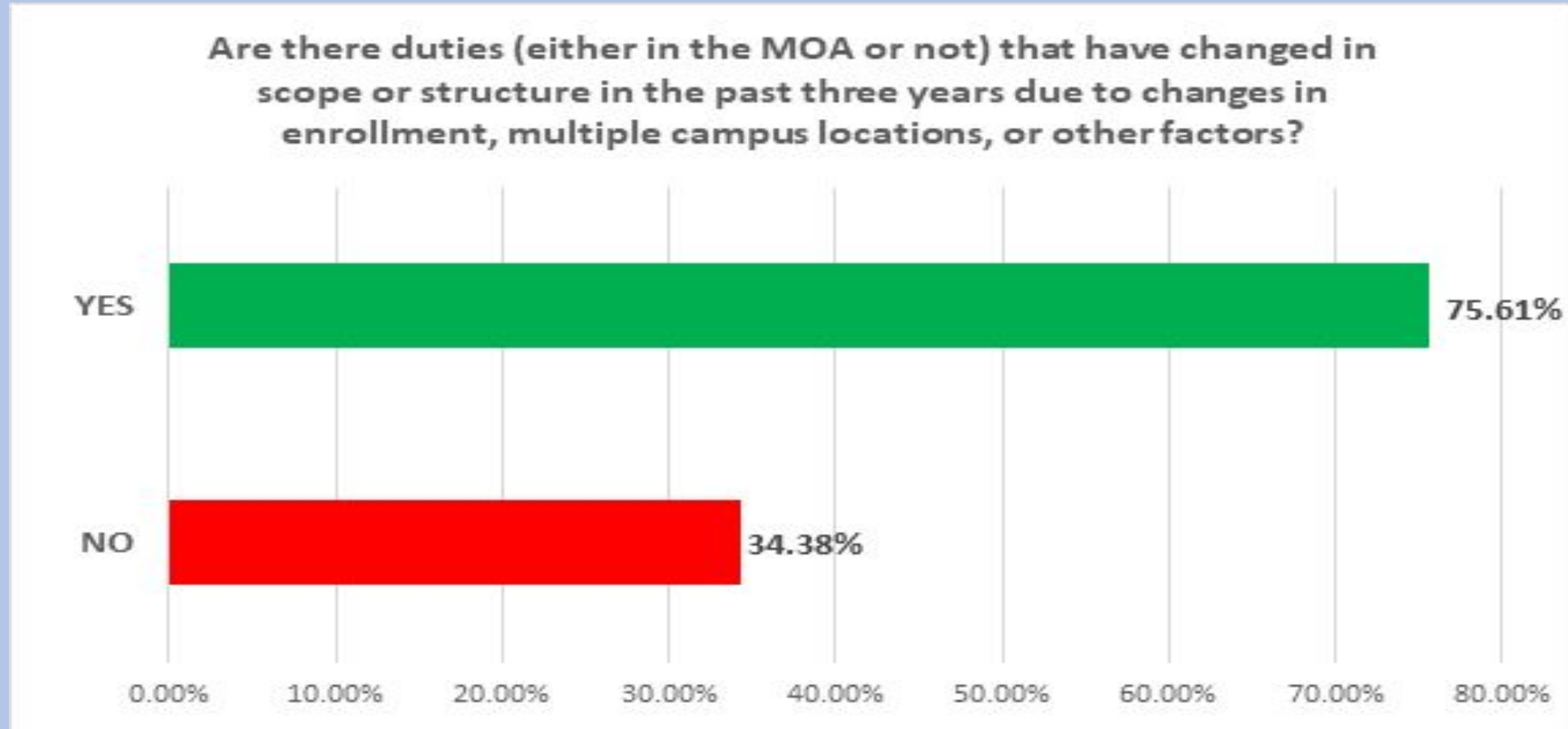


# Notable outliers:

5 respondents indicated that nothing is rewarding.

- “I don't find any aspects of the position particularly rewarding. It is administrative work that needs to be done by a member of the program but provides no intellectual or personal satisfaction.”

# The job is rapidly changing for many leaders.



**More than 75% of respondents answered YES.**

# Responses suggest faculty leaders are feeling the pressures of growth and mission creep

## ★ **Growth in student numbers/particular categories (22)**

- “Numbers are up significantly - I have over 60 preceptees now. Students are also significantly higher maintenance - I see almost every student before/outside of precepting day, multiple times. We are receiving more transfers, so I am evaluating more transcripts...”

## ★ **Scheduling (12):**

- Scheduling has become a nightmare. Also, in requesting scheduling earlier, many changes need to be done since decisions are made so early

★ **New sites (8):**

- Multiple campuses has made changes...scheduling courses and faculty in Galloway and AC....

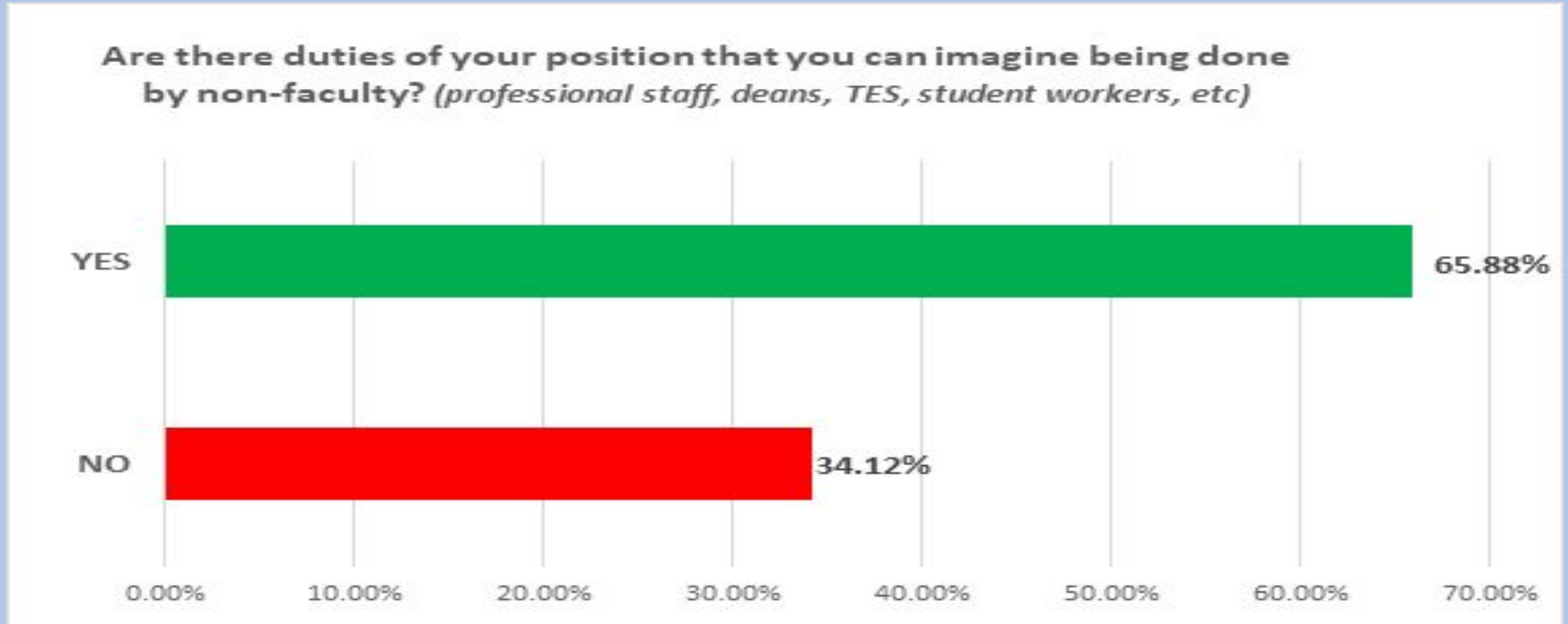
★ **Need for staffing (7)**

- “Enrollments in service courses rise every year, with corresponding increases in the number of sections of these courses need. Getting blood from a stone would be easier than getting permission to hire new people has become. ... Creating a schedule becomes more difficult and more stressful every year.”

★ **Increased demands for marketing/recruiting (5)**

- “There is much pressure to do marketing. I know it is part of the MOA, but I am not in marketing or public relations. I would prefer to talk with interested students rather than spending so much time trying to market the program.”

# Are there duties that might be done by non-faculty?



**65.88% of respondents answered YES**

# Common responses:

- ★ **Sharing basic information/basic paperwork/correspondence (13):**
  - If there were an electronic submission platform, that would reduce work related to receiving applications, posting them, etc.
  - I would say that staff could communicate, via email, some info that is sent down from above or from the dean.
  
- ★ **Scheduling, or some scheduling (11)**
  
- ★ **Recruitment/Marketing (7)**
  
- ★ **Event logistics (6)**

# Also mentioned:

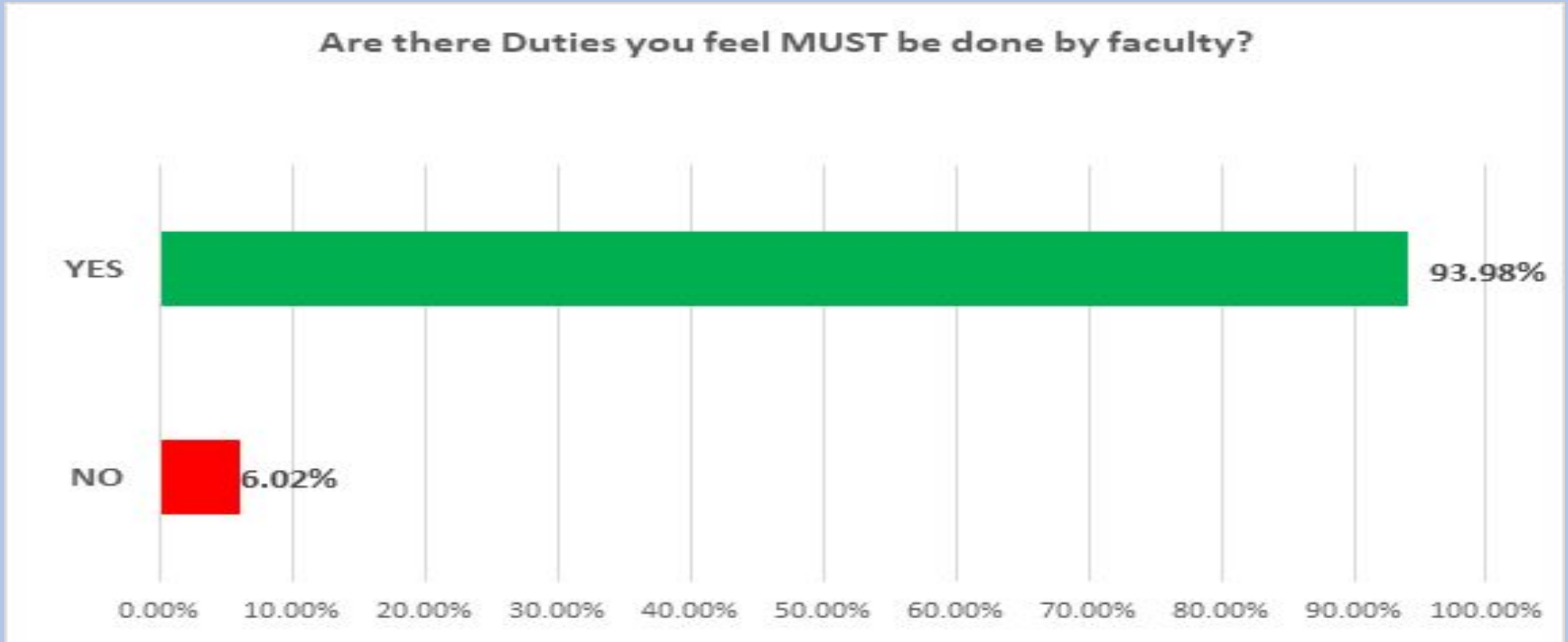
- Social Media
- Record-keeping
- Tracking down data about alumni
- Reaching out to area high-school and community colleges to establish/maintain articulation agreements

## Notable comment:

→ “Although at least some part of each of the existing duties are really a coordinator’s responsibility, there are certainly aspects of some responsibilities that could be carried out by professional staff. However, in order for this person to be truly effective, you must have a specific consistent program dedicated staff member that works closely with the coordinator and gets to know the program. Smaller programs could, of course share a staff member. “



# Are there duties that MUST be done by faculty?



**93.98% of respondents answered YES**

## **Common responses:**

- ★ **Almost everything (19)**
- ★ **Curriculum development/evaluation (29)**
  - Faculty are subject-matter experts and must be looked to in that regard to maintain the most impactful curriculum.
- ★ **Advising/Appeals for degree requirements (16):**
  - Reviewing students completion of degree or dismissal criteria
- ★ **Assessment (14)**

## ★ **Scheduling (9)**

- Faculty need to have some role in the scheduling process since the faculty understand the nuances of their program (labs, studio, linked courses, etc.) However, there could be more support from a staff member, or in larger programs with multiple tracks, track coordinators could help immensely with scheduling.

## ★ **Hiring full time and adjunct faculty/mentoring new faculty (9)**

## ★ **Accreditation (9)**

## ★ **Leading meetings (8)**

## ★ **Admissions (7)**

## ★ **Program development/vision (5)**

# Which current duties are NOT appropriate for a faculty member in this position, and why?

## ★ None or NA (11)

- Virtually all responsibilities of a coordinator require the kind of intimate knowledge about the academic nature of a program that a tenured faculty person is uniquely qualified to offer.

## ★ Student recruitment (12)

- Student recruitment (off-campus) is also something that takes too much time away from the faculty who are trying to maintain and deliver that curriculum. That is why we have an entire Student Services division at the university - we should not be doing our own recruiting for students. We are not marketing experts.

★ **Event/Interview logistics (6)** (Reserving rooms, ordering food, etc.)

★ **Scheduling (5)**

- Setting of teaching schedules- I have no direct power over faculty nor do I make final decisions regarding their teaching schedule. I find this duty puts me in a difficult situation since I cannot say what a faculty member can or cannot teach.

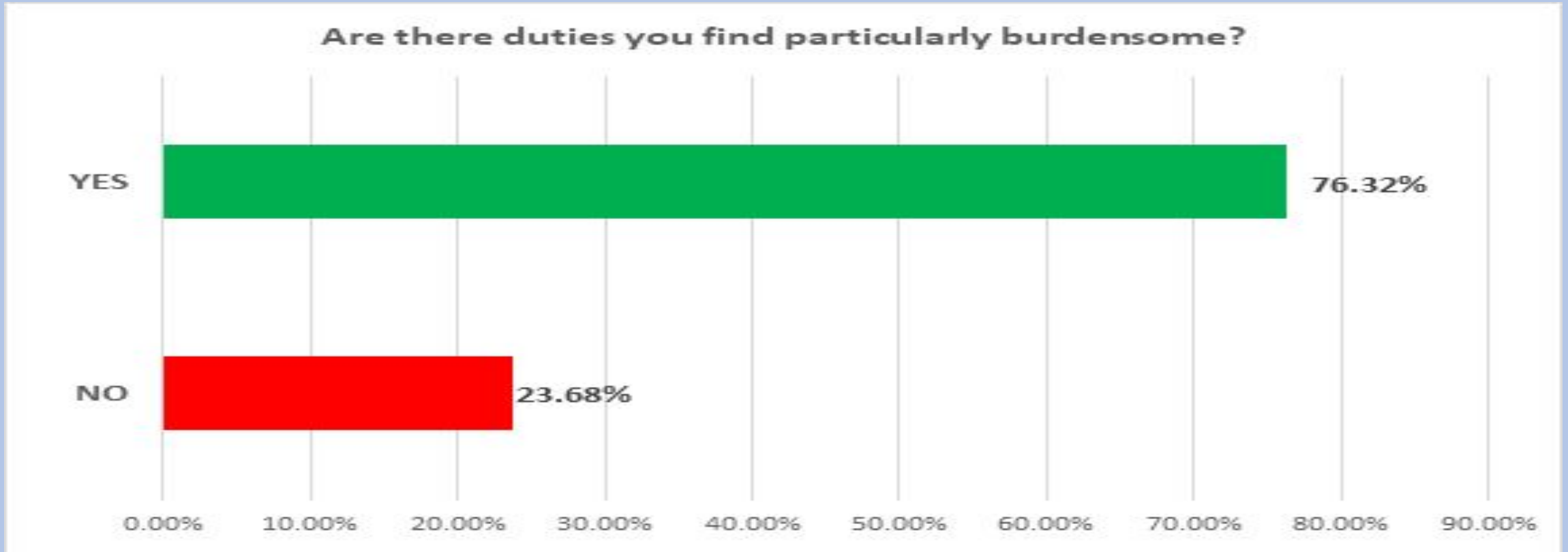
## Other notable comments:

- “I don't know about this. I think that each one is meaningful in theory, but that we are not given the time or support to carry them out effectively.”
- **“NONE OF THEM. KEEP THEM ALL. GIVE NONE AWAY. THIS IS A HUGE MISTAKE”**

# Also mentioned

- Alumni databases
- Social media
- Facility maintenance
- Mediating student complaints.
- Mediating faculty conflict
- “Overseeing” faculty

# Are there any duties of your position that you find particularly burdensome?



**76.32% of respondents answered YES**



## Most burdensome duties:

### ★ Reporting (12)

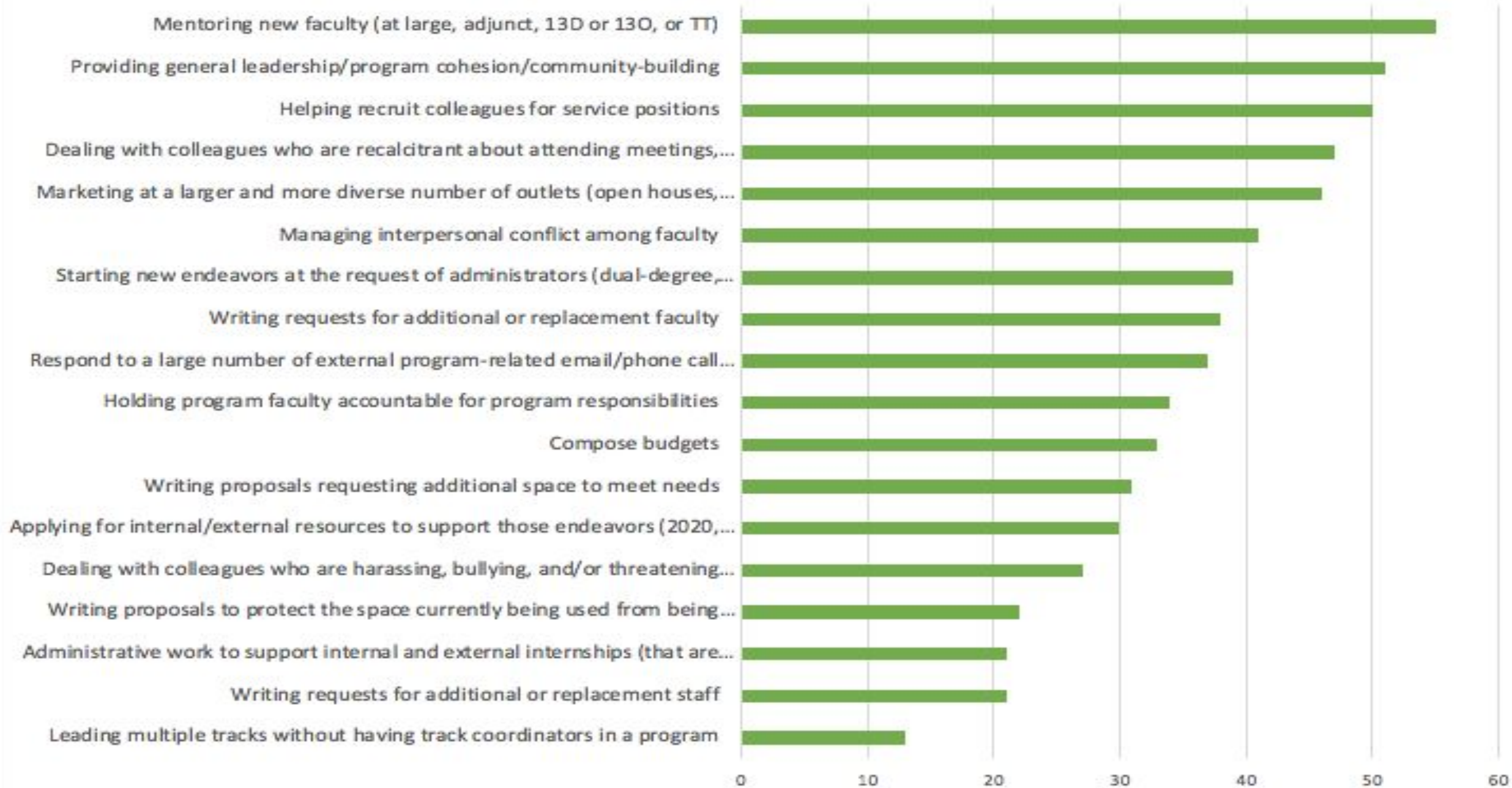
### ★ Staffing/Scheduling (7)

- “Hiring, and by extension scheduling and aspects of personnel review, has become the bane of our existence...Our current processes are unsustainable, we've nearly failed to meet our obligations ...[redaction] doing so only with last minute hires and ...faculty taking overloads that they didn't particularly want. And forget about the coordinator actually taking enough course release to have time to dedicate to the administrative needs of being coordinator...”
- “Scheduling and mentoring are meaningful, but incredibly burdensome, given... the student body increase .... This was not always the case.”
- **Accreditation (5)**

# Also mentioned:

- Writing multiple requests for faculty lines when they are repeatedly rejected
- Proposing and building new programs without compensation or recognition
- Having to deal with ongoing maintenance of facilities
- Ordering equipment and supplies
- Unexpected demands from Provost's office
- Summer work
- Dealing with student issues
- Constant meetings and emails

## Duties Frequently Completed That Are Not in the MOA

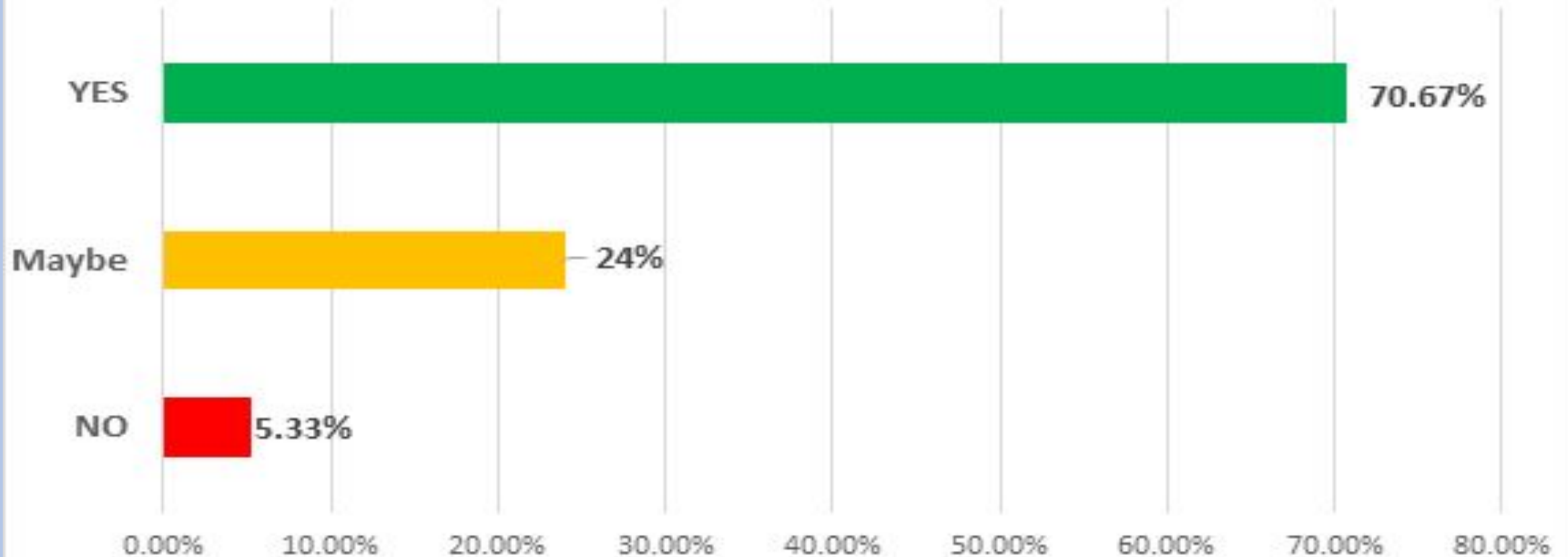


## Other Notable Comments:

- ◆ “anything that has to do with administrative duties is burdensome to the scholar and professor. but I also see the impact faculty can have on our institution as part of the administration. Faculty add a valuable type of expertise to our discussions and decisions.”
- ◆ “Again, it is not so much that any one of these things is innately burdensome, but that we have neither the time nor the support staff to do all of these things.”
- ◆ “Yes, they're all burdensome. Give none away.”

# Compensation criteria:

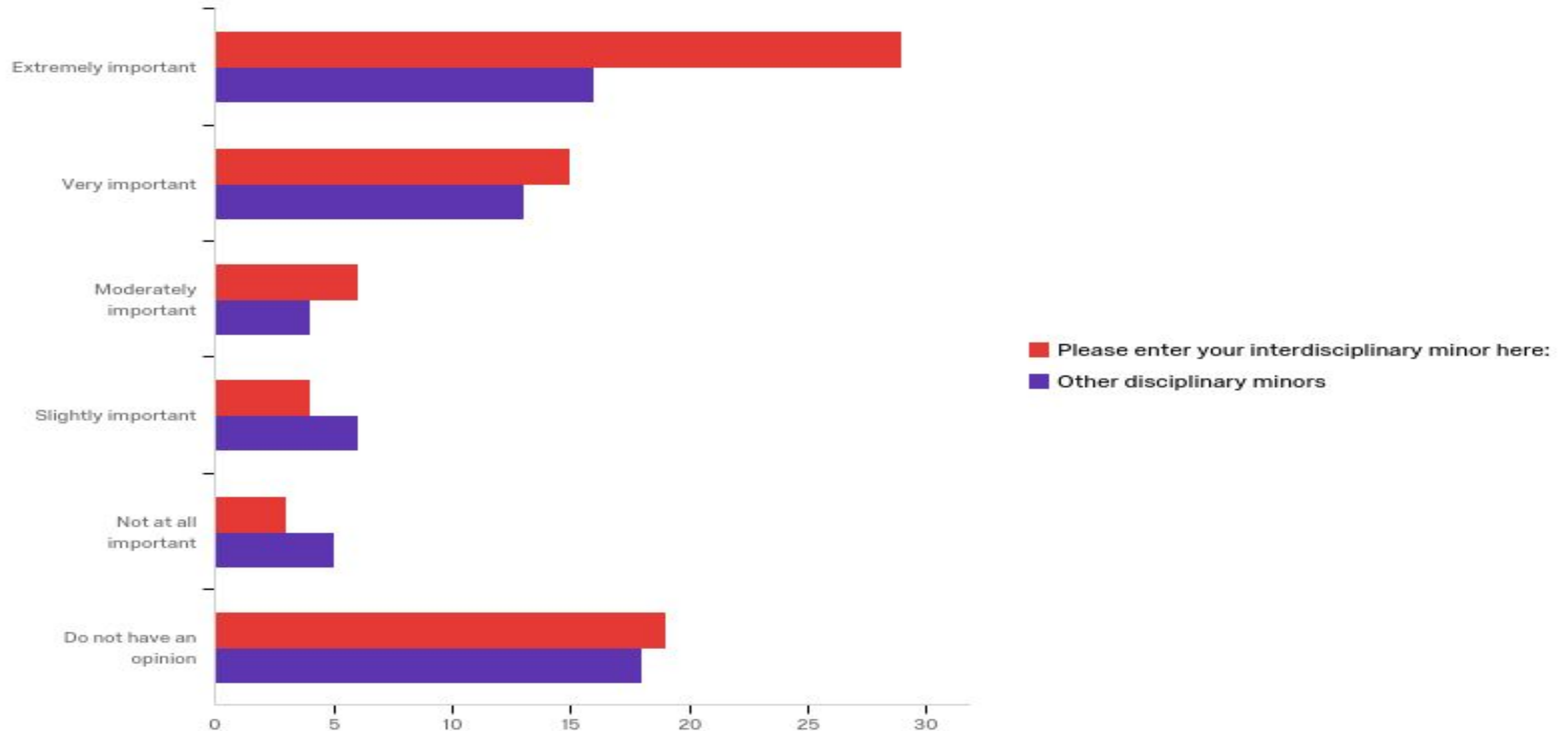
In addition to number of faculty/adjuncts teaching in a program, are there other criteria that should be considered in allocating compensation for undergraduate and graduate coordinators?



## Additional criteria that should be used to calculate compensation for undergraduate and graduate coordinators:

- ★ **Number of students** (enrollment, demand, taught, and/or by major/minor) **(28)**
- ★ **Accreditation** **(13)**
- ★ **Complexity** **(12)**
  - labs/clinical
  - tracks/dual degree/certificate
  - technical needs
  - course innovation
  - inter-program collaborations
  - community events
  - press inquiries
  - adjunct faculty
  - required independent studies, internships, field work, portfolios
  - meetings

# How important is it for interdisciplinary minors to have separate coordinator(s)?



## How important is it to you that Stockton use the term "Program Coordinators" instead of "Chairs"?

- ★ More faculty commenting prefer “coordinator,” either for philosophical or practical reasons.
- ★ Others prefer “chair”--either as better understood/valued externally or as de facto what the job currently is. How faculty feel will likely ultimately depend on the details of how each position is defined.



# Responses fell into 4 categories:

## 1) Anti-Chair

a) A move away from Stockton tradition, and/or from the union. (current job, with its lesser hierarchy, remains desirable) (19):

→ “Having chairs - at least in the conventional sense of the term - changes the nature of the current coordinator role in a way that detracts from the close collegiality that is now possible with coordinators. We are, in a sense, first among equals. Having chairs would introduce a hierarchical structure that would insert "distance" between the coordinator and his/her colleagues.”

**a) Coordinator is the appropriate term for the current job (12)**

→ “The concept of chair has a known definition at the university level...” implies budgeting power and larger administrative role

**b) Eroding interdisciplinarity (1 undergraduate coordinator)**

## 2) On the Fence:

a) **No strong preference for name as long as leadership remain part of the union (6):**

- "chairs" is a term that is more universally understood in the academic community, so it may actually be preferable when dealing with external parties. However, the use of "chairs" would not be preferable if it would result in the "chair" being removed from the negotiating unit.
- "I do not care for the name/title. I care about fair compensation for a well done job."
- "I don't feel very strongly about the terminology here, but it is essential that the faculty leadership positions remain FACULTY and remain part of the union."

### 3) Pro-Chair

- a) **terminology/external recognition: Chair is easier for external audiences to understand (10):**
  - “When I say "Coordinator" people assume I'm a secretary!!”
  - “No one knows that "Program Coordinator" means outside Stockton”
  - “It is not about having power within the Stockton community, it is about portraying gravitas externally. “
  - “The "Program Coordinator" nomenclature has confused many individuals at other Institutions that I have contacted for various reasons. The term usually related to higher Staff responsibilities, and does not show the importance, or responsibilities that Coordinators actually perform.”

## **b) Power: There is too little faculty power in the coordinator (3)**

- “We should switch to a chair system and chairs should be empowered.”
- “Frankly, our program would benefit from having a chairs... Our coordinator has no authority and is under compensated. I'm assuming that an admin position would at least get proper compensation and would have the authority to do some of the things asked of us (or delegate).”

## **c) practical need (2)**

- “We need a full time person overseeing the program. This revolving door coordinator role is for the birds.”

## Other Notable Comment:

- “I've no interest in moving to the centralized administrative structure that is common with chairs. In so far as language helps guide the culture of the institution, staying with the term coordinator is important. But language must also reflect reality, if that reality is no longer one in which the coordinator is simply a faculty member who is responsible for calling meetings and certain administrative tasks while having no more voice in the direction of the program than other members then the language should change to reflect truth.”

**The final section of the survey posed a series of questions about how people feel about their experiences in faculty leadership.**

- ★ Overall people are **proud** to work for Stockton as faculty leaders
- ★ The majority of faculty leaders say they know what they need to do their jobs well
- ★ **80%** feel their supervisor is a good role model
- ★ **73%** would recommend their leadership position to others
- ★ The majority believe a manager has a genuine interest in their career aspirations
- ★ The majority believe that faculty leadership positions contribute to their career development

## There are also some troubling findings:

- **37%** of respondents think about looking for jobs at other schools
- **Fewer than 25%** *agree* or *mostly agree* that day-to-day administrative decisions demonstrate that quality and improvement are top priorities.
  - ◆ **34%** outright disagree.
  - ◆ **Fewer than 50%** say this statement even moderately describes their feelings
- **34% strongly disagree** that administrators keep faculty informed about what is happening,
  - ◆ **Fewer than half** say this statement even moderately describes their feelings.



- **30% disagree** that administrators have defined a vision that motivates them in their position
  - ◆ **Fewer than half** say this even moderately describes their feelings.
- **26%** disagree that processes support them in getting their jobs done effectively.
- **23%** of faculty leaders ***disagree*** that they receive recognition for their work when it is well done.

**In addition, a number of comments on the survey indicate low morale, although the survey did not ask open-ended questions about morale**

- ★ The responses, quite frankly, suggest a sense of frustration and burn-out among faculty leaders, who also feel under-appreciated, under-compensated, under-resourced, and unrecognized.

**\*\*See sample comments on your handout for more**

# Conclusions we can draw:

- ★ Smaller programs or programs that haven't experienced much change seem happy with the status quo
- ★ Programs that are growing in numbers and complexity are less happy with the status quo
- ★ Not going to find a "one size fits all" approach
- ★ What is the rush? If we are totally overhauling our structure, let's take our time and do it right.

## **Next steps: It is now time to employ what we have learned toward a future-facing model for faculty leadership.**

- ★ We need to ensure that we are neither simply reacting to the past, nor looking for solutions only to our most pressing current problems. We need to develop a model for faculty leadership that anticipates our needs into the future while ensuring that our foundational values and commitment to shared governance endure
  - Over the past year, this task force has interrogated our past and analyzed our present. It is now time to employ what we have learned toward a future-facing model for faculty leadership.

## **This takes time...**

- While we are aware that the administration preferred this process be completed before June 30<sup>th</sup> of this year, the truth is that it will (and SHOULD) take time to develop a genuine solution.
  
- **Management has agreed to extend Sections 1 & 2 of the current Coordinator's MOA for 1 year.**
  - This pertains to program and minor coordinators, conveners, dual-degree/professional advisors, & honors director
  - Short-term agreements for other leadership positions still being negotiated

## ★ Develop an Expanded Task Force

Recognizing the complexity of the issue, and the desire to move forward in the spirit of shared governance, we recommend an expanded Task Force in collaboration with the administration, to allow for broader perspectives in considering different restructuring options in detail .

- Although ultimately, the specific responsibilities and pay for any/all faculty leadership positions would need to be negotiated, we would appreciate time to evaluate any alternative leadership models in detail including but not limited to:
  - the cost, use of similar models at sister institutions, faculty survey and other methods of investigation to consider carefully how changes in structure would impact faculty leadership.

- The task force will forward our recommendation to the Senate, along with a list of names of administrative representatives with whom we would like to partner for this expanded task force
- In line with the Faculty Task Force on University Status, we recommend that this expanded task force be given 18 months for its work, to begin in February 2020.



**Discussion:**

**Questions, Comments, Concerns??**