

Task Force on Reimagining Faculty Roles and Rewards

Report to the Faculty Senate
George Mason University
November 16, 2022



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EXECUTIVE SUMMARY

The Task Force for Reimagining Faculty Roles and Rewards (Task Force) was proposed by the Faculty Senate Executive Committee (FSEC), in consultation with Mason's senior leadership, and approved by the Faculty Senate in August of 2021. The full charge for the Task Force can be found in [Appendix A](#). Over the past fifteen months, the Task Force has identified, discussed, and solicited feedback about various models for thinking about the faculty responsibilities, contributions, and workload distributions that are needed to support Mason's dual teaching and research missions. The Task Force believes that Mason has both the opportunity and the responsibility to ensure that all faculty members are recognized, valued, and rewarded for their contributions to our institutional success.

As a result of our collective work, The Task Force recommends that Mason pursue five goals:

- **Goal 1:** *Create transparent workload guidelines that are equitable and inclusive of all faculty appointment types.*
- **Goal 2:** *Redesign RPT guidelines that represent more inclusive frameworks for all faculty work.*
- **Goal 3:** *Develop a strategy for implementing continuous contracts for full-time instructional and clinical faculty.*
- **Goal 4:** *Align annual review criteria with RPT criteria and account for proportionate teaching/mentoring; research/creative work; service; and leadership/administrative duties.*
- **Goal 5:** *Create a robust culture of faculty cohesiveness through career development for all.*

Mason's success is dependent on a diverse set of contributions of our faculty community. Not only do members of our faculty community have different strengths, but faculty often make different kinds of contributions across their careers. The Task Force endorses policies and practices that recognize and promote the contributions of all faculty with the goal of fostering an institutional culture in which all faculty are valued members of our community, experience a sense of belonging and inclusion at Mason, and are supported in reaching their professional goals.

Our vision for Mason faculty, as a result of endorsing these goals, is that within five years:

- Mason faculty workloads will be evaluated through transparent workload guidelines that include recognition of DEI work, innovation and entrepreneurship, leadership/administrative roles, and other critical contributions that serve Mason.
- In addition to teaching/mentoring and research/scholarship/creative work, RPT guidelines will account for DEI work, community engagement, service and/or leadership in faculty governance, and administrative leadership as well as different defined pathways faculty can take to achieve promotion and tenure.
- Full-time instructional and clinical term faculty will be afforded continuous contracts¹ in line with a specific promotion tier.
- Faculty will be evaluated for promotion based on promotion expectations that are adjusted to align with their workload expectations (proportionate teaching/mentoring; research/creative work; service; and leadership/administrative duties) and annual review criteria.
- Faculty at different ranks and career stages will be provided with career development support through internal and external career development programs.

¹ Continuous contracts may take the form of evergreen contracts, rolling contracts, election without term, etc.

In order to achieve this vision, we ask the Faculty Senate to pass the following motions:

- **Motion 1:** The Faculty Senate endorses the goals laid out in the final report from the Task Force on Reimagining Faculty Roles and Rewards.
- **Motion 2:** The Faculty Senate charges the Organization and Operations Committee with creating a charge to convert the current Task Force on Reimagining Faculty Roles and Rewards into a University Standing Committee and to bring that to the full Faculty Senate for a vote in Spring 2023.

BACKGROUND AND CONTEXT

The Task Force on Reimagining Faculty Roles and Rewards emerged from three overlapping charges and initiatives. In Spring 2021, the Faculty Senate Executive Committee (FSEC) was given two charges by the Faculty Senate: (1) to begin enacting the work called for in the revised charge for the Faculty Success Initiative ([Appendix B](#)), and (2) to develop a proposal for a process by which teaching-focused faculty might be able to earn tenure (see meeting minutes in [Appendix C](#)). At the same time, the [Innovation Commission](#) report called for re-envisioning the criteria for promotion and tenure to be more inclusive of the ways that faculty contribute to the university's organizational goals, including supporting anti-racist and inclusive excellence goals, leadership contributions, valuing multiple types of contributions, and considering whether veteran term faculty might become eligible for "appointment without term."

As the FSEC began work on both charges and considered the work being done simultaneously in the Innovation Commission, the FSEC concluded that these are interrelated concerns that need to be addressed together, along with several additional challenges. As a university, Mason has grown rapidly and is proud to be both an R1 institution that produces world-changing research AND a university that provides an accessible, top-tier education for everyone who wants it. However, our promotion and tenure guidelines have not caught up with our growth and do not reflect the equal importance that should be placed on both teaching and research, they do not account for the heavy service and leadership loads that many are asked to take on in order to enable that work, nor do they account for new forms of scholarship or DEI work. Moreover, our promotion and tenure committees may benefit from guidance on how to evaluate new forms of scholarship and DEI contributions to remove implicitly biased barriers to success.

Faculty contribute to Mason's success in numerous ways-- transformational teaching and mentoring, impactful research and creative activities, community-engaged scholarship and practice, contributing to inclusive excellence, and doing the leadership/administrative and service work that enables our success in all these areas. But we recognize and reward some of those contributions more than others, and the work that is valued least in our rewards structure is distributed in predictable and often inequitable patterns. This joint task force between faculty and administration was created to develop a more inclusive faculty structure that is consistent with our core institutional characteristics expressed by the [Mason IDEA](#) and better recognizes and rewards the many ways that faculty contribute to the success of the university.

The FSEC met four times during the Summer of 2021 and spent a substantial part of that time brainstorming, imagining, drafting, and revising a charge. To be successful in these ambitious goals, it was clear that faculty and administrators would need to collaborate, and that ultimately, a joint task force between the Faculty Senate and the Office of the Provost was desirable. The draft charge was shared with Provost Ginsberg, President Washington, and Chief of Staff Ken Walsh and received positive responses. Next, a whiteboard session was held with the FSEC, chairs of faculty committees whose work

is intertwined with the task force, representatives from numerous colleges and schools, and representatives from the Office of the Provost to get feedback on the draft—and more than 20 people were part of that conversation. After that, a smaller team that included Lisa Billingham, Kim Eby, Shelley Reid, and Melissa Broeckelman-Post synthesized the feedback and worked on a revised draft that went back to FSEC for additional revision. The FSEC presented a motion to the Faculty Senate to approve the [charge and composition](#) to establish the Task Force on Reimagining Faculty Roles and Rewards² (Task Force) on August 25, 2021. The charge was approved, task force members were appointed and elected, and the committee began its work in October 2021.

VALUES AND PRINCIPLES GUIDING OUR WORK

Mason takes pride in our dual mission of being an R1 institution that produces impactful research, scholarship, and creative work and that *also* provides an accessible, top-tier education for our students. As one of the top ten most diverse and [innovative institutions](#) in the country according to the 2022 US News and Report, and the most diverse in the Commonwealth of Virginia, a focus on student success – no matter one’s background – has been a core value. Our strong results in both arenas – a differentiator among institutions of our type – are due to having a strong complement of faculty who are focused on elevating our reputation and excellence accordingly.

Mason faculty are essential to our institutional success. We understand that instruction and mentoring are critical to student success and retention; research and scholarly work are critical to solving today’s grand challenges; community engagement and partnerships are central to our mission as a public institution; strengthening our focus on inclusive excellence will strengthen our enterprise, especially with respect to student and faculty success; our faculty members’ contributions as leaders has been essential to the rapid rise of Mason and our reputation for excellence; professional development is required to stay abreast of teaching and research/scholarship best practices and to support lifelong learning for our faculty community; and that service to Mason is at the heart of faculty governance and productive partnerships with senior leadership.

Given this, the Task Force believes that Mason has both the opportunity and the responsibility to ensure that all faculty members are recognized, valued, and rewarded for their varied contributions to our institutional success. Questions that we asked ourselves included:

- What types of faculty responsibilities and workload distributions are needed to support our dual teaching and research missions?
- How might we conceptualize options for faculty contributions and workload distributions that are more inclusive and that support *all* of Mason’s institutional goals?
- Are there ways to offer more flexibility to faculty who might seek it? Specifically, could faculty who are interested in making significant contributions – whether teaching-intensive, research-intensive, leadership-intensive, or a combination of these – work with their units to request workload adjustments that meet their goals and are valued as a legitimate career pathway?

In practice, Mason’s success is dependent on a diverse set of contributions from our faculty community. Not only do members of our faculty community have different strengths, but faculty often make different kinds of contributions across their careers. Thus, we endorse policies and practices that

² Given the nature of the Task Force charge, goals and outcomes identified in this report apply to all full-time, tenure-line and instructional and clinical term faculty.

recognize and promote the contributions of all faculty with the goal of fostering an institutional culture in which faculty, regardless of appointment type or rank, are valued members of our community, experience a sense of belonging and inclusion in the Mason community, and are supported in reaching their professional goals.

PROCESS

The Task Force spent the Fall 2021 semester identifying and discussing exemplars and promising practices for thinking about the faculty responsibilities and workload distributions that are needed to support the university's dual teaching and research missions. We looked at what might already be in place at Mason as well as other institutions. Specifically, we focused on examining how faculty contributions are accounted for in renewal, promotion, and tenure, and explored non-tenure-line faculty options for contract stability. We also asked how we might think about faculty choice in role flexibility; that is, to what degree can faculty work with their academic units to guide their workload distribution? To explore potential options for moving this work forward, in Spring 2022 we developed a brief presentation that explored three example options or models for faculty responsibilities and workload distributions that represented minimal, moderate, and extensive changes to our current practices. We held a community forum in February 2022 to gather input from the broader faculty community. The presentation ([Appendix D](#)) and recording were posted to the Faculty Senate website, along with a link to provide feedback to the Task Force. A total of 288 faculty shared feedback, including 90 single-spaced pages of comments.

This faculty feedback is summarized in [Appendix E](#), and helped us to understand where we might concentrate opportunities in this space, in addition to identifying the challenges associated with adopting various models. There was mixed feedback about each of the models that had been shared as examples of paths forward, and some of the big takeaways (as noted in our April 27 Faculty Senate presentation) include:

- Mason needs to address income disparities and disparities in the perceived valuing of the work of tenure line and term faculty;
- There is concern about making changes that may negatively impact our R1 status and thus some respondents suggested an incremental change approach in order to avoid unintended consequences;
- While respondents were mixed on tenure for teaching faculty, there is widespread support for implementing continuous contracts for non-tenure track faculty as a first step;
- There is support for the idea of greater flexibility and equity in faculty workloads;
- There is a need to more effectively align workload distribution, faculty annual reviews, and promotion and tenure criteria; and
- There is a need for broader, more inclusive RPT guidelines for scholarship and creative activity; guidelines for Genuine Excellence and High Competence in Teaching are needed at the LAU level.

From this, the committee concluded that none of these three models would be a final solution, but instead, that the feedback on these models would help us further refine our goals to develop a proposal that would account for those concerns.

Given this feedback, the Task Force was able to distill key priorities and concerns from our faculty community ([Appendix F](#)). In late Spring 2022, the Task Force asked the Faculty Senate to authorize the

continuation of our group in order to develop an implementation plan that would be presented to Faculty Senate in the fall semester. This motion was passed.

In Summer 2022, a small working group comprised of seven Task Force members convened for two half-day retreats to begin drafting an implementation plan. With the guidance and feedback of the full Task Force, which met six times this fall, we have created a set of goals and drafted timeline for achieving these goals (see [Appendix G](#)).

GOALS AND RECOMMENDED STEPS FOR MOVING FORWARD

The goals and recommended next steps for moving forward are the result of extensive deliberation and discussion among the Task Force members. Importantly, they were shaped in critical ways by the campus feedback we received, formally and informally. Our key takeaways and vision moving forward were noted in our presentation to Faculty Senate in late April ([see Appendix F](#)), and we have kept these tenets in the forefront of our minds when creating our goals.

The Task Force recommends that Mason pursue five goals moving forward:

- **Goal 1:** *Create transparent workload guidelines that are equitable and inclusive of all faculty appointment types.*
- **Goal 2:** *Redesign RPT guidelines that represent more inclusive frameworks for all faculty work.*
- **Goal 3:** *Develop a strategy for implementing continuous contracts for full-time instructional and clinical faculty.*
- **Goal 4:** *Align annual review criteria with RPT criteria and account for proportionate teaching/mentoring; research/creative work; service; and leadership/administrative duties.*
- **Goal 5:** *Create a robust culture of faculty cohesiveness through career development for all.*

In [Appendix G](#), we have outlined a 5-year timeline for achieving these five goals, considering that there are many interdependencies between the goals that impact the sequencing of the work. For most of these goals, we follow the same process: (1) achieve clarity about existing practices in each unit, (2) revise/update policies and practices as needed based on recommended best practices, (3) implement and pilot changes, and (4) evaluate how the implementation works and assess what else needs to be updated.

The Task Force wants to explicitly acknowledge the implications for Mason faculty. Most of the policies and documents governing workload, annual evaluations, and promotion are refined and implemented at the Local Academic Unit (LAU) level, and firmly in the purview of faculty governance. Achieving these outcomes, while ultimately in the interests of faculty, will require faculty time, input, and expertise. Achieving these outcomes will also require attention to managing change processes at multiple levels – within LAUs, Schools/Colleges, and institutionally. And, achieving these outcomes will take time, which we have worked to account for in our timeline. This process must be faculty driven and faculty supported to be successful.

In practice, Mason's success is dependent on a diverse set of contributions of our faculty community. Not only do members of our faculty community have different strengths, but faculty often experience a desire to make different kinds of contributions across their careers. Thus, we endorse policies and practices that recognize and promote the contributions of all faculty with the goal of fostering an institutional culture in which faculty, regardless of appointment type or rank, are valued members of our

community, experience a sense of belonging and inclusion in the Mason community, and are supported in reaching their professional goals.

Our vision for Mason faculty, as a result of endorsing these goals, is that within five years:

- Mason faculty workloads will be evaluated through transparent workload guidelines that include recognition of DEI work, innovation and entrepreneurship, leadership/administrative roles, etc.
- In addition to teaching/mentoring and research/scholarship/creative work, RPT guidelines will account for DEI work, community engagement, service and/or leadership in faculty governance, and administrative leadership as well as different defined pathways faculty can take to achieve promotion and tenure.
- Full-time instructional and clinical term faculty will be afforded continuous contracts without term in line with a specific promotion tier.
- Faculty will be evaluated for promotion based on promotion expectations that are adjusted to align with their workload expectations (proportionate teaching/mentoring; research/creative work; service; and leadership/administrative duties) and annual review criteria based on those expectations.
- Faculty at different ranks and career stages will be provided with career development support, including support for early, mid-career, and mature faculty and LAU heads/chairs, through internal and external career development programs.

NEEDED FACULTY SENATE ACTIONS

In order to move this work forward, we ask the Faculty Senate to pass the following motions:

Motion 1: The Faculty Senate endorses the goals laid out in the final report from the Task Force on Reimagining Faculty Roles and Rewards.

Motion 2: The Faculty Senate charges the Organization and Operations Committee with creating a charge to convert the current Task Force on Reimagining Faculty Roles and Rewards into a University Standing Committee and to bring that to the full Faculty Senate for a vote in Spring 2023.

APPENDIX A: CHARGE FOR THE TASK FORCE ON REIMAGINING FACULTY ROLES AND REWARDS

As George Mason University approaches its 50th anniversary, Mason has grown into a university that produces BOTH world-changing research AND a top-tier, accessible, and transformational educational experience for students. To continue advancing both of these public missions and be more inclusive of the growing breadth in faculty activities, there is a need to align organizational goals, faculty contributions, and the faculty workload and rewards structure (including the processes of evaluation, contracting, and promotion).

The Faculty Senate of George Mason University charges the *Task Force on Reimagining Faculty Roles and Rewards* with undertaking the following:

1. Identify what faculty responsibilities and workload distributions are needed to support the university's dual teaching and research missions, inclusive of both tenure-line and term faculty. This process should include identifying different models and opportunities from other institutions as well as within Mason, and should consider the impact on institutional goals (e.g., instruction and mentoring; research, scholarship, and creative activities; community engagement; diversity, equity, and inclusion work; and leadership, service, and professional development).
2. Recommend next steps for what would be needed for Mason to implement a more inclusive, clearly defined organizational faculty roles and rewards model.
 - A. The Task Force shall describe the important elements of a more inclusive faculty roles and rewards structure and address the following questions:
 - i. What are the policies and procedures that would be needed to implement a more inclusive faculty roles and rewards structure?
 - ii. What opportunities and challenges are associated with adopting different models?
 - iii. Who are the relevant decision-making entities (e.g., Board of Visitors, Faculty Senate, University Standing Committees, Provost)?
 - B. The Task Force shall explore the conditions in which faculty might be able to request adjustments to their faculty contributions and workload, addressing the following questions:
 - i. How might faculty be able to move from term to tenure-line as well as research-intensive to teaching-intensive or service/leadership-intensive contributions or vice versa? Detail should be provided on how and by whom the application and the approval of such changes might be undertaken.
 - ii. How might term faculty be able to earn long-term contractual stability, such as 'teaching tenure' or evergreen contracts, in line with the "permanent or continuous tenure" called for in the AAUP 1940 Statement of Principles on Academic Freedom and Tenure?
 - iii. What policies and procedures would be needed to implement tenure/promotion pathways (inclusive of term faculty) for (a) teaching-intensive faculty, (b) research-intensive faculty, (c) leadership-intensive faculty, and (d) any other categories derived from the work of the Task Force?
 - C. The Task Force shall propose revisions to the rewards structure of Renewal, Promotion, and Tenure to incorporate this more inclusive vision.

3. Report to the Faculty Senate Executive Committee in late January 2022, with a subsequent presentation to the full Faculty Senate no later than March 2022.

The Task Force shall be composed of the following*:

- Chair of the Faculty Senate (co-chair);
 - Melissa Broeckelman-Post (CHSS)
- Associate Provost of Faculty Affairs and Development (co-chair);
 - Kim Eby
- Four elected faculty, elected by the general faculty —two of which will be on tenure track contracts and two on term contracts;
 - Esperanza Roman Mendoza (CHSS)
 - Courtney Adams Wooten (CHSS)
 - Laura Poms (CHHS)
 - Sara Mathis (CHSS- Fall 2021), Isaac Gang (CEC, Spring 2022)
- Four appointed faculty, appointed by Faculty Senate Executive Committee — two of which will be on tenure track contracts and two on term contracts;
 - Guadalupe Correa-Cabrera (Schar)
 - Amitava Dutta (SBUS)
 - Regina Biggs (CEHD)
 - Mara Schoeny (Carter)
- Two Faculty Senators, elected by the Faculty Senate - one of whom would be on a tenure track contract and one on a term contract
 - Daniel Garrison (CEC)
 - Lisa Billingham (CVPA)
- One Dean (appointed by Provost);
 - Ken Ball (CEC)
- One Associate Dean of Faculty Affairs (or similar role, appointed by Provost);
 - Jaime Lester (CHSS)
- One representative from Research Council (appointed by Provost); and
 - Rosemarie Higgins (CHHS)
- One Local Academic Head/Department Chair (appointed by Faculty Senate Executive Committee)
 - Geri Grant (COS)

*The overall composition of the committee MUST include representation from *at least* 8 different schools and colleges.

APPENDIX B: FACULTY SUCCESS INITIATIVE – REVISED CHARGE

Faculty Success Initiative- Revised Charge

Proposed by Shannon Davis

Brought to the Faculty Senate floor on April 28, 2021 under New Business

How can we prepare faculty to be successful in the post pandemic university? The initiative will build on existing data regarding support for and structural constraints to success (e.g., evidence from COACHE survey) as well as additional input from the Faculty Senate with the goal of shaping action plans. The initiative will determine the most pressing concerns from faculty and will create a mechanism by which the Senate holds the administration accountable to addressing its top concerns within a reasonable amount of time.

This initiative will be led by a three-member subcommittee from the Executive Committee (Shannon Davis, Solon Simmons, and Richard Craig) tasked with:

- Partnering with Office of Faculty Affairs and Development to review recent COACHE information and following up with faculty from across the university to triangulate their most pressing concerns (during Fall 2020);
- Partnering with Administration (Provost, President, Senior Vice President) to determine timeline and methods by which the administration will work to address the faculty concerns, including the accountability structure between the administration and the Senate (by April 2021);
- Creating a public-facing reporting/accountability structure for the Initiative.

Next Steps

- Develop dashboard metrics that are agreed upon by faculty and administration.
- Determine accountability processes
 - Public dashboard
 - Expectation of administration documenting change over time to General Faculty via Faculty Senate that includes an explanation of deviations (both in positive and negative directions)
 - University level and college/school level
 - Opportunity to increase President's accountability to BOV, Provost to President, deans to Provost, and chairs to deans

Chair Davis clarified that she expects the next Faculty Senate Chair would step into her role after May 14, 2021. The motion in support of the revised charge passed.

APPENDIX C: MOTION REQUESTING FACULTY MATTERS COMMITTEE TO PROPOSE TERM TO TENURE-LINE PATHWAY

Motion Requesting Faculty Matters Committee to Propose Term to Tenure-line Pathway

Proposed by Tim Gibson

Brought to the Faculty Senate floor on April 21, 2021 under New Business

Whereas research and teaching are co-equal dimensions of intellectual life at this University.

Whereas research enriches instruction, and Instruction enriches research.

Whereas the Faculty Handbook recognizes the central role of teaching by offering two pathways to tenure: genuine excellence in teaching and genuine excellence in research.

Whereas the principle of tenure is necessary for the protection of academic freedom and the equal participation of faculty in shared governance.

We call on the Faculty Matters committee to:

1. Develop and propose an accessible, fair, and transparent application process for faculty appointed to a specific term to change their limited-term contract positions to tenure-line positions by direct appointment.
2. Develop and propose a tenure-review process for genuine excellence in teaching that is suitable for term faculty whose intellectual identities are centered on instruction and mentoring students.
3. Present a proposal for changing the Faculty Handbook to accomplish the above by March 2022.

From the minutes of the Faculty Senate Meeting on April 21, 2021:

The motion was seconded.

Discussion:

- Senator Solon Simmons conveyed that the Faculty Matters Committee had discussed the issue and was opposed to the motion. He clarified that while committee was supportive of the idea, it was opposed because of concerns regarding the process. He noted that there were numerous difficult questions that needed definition, examination and discussion.
- Spirited discussion followed with several senators seeking clarification and parallels with tenure appointments.
- Several senators took turns to express their reasoning in support of the motion.
- Several senators expressed their concerns about the specific motion: a) the process by which the motion was brought about, b) an oversimplification of the issues involved, and c) need for a much broader conversation and examination of the issues involved that cannot be undertaken by Faculty Matters Committee alone. Senators emphasized that this cannot be successfully addressed by Faculty Matters alone.
- A motion to amend the main motion was made: change the language to: "We call on the Faculty Matters committee to develop a process by which term faculty can be granted tenure."

The motion to amend the main motion was seconded.

Discussion:

- Senators discussed and debated the amendment.

- Senator moved to postpone further discussion on the motion and amendment until first meeting of Fall 2021 and to ask the Executive Committee to develop an alternate process over the Summer 2021.

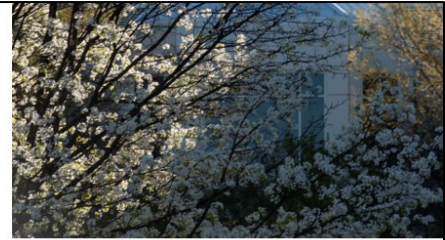
Discussion:

- Senators expressed support for the motion to postpone discussion on the main motion and amendment.
- Senator moved the question and was seconded.

Vote was called on ending the debate on the motion and its amendment, and to charge the Executive Committee to develop an alternate proposal over the Summer.

The motion passed ending debate. The motion to postpone discussion on the motion and its amendment passed.

APPENDIX D: COMMUNITY FORUM ON FEBRUARY 18, 2022



Task Force on Reimagining Faculty Roles and Rewards

Community Forum
February 18, 2022

- Melissa Broeckelman-Post, co-chair
- Kim Eby, co-chair
- Esperanza Roman Mendoza (CHSS)
- Courtney Adams Wooten (CHSS)
- Laura Poms (CHHS)
- Isaac Gang (CEC)
- Guadalupe Correa-Cabrera (Schar)
- Amitava Dutta (SBUS)
- Regina Biggs (CEHD)
- Mara Schoeny (Carter)
- Daniel Garrison (CEC)
- Lisa Billingham (CVPA)
- Ken Ball (CEC)
- Jaime Lester (CHSS)
- Rosemarie Higgins (CHHS)
- Geri Grant (COS)

Analysis of needs, potential models, & best practices

Identify potential models

- Articulate opportunities for each
- Articulate challenges potential models for each

What was our charge?

Analysis of needs, potential models, & best practices

Identify potential models

- Articulate opportunities for each
- Articulate challenges potential models for each

Implementation planning

- Policies, procedures, and decision-making entities
- Processes for faculty role/workload/position changes and contractual stability
- RPT changes

**What was
our
charge?**



Option 1

Minimal policy revisions, expand existing best practices.



Option 2

Keep tenure & term distinction, increased flexibility within and between roles.



Option 3

Eliminate distinction between tenure-line and term faculty.

OPTIONS FOR CONSIDERATION

Option 1

Modest policy revisions
Expand existing best practices



Existing Practices at Mason

1. CEHD: tenured teaching-intensive University Scholars
2. CEC: course releases for instructional term faculty engaged in research
3. Extended term contracts for up to five years
4. Faculty Handbook allows for hiring of term faculty into tenure-track positions through searches and, less frequently, direct hires




Option 1

Opportunities

- Efficiency
- Incremental changes in RPT
 - Teaching effectiveness
 - Scholarship that “counts”

Challenges

- Uneven implementation
 - Inequitable workload
 - No term contracts >5 years
- 

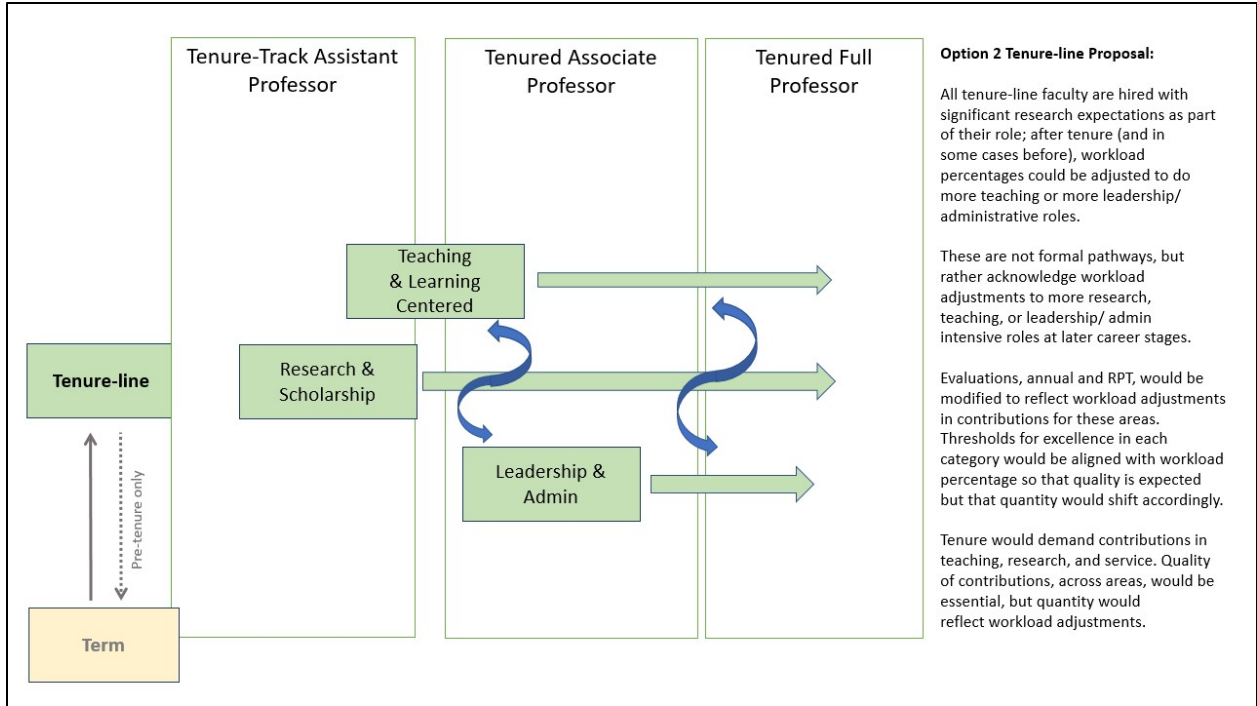


Option 2

Keep tenure & term distinction

Increase flexibility within and between roles

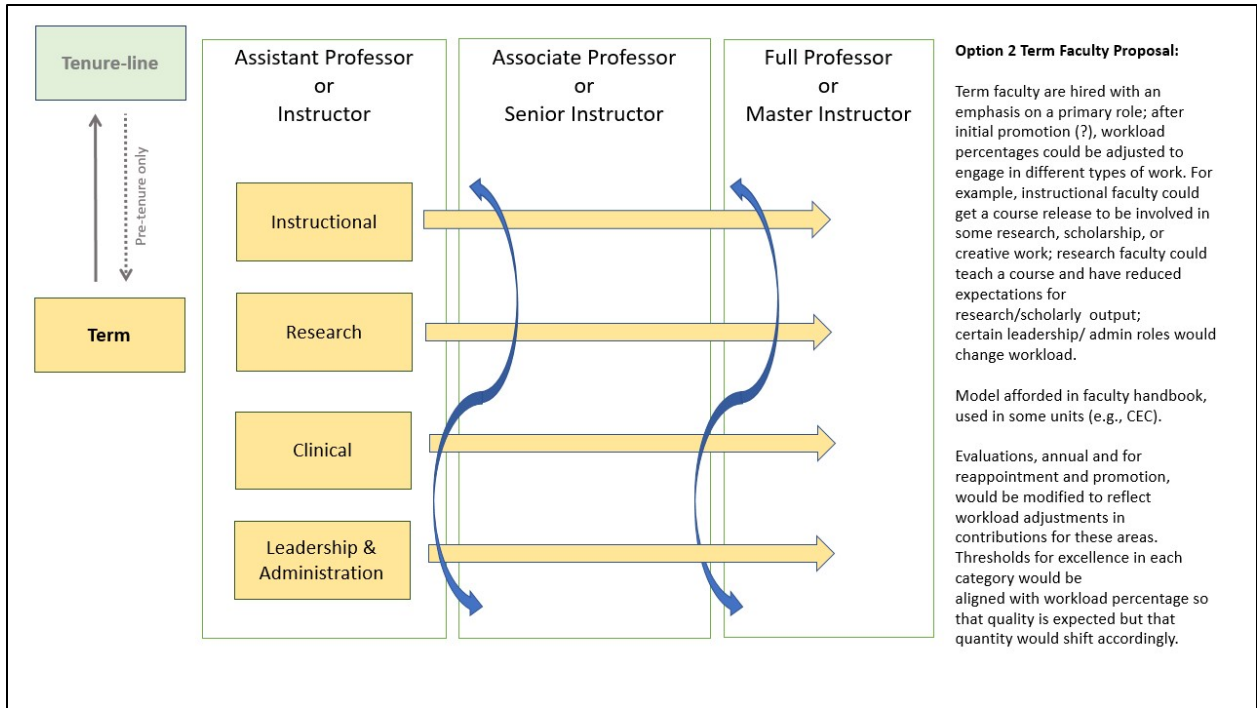




Example Tenure-Track & Tenured Workloads

Research (40%)	Teaching (40%)	Service (20%)	Typical tenure-line faculty work	
Research (20%)	Teaching (60%)	Service (20%)	Teaching & learning-centered	
Research (60%)	Teaching (20%)	Service (20%)	High research & scholarship centered	
Research (40%)	Teaching (20%)	Administration (20%)	Service (20%)	Leadership & administrative role centered v.1 (e.g., department chair, grad director)
Research (10%)	Teaching (10%)	Administration (80%)		Leadership & administrative role centered v.2 (e.g., tenured A/P faculty)

Evaluation: $TW*TX + RW*RX + SW*SX + AW*AX =$ total evaluation score
W=workload %, X = evaluation
Expect high quality in each area, quantity determined by proportion of workload



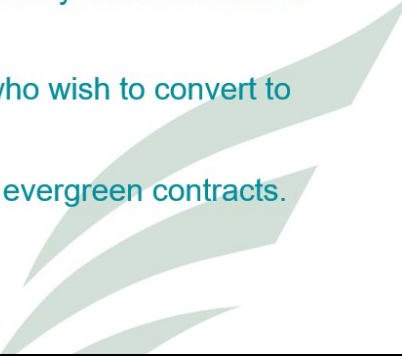
Example Term Faculty Workloads

Teaching (80%)	Service (20%)	Typical instructional faculty load	
Research (100%)		Typical research faculty load	
Research (80%)	Teaching (10%)	Service (10%)	Research faculty with some teaching
Teaching (70%)	Research (10%)	Service (20%)	Instructional faculty with some workload adjustment for research & scholarship
Teaching (30%)	Administration (60%)	Service (10%)	Leadership & administrative role centered (e.g., chair, academic advisor)

Evaluation: $TW*TX + RW*RX + SW*SX + AW*AX =$ total evaluation score
W=workload %, X = evaluation
Expect high quality in each area, quantity determined by proportion of workload



Additional issues to be addressed in implementation planning

1. Revise RPT guidelines to account for the many ways faculty contribute to the university.
 2. Develop a process for term faculty to be directly hired into tenure-track roles.
 3. Develop a process for tenure-line faculty who wish to convert to term roles.
 4. Develop a process for term faculty to earn evergreen contracts.
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Option 2

Opportunities

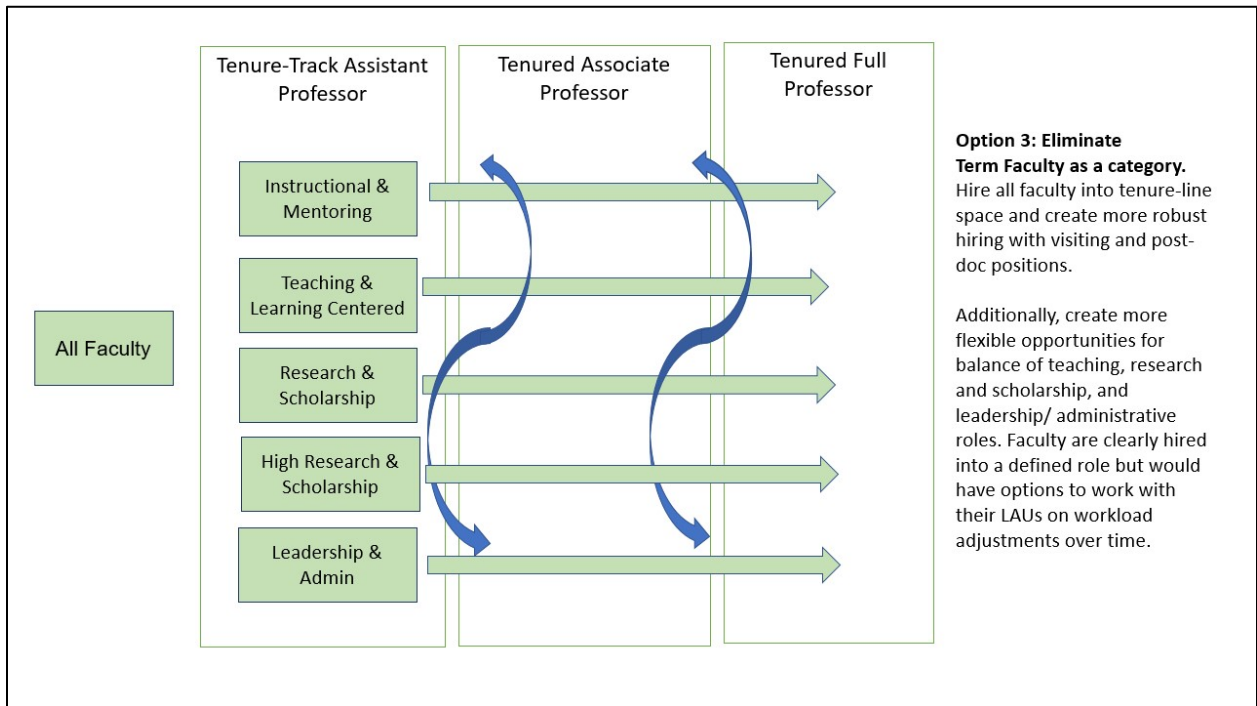
- Formalizes more flexible options
- RPT better aligned with faculty contributions
- Stability & flexibility

Challenges

- Possible that two groups of faculty have identical workloads
 - Two-tier system
- 

Option 3

Eliminate distinction between tenure-line and term faculty



Example Faculty Workloads

Teaching (80%)		Service (20%)	Instructional and Mentoring		
Research (20%)	Teaching (60%)		Service (20%)	Teaching & Learning Centered	
Research (40%)		Teaching (40%)	Service (20%)	Research & Scholarship	
Research (60%)			Teaching (20%)	Service (20%)	High Research & Scholarship Centered
Research (40%)		Teaching (20%)	Administration (20%)	Service (20%)	Leadership & administrative role centered v.1 (e.g., department chair, grad director)
Research (10%)	Teaching (10%)	Administration (80%)			Leadership & administrative role centered v.2 (e.g., A/P faculty)

Evaluation: $TW*TX + RW*RX + SW*SX + AW*AX =$ total evaluation score
W=workload %, X = evaluation
Expect high quality in each area, quantity determined by proportion of workload

Option 3

Opportunities

- Eliminates two-tier system
- Re-invents faculty roles

Challenges

- Faculty structure might not align with enrollment needs
- < institutional flexibility could lead to > reliance on adjunct faculty
- Could result in recreating the equivalent of term faculty lines

Please share your feedback!

https://gmuchss.az1.qualtrics.com/jfe/form/SV_5mu1h3XlerovfBY

Survey will close on March 14.



Next steps

1

Faculty feedback
due March 14

2

Refine options &
begin mapping
implementation
needs and next
steps

3

Return to Senate in
April with
implementation plan



Please share your feedback!

https://gmuchss.az1.qualtrics.com/jfe/form/SV_5mu1h3XlerovfBY

Survey will close on March 14.



Presentation Script:

1. Introduction

A. **Context and Background (Slide 1):** Last fall, the Faculty Senate established the Task Force on Reimagining Faculty Roles and Rewards to explore ways that we could align our faculty workload and reward structure to reflect our dual goals of being an R1 university that produces **world-changing** research AND of providing an accessible transformational education for all of our students. This joint task force between faculty and administration was created to develop a more inclusive faculty structure that better recognizes and rewards the many ways that faculty contribute to the success of the university. You can see the names and colleges of those who were elected and appointed on the screen here. Consistent with Mason's values, we have been approaching our work with a spirit of innovation and a recognition that we are charting new pathways and leading the way for others.

B. **Charge (Slide 2):** Our charge was to analyze our institutional needs and to identify potential models and best practices that are in place at other institutions and at Mason. Next, we identified some of the opportunities and challenges associated with each model. This is where we are today; we are focusing on WHAT we want to make possible, not on the HOW. (Slide 3) Once we identify the model that best serves our community, *in response to faculty feedback from today's Community Forum*, the next stage will involve implementation planning. We will identify which policies and procedures need to change and who the decision-making entities are who can accomplish those tasks. We will also develop processes to ensure pathways for contractual stability for term faculty, address how to make desired changes to workload

that reflect evolving faculty roles, and revise RPT guidelines to accommodate those changes.

C. **Thesis:** Our goal today is to share our thinking so far and introduce some of the options that we have been considering.

D. **Preview (Slide 4):** Though we have looked at dozens of possible models, we're going to focus today on three that represent minimal, moderate, and extensive changes to our current structures.

2. **Presentation of options**

1. **Option 1 (slide 5):** The first option makes minimal changes to our current policy and expands on existing best practices. During our conversations, we found that there are dramatically different practices across our colleges and schools, and that there are already many best practices in place in some units that could be expanded in others. (SLIDE 6) For example, CEHD already has a process for allowing tenured faculty to transition to a more teaching intensive role as a University Scholar so that tenured faculty who are excellent teachers, who want to teach more, can do so. Another example is that the College of Engineering and Computing has a process for giving course releases to instructional term faculty who are engaged in research. We also have existing Faculty Handbook policies that provide for reappointment and promotion processes that lead to longer-term contracts and that allow units to hire term faculty into tenure-track roles through searches and direct appointments, although the latter is defined as rare. Option one would focus on expanding the use of existing best practices that are already in place in our colleges & schools and more fully utilizing the allowances in the Faculty Handbook.

A. **Opportunities (Slide 7):** The benefit of this approach is efficiency. We could start implementing some of these changes without policy change processes that are cumbersome and time-consuming. We could identify places where incremental policy change could lead to greater flexibility, such as expanding the ways that we evaluate teaching effectiveness and the types of scholarship that we count toward tenure.

B. **Challenges:** The challenge of this option is that it does not address issues that are urgently felt by some of our faculty. There could still be significantly different implementation of faculty roles and workload assignments across and within local academic units. Finally, it does not extend contractual stability beyond five years for term faculty.

2. **Option 2 (Slide 8):** The second option is a moderate proposal that keeps the distinction between tenure-line and term faculty and broadens flexibility within and between each of those categories. In this model, tenure-line faculty would be required to engage in teaching, scholarship, and service. Term faculty would have more flexibility.

(Slide 9) Most tenure-line faculty would begin with the same type of workload that we do now, with 40% research or creative activity, 40% teaching, and 20% service. At designated points, if there is a unit need, record of excellence, and a personal desire to do so, tenure-

line faculty could shift their workload to be more teaching intensive, more research-intensive, or to take on administrative roles. (Slide 10) Faculty would be expected to meet standards of high quality in all areas of their work, but the quantity of work expected for annual reviews and promotion would vary depending on the workload percentage. For example, if your unit now normally expects faculty to publish 2 articles a year and teach a 2-2 load, someone whose contract is 60% teaching might teach a 3-3 load and publish one article a year. Someone who is 60% research might teach a 1-1 load and publish at least 3 articles a year.

(Slide 11) Similarly, term faculty would be hired into a primary role based on their primary work, but units and individuals could adjust the percentages of their workload assignments based on unit need, record of excellence, and a personal desire to do so. (Slide 12) For example, instructional faculty who are engaged in research could get a course release, research faculty could get an adjustment to teach a course, or faculty might take on an administrative role.

These adjustments are already happening in some units for workload and annual review processes. (Slide 13) Option 1 would also formalize these practices in evaluation for renewal, promotion, and tenure. The other important features of this model are that we would create pathways for some term faculty to be converted to tenure-line faculty without a full national search. We would continue to allow untenured tenure-track faculty to convert to term lines if they wish and if they are meeting standards of excellence for the type of term position they are seeking. Finally, in addition to the current one, three, and five-year term contracts, we would develop an option for term faculty to earn evergreen contracts with the highest level of promotion.

A. **Opportunities (Slide 14):** This innovative approach is an opportunity that formalizes options for greater flexibility within and between faculty roles. It adjusts our promotion and tenure guidelines to reflect the many ways that faculty are contributing to the university. Finally, it provides stability and flexibility for faculty and academic units.

B. **Challenges:** One of the challenges of this approach is that we could end up with term and tenure-line faculty in the same units who have nearly identical workloads, but in a two-tier system. This raises the question—why not tenure all?

3. **Option 3 (Slide 15):** The final option is the most extensive change in that it eliminates any distinction between term and tenure line faculty. (Slide 16) In this model, we are all simply faculty, and there are opportunities to earn tenure based on true excellence in any combination of workload distribution, whether it is focused on teaching, research, clinical work, administrative work or a blend. (Slide 17) Like Option 2, this model would *expect high quality* work in and across all categories that are part of a faculty member's workload assignment. What is different is that adjustments would be made to the *quantity* of work expected, based on contracted workload assignments. This option would effectively allow for any mix of teaching, research, administration, and service depending on unit need and personal strengths.

A. **Opportunities (Slide 18):** The opportunity afforded by this option is that it eliminates what is perceived and experienced by many to be a two-tier faculty system. This model also demonstrates our commitment to innovation and would re-invent faculty roles at Mason.

B. **Challenges:** One of the biggest challenges of this option is that it commits the university to a faculty structure that might not match future enrollment patterns and institutional needs. Institutional flexibility is significantly reduced in this scenario. As a result, we could see an increased reliance on adjunct faculty, or the need to create additional faculty appointments that are more temporary in nature. This has been the case at another institution that has attempted this approach, and they ended up recreating their old system over time.

3. **Conclusion & Next Steps**

A. As we conclude, we want to briefly share our next steps. (Slide 19) The recording of today's presentation will be made available on the Faculty Senate website, as will a Qualtrics survey to solicit feedback from you and other members of our campus community. We urge you to complete the survey. Equally important, please help us by encouraging your colleagues and your academic leadership to review the presentation and share their thoughts with us. This is a critical juncture for our Task Force and we want to hear from as representative a group of colleagues as possible. The survey will be live through Friday, March 11.

B. (Slide 20) The survey feedback will inform our next steps. We expect to refine the options moving forward; specifically, we expect to establish clarity on the what. Our next steps will be to turn our attention to developing a plan for the how. We will identify implementation steps, with respect to what needs to happen and what groups and/or committees might best provide leadership and guidance, whether existing or yet to be formed. We will also prepare a proposed timeline for these next steps. We will brief the Faculty Senate later this semester to share progress and encourage you to stay informed through attending that Senate meeting. (Close slides)

C. Implementing these changes will not be a quick or easy process. However, with deliberate and intentional planning, collaboration across key stakeholders, and a sustained commitment to see it through, we can make significant, meaningful changes. Our goal is to build an equitable faculty structure that will last well into the future AND that will recognize and reward faculty for their excellent contributions – in research, scholarship and creative work, in teaching and mentoring, in clinical work, and in leadership. Ultimately, we aim to create a context for a faculty experience in which all members of our community feel valued and supported, and that that will help us recruit and retain the best faculty possible.

D. Thank you very much. We look forward to your questions and our conversation this morning.

**APPENDIX E: SUMMARY OF SURVEY RESULTS FOLLOWING COMMUNITY FORUM
ON FEBRUARY 18, 2022**

**Task Force on Reimagining Faculty Roles and
Rewards**

Summary of Survey Results following Community Forum on February 18, 2022



Melissa Broeckelman-Post & Kim Eby, co-chairs

Committee members: Esperanza Roman Mendoza (CHSS), Courtney Adams Wooten (CHSS), Laura Poms (CHHS), Isaac Gang (CEC), Guadalupe Correa-Cabrera (Schar), Amitava Dutta (SBUS), Regina Biggs (CEHD), Mara Schoeny (Carter), Daniel Garrison (CEC), Lisa Billingham (CVPA), Ken Ball (CEC), Jaime Lester (CHSS), Rosemarie Higgins (CHHS), and Geri Grant (COS)

Overview

The Task Force on Reimagining Faculty Roles and Rewards (TFRFRR) held a Community Forum on February 18, 2022 to share three options for rethinking faculty structures and to get feedback from the broad Mason community, particularly faculty members and academic leaders at all levels of the institution. Feedback was collected through a Qualtrics survey that was made available online through March 14.

Participants

A total of 288 participants completed the survey following the TFRFRR Community Forum, and demographic information was shared by only some participants. Of the participants who responded to the question about faculty role, 102 (39.2%) were term faculty, 27 (10.4%) were tenure-track faculty, 109 (41.9%) were tenured faculty, 17 (6.5%) were administrative/professional faculty, and 5 (1.9%) were part-time faculty. With respect to gender, 84 (33.1%) were male, 121 (47.6%) were female, 46 (18.1%) preferred not to disclose, and 3 (1.2%) selected other and shared another gender identity. Participants could select as many ethnicities as they wished; 24 (8.3%) selected Asian, 7 (2.4%) Black or African American, 6 (2.1%) Hispanic or Latinx, 6 (2.1%) Middle Eastern or North African, 1 (0.3%) Native Hawaiian or Pacific Islander, 158 (54.9%) White or Caucasian, and 9 (3.1%) other. Participation by college is shown in the table below.

Contextualizing the response rates by term faculty overall and tenure-line overall.

	N	Valid %
Antonin Scalia Law School	8	3.1
College of Science	33	12.9
College of Visual and Performing Arts	13	5.1
Carter School for Peace and Conflict Resolution	2	.8
College of Education and Human Development	32	12.5
College of Engineering and Computing	20	7.8
College of Health and Human Services	16	6.3
College of Humanities and Social Sciences	94	36.7
Schar School of Policy and Government	1	.4
School of Business	29	11.3
None of the above/I am not affiliated with a specific college or school	8	3.1
Total	256	100.0

Summary Results

	<i>M (SD)</i>	Do not prefer	Prefer slightly	Prefer a moderate amount	Prefer a lot	Prefer a great deal
Option 1: Minimal policy revisions, expand existing best practices	2.54 (1.55)	37.0%	21.0%	14.5%	6.1%	21.4%
Option 2: Keep tenure & term distinction, increased flexibility within and between roles	2.98 (1.43)	22.8%	15.2%	22.4%	20.2%	19.4%
Option 3: Eliminate distinction between tenure-line and term faculty	2.79 (1.74)	42.4%	6.5%	10.7%	10.7%	29.8%

	Term faculty <i>N</i> = 100	Tenure-line faculty <i>N</i> = 26	Tenured faculty <i>N</i> = 108	A/P faculty <i>N</i> = 17	PT faculty <i>N</i> = 5
Option 1: Minimal policy revisions, expand existing best practices*	1.88 (1.09)	2.46 (1.53)	3.22 (1.64)	2.59 (1.62)	1.20 (0.45)
Option 2: Keep tenure & term distinction, increased flexibility within and between roles	3.12 (1.37)	3.12 (1.48)	2.81 (1.48)	3.47 (1.33)	2.20 (1.43)
Option 3: Eliminate distinction between tenure-line and term faculty*	4.07 (1.21)	2.12 (1.51)	1.67 (1.36)	3.06 (1.68)	3.80 (1.79)

Note: mean is shown first, with standard deviation following in parentheses
 *Significant differences between groups at $p < .001$

Independent-samples t-tests were conducted to identify whether there were differences in preferences by gender. Male faculty ($M = 2.78$) had significantly stronger support for Option 1 than female faculty ($M = 2.18$), and female faculty ($M = 3.18$) had significantly stronger support for Option 3 than male faculty ($M = 2.63$), but there were not statistically significant differences between female ($M = 3.18$) and male ($M = 3.05$) faculty for Option 2.

We also ran an analysis to see if there were significant differences by school or college, but because of the low number of participants in some colleges, we will only share broad observations to minimize the risk of any one individual being identified as one of a very small number of participants from a particular college of school. The Carter School and Schar are excluded from this description because they had two or fewer participants. Generally speaking, faculty from ASLS and SBUS indicated the strongest support for Option 1, with college means of 3.0 or higher. Faculty from COS, CVPA, CEHD, CEC, SBUS, and those with no affiliation indicated the strongest support for Option 2 ($M \geq 3.0$). Faculty from the CEHD, CEC, and CHHS had the strongest support for Option 3 ($M \geq 3.0$). CHSS had means below 3.0 for all three options, and a follow-up Chi-Square analysis indicated that faculty in CHSS varied dramatically in their preferences with a strong distribution across all answers.

Table 4
To what extent do you think each of the options presented is DOABLE?

	<i>M (SD)</i>	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
Option 1: Minimal policy revisions, expand existing best practices	4.34 (0.98)	3.4%	2.7%	8.0%	28.4%	57.5%
Option 2: Keep tenure & term distinction, increased flexibility within and between roles	3.64 (1.25)	9.3%	10.8%	13.5%	39.0%	27.4%
Option 3: Eliminate distinction between tenure-line and term faculty	2.48 (1.46)	35.6%	23.8%	11.9%	14.2%	14.6%

	Term faculty N = 100	Tenure-line faculty N = 26	Tenured faculty N = 106	A/P faculty N = 16	Part-time faculty N = 5
Option 1: Minimal policy revisions, expand existing best practices	4.11 (1.12)	4.42 (0.95)	4.51 (0.84)	4.44 (0.96)	4.00 (1.00)
Option 2: Keep tenure & term distinction, increased flexibility within and between roles*	4.00 (1.04)	3.65 (1.20)	3.28 (1.35)	4.00 (1.21)	3.60 (0.89)
Option 3: Eliminate distinction between tenure-line and term faculty*	3.24 (1.40)	2.23 (1.21)	1.75 (1.19)	2.56 (1.21)	4.00 (1.41)
Note: mean is shown first, with standard deviation following in parentheses					
*Significant differences between groups at $p < .001$					

Just as with the question about preferences, we cannot share data divided by college because of the low number of participants associated with some colleges. However, just as can be seen in the tables above, college by college analyses generally indicated that Option 1 was perceived as the most doable and Option 3 as least doable.

Option 1

Benefits and Opportunities

- This option is more practical, making it easier and more efficient to implement these changes. These seem like worthwhile practices that are worth expanding. Offers solutions that are straightforward with minimal change to the status quo. (~60)
- Incremental changes are important because there are sure to be unanticipated consequences of any drastic changes. This option provides continuity, allows for continuous improvement, and is least disruptive. (~22)
- Top R1 universities that are boldly innovative and highly successful are not going in this direction. This option is a reasonable adaptation of traditional practices within an R1 setting that can be more standardized and address term faculty needs that are not currently widely applied across campus. (~22)
- Course releases for term faculty who are engaged in research/ encouraging opportunities for term faculty to engage in research. (~12)
- Using existing arrangements and practices gives colleges and Mason the flexibility that we need. (~10)
- This option opens a path for tenured associate to full based on genuine excellence in teaching or leadership. (~5)
- Not all term (teaching-focused) faculty want to engage in research; this option does not pressure instructional term faculty to engage in research. (~5)

Dislikes and/or Challenges

- This option does not adequately address the need for long-term contracts and job security (e.g., contracts that are greater than 5 years or rolling/Evergreen) for term faculty. (~45)
- There are not many benefits to this option as it is basically the status quo and will not offend tenured faculty. Change is difficult and this option seems to be the easy way out. (~40)
- This does not bring more equity to the differences between term and tenure-line faculty and maintains two distinct classes of faculty. (~34)
- There is not much to like about this option. (~26)
- This is not a true “re-imagining.” If this was all that could happen, it would be only a minor success and disappointing. (~22)
- Does not get at the root problem of workloads and inequity. (~18)
- Our system is not perfect by any means but has worked well in many regards and has brought Mason to where it is today. Why try to fix something that is not broken? (~17)
- This option leaves us with uneven implementation and significant differences / opportunities across academic units. Thus, this option leaves the responsibility of pursuing changes to individual faculty and/or depends on LAU leadership to be fair and flexible. (~17)
- Lack of flexibility. (~8)
- Term to tenure-line pathway is effectively non-existent today and this does not change this reality. (~5)

Option 2

Benefits and Opportunities

- This option offers flexibility (and stability/differentiated paths for term and tenure)
- Creates an opportunity/flexibility for faculty to change roles
- Faculty like the idea/concept of evergreen/extended contracts
- “Best model” is simply stated (perhaps we find a better way to say it)
- Best option (simply stated)
- This offers an option for standardization across all units/schools/departments
- Better recognition of the various roles/duties/workloads of term faculty.
- The most practical potential for equalizing workloads over time

Dislikes and/or Challenges

- Flexibility in this option could be challenging, problematic, and/or not necessary.
- This model is still two-tiered system; maintains a two-tiered system that unfairly divides up workloads.
- This plan would be difficult to implement. What do these percentages mean/how would we define them related to faculty load? If this isn't clear, it will be difficult to make workloads equitable across units.
- RPT implications for tenure track and tenured professors—may negatively impact R1 status if research is not part of the 'standard' portfolio for tenure and promotion.
- Considerations for RPT going up for tenure with varied elements and training committees to understand the balance of such elements.

Option 3

Benefits and Opportunities

- Eliminates two-tiered faculty system (maybe) and allows for greater equity/equality/fairness
- Recognizes the importance of teaching and quality education, lets units focus more on academic outcomes
- More job security that can allow all faculty to thrive (especially compared to current term faculty who are on one-year contracts)
- Flexibility for faculty workloads provides a different level of individual and institutional flexibility
- Increases academic freedom
- Mechanisms and university resources would need to be provided to support the faculty in their decision to move, but some of this is already happening in some colleges.

Dislikes and/or Challenges

- Potential to devalue or destroy tenure/ Trojan horse that will weaken tenure
- Will harm R1 status and damage the university's reputation/undermines university's research mission/devalues research/does not recognize how hard it is to build a research program
- Might not actually eliminate the two-tiered system if research continues to be valued more or if we consider adjuncts as the current third tier; hierarchies will inevitably be created, and this might exacerbate equity problems
- Could lead to a much higher reliance on adjunct faculty and fewer full-time faculty
- Many tenured faculty might leave Mason, and it will become harder to recruit faculty (especially top researchers)

- Could eliminate the opportunity for full-time employment for many of our current term faculty, especially those without terminal degrees
- Implementation will be difficult, especially in terms of evaluating all types of faculty work and the cost of the model

What additional suggestions do you have? What did we miss?

- Whatever the university decides to do, it must account for the fact that different academic units define differently the terms and conditions of term and tenure-line faculty. Let units opt into an approved menu of additional considerations that may be appropriate for their specific academic area. This will allow units to tailor the response to their actual problems. This should not be a one-size fits all solution.
- We should simply improve the conditions of term faculty and pay them more without negatively impacting our tenure-line faculty. Everyone should be paid appropriately, have fair workloads, and some job security, but that doesn't require moving everyone to a tenure-track system. Eliminating pay disparities and considering evergreen contracts for term faculty would do a lot.
- It seems that the notion of evergreen contracts for term faculty could reduce the potential issue of enrollment changes if term faculty were not required to seek them. In other words, it provides a vehicle to recognize teaching excellence and reward it just as excellence in scholarship is rewarded.
- Is there an in-between option that expands tenured positions including more "teaching tenure" tracks but without totally getting rid of term lines.
- We need to be nimble enough to meet the needs of the university in terms of teaching, research, and scholarship. However, we also need to be clear in expectations and roles so that individuals can make choices appropriate to their situation. Blurring the lines of roles and expectations (e.g., eliminating distinctions between tenure-line and term faculty) will result in confusion and, in the worst-case scenario, an "out" for individuals who might not meet expectations.
- Graduate student supervision is not properly addressed in the current three models. Another concern is that teaching quality is not currently captured by any system (e.g., teaching evaluations), so how will teaching-intensive staff be evaluated and potentially given tenure?
- Do not undermine tenure! This did not focus enough on the challenges, workload, and commitment required for tenured faculty.
- Where are adjunct faculty in this? We need to do more to consider them and think about what that role should be. (e.g., only teach on a course-by-course basis instead of doing curriculum development and essentially teaching as full-time faculty)
- Beware unintentional consequences and test each of these models against several possible scenarios.
- How does Mason Korea fit in to the equation if we delete term faculty?
- The institution should allow for more opportunity (time) for term faculty to prepare themselves to be better qualified for a tenure-track role.
- How do faculty joint appointments fit into all of this?
- Research should stay the priority of the institution.

APPENDIX F: PRESENTATION TO THE FACULTY SENATE ON APRIL 27, 2022



Task Force on Reimagining Faculty Roles and Rewards

Presentation to the Faculty Senate
April 27, 2022

- Melissa Broeckelman-Post, co-chair
- Kim Eby, co-chair
- Esperanza Roman Mendoza (CHSS)
- Courtney Adams Wooten (CHSS)
- Laura Poms (CHHS)
- Isaac Gang (CEC)
- Guadalupe Correa-Cabrera (Schar)
- Amitava Dutta (SBUS)
- Regina Biggs (CEHD)
- Mara Schoeny (Carter)
- Daniel Garrison (CEC)
- Lisa Billingham (CVPA)
- Ken Ball (CEC)
- Jaime Lester (CHSS)
- Rosemarie Higgins (CHHS)
- Geri Grant (COS)



Analysis of needs, potential models, and best practices

- Policies, procedures, and processes related to faculty roles/workloads/positions and contractual stability
- RPT changes that address a broader range of faculty contributions

Identify potential models

- Articulate opportunities for each
- Articulate challenges and potential models for each

What was our charge?

Task Force Actions to Date



Option 1

Minimal policy revisions, expand existing best practices.



Option 2

Keep tenure & term distinction, increased flexibility within and between roles.



Option 3

Eliminate distinction between tenure-line and term faculty.

OPTIONS PROPOSED FOR FEEDBACK

Key Takeaways

1. Incremental change is important for avoiding unintended consequences
2. Concern about protecting R1 status
3. Ready to implement evergreen (continuous) contracts for non-tenure-track faculty as a first step
4. Desire for more flexibility and equity in workload for faculty
5. Need for salary equity between tenure-line and non-tenure-line faculty
6. Flexibility and equity across the institution need to be balanced carefully
7. Need to align workload, annual reviews, and promotion guidelines
8. Need for broader, more inclusive RPT guidelines for scholarship and creative activity
9. Need clear guidelines for excellence in teaching at LAU level



Vision Moving Forward

1. We are one Mason faculty
2. Equitable and flexible career paths for all faculty is a priority
3. Teaching/mentoring and research/scholarship/creative activity are central to our mission, and we must reward service and leadership central to shared governance
4. Accountability, transparency, sustainability, and inclusive excellence must guide our work
5. Nurturing faculty throughout their professional career by providing sustained mentorship, leadership development, and resources for career exploration



Analysis of needs, potential models, and best practices



- Policies, procedures, and processes related to faculty roles/workloads/positions and contractual stability
- RPT changes that address a broader range of faculty contributions

Identify potential models



- Articulate opportunities for each
- Articulate challenges and potential models for each

Implementation planning

- Policies, procedures, and decision-making entities
- Processes for faculty role/workload/position changes and contractual stability
- RPT changes

Next Steps

Motion:

Authorize the continuation of the TFRFRR in order to develop an implementation plan and to report back to the Faculty Senate in the fall semester.



Thank You



APPENDIX G: GOALS AND PROPOSED TIMELINE

Year	<i>Goal 1: Create transparent workload guidelines that are equitable and inclusive of all faculty appointment types</i>	<i>Goal 2: Redesign RPT guidelines that represent more inclusive frameworks for all faculty work</i>	<i>Goal 3: Develop a strategy for implementing continuous contracts for full-time instructional and clinical faculty</i>	<i>Goal 4: Align annual review criteria with RPT criteria and account for proportionate teaching/mentoring; research/creative work; service; and administrative duties</i>	<i>Goal 5: Create a robust culture of faculty cohesiveness through career development for all</i>
AY 22-23	<p>Recommendations:</p> <ul style="list-style-type: none"> • Collect existing LAU workload guidelines and identify exemplars vis-a-vis a set of questions • Socialize need to address / revise workload assignments and guidelines, particularly among LAU leadership • Identify and disseminate guidance for what should be examined within workload assignments and policies. Examples of areas that might need guidance: <ul style="list-style-type: none"> ○ Research and integrate how equity & inclusion are reflected ○ Research and consider how innovation and entrepreneurship are reflected ○ Define service expectations, defined by faculty rank ○ Account for leadership/ administrative roles as a part of workload expectations ○ Define and differentiate leadership/ administrative-type duties from service ○ Define and account for professional development ○ Explore integration of flexible workloads • Identify workload policy gaps or omissions 	<p>Recommendations:</p> <ul style="list-style-type: none"> • All LAUs need to articulate and publish on a publicly available college or school website their current guidelines for both term and tenure-line faculty in each category <ul style="list-style-type: none"> ○ Promotion guidelines (processes and criteria) for instructional, clinical, and research term faculty should be clear ○ Criteria for Genuine Excellence and High Competence in Teaching that aligns with Provost Office guidance should be clear 	<p>Recommendations:</p> <ul style="list-style-type: none"> • Draft and approve Faculty Handbook language for implementing continuous contracts for instructional and clinical term faculty at the highest rank 	<p>Recommendations:</p> <ul style="list-style-type: none"> • Evaluate and draft updated language regarding annual review in the Faculty Handbook, including the purpose, baseline expectations for an annual review, and proactive uses of the annual review process • Institutional guidelines (Faculty Senate + Provost Office) and/or exemplars that are shared to university community as best practices <ul style="list-style-type: none"> ○ Annual reviews must include a metric for performance evaluations (whether quantitative or rubric-based) ○ Suggest /require that annual reviews include qualitative, formative feedback ○ Suggest that annual reviews include an agreed upon plan of work for the faculty 	<p>Recommendations:</p> <ul style="list-style-type: none"> • Assess current offerings, identify areas where growth is needed, and research programs and offerings at peer institutions (use COACHE data to inform efforts) <ul style="list-style-type: none"> ○ Early, mid-career, and mature faculty programming ○ Financial resources for professional and leadership development • Explore support and professional development for LAU heads/chairs • Design orientation program for incoming LAU heads/chairs • Encourage LAU's to actively put forth faculty eligible for promotion (when agreeable)

<p>AY 23-24</p>	<p>Recommendations:</p> <ul style="list-style-type: none"> ● Update college, school, & LAU workload guidelines to reflect best practices & guidance ● Research strategies for workload accounting strategies 	<p>Recommendations:</p> <ul style="list-style-type: none"> ● Institutional guidelines (Faculty Senate + Provost Office) and/or exemplars that are shared to university community as best practices <ul style="list-style-type: none"> ○ Include full scope of faculty contributions ○ Provide / assess guidelines for the review process for Excellence and High Competence in Teaching (this may require work in 22-23?) ○ Examine research frameworks that include DEI, SoTL, Community-engaged research, public scholarship, innovation & entrepreneurship, and professional development ● Offer guidance regarding aligning workload with promotion guidelines ● Assess whether our current RPT structure meets our institutional needs and make recommendations for any needed changes (e.g., do we need a university-level committee?) 	<p>Recommendations:</p> <ul style="list-style-type: none"> ● Implement continuous contracts for instructional and clinical term faculty at the highest rank 	<p>Recommendations:</p> <ul style="list-style-type: none"> ● All LAUs need to articulate and publish their current process and guidelines for annual review ● Implement updated annual review timeline (calendar year instead of academic year to allow the work to be done while faculty are on contract and in time for any merit raises that might be approved) 	<p>Recommendations:</p> <ul style="list-style-type: none"> ● Articulate differentiated expectations for faculty at different ranks and career stages and accompanying supports and resources needed at those different career stages, along with responsibilities and pathways to consider at each stage ● Design and begin implementing professional development program(s) for LAU heads/chairs ● Design and begin implementing professional development program(s) across faculty ranks including mentoring ● Develop programs for financial resources for external faculty career development programs (i.e., NCFDD, HERS Leadership Institute)
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<p>AY 24-25</p>	<p>Recommendations:</p> <ul style="list-style-type: none"> • Finish revising college/LAU workload guidelines • Publish / ensure access to workload guidelines for faculty • Develop plans / processes with elements from structured guidelines for workload dashboards 	<p>Recommendations:</p> <ul style="list-style-type: none"> • All LAUS to update RPT guidelines to <ul style="list-style-type: none"> ○ Reflect the full scope of faculty contributions as articulated in updated annual review and workload guidelines (including DEI work, community engagement, service and/or leadership in faculty governance, and administrative leadership) ○ Explore and implement pathways for promotion to full professor that are focused on teaching excellence and contributions via leadership/administrative roles • Provide support to LAU heads/chairs 	<p>Recommendations:</p> <ul style="list-style-type: none"> • Refine implementation • Publicize the changes at the implement stage to identify success with faculty retention related to the changes made in the Faculty Handbook (these changes are usually reviewed in a three-year cycle.) 	<p>Recommendations:</p> <ul style="list-style-type: none"> • Update processes and guidelines to align annual reviews with RPT criteria and workload guidelines • Provide support to LAU heads/chairs and relevant committees on providing constructive and developmental feedback (and difficult) 	<p>Recommendations:</p> <ul style="list-style-type: none"> • Assess and expand programming for LAU heads/chairs • Assess and expand professional development programs and investments for faculty across ranks
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AY 25-26	Recommendations: <ul style="list-style-type: none"> • Pilot workload dashboard 	Recommendations: <ul style="list-style-type: none"> • Implement new RPT guidelines 	Recommendations: <ul style="list-style-type: none"> • Assess practices for continuous contracts and make recommendations as needed • Implement continuous contracts for instructional and clinical term faculty (update Faculty Handbook) • Investigate options for tenure for instructional term faculty 	Recommendations: <ul style="list-style-type: none"> • Implement new annual review process 	Recommendations: <ul style="list-style-type: none"> • Implement professional development modifications based upon evaluation findings
AY 26-27	Recommendations: <ul style="list-style-type: none"> • Fully implement workload dashboards that share how workload assignments within LAUs are made 	Recommendations: <ul style="list-style-type: none"> • Refine RPT processes to ensure they are meeting faculty, LAU, and institutional goals and needs 	Recommendations: <ul style="list-style-type: none"> • Refine implementation 	Recommendations: <ul style="list-style-type: none"> • Refine and review annual review processes to ensure they are meeting faculty, LAU, and institutional goals and needs 	
AY 27-28	Recommendations: <ul style="list-style-type: none"> • Refine implementation and revisit workload guidelines and dashboards to ensure serving goals around workload flexibility for faculty and serving LAU needs 				