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*This article describes
a process of change at
Towson State University
(TSU), a metropolitan
university in the Balti-
more region and a
comprehensive university
within the University of
Maryland System (UMS).
This change involved the
fundamental redesign of
the faculty roles and
reward structure at that
institution from 1988-
1995, the pressures it
created and the outcomes
of that change.*

Redesigning the Faculty Roles and Rewards Structure
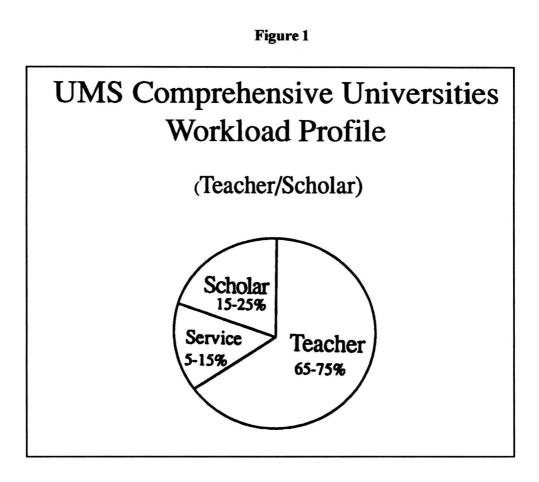
External Pressures

National Groups

Beginning in the late 1980s, criticisms of how faculty spend their time, coupled with a national perspective that costs for higher education were out of control, created a climate for debate about faculty roles and how funds were used to reward them. National dialogue over the faculty roles and reward structure began emerging in the mid-to-late 1980's in the Pew Higher Education Roundtable, the Association of Governing Boards, the Carnegie Commission, the American Association of Higher Education (AAHE), and state legislatures. As could be predicted, faculty thought that they were working hard enough already and resented external groups' attempts to regulate what they did and when they did it. But it became clear to members of the academy that change was necessary and that if they didn't regulate themselves, someone would do it for them.

Local Groups

In January, 1991, the Maryland State Legislature began actively examining the workloads of college faculty. They did not have a clear idea of what faculty did or how much time "it" actually required, and they were impatient to know. There were discussions about the professor who was seen mowing his/her lawn at 2:00 in the afternoon instead of "working." There was concern about faculty engaging in unethical behavior such as being paid for clinical jobs in their homes while teaching "on the side" and commanding a full salary. The legislature genuinely did not know what went into preparing and teaching a class. They thought that professors walked into class, opened their notebooks and "professed." At least that is what they and their constituents saw. It became clear that faculty had to do a better job of educating their legislature, the media, and the general public about what they did. As professional educators, it became obvious that they, the faculty, weren't "educating."

In 1991, to head off legislative efforts to regulate teaching loads, the University of Maryland's Council of University System Faculty and Towson State University's American Association of University Professors chapter (AAUP) joined with other institutions in the state and sent buses of faculty to the state capitol to demonstrate that the workload issue was serious to them, as faculty, also. They presented evidence that faculty were working long hours and putting out significant effort. An extended dialogue with the state legislature, our University of Maryland System's Faculty Council, and the UMS administration led to a clearer definition of what faculty roles should be and how the workload should be established. Faculty themselves presented a clearer delineation of the tasks that accompanied each role. For example, a detailed list of what teaching activities included, such as reading new material, preparing class sessions, designing visual aids, preparing and grading exams, ordering equipment and textbooks, collecting classroom research on learning, integrating new technologies into the curriculum, and advising students was assembled almost as a public relations piece. For research and service, similar details were provided. As a result of that dialogue, the Maryland State Legislature required statistical reports on how faculty spend their time, and translated that time to standardized percentages of workload by Fall, 1994 (see Figure 1). For comprehensive universities such as Towson State, the UMS defined that 65-75 percent of the faculty time spent in teaching, 15-25 percent of faculty time should be in scholarly activities, and 5-15 percent of their time service activities. This differed from the expected workload percentages for research institutions. By 1995 the legislature had concluded that indeed the faculty were working hard and long hours, but noted that they weren't working in the right areas. Generally, within the UMS, there was an inconsistency in matching the

institutional mission to the expected workload activities of faculty, an incon-
sistency in hiring goals and practice.

Figure 1

UMS Comprehensive Universities Workload Profile

(Teacher/Scholar)

Scholar
15-25%

Service
5-15%

Teacher
65-75%

Internal Dilemmas

Inconsistency in Hiring to the Mission

The national and local discussion occurred in a time frame paralleling the
merger of the new University of Maryland System (UMS), created by the Mary-
land State Legislature in 1988. As a result of the merger, the UMS required that
each institution revise its mission statement, with the aim of making statements
more specific and more complementary. That effort created additional prob-
lems. Some hired to do research now found themselves at a teaching-oriented
institution, while others who wanted to teach found themselves at an institution
that was now research-oriented. An iterative process, involving the campuses,

the system, and the Maryland Higher Education Commission (MHEC, the state coordinating board for higher education), eventually led to distinct, differentiated missions for each institution (see Table 1).

Table 1
Maryland Higher Education Commission
Mission Statement Review (1993)

Carnegie Classification	Institution	Functional Emphasis	Degree Level	Service Area	Enrollment
Comprehensive I	Towson State	Teaching	Bachelor's Master's	Baltimore Metro	15,232
Comprehensive I	University of Baltimore	Teaching	Bachelor's Master's First Professional	Baltimore Metro	5,844
Comprehensive I	Bowie State	Teaching	Teaching	PG County AA County Mont. County	4,809
Comprehensive I	Frostburg State	Teaching	Bachelor's Master's	Western Maryland	5,295
Comprehensive I	Morgan	Teaching	Bachelor's Master's Doctorate	Baltimore Metro	5,402
Comprehensive I	Salisbury	Teaching	Bachelor's Master's	Eastern Shore	6,022
Comprehensive II	Coppin State	Teaching	Bachelor's Master's	Baltimore City	2,944
Comprehensive II	University of Maryland Eastern Shore	Teaching Research	Bachelor's Master's Doctorate	Eastern Shore	2,430
Liberal Arts I	St. Mary's	Teaching	Bachelor's	Statewide	1,510
Specialized Institutions	University of Maryland at Baltimore	Research	Bachelor's Master's Doctorate First Professional	Statewide National	5,064
Research I	University of Maryland College Park	Research	Bachelor's Master's Doctorate	Statewide National	32,923
Doctoral II	University of Maryland Baltimore County	Research	Bachelor's Master's Doctorate	Baltimore Metro	10,654

In 1992 the focus shifted to a reexamination of the faculty roles and reward structure to match the more clearly articulated missions of the institutions. In September of that year, TSU hosted a systems-wide conference for faculty and administrators to debate these issues and to alert the faculty that this change process in accountability was not going to go away. Faculty began to realize that they might be employed in an institution that no longer had a mission that matched their own.

Over the course of four years, from 1991 to 1995, the UMS continued to clarify academic missions, and each institution wrestled with the workload roles of their respective faculties to meet that mission. When the initial workload reports were developed by the campuses and came forward, the legislature and the MHEC were not satisfied. Their desire for specificity and differentiation had not been met. In order to force the issue, the legislature withheld $20 million of the UMS budget and would not release the money, which had been appropriated by the governor and the legislature earlier, until reports on faculty workload were provided to them in a form they felt held appropriate detail. The legislature wanted hard evidence that reinforced how differentiated missions and differentiated workloads matched appropriately. The institution-wide workload averages provided by the UMS were rejected, and eventually workload overviews were provided, on a department-by-department basis, each institution across the system. The legislature was satisfied, and the funds released late in the fiscal year, to the relief of many campuses. This outcome supported the previously mentioned concern that the legislature was going to regulate us if we did not regulate ourselves. To the credit of the institutions, the workload studies provided dramatic evidence that faculty workload was concentrated in the appropriate categories, on a differentiated basis, campus by campus and mission by mission. As the process unfolded and came to conclusion, faculty and institutions became more comfortable with the goals and the outcomes to be achieved from these efforts.

Inconsistency in Alignment of Values System to Policy

TSU's internal dialogue, beginning in 1989, showed that many felt faculty were not interested in teaching, that faculty as individuals focused on their own needs rather than those of the student or the institution, and that the curriculum was out of touch with the needs of the society it served. In fact, in open forum, the provost often remarked that the faculty "were individual consultants employed by the university" and operated on the "I versus we" value system. Faculty were performing their own agendas and writing their own policies based on those agendas. For example, if they were hired to do research, they wrote their own policies to reward those who did research and

scholarly activities. But with the clarification of the mission, faculty found themselves following policies that were not aligned to the mission. How could they still reward people more for their research and scholarship when that is not where they were supposed be spending their time? There began some role confusion about where faculty should now spend their time and what the reward system was going to be in the future based on the mission. If the mission was teaching, then there had to be a reward system for rewarding good teachers. It became apparent that faculty didn't know how to document their teaching nor their teaching effectiveness other than through syllabi, peer review, and student evaluations. In fact, the need for teaching portfolio training led to a workshop for chairs and administrators. They concluded, however, that there was too much change occurring too fast and that teaching portfolio training would have to be put on the back burner until faculty began to internalize their roles, rewards, and mission paradigm. In 1997, although much progress has been made, the realignment of values to policy is still a serious dilemma, but one that is being addressed.

Realigning Roles to Mission and Values

Dialogue on differentiation of faculty within the three traditional faculty roles of teaching, scholarship/research, and service was led by the Towson State University's Provost. He wanted to develop faculty to their full potential in different roles or different profiles that would "fit" the newly stated mission. TSU was the same institution that had hired faculty to teach, but who had also hired faculty to do substantial amounts of scholarly research. It was obvious that faculty could not be excellent teachers, researchers, or service providers all the time, year in and year out. In fact, they hadn't been, and the faculty were confused about all the roles "required," and the conflicting rewards for non-mission specific outcomes.

Dialogue on the consistency of policy to roles and rewards continued on the campus for two years through a variety of forums. There was an ad hoc Task Force on Faculty Incentives and Disincentives to good teaching. Similarly, an ad hoc Promotion and Tenure Committee from the senate began a discussion on the definition of scholarship on the campus. Each department and each college within the university was to derive its own operational definition of scholarship. These definitions were to be voted on and included in the promotion and tenure documents so that confusion about definitions would be minimized when promotion and tenure decisions were made. The promotion and tenure committee also reviewed related topics such as the need for post-tenure review and the need for more substantive faculty/peer and student evaluation. The university sponsored a regional conference on faculty roles

and rewards, cosponsored by the AAHE and the University of Maryland System. It continued the discussion and debate at one of its faculty development January conferences, and the issue was addressed by both the TSU President and the Provost at various annual forums. The national dialogue that was unfolding on faculty roles and rewards and, in particular, the role of scholarship within that construct, was immensely helpful. The broadened definition of scholarship as espoused by Boyer, et al. (1990), was discussed and resource materials provided to faculty across the campus. As the role and reward dialogue evolved, the Boyer model of scholarship became a catalyst in leveraging change internally.

The provost created the Faculty Roles and Rewards Task Force in the fall of 1993. The goal of the task force was to create a common construct or vision, a common vocabulary, and a common understanding. This task force was comprised of all of the chairpersons of standing committees and ad hoc committees working on the related issues being discussed in this article as well as key members of university-wide committees such as faculty development, faculty diversity, and faculty research. It resulted in a more unified voice on faculty opinion about roles and rewards, and acted as a coordinating board for the change process. Task force members were respected by their colleagues and reflected the kinds of workload and mission issues that were being debated, and they worked hard on campus-wide communication and dialogue on the issues. The task force provided cross-fertilization of ideas among the various committees, and, perhaps most importantly, led to the eventual development of a common construct and concept as well as vocabulary and terminology across the campus.

One of the outcomes of this task force dialogue was the creation of a faculty role model that reinforced the philosophy that faculty review should occur over a broad period of time and not in small, discrete annual slices. The provost chaired the committee and, given that the provost was responsible for merit, promotion, and tenure decisions on the campus, this structure provided a direct line from the philosophical discussions to the pragmatic outcomes.
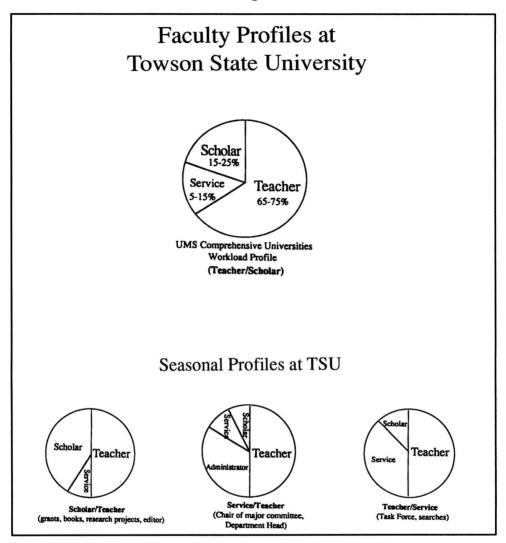
Clarification of Roles and Workload:
The Design of a New Model

From discussions in the task force, the provost designed a model that allowed for flexible and varying faculty profiles, all leading to successful career paths at the institution. The model was based on the underlying value that faculty change through "seasons of their lives" in pursuit of their goal of lifelong learning. The provost suggested that, on a short-term basis, each faculty

member should work with his or her department to mutually determine the seasonal profile to be emphasized for the individual's evaluation. Built on the conceptual work of Leslie Cochran (1992), the profiles included the teacher/ scholar, scholar/teacher, the teaching/service profiles, and for academic administrators, such as chairs, and service/teacher profile. Faculty might choose to exert substantial effort in teaching, with additional work in scholarship, depicted by the teacher/scholar profile. Or they might exert a different percentage in the scholar/teaching profile. The faculty suggested a workload profile for each academic year. Faculty themselves broadened their views of scholarship by examining the scholarly components of the teaching role, such as reading new material, conferring with colleagues in preparing class sessions, collecting classroom research on learning, integrating new technologies into the curriculum, and sharing the results of these efforts with their peers.

The chair collected the profile plans for each faculty member and then analyzed them against the departmental goals and objectives, staffing issues, sabbaticals, and so forth. These workload profiles were then negotiated with the faculty and returned. Once the workload was negotiated, a simple one-paragraph statement outlining the agreed profile could be attached to the front of the faculty member's annual report each year. That negotiated profile would guide all of the peer review and administrative reviews that would ensue based on that particular "seasonal" career path (see Figure 2). For example, if the chair and the faculty member decided that the time for that year would be best spent at 65 percent teaching, 30 percent scholarship, and 5 percent service, this agreed upon formula would be attached to the faculty member's annual report. The promotion and tenure committee would then use those percentages as the basis for determining the reward for that year. In effect, a faculty member couldn't be "punished " for not doing enough service when their load was to be spent more in the teacher/scholar profile.

The model reinforced the philosophy that faculty review should occur over a broad period of time, say three to five years, to provide the "complete" faculty member that TSU needed. However the reality was that there would be different profiles and different emphases during smaller, discrete periods. This model would allow faculty to shift their emphasis from year to year, as needed, with the ultimate goal of developing a comprehensive and differently balanced three-dimensional portfolio over the larger period of time. Such an approach reflected the observation that while many faculty do develop a three-dimensional character, others often develop a much stronger two-dimensional character. In such instances, the third dimension needs to be present, but it could be less extensive than the other two.

Figure 2

Faculty Profiles at
Towson State University

UMS Comprehensive Universities
Workload Profile
(Teacher/Scholar)

Seasonal Profiles at TSU

Scholar/Teacher
(grants, books, research projects, editor)

Service/Teacher
(Chair of major committee,
Department Head)

Teacher/Service
(Task Force, searches)

The characteristics of the model follow:

• The model gave guidance and direction to the faculty;
• The model was simple, flexible, and adaptable;
• The model allowed for variance from evaluation period to evaluation pe-
  riod such that no label is attached to the faculty member on a permanent
  basis;

model, which profile, was most appropriate for the period of evaluation;
• The model philosophically fit the campus culture;
• The model sustained the continuous growth and development of the faculty;
• The model reflected collaboration and cooperation among individuals;
• The model valued differences.

As would be expected, one of the key characteristics in the model was the degree of faculty control. How were the faculty to be involved in developing the profile for their particular effort? At Towson, it was agreed that the chair would serve as the primary "orchestra leader" for his/her departmental unit. Faculty would propose profiles for the next year or two that could then be accepted by the chair or, through appropriate dialogue, modified to meet both the individual faculty member's needs, and those of the full orchestra, the department. Appropriately, a philosophy evolved to provide maximum flexibility to the faculty, while providing enough oversight and coordination by the chair to guarantee a healthy and well-balanced department. Chairs who are capable and willing to take on this responsibility become a critical component in the process. And, normalizing the chairs' efforts to a reasonable degree across the campus is also vital. Appropriate training and development efforts for chairs must be part of the mix of efforts, if the entire role and reward effort is to be successful.

Effects of the Change Process: In Progress

A Guidebook to the Faculty Role and Reward Process at TSU was perhaps the major outcome of this process. The guidebook became the nucleus driving the implementation of change on the campus. The guidebook was written by the Roles and Rewards Task Force and published in a draft edition to allow time for it to be disseminated across the campus, read, and debated. Over 15 meetings were held with departments, promotion and tenure committees, college councils, and in open forums to discuss the guidebook and solicit comments for revision. The meetings were as much instructional as solicitous, showcasing the cultural shifts that were occurring nationwide and within the UMS. This dialogue enabled the faculty to begin seriously reexamining the inconsistencies in their own internal policies with workload, merit, accountability, rewards, documentation, hiring, empowerment, team (departmental) building, and realignment of resources. The guidebook provided information in plain language about the mission, the values, and the model on faculty profiles at the university. It was an interpretation by the provost and the council of deans, not a replacement, of the formal policies in the faculty handbook.

The provost's ad hoc committee on faculty workload studied how to align

the TSU faculty profile with the one mandated by the UMS for comprehensive universities. As this process was unfolding at TSU, the UMS was simultaneously developing workload profiles required of comprehensive and research universities within the system. This ultimately led to workload being defined at comprehensive universities such as Towson as teaching at 65-75 percent of total load, 15-25 percent for scholarship/research, and 10-15 percent for service. Thus the profile model at TSU had to be redrawn reflecting these data.

The institution also launched a University Teaching Initiative (now the Center for Instructional Advancement and Technology), as part of its mission and its commitment to the faculty development effort. One focus of that initiative was to help faculty reexamine their mission-oriented roles, expectations of their disciplines, and rewards for teaching, scholarship, and service. A focus of the current center is to support faculty in enhancing the teaching/learning process, a function of the university mission.

The University Senate approved a merit pay program for faculty, which fit the construct developed by the Roles and Rewards Task Force and the UMS workload policy. This policy gives credit to those activities for which there is a great expenditure of intellectual work (by some definitions, scholarly work) as well as time on task matched to the workload profile. At TSU each department was allowed to determine the standards for meritorious pay, according to the new merit policy. For example, if a faculty member spent a great deal of time in the redesign of a course by integrating new technologies, and the workload profile showed that 75 percent of their time should have been devoted to teaching, there would be meritorious pay because the faculty member exceeded the normal expectation of their department. The amount of intellectual, scholarly work was great, the amount of time on task was great, and it matched the time expected to be spent. For this they should be rewarded. If, on the other hand, a faculty member engaged in a great deal of intellectual, scholarly work serving on the merit task force, developed a new infrastructure, met weekly with the task force, and their workload profile showed they were to spend 15 percent of their time in university governance, there would be meritorious pay because the faculty member also exceeded the normal expectation of their department. Both examples went beyond the standards required for teaching and service.

The University Senate's Committee on Promotion and Tenure recommended significant changes in policies based on the examination of the cultural shifts that took place the preceding year, that affected all departments. These policies were developed during the summer of 1995 under the leadership of a new provost, and approved by the University Senate in the fall, 1995. As of spring 1996, departments must redesign their policies to conform to the newer, uni-

versity-mandated ones.   The new provost was hired with the intent of keeping the process moving forward, as it has. Some changes in philosophy have occurred but, for the most part, the guidebook direction is intact, a tribute to the process and the faculty's ability to deal with change, despite a change in leadership.

Clearly, the institution is on the path of change. This seven-year process is an example of success and how fundamental and vital change can be effected at an institution as complex as a university.

Suggsted Readings

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