

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 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; we help develop the human capital present in groups who have traditionally been underrepresented in higher education; and we 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's goal since 1997 has been to increase compensation to bring average faculty salary from the bottom quartile to the mean of the University's peer cohorts.

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

- Investments in faculty salaries through 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, an increase in health insurance coverage choices. On the Twin Cities campus, faculty salaries for every position lost ground compared with peer public institutions (see Section II.A.).
- Begun in 2001-02, the University significantly modified 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, "2001-02 University of Minnesota Faculty Salary Comparisons," was presented to the Board of Regents in April 2002.

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

The University's total compensation philosophy regarding staff employees reflects four principles:

- 1) Competitive labor market salary and benefit levels should be achieved and maintained.
 - 2) There must be internal equity among University classifications to ensure that employees are compensated fairly in relation to the responsibilities, duties, knowledge, and skills of their jobs.
 - 3) Colleges and units should establish recognition, reward, and incentive strategies that support their goals and Compact agreements.
 - 4) Compensation program design and management must be flexible to meet University/college/unit needs.
- Overall, wages for civil service and bargaining unit employees increased an average of 4.5 percent between 2000 and 2001.

Chart A
Staff Demographics Wage Changes 1999-2001

	Hourly	Annual	% Change over Previous Year
<u>1998-99</u>			
Average	\$16.27	\$33,842	
<u>1999-00</u>			
Average	\$17.40	\$36,192	6.5%
<u>2000-01</u>			
Average	\$18.18	\$37,814	4.5%

Source: Office of Human Resources

Chart B
C.S./B.U. Benefit Comparison
(2001)

	University of Minnesota	Public Sector	Private Sector
Assumed Base Pay	\$36,888	\$36,888	\$36,888
Total Cash Benefits & Time Off	\$18,053 (48.9% of base)	\$18,526 (50.2% of base)	\$15,014 (40.7% of base)
Increase from 1999	12.2%	13.6%	9.6%

Source: Office of Human Resources

Analysis shows that there are problems in the positioning of certain occupational groups within their competitive labor markets. Since the University will continue to have limited fiscal ability to deal with this issue, it is necessary to produce a coherent organization-wide strategy that allocates limited resources to where they are most needed. During 2000-01, we made improvements in various areas.

- Our gap with the information technology market narrowed. Through a combination of improved classification efforts (i.e., job banding) and resource allocation decisions, the University moved from 15 percent below market to around 5 percent below market.
- Improvements in our ability to track relevant market position and movement provided information on where the University has a lag-market problem and where we are paying more than market. This facilitates better resource allocation decisions.
- Establishing the University minimum pay rate at \$12 an hour improved the market position for some of our employee groups.
- The completion of the overtime study of 2,500 staff jobs found 650 needed to be classified as overtime eligible per federal regulations. This study improved the University's legal compliance and reduced the amount of resources that were being allocated inappropriately.
- We continue to experience problems with our research jobs. Their position with the market has not improved and continues to lag the market by a significant margin.

- If job banding and resource allocation efforts can be directed toward research jobs, we hope to attain the same positive results as was the case with information technology jobs.
- 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 (cook).
- Scientists and info tech professionals were compensated at the lowest proportion of the market rate in this sample (89.7 and 94 percent, respectively).

Chart C
Market Relationships/Wage Comparisons

U of M Job Title	# of U of M Employees	U of M as	U of M as
		% of Market 2000	% of Market 2001
Info Tech Professional	713	-15.5%	-6.0%
Scientist	213	-15.6%	-10.3%
Buildings & Grounds Worker	604	+11.1%	+11.3%
Cook	51	+13.5%	+12.3%
Principal Admin. Specialist	491	-2.3%	+1.3%

Source: Office of Human Resources

For more detail, see the annual report on staff compensation that was presented to the Board of Regents in April 2002.

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.

Chart D
Faculty and Staff Development Programs

Teaching and Learning Improvement and Recognition	Center for Teaching and Learning
	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 and Technology Strategies"
	International T.A. Programs
	Digital Media Center
	TEL Grants, Innovation Awards
	TEL Training Program
	TA Web Certification Program
	Faculty consultations
	Recognitions and Awards
	Morse Alumni Teaching Award
Graduate and Professional Teaching Award	
Academy of Distinguished Teachers	
Leadership and Management Development	Career Development Program
	Supervisory training programs
	Women's Leadership Institute
	Enterprise System training programs: Financial Management, Sponsored Projects Administration, Payroll/HRMS
	President's Emerging Leaders Program
	Orientation Program for New Department Chairs
	Service Improvement Program
	Human Resource Policy Training
Employee Assistance Training Programs	
Employee Information Programs	Orientation for new employees
	Insurance programs
	Retirement programs
	Health education

Chart E
Enrollments and Professional Development/Training Expenditures
1999-2002

	1999	2000	2001	2002
Enrollments	14,464	16,223	19,536	21,584
Expenditures	\$2,087,341	\$2,198,736	\$2,732,545	\$3,203,977

Training investment

- Investment through the Office of Human Resources in the University's staff and faculty development programs has grown by about 58 percent over the past four years (see below for listing and descriptions of programs). New training has been provided on all campuses in key areas such as Enterprise Systems, service improvement, and the development of human resource professionals.
- Ongoing training programs for University employees have been offered by other offices within the University, especially Academic and Distributed Computing Services, Environmental Health and Safety, and the Office of the Vice President for Research.
- Increased investments resulted in significantly increased enrollments – a 49 percent increase between 1999 and 2002.
- Investments were also made to improve advising and classrooms (see Student and Facilities sections).

Trends

Teacher and instructional staff development

- Teaching enrichment programs are offered 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.
- Programs offered to graduate students saw the most growth in 2002, with a 43 percent increase in enrollments in the Preparing Future Faculty Program and a 26 percent increase in the International TA Program. The Teaching Enrichment Series, which attracts both graduate students and faculty, saw a 22 percent increase in attendance.
- Technology and other innovative strategies to strengthen teaching were employed on all four campuses: 13 Digital Media Center Technology Enhanced Learning grants, 18 customized TEL training sessions, 92 TAs certified for Web course development in FY 2002.
- The \$990,000 grant from the Bush Foundation for “Enhancing Student Learning Through Innovative Teaching & Technology Strategies” was implemented on the Twin Cities campus. Faculty from the College of Liberal Arts, the Carlson School of Management, and the College of Agricultural, Food & Environmental Sciences, with support from the Center for Teaching and Learning Services and the Digital Media Center, designed and carried out projects for improving student learning.
- Excellent teaching is rewarded through the Morse Alumni Teaching Award and the Graduate and Professional Teaching Award (which provide a permanent salary increase and significant public recognition), and the Academy of Distinguished Teachers. Since 1965, 285 faculty have received the Morse Alumni Teaching Award, with up to eight awards offered each year. Since 1998, 32 faculty have received the Graduate and Professional Teaching Award, with up to eight awards each year.

Chart F
Teaching Development Programs
Participation 1999-2002

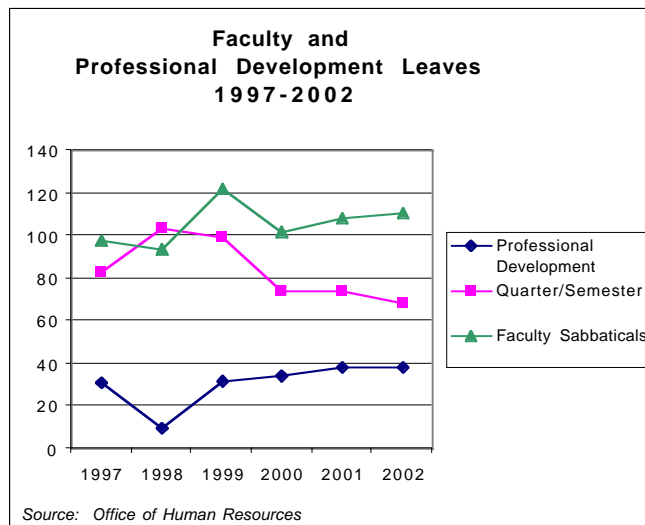
	1999	2000	2001	2002
Bush Early Career Faculty Program	31	37	38	36
Mid-Career Teaching Program	10	29	40	36
Teaching Enrichment Series	1109	1189	1290	1647
Preparing Future Faculty	261	137	124	218
International TA SPEAK test	335	366	393	450
International TA Coursework	260	241	291	384

Source: Office of Human Resources

Leaves

- Faculty and professional development leaves are used by a comparatively small proportion of faculty and staff each year; the overall number has stayed about the same over the past six years.
- The number of single quarter/semester leaves decreased by 22 percent over the past six years (83 in 1997, 68 in 2002).
- The number of sabbatical leaves increased approximately 13 percent over the same period, from 98 in 1997 to 111 in 2002. The University provided over \$785,000 in bridge funding to encourage additional sabbaticals in 2001-02.

Chart G



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:

- a faculty development leave policy/program that provides opportunity for supplemental income to encourage participation;
- more extensive training to help faculty prepare grant proposals.; and
- 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); and
- Implemented a centralized training administration database to capture, monitor, and report on the internal training of employees.

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

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

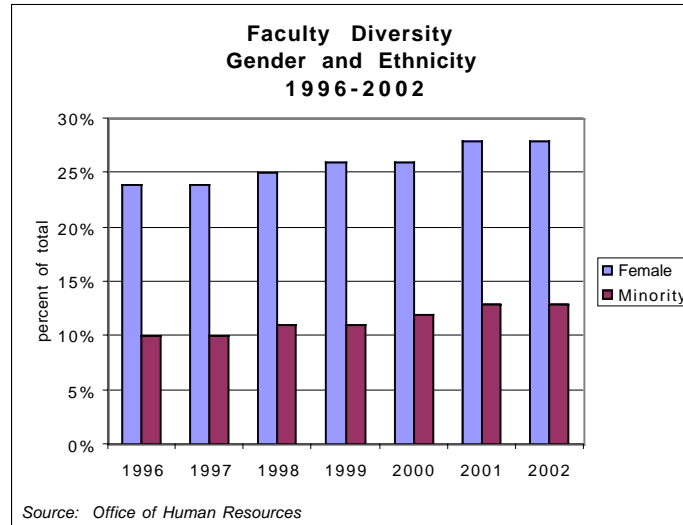
Multicultural and International Distinctiveness: Increase participation of under-represented groups

Indicators: faculty diversity; staff diversity

Faculty and Staff Multicultural Distinctiveness

Trends.

Chart H



- In 2001-02, by head-count, the University-wide proportion of employees of color was 10.2 percent.
- In 2001-02, 13.1 percent of the total faculty were persons of color. Of these, 1.9 percent were African-American; 0.7 percent were American Indian; 8.4 percent were Asian/Pacific American; and 2.1 percent were Chicano/Latino.
- 8.3 percent of the professional and administrative staff were persons of color in 2000-2001; in 2001-2002 the proportion increased to 8.8 percent.
- These figures represent modest increases in the proportion of faculty and staff of color over the past five years.
- In October 2002, 14 percent of University of Minnesota faculty self-identified as faculty of color, up from 11 percent in 1999. The Big Ten average was 14.8 percent in 2002.
- In 1999, 26 percent of University faculty were women, compared to the Committee on Institutional Cooperation (CIC) average of 23 percent.
- In 2002, 28 percent of University faculty were women.

Chart I
System Wide Tenured/Tenure-Track Faculty of Color
2001-2002

Ethnicity	# of Faculty	% of Faculty of Color	% of Total Faculty
African-American	55	14.2	1.9
American Indian	22	5.7	0.7
Asian/Pacific American	249	64.3	8.4
Chicano/Latino	61	15.8	2.1
Total	387	100.0	13.1

Source: Office of Human Resources

Chart J
Faculty of Color by Campus
2001-2002

	African-American	American Indian	Asian/Pacific American	Chicano/Latino	Total
Crookston	1	0	1	0	2
Duluth	4	6	25	6	41
Morris	3	1	6	3	13
Twin Cities	47	15	217	52	331
System Total	55	22	249	61	387

Source: Office of Human Resources

Chart K

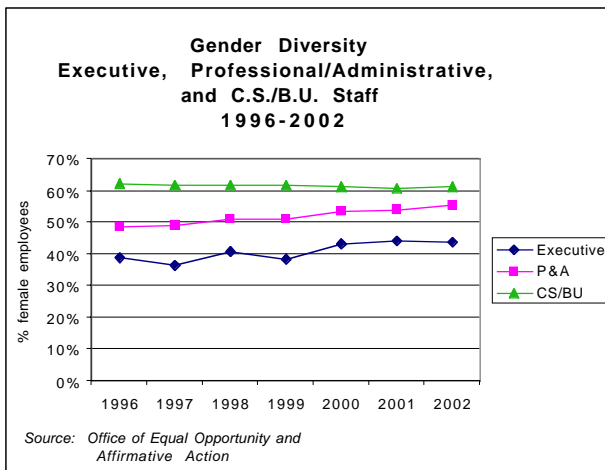
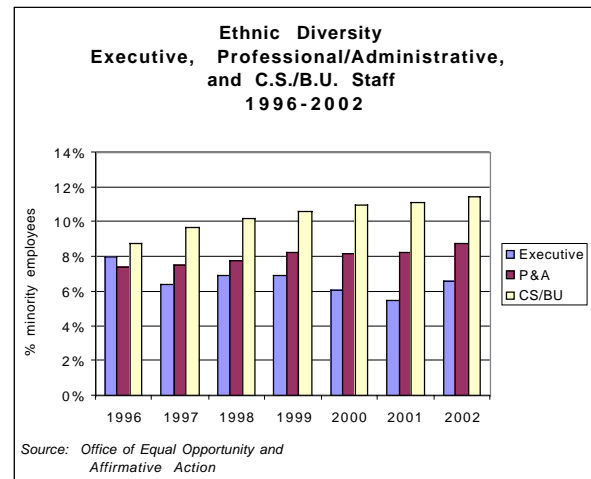


Chart L



- The University of Minnesota has been a leader in the fields of equal opportunity and diversity, from early policies on sexual harassment and the creation of the Office of Equal Opportunity

and Affirmative Action to the current Multicultural Affairs model integrating the work of the Ethnic Minority 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

The University invested \$1,158,251 in FY 2002 to support bridge funding for 26 new faculty of color on all four University of Minnesota campuses. In addition, over \$5 million annually is invested in a variety of diversity programs for faculty, staff, and students through the Office of Multicultural Affairs.

Chart M
Programs to Promote Diversity

Recruiting and retaining a diverse faculty	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.
	Sponsoring the second national conference on "Keeping Our Faculties: Recruiting and Retaining Our Faculty of Color" in April 2002.
	Annual sessions on navigating the tenure process for tenure-track professors.
	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.

Supporting a multiracial/multicultural work place	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; 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; development of National Initiative for Women in Higher Education
	Diversity Institute and Office of Equal Opportunity and Affirmative Action: 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.
	Implementation in fall 2001 of an exit interview form for all employees (enhancing unit exit practices).
	Creation of a Religious/Spiritual/Cultural Holiday Calendar, available on the Web.
	Workshops on working and learning with our Muslim community.
	Development of an innovative educational session on sexual harassment, demonstrating diversity in its development including full accessibility for people with disabilities, delivered on CD-ROM (known as PORTAL, the Power of Respect to Affect Lives).
	Initiation of a faculty/staff climate survey for 2002-03.
	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.

Recruiting and graduating a diverse student body	Supportive learning communities: <ul style="list-style-type: none"> ▪ 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. ▪ President's Distinguished Faculty Mentor Program ▪ Multicultural Summer Research Opportunities Program
	Required professional education on core issues of discrimination and equal opportunity for all employees.
	Enhanced recruiting information (e.g., search tips and information about schools with large numbers of graduates of color in particular disciplines).

International Distinctiveness

- The University received a \$900,000 Bush Foundation grant to integrate advising and curriculum development into study abroad programs.
- Through the Compact Process, \$175,000 has been invested in international education to expand study abroad and student support programs. Another \$225,000 has been assigned to study abroad scholarships and fees have been put in place to better serve internationals.
- Training programs and expansion of other programs are underway in China.
- The indicator for study abroad is presented in the Student Section, II.B.

Implications for 2003-2004 Planning and Initiatives

Diversity. As noted in the September 2002 “Annual Diversity Report” to 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 five 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. In FY 2002-03, investments include inflationary salary adjustments of 3 percent, with an additional 1 percent increase in the faculty salary pool (to a total of 4 percent) to improve the competitive position of faculty salaries.