

**Report from Roles and Rewards Committee  
Submitted to Faculty Conference April 22, 2011**

Background and Charge

The Faculty Committee on Roles and Rewards was established as a result of a recommendation made by the Faculty Governance Review Committee. This recommendation received unanimous approval from Faculty Conference at the January 30, 2009, meeting. The recommendation charged the Chair of Faculty Conference, the Chair of Graduate Faculty Assembly, and the Chair of the University Personnel Committee with identifying appropriate faculty who met the stated guidelines. The guidelines included that the committee should contain at least one faculty member from each major academic unit, at least one department chair, at least one Dean, and at least one untenured faculty member.

The committee was named and met for the first time on April 10, 2009. Since this initial meeting, the committee members engaged in personal research and reflection, countless electronic exchanges, 4 open forums for feedback, faculty assembly meetings in every academic unit, over 50 hours of face-to-face committee discussions, and Q&A sessions through Faculty Conference meetings. As a result of this work, the committee has addressed all the elements of the charge as outlined below.

<b>Element from Original Charge</b>	<b>Response</b>
The annual review for tenured faculty should be studied to determine the best use of faculty and administrative time. Both short and long forms for reporting faculty activity should be considered. Developing a consistent annual report schedule across campus should be considered.	Alternative reporting processes for tenured and probationary faculty have been discussed by the committee. This discussion was informed by discussions among and with the Academic Leadership Council. The recommendations from the Faculty Committee on Roles and Rewards include a call for academic units to consider such a change; however, requiring such a change was beyond the scope of the committee's influence. Such a change must be initiated at the unit level to ensure that all information required for program/unit accreditation is collected.
The timeline for review of tenure and promotion portfolios should be restructured to provide more time for college level review and to allow faculty to find out about tenure and promotion decisions before the end of the spring semester.	This task was addressed by the Academic Leadership Council and the deliberation allowed the Faculty Committee on Roles and Rewards an opportunity to provide suggestions. Faculty across campus continue to question the tenure and promotion notification dates. This has been shared with the academic leadership; however, this is not a change that the committee believes can be made at this time.
To better distinguish service, the differences between Academic Responsibility and Professional Stewardship should be more clearly defined.	Through the document on faculty roles, the Faculty Committee on Roles and Rewards has addressed this issue. In the document, tasks that are considered baseline expectations are designated as Academic Responsibility and are expected of all faculty regardless of status and rank. Professional Stewardship is "service" that requires faculty members to use their knowledge and experience to enhance the University and/or community and includes those activities that are required of tenure-track faculty.
The ideas of academic responsibility and professional stewardship should be incorporated into the descriptions of tenure, promotion to associate professor, and promotion to professor.	
The expectations for tenure, promotion to associate professor, and promotion to professor should be better distinguished.	Through the document on faculty roles, the Faculty Committee on Roles and Rewards has addressed this issue. The document was designed to respect the varied contributions that tenured faculty at different ranks make to the institution, while maintaining the need for faculty to develop a balanced portfolio of work.

Element from Original Charge	Response
<p>The service expectations outside of the department for junior faculty should be reduced, thus encouraging sustained involvement of faculty at the level of associate professor and professor.</p>	<p>Through the document on faculty roles, the Faculty Committee on Roles and Rewards has addressed this issue. The document includes language in the descriptions of the Assistant Professor, Associate Professor, Professor, and tenure, indicating that, although some activity in the area of Professional Stewardship is expected, such activity is primarily the responsibility of tenured faculty. This issue is further addressed through the addition of a path for promotion that allows exceptional involvement in Professional Stewardship to supplement Scholarly Activity. This path was designed for a faculty member whose job has been redefined by circumstances. In such cases the faculty member can show exemplary work in the area of <i>Professional Stewardship</i> to supplement <i>Scholarly Activity</i>. This work must be sustained, complex, and time consuming; have significant impact on the University or learning community; identify the faculty member as a leader; and receive recognition by peers. The <i>Scholarly Activity</i> of this individual must include external, peer-reviewed work and provide evidence of a commitment to exploration, creativity, and/or change.</p>
<p>The constitution of the college representation on the Faculty Personnel Committee should be studied, as the various colleges have different requirements for service on this committee.</p>	<p>The Faculty Committee on Roles and Rewards discussed these issues; however, as a committee we felt that these issues must be addressed by the University Rules Committee and/or unit level rules committees as they require changes in the Faculty Conference and/or Faculty Assembly bylaws.</p>
<p>Because non-tenured and part-time faculty are essential to the mission of the University, the extent to which part-time faculty are covered by the <i>Faculty Manual</i> should be studied.</p>	
<p>Proposals relating to the roles and rewards of faculty</p>	<p>Although the least defined aspect of the charge, the Faculty Committee on Roles and Rewards understood this to indicate that we were asked to present possible faculty rewards for exploration. These recommendations grew out of ideas from the committee and faculty feedback. These are included in the recommendations from the committee, with the recognition that implementation of such rewards requires further study by the university leadership.</p>

Underlying Focus

Throughout the process of the committee’s work, members have been committed to exploration of a variety of viewpoints surrounding faculty roles. The committee has maintained the following areas of focus for the document. Further, the committee asserts that indeed the document not only honors these tenets, but allows a faculty member the freedom to meet the expectations of his/her discipline in ways that are responsive to the department, academic unit, discipline, community, and academy as a whole.

- The definitions of faculty roles (including rank and tenure) must honor the character and core values of Winthrop University.
- The responsibility of setting priority levels and placing general expectations within a disciplinary context must be afforded to the various academic units. Thus, there is a distinct difference in the way the Faculty Roles document will be written at the University versus academic unit level.
- The examples and expectations must push the faculty and all academic units to explore multiple types of contributions in the areas of Student Intellectual Development, Scholarly Activity, and Professional Stewardship. A narrow view of any one of these areas limits the creative and intellectual work of some faculty. Further, the world in which the academy now resides insists that universities, faculty, and disciplines engage in the growth of

knowledge and understanding that can be expressed through many platforms. Therefore, the committee must question and challenge our own individual views of faculty roles and the traditional roles we might have witnessed in the past.

- The document presented on April 22, 2011, is not solely written for the current faculty and context; instead it must be flexible enough to be applied and re-evaluated across time.

Task Force Recommendations

As part of this final report, the Faculty Committee on Roles and Rewards submits the following recommendations to Faculty Conference for endorsement. These recommendations result from the committee’s work to meet the expectations of its charge as approved by Faculty Conference in January 2009. The recommendations are categorized as those associated with monetary reward and those with other types of reward related to faculty life.

*Recommendations and discussion associated with monetary rewards tied to the newly defined Faculty Roles*

The primary faculty reward remains the granting of tenure, which indicates the University’s recognition that the faculty member’s work merits continued employment. This reward has also been associated with the assurance of academic freedom and includes extended benefits for faculty engagement in certain aspects of faculty governance. At Winthrop University, this distinction is separated from decisions of promotion, which traditionally have included monetary awards. The following recommendations are provided as a means to facilitate further monetary rewards and to encourage exploration of faculty salaries in a larger context.

Recommendation	Discussion
<p>1. The Faculty Committee on Roles and Rewards respectfully requests that a process to facilitate periodic review of faculty salaries in the context of state, regional, and national norms be established. The committee suggests that the process should provide a mechanism for information to be shared with Faculty Conference at least every three years and each time a study is completed.</p>	<p>Salaries constitute a significant portion of the university budget and directly affect the lives of all Winthrop employees. Providing a means for exploration and understanding of salaries is important to the faculty.</p> <p>Regular, systematic review of faculty salaries would assist Executive Officers and the Board of Trustees during discussions of budget appropriations and would inform faculty on the state of faculty salaries in the context of the current economic situation.</p> <p>Although not within the influence of the committee, allowing this study to be expanded to include all faculty and staff salaries would provide further information for all Winthrop University stakeholders.</p>
<p>2. The Faculty Committee on Roles and Rewards respectfully requests that monetary rewards for faculty recognized with the distinction of Post-Tenure with Excellence be established and implemented.</p>	<p>The purpose of post-tenure review is to emphasize the need for senior faculty to maintain a leadership role throughout employment. The addition of the distinction of Post-Tenure with Excellence was designed as a mechanism for rewarding senior faculty who exceed the expectations of post-tenure involvement.</p> <p>Faculty who reach the rank of professor have no opportunity for significant salary enhancement (similar to that which occurs at promotion) unless the faculty member moves from the classroom into administrative roles. The committee believes that a system should be instituted that allows monetary recognition of all tenured faculty who continue significant work. It was the intent of the committee that the reward primarily go to faculty at the rank of professor; however, because tenure and promotion are not tied together at Winthrop the distinction should be made available to all tenured faculty.</p>

Recommendation	Discussion
<p>3. The Faculty Committee on Roles and Rewards requests that exploration and consideration of a dedicated source of funds for annual merit raises (beyond those associated with promotion and Post-Tenure with Excellence) be included in University budget planning process.</p>	<p>Faculty are reviewed annually regardless of rank or status and are expected to maintain the expectations of the rank and position held. After promotion, Winthrop faculty receive a change in rank and a significant monetary award. However, many faculty regularly go beyond the expectations of the rank held with little recognition beyond a glowing annual evaluation. Merit raises were designed to allow the University to directly reward such work and contribution. Unfortunately, the ability to provide such merit raises has been tied directly to the economic situation of the state and University. Providing a dedicated source for merit raises would allow the University to maintain such recognition regardless of budget constraints. Merit raises are an integral part of faculty recruitment, retention, and recognition efforts.</p> <p>Although not within the influence of the committee, the need for exploration of merit raises for all Winthrop employees is recognized.</p>

*Recommendation and discussion associated with Faculty Life*

The following set of recommendations is not directly tied to the document on Faculty Roles; however, the suggested items are congruent with the committee’s understanding of its charge. To enhance the quality of faculty life at Winthrop University, the committee identified additional ways faculty and staff contributions could be recognized and daily efforts could be supported. The committee notes that many of the recommendations would require significant study and time for implementation. Further, legal issues may exist that would affect the University’s ability to implement certain suggestions.

4. The Faculty Committee on Roles and Rewards recognizes the following set of non-monetary rewards as beneficial to supporting the needs of faculty and staff:
  - a. A significant tuition reduction for all dependents of full-time faculty and staff at Winthrop University.
  - b. Additional opportunities for faculty to be awarded time and resources to devote to projects in all areas of faculty roles (*Student Intellectual Development, Scholarly Activity, and Professional Stewardship*).
    - i. Increase the number of endowed chairs, create additional awards like the Thompson Award that recognize multiple faculty roles, increase availability of sabbaticals of all types, and increase support for faculty professional development.
    - ii. Increase access to tools (i.e. personal/mobile technology) that are associated with faculty work, increase university support for assistance to grant and program directors (i.e. data analysis experts, experienced grant writers), and continue to expand campus technology to include additional equipment and support personnel in areas such as online course development, use of interactive tools for instruction, application of medias in the arts, and scientific research equipment.
  - c. The development of additional on campus childcare facilities for birth to preschool students during the academic year and expanded services during the summer months and/or after school hours.
  - d. Campus services for faculty and staff at a reduced cost, such as printing through Printing Services, rental on facilities, and continued access to the West Center at an affordable cost. This might include adjusting West Center fees for lower-income employees.

*Recommendations on aspects found not to be within the committee’s purview*

5. The Faculty Committee on Roles and Rewards was asked to identify ways for ensuring appropriate adjunct faculty representation and voting rights within the university governance system. The committee determined that this issue should be explored by a more appropriate faculty body and recommends Faculty Conference reassign that task.

6. The Faculty Committee on Roles and Rewards recommends that academic units consider the option of alternative annual report documentation and processes for tenured faculty. Such processes would require tenured faculty to annually update activity, accomplishments, and goals with full, reflective reporting required periodically.

Respectfully submitted by the Faculty Committee on Roles and Rewards.

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