

## **II. D. Strengthening the University Community: Human Resources**

### **Faculty and Staff**

The University of Minnesota will pursue the recruitment and retention of a diverse and nationally preeminent faculty and staff; target investments to provide them with the latest technology, networks, and infrastructure in which to succeed; invest in their development and reward them on merit in relation to the national and international market; recognize and celebrate the contributions of faculty and staff to teaching, research, and service; foster and encourage faculty and staff, and their governance bodies and labor organizations, to actively and effectively participate and lend direction to the University's vision, goals, and mission, with shared leadership responsibility of the Board of Regents, administration, faculty, staff, and students.

### **Community and Shared Values**

We all share a social obligation for our University community, society, and state that transcends one's immediate self-interest to cultivate a culture of civic responsibility, civility, and tolerance; we must share and act deliberately upon core values of an academic community including community, integrity, pursuit of excellence, and academic freedom; we foster an environment that is inclusive, supportive, and participatory.

### **Diversity**

We recognize diversity as a value that transcends our goals; we enhance access to and success of diverse students in higher education; help develop the human capital present in groups who have traditionally been underrepresented in higher education, and teach individuals to interact effectively with and learn from others who are different and who hold different views and perspectives.

### **Internationalization**

We seek to understand, promote, and effectively engage an increasingly international society and economy; to be globally networked in support of the mission of the University; to help develop the international competitiveness of the state's economy; to encourage students and staff who are actively engaged in international exchange, research, development, and study; and to provide a welcoming and supportive environment for international scholars and students, fostering their development and ability to provide leadership to both their nation and internationally.

Two broad goals focus the University's priorities and measures of performance:

- 1) increasing preparation, satisfaction, and effectiveness of University faculty and staff and compensating them accordingly; and,
- 2) increasing the participation of underrepresented groups.

***Faculty and Staff Experience: Increase preparation, satisfaction, and effectiveness of University faculty and staff and compensate them accordingly.***

Indicators: Faculty and C.S./B.U. compensation, support for faculty and staff development

## **Compensation**

### Trends.

#### Faculty (also see Section II. A.)

The University of Minnesota goal since 1997 has been to increase compensation to bring average faculty salary from the bottom quartile to the mean of the campuses' peer cohorts.

The University continues to work on its strategy to improve the investment to support faculty salaries.

- Of the total \$138 million in compact investments between 1999-2001, \$65 million – nearly half of the total investment – has been allocated to compensation.
- Investments in faculty salaries through the interdisciplinary and undergraduate initiatives provide significant additional sources of funding for salaries.
- Total faculty compensation on all four campuses in 2000-01 was near or above the mean among peer public institutions. This reflects, in part, the increase in health insurance, while on the Twin Cities campus, faculty salaries for every position lost ground compared with peer public institutions (see Section II.A.).
- Beginning in 2001-02, the University is significantly modifying its health insurance plans through its new self-designed system, thereby slowing the rate of increased costs and providing more employee choices.

In the broader context, all public universities are losing ground to private institutions. Since 1967, the gap has widened between full professor salaries at public and private institutions from \$5,000 to at least \$20,000.

For more detail, see the annual report on faculty salaries; the most recent edition, "2000-01 University of Minnesota Faculty Salary Comparisons," was presented to the Board of Regents May 10, 2001.

#### Civil Service/Bargaining Unit (C.S./B.U.) Compensation

- Overall, wages for civil service and bargaining unit employees increased an average of 6.5 percent between 1999 and 2000.

### Staff Demographics Wage Changes 1999-2000

	Hourly	Annual	% Change over Previous Year
<u>1998-99</u>			
Average	\$16.27	\$33,842	
Median	\$14.89	\$30,971	
<u>1999-00</u>			
Average	\$17.40	\$37,192	6.5%
Median	\$16.08	\$33,446	7.4%

Source: Office of Human Resources

### C.S./B.U. Benefit Comparison (1999)

	University of Minnesota	Public Sector	Private Sector
Average Base Pay	\$33,850	\$33,850	\$33,850
Total Cash Benefits & Time Off	\$12,431 (36.7% of base)	\$12,360 (36.6% of base)	\$10,518 (31.1% of base)

Source: Office of Human Resources

- University total benefits and time off exceed by nearly \$2,000 and 5 percent the benefits in the private sector, for a given base amount.
- The University compares compensation for sample job classifications with the market. For this sample, between 2000 and 2001, the University's compensation increased as a percentage of the market rate, in all but one job (accounts specialist).
- Scientists and senior scientists were compensated at the lowest proportion of the market rate in this sample (87.8 and 84.9 percent, respectively).

### Selected Staff Compensation Comparisons

U of M Job Title	# of U of M Employees	U of M Average Salary 9/2000	Market Average 9/2000	U of M as a % of Market	U of M Average Salary 9/2001	Market Average 9/2001	U of M as a % of Market
Accounts Specialist	139	\$26,520	\$26,811	98.9%	\$27,960	\$28,629	96.5%
Principal Secretary	477	\$28,433	\$29,328	96.9%	\$30,605	\$28,950	106%
Info Tech Professional	731	\$50,255	\$59,439	84.5%	\$53,126	\$55,039	96.5%
Info Tech Manager	64	\$62,062	\$85,223	72.8%	\$80,474	\$84,593	95.1%
Scientist	196	\$41,956	\$49,700	84.4%	\$43,925	\$50,037	87.8%
Senior Scientist	72	\$52,615	\$64,600	81.4%	\$54,634	\$64,334	84.9%

Source: Watson Wyatt Reward System and UM Human Resources

## Faculty and Staff Development

The University has made teaching and learning improvement a top priority. We have established the following strategies and made the following investments to accomplish this goal.

### Faculty and Staff Development Programs

<b>Teaching and Learning Improvement and Recognition</b>	<b>Center for Teaching and Learning</b>
	Bush Early Career Faculty Program
	Teaching Enrichment Series
	Mid-Career Teaching Program
	Preparing Future Faculty Program
	Bush Grant for “Enhancing Student Learning through Innovative Teaching Technology Strategies”
	<b>Digital Media Center</b>
	TEL Grants, Innovation Awards
	TEL Training Program
	TA Web Certification Program
	Faculty consultations
	<b>Recognitions and Awards</b>
	Morse Alumni Teaching Award
	Graduate and Professional Teaching Award
Academy of Distinguished Teachers	
<b>Leadership and Management Development</b>	Career Development Program
	Supervisory training programs
	Women’s Leadership Institute
	Enterprise System training programs: Financial Management, Sponsored Projects Administration, Payroll/HRMS
	Service Improvement Program
	Human Resource Policy Training
<b>Employee Information Programs</b>	Orientation for new employees
	Insurance programs
	Retirement programs
	Health education

### Enrollments and Expenditures 1999-2001

	1999	2000	2001
Enrollments	14,464	16,223	19,536
Expenditures	\$2,087,341	\$2,198,736	\$2,732,545

#### Training investment

- Investment through the Office of Human Resources in the University’s staff and faculty development programs has grown by 30 percent over the past three years (see below for listing and descriptions of programs).

- Increased investments have resulted in significantly increased enrollments – a 35 percent increase between 1999 and 2001.
- Investments in improved advising and classrooms (see Student and Physical Heritage sections).

Trends

Teaching.

- Over the past three years, the number of faculty participating in the Mid-Career Teaching Program has quadrupled, from 10 in its pilot year to 40 in 2001.
- Participation in the Teaching Enrichment Series increased by 10 percent.

**Teaching Development Programs  
Participation 1999-2001**

	1999	2000	2001
Bush Early Career Faculty Program	31	37	38
Mid-Career Teaching Program	10	29	40
Teaching Enrichment Series	1109	1189	1290
Preparing Future Faculty	261	137	124
International TA SPEAK test	335	366	393
International TA Coursework	260	241	291

*Source: Office of Human Resources*

- New growth in these teaching development programs will come through the two Bush Foundation grants, for technology and teaching, and for internationalizing the curriculum.

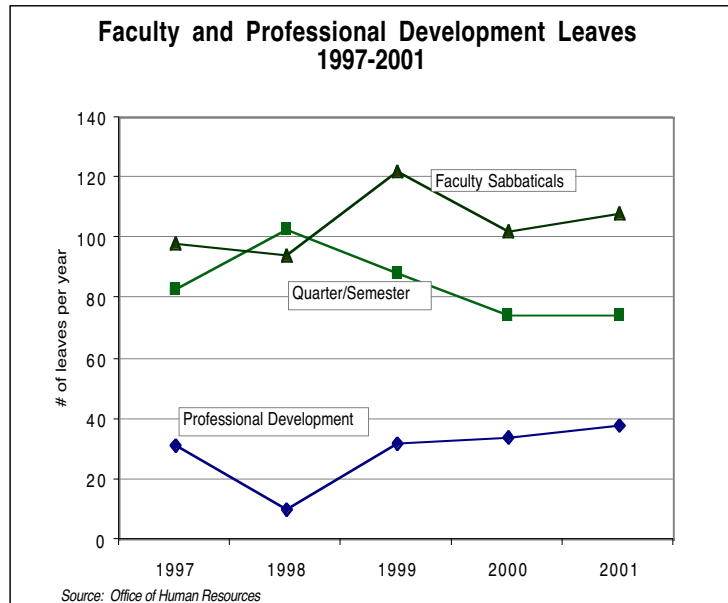
Supporting and developing faculty and other instructional staff as teachers

- Offering teaching enrichment programming for University faculty at all stages of their career: Bush Early Career Program; new Mid-Career Program; continuation of Preparing Future Faculty program with University funds
- Strengthening teaching with technology and other innovative strategies on all four campuses: Digital Media Center Technology Enhanced Learning grants; 480 faculty consultations, 3253 customized TEL training sessions, 342 TAs certified for Web course development in FY 2001.
- New \$990,000 Bush Faculty Development grant, “Enhancing Student Learning through Innovative Teaching Technology Strategies,” for 2001-2003 to support department-based faculty learning communities exploring innovative approaches to teaching and learning
- Rewarding excellent teaching through the: Morse Alumni Teaching Award, the Graduate and Professional Teaching Award, and the Academy of Distinguished Teachers (which provide a permanent salary increase and significant public recognition).

Leaves

- Faculty and professional development leaves are used by a comparatively small proportion of faculty and staff each year; the overall number has increased slightly over the past five years.

- The number of single quarter/semester leaves decreased by 11 percent over the past five years (83 in 1997, 74 in 2001).
- The number of sabbatical leaves increased approximately ten percent over the same period, from 98 in 1997 to 108 in 2001. Through the Compact Process, \$725,000, together with college contributions, has been invested to increase the compensation for sabbatical leaves.



### **Supporting and Developing Faculty in Research and Scholarship Roles**

In addition to the leaves documented above, the University has created new programs to support research and scholarship.

- Completing a new faculty development leave policy/program that provides opportunity for supplemental income to encourage participation.
- Making available more extensive training to help faculty prepare grant proposals.
- Developing a stronger grants management system.

### **Enhancing Leadership and Managerial Effectiveness**

#### Preparing staff to operate new systems

New grants management, student services, and HR systems have an impact on work at all levels of the organization. To benefit most from these systems, we have initiated the following strategies:

- Delineated competencies, roles, and responsibilities required by staff at unit and central levels.
- Established an infrastructure to ensure that staff receive appropriate training to use new Enterprise systems (financial, student, HR, grants).
- Implemented a centralized training administration database to capture, monitor, and report on the internal training of employees.

- At UMD, over a three-year period, over 25 percent of UMD faculty (100) participated in Tech Camp, to improve their use of technology in teaching and learning. Twenty faculty attended Advanced Tech Camp in May 2001.

Enhancing effectiveness of administrators, managers and supervisors

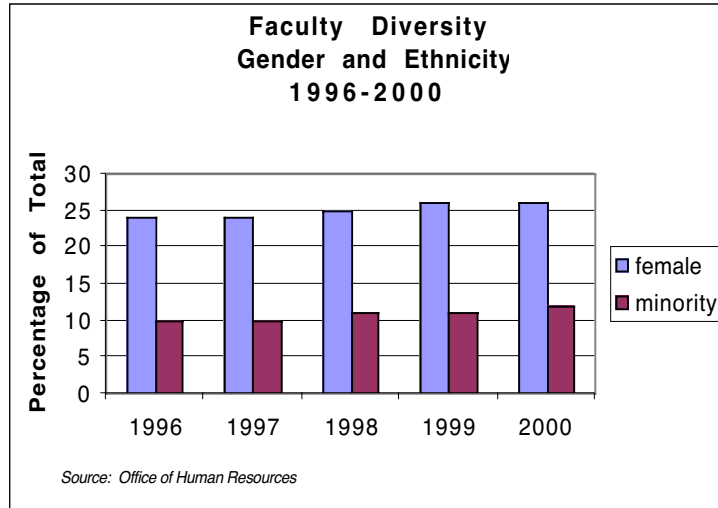
- Mandatory training on financial policies, procedures, and expectations for all senior-level administrators new to their University role.
- Mandatory supervisory training for all supervisors new to the University and/or to supervision.
- Mandatory training for principal investigators on management of their sponsored grant activities.
- University annual participation in CIC Academic Leadership Program, and Department Executive Officer Program.
- Training for new department heads and chairs.

Supporting and developing a staff to assume leadership roles

- Establishing President's Emerging Leaders Program
- Continuing the Women's Leadership Institute and Women's Leadership Award
- Presidential Senior Leadership Initiatives

**Multicultural and International Distinctiveness: Increase participation of underrepresented group**  
 Indicators: faculty diversity, staff diversity

Trends.



**Faculty and Staff Multicultural Distinctiveness**

- In 2000-01, by head-count, the University-wide proportion of employees of color was 10.4 percent.
- In 2000-01, 13 percent of the total faculty were persons of color. Of these, 1.8 percent are African-American; 0.9 percent are American Indian; 8.3 percent are Asian/Pacific American; and 2.1 percent are Chicano/Latino.
- 8.2 percent of the professional and administrative staff were persons of color in 1999-2000; in 2000-2001 the proportion increased to 8.3 percent.
- These figures represent modest increases in the proportion of faculty and staff of color over the past five years.
- In 1999, CIC institutions had, on average, 13 percent faculty of color; the University's proportion, 11 percent, was slightly less than this.
- In 1999, 23 percent of CIC faculties were women; the University's proportion, at 26 percent, was somewhat higher.

**System Wide Tenured/Tenure-Track Faculty of Color  
2000-2001**

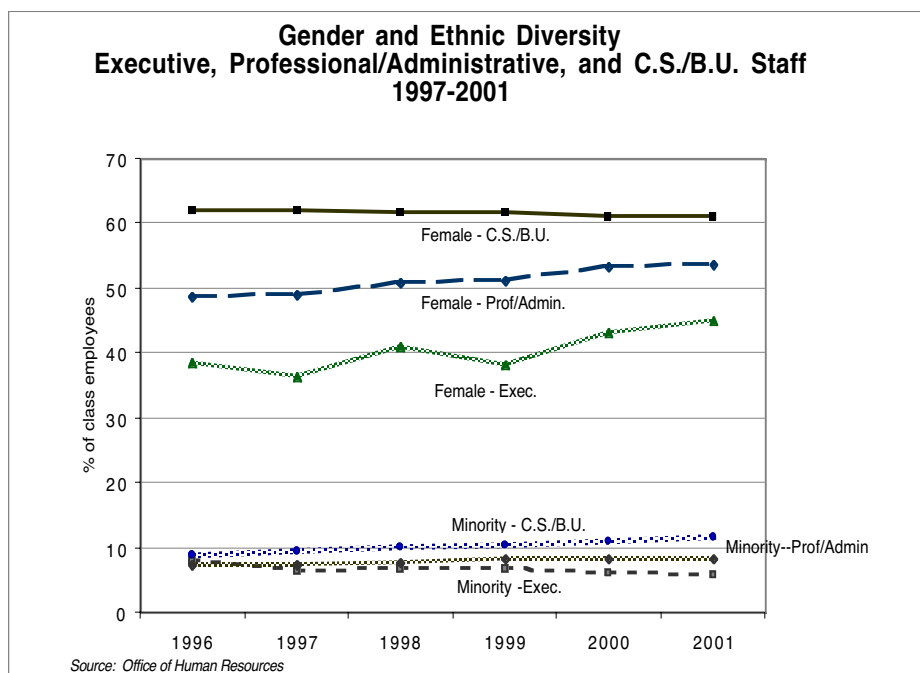
Ethnicity	# of Faculty	% of Faculty of Color	% of Total Faculty
African-American	52	13.8	1.8
American Indian	25	6.6	0.9
Asian/Pacific American	239	63.6	8.3
Chicano/Latino	60	16.0	2.1
Total	376		13.0

Source: Office of Human Resources

## Faculty of Color by Campus 2000-01

	African-American	American Indian	Asian/Pacific American	Chicano/Latino	Total
Crookston	0	0	1	0	1
Duluth	3	8	28	5	44
Morris	3	2	6	3	14
Twin Cities	46	15	205	52	318
System Total	52	25	239	60	376

Source: Office of Human Resources



- The University of Minnesota has been a leader in the fields of equal opportunity and diversity, from early policies on sexual harassment to the current Multicultural Affairs model integrating the work of the Learning Resource Centers, Disability Services, Office for University Women, and the Gay, Lesbian, Bisexual, Transgender Program Office.
- Significant policy development and resource investments support this commitment to leadership in promoting diversity.

### Resources and Programs to Promote Diversity

Through the Compact Process between 1999 and 2001, cumulatively, nearly \$715,000 has been invested in programs to support diversity. Other investments in diversity total overall \$1.5 million/year. These, together with other representative programs, are listed below:

## Programs to Promote Diversity

<b>Recruiting and retaining a diverse faculty</b>	Increasing guidance and flexibility provided to hiring authorities: resources and workshops on recruiting; target of opportunity hires.
	President's Post-doctoral Fellowship for Academic Diversity, designed to attract faculty of color to Minnesota.
	Bridge funding program to enable departments to appoint persons of color to faculty positions.
	Visiting scholars program: faculty from under-represented groups teach and reside at the University for a semester.
	Preparing Future Faculty professional development program: for graduate students from under-represented groups who are considering academic careers.
	Community of Scholars (Bush Foundation): helps link graduate students from under-represented groups across programs, to engage them more actively in the University community.
	Supporting the hiring of international faculty, and faculty with international responsibilities.
	President's Faculty Multicultural Research Awards support work on issues related to people of color.
	President's Minority Advisory Committee hosts events to link faculty of color with people from their communities.
	At UMD, three FTE faculty were hired using bridge funding, increasing the number of faculty of color, and adding an American Indian woman to the staff in education to teach diversity courses.

<b>Supporting a multiracial/multicultural work place</b>	Requiring professional education on core issues of discrimination and equal opportunity for all employees.
	Increasing preparation of employees to work and teach in a multicultural, multiracial environment.
	Offering programs to support multicultural/multiracial work place. Examples: Office of University Women's Women of Color group; faculty/PA program to support persons of color; Multicultural Research Awards and conference; Diversity Institute; Disability Services programs such as faculty training workshops on use of adaptive technologies and learning disabilities; postdoctoral program for scholars from under-represented groups; national symposium on the recruitment and retention of faculty of color; programs to support community building among graduate and professional students of color.
	Diversity Institute: designing and implementing training and other strategies to assist departments, units, or individuals in promoting diversity.
	Supporting faculty and staff in expanding their international perspectives
	Providing workshops and other assistance to advance international aspects of campus and programs.
	At UMM, the major strategy for improving faculty recruitment and retention is attending to the issue of spousal opportunities in a remote, rural location. UMM is working to develop a shared/split appointment option to address this concern.

<b>Recruiting and graduating a diverse student body</b>	Supportive learning communities:
	<ul style="list-style-type: none"> <li>▪ SEAM and Learning Resource Centers for undergraduate students; General College diversity series; Curriculum Transformation and Diversity program (CTAD); graduate student Community of Scholars (Bush grant); disability accommodations.</li> </ul>
	<ul style="list-style-type: none"> <li>▪ President's Distinguished Faculty Mentor Program.</li> <li>▪ Multicultural Undergraduate Research Experience Program.</li> </ul>
	Requires professional education on core issues of discrimination and equal opportunity for all employees.
	Provides professional education for faculty from all departments on teaching diverse students.

### **International Distinctiveness**

- The University received a \$900,000 Bush Foundation grant to integrate advising, curriculum development, and study abroad programs.
- Through the Compact Process, \$175,000 has been invested in international education to expand study abroad and student support programs.
- The indicator for study abroad is presented in the Student section, II.B.

### **Analysis and Implications for 2002-03**

**Diversity.** As noted in the June 7, 2001 "[Annual Diversity Discussion](#)" with the Board of Regents, in many ways the University of Minnesota has been a leader in fields of equal opportunity and diversity. As we look to the future, and where the University wants to be in 5 or 20 years, important policy issues arise:

- The University should consider the need for a comprehensive strategic plan for equal opportunity and diversity in order to define our direction and benchmark our progress.
- The University should pursue ways to provide the necessary professional development opportunities for all employees, particularly supervisory/management/administrative employees, to assure they have the tools their life experiences may not have provided to work in a multicultural and multiracial environment successfully, and are leaders and models of inclusive actions.

**Compensation.** The University has long been a national and international leader in research, and serves as one of the primary economic engines of the state in terms of moving research from theory and laboratories to applied policy and industry. The University is under-investing in its support for faculty salaries in comparison to its major competitors, public and private. If this continues, the University is likely to lose its competitive position. It will become increasingly difficult to recruit the quality of faculty needed to keep the University at the forefront of American universities in this area.

To attract and retain employees in the current job market, the University needs to ensure that its faculty and staff are not losing ground in compensation and opportunities for professional development. Its 2002-03 investment priorities include improved competitive compensation for faculty, and targeted staff recruitment and retention. The University will invest \$55,574,267 in FY 2001-02 and an additional \$44,940,755 in FY 2002-03 in new resources for faculty and staff compensation. These investments include: inflationary salary adjustments of 3 percent, and extraordinary health care cost increases; minimum level of annual compensation; and, improving the competitive position of faculty, through an additional 2 percent increase on faculty salaries in FY 2001-02, an additional 3 percent increase for FY 2002-03 (above the general 3 percent inflationary salary adjustment), plus another 2 percent pool for merit increases.