



Transforming the University

Preliminary Recommendations of the Task Force on Faculty Culture

Submitted on behalf of the Faculty Culture Task Force by:

Jeff Kahn

Kirt Wilson

Co Chairs of the Task Force

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I. Executive Summary

A. Mission of Task Force

To study and define the requirements for a faculty culture that will support the strategic goal of transforming the University of Minnesota into a top three public research university.

B. Task Force Deliverables¹

1. Recommendations regarding faculty recruitment, hiring, review, mentoring, promotion, reward, and retention, in light of the University's goal of becoming one of the top three public research universities in the world.
2. Recommendations regarding whether present hiring, tenure, promotion, and post-tenure review standards are written, communicated, and implemented across departments and colleges in a way that promotes the University's goal of becoming one of the top three public research universities in the world.
3. Recommendations regarding how we create a faculty culture that provides incentives, appropriate recognition, and rewards for intra- and inter-disciplinary collaboration.
4. Identification of intellectual, information, or physical infrastructure issues that would better promote a culture of academic excellence and achievement.
5. Recommendations regarding how we create a faculty culture that promotes active public engagement.
6. Recommendations regarding enhancement of a culture of intellectual engagement, ambition, achievement, collegiality, improved curriculum integration, and excellence in teaching.
7. Recommendations regarding enhancing the external perception of the University faculty, including international and national awards for faculty.
8. Recommendations regarding the high number of associate professors who do not achieve full professor status.

C. Faculty Task Force Membership

Jeffrey P. Kahn, Task Force Co-Chair
Director and Professor, Center for Bioethics

Kirt H. Wilson, Task Force Co-Chair
DGS and Associate Professor, Communication Studies

Macaran Baird
Head and Professor, Department of Family Medicine, Medical School

Adriane Baylis
Graduate Student, Speech-Language-Hearing Sciences

¹ Appendix A provides an index that links our deliverables to our recommendations.

Renee Cheng
Head and Associate Professor, Department of Architecture

Wei-Shou Hu
Professor, Chemical Engineering / Math Sciences

Fred Morrison
Professor, Law

Anne Pusey
Professor, Ecology, Evolution & Behavior

Fritz Schwaller
Vice Chancellor and Professor, Academic Administration, University of Minnesota,
Morris

Connie Wanberg
Professor, Industrial Relations Center

Staff: Karen Zentner Bacig, Office of the Senior Vice President for Academic Affairs and
Provost

D. The Assumptions, Purpose, and Methods of our Task Force

Our task force was asked to examine the University of Minnesota's "faculty culture" as it relates to the institution's goal of becoming a top three public research institution. The members of our task force accepted this responsibility with the belief that faculty are not "'human capital' to be 'defined, directed, and deployed with originality and attention to institutional mission'" (Nelson, 1999) but are the core of the academic enterprise of any university. We feel that the best way to enhance the role of faculty at the University of Minnesota is to participate in the strategic initiative process, to consider and uphold the institution's best faculty-led traditions, and to consider thoughtfully how faculty might advance the University's reputation. Many characteristics of our current culture support our aspirations. Most certainly the University of Minnesota has a strong record of fulfilling its mission, vision, and campus specific charges. At the same time, this report contends that aspects of our faculty culture must evolve if we want to enhance our comparative position in quantitative measures such as federal funding (see Mulcahy, 2005; Morrison, 2005) but also, and perhaps more importantly, in the qualitative judgment of our national and international colleagues. Faculty must lead the next phase of development at the University of Minnesota.

The task force's methodology included a review of University of Minnesota surveys and extant data, over 50 focus group meetings and interviews including multiple sessions on each campus, two public town-hall meetings, a web survey emailed to all faculty, and 23 meetings of the full task force over the course of seven months (for details about our consultation activities and the documents we reviewed see Appendices B, C, and D). In addition, the task force investigated the policies and best practices of our peer and aspirational institutions, particularly the University of Michigan and the University of California, Berkeley (for details of our work-plan and schedule see Appendix D).

E. Summary

This report identifies four values that must shape faculty culture to reach our goal of becoming a top three public research university: excellence, collaboration, academic citizenship, and leadership. These values, which exist in some measure throughout the University system, provide the foundation for our recommendations.

The task force makes 36 specific recommendations. These recommendations address recruitment, hiring and retention; faculty review, tenure, and promotion; better family friendly benefits; research support; collaboration and intellectual exchange; public engagement; and peer recognition. Each recommendation is important, but we wish to highlight the following here: The University must commit substantial new funds to support faculty compensation and to provide additional family friendly benefits (Recommendations 1 and 2). The University must invest strategically in resources, people, and systems that support faculty scholarship (Recommendations 18 and 23). The University should redraft significant portions of the tenure code and alter current processes and reward systems so that they coincide with its stated goals and values (Recommendation 5, 6 and 8). The University must create effective systems that foster inter-disciplinary and collaborative research and teaching (Recommendations 14-17). The University must creatively explore new ways to enhance the intellectual climate on campus (Recommendations 25 and 26).

Leadership and active citizenship are the keys to transforming faculty culture at the University of Minnesota. Individual faculty, students, support staff, department heads and chairs, deans, and senior administrators must take responsibility for the University's objectives and all have roles in our efforts. Through sustained and reflective action, the University can continue to serve the state of Minnesota as it improves its influence on the nation and the world.

F. Themes Outside the Scope of this Report

Not only is faculty culture an extensive subject but also the eight deliverables and system wide charge of this task force expanded our possible inquiry to include almost any faculty issue. Of necessity, the task force limited the scope of its analysis, and it limited further its recommendations. Several boundaries are worth mentioning. Multiple campus visits and the 2005 Pulse survey report confirm that the perceptions of faculty differ on each campus (see Appendix E); nevertheless, time and space do not permit distinct recommendations for each campus. We did not visit the University of Minnesota, Rochester, given its very early stage of development. Although some departments use the term "junior faculty" to refer to teaching assistants, this report will not address directly the concerns of the graduate student population. Furthermore, the task force did investigate the unique challenges faced by Academic Professional and Administrative faculty, but it decided that addressing those experiences through distinct recommendations is beyond the scope of its work. The task force chose to follow a work plan determined largely by the specific deliverables it received. We focused on University-wide faculty issues; consequently, we did not specifically address concerns related to two sub-categories of faculty: clinical faculty as well as so-called community faculty, groups that deserve serious attention especially by the collegiate units in which these appointments are employed (see the preliminary reports of the Clinical Sciences Enterprise Task Force and the AHC Task

Force on Health Professional Workforce). Finally, the members of the task force agree with the authors of the *Lighthouse Report* (2004) that education is an essential “public good” provided by the University; nevertheless, the educational culture of our institution is not the explicit focus of our report except where it pertains to the research theme of our charge.

II. Introduction: The Faculty Culture

Excellent universities have leaders who communicate clear goals, the resources necessary to achieve those goals, individual faculty who share and pursue those goals, and institutional practices that make the goals possible (Bland, Weber-Main, Lund, Finstad, 2005). Culture is the glue that holds these various elements together; it connects leaders to individuals, faculty to the institution, resources to established practices. By culture we mean the conditions or human environment cultivated by faculty that shape and motivate their behavior. Culture is constituted by beliefs, values, attitudes, and norms, but, simultaneously, it is embedded in a lived history.

A major research institution like the University of Minnesota is not a single culture but a complex system of cultures. This complexity is inherent and represents both a strength and a challenge. The faculty of a major research university view themselves and their relationship to the institution in startlingly diverse ways. This diversity is represented not only in labels like researcher, educator, and administrator but also in dynamic relational patterns that range from the faculty member as an independent contractor and disciplinary specialist to the faculty member as a vested citizen and symbol of the institution. Major research universities sustain habits and values that seem to conflict, e.g., collaboration and independent scholarship, basic and applied research, academic freedom and collective responsibility, community outreach and solitary reflection. Although these conflicts must be addressed, they should not be resolved into single expressions of common belief or value. Individually and collectively, these and other values constitute the faculty culture of a major research university.

The Faculty Culture Task Force began its work plan by considering the Strategic Positioning Report and its supporting documents approved by the University of Minnesota’s Board of Regents. Of particular interest to our task force were the recommendations in President Bruinink’s report titled *Transforming the University of Minnesota* (May 6, 2005) and the report of the Strategic Positioning Work Group titled *The University of Minnesota: Advancing the Public Good – Securing the University’s Leadership Position in the 21st Century* (February 2005). Taken together these documents establish a collection of interdependent values, beliefs, and principles that celebrate both the historic strengths and future transformation of the University. In particular, the Faculty Culture Task Force embraced the following formal objectives as the framework for its analysis.

The **Mission** of the University of Minnesota is to advance learning and the search for truth; to share knowledge through education for a diverse community; to apply knowledge to benefit Minnesota, the United States and the world.

The **Vision** of the University is to improve the human condition through the advancement of knowledge.

The **Goal** of the University is to become one of the top three public research universities in the world.

The **Charge** of each University of Minnesota campus is to create and sustain a culture of

excellence according to its unique mission, while simultaneously contributing to the University's common mission, vision, and goal (Defining the Public Good, 2005).

Our task force is pleased to report that the University of Minnesota has a strong record of fulfilling its mission, vision, and campus specific charges. We are a strong faculty of 511 assistant professors, 640 associate professors, and 1,226 full professors (2005 data; see Appendix F). Both the Pulse Survey and our investigation indicate that many faculty report high employment satisfaction (see Appendices E and G). Individuals identify the institution's strong research focus, extraordinary colleagues, increasingly diverse faculty, a collaborative environment, supportive staff, excellent graduate students, and improved infrastructure as reasons for pride (see Appendices G and H). This record of accomplishment is not a justification for complacency but an incentive for further action. The Board of Regents has approved a bold new goal for the University, and it is up to us to determine whether and how this goal will be accomplished. Indeed, the future success of this institution will be possible only if and when the University community—students, faculty, staff, and administrators—as well as state leaders and the people of Minnesota understand and support through action each of the institution's objectives. Not every member of the faculty across every campus will contribute in the same way; nevertheless, each must contribute in a manner that advances the objectives embodied in our common Mission, Vision, Goal, and Charge. The challenge that faces the University generally and the faculty specifically is how to create cultures of excellence that properly balance the University's aspirations and responsibilities.

We believe that four values must guide the transformation of faculty culture at the University of Minnesota.

Excellence – the faculty culture at a top three public research university must define excellence in a manner that is recognized not only within the institution but also among the scholars that constitute its peers.² We believe that although academic excellence may look different from discipline to discipline, it always involves intellectual curiosity, engaged teaching, innovation, visible and influential research of the highest quality, and intellectual risks. At the University of Minnesota, we recognize that excellence is simultaneously selective in its focus and inclusive of diversity.

Collaboration—the faculty culture at a top three public research university must draw on the strength of its diverse faculty by fostering and encouraging collaborations that make the whole greater than its parts. We believe that at the University of Minnesota collaboration requires commitments to collegiality, intellectually challenging environments, professional relationships based on mutual respect and friendship, supportive administration, and policies that facilitate cross-disciplinary and collaborative efforts.

Academic Citizenship—the faculty culture at a top three public research university must sustain a citizenship that links the individual careers and reputation of faculty to the University's evolution and reputation. We believe that true faculty citizenship values engagement, stewardship, academic freedom, responsibility, ownership, and accountability. At the University of Minnesota faculty status comes with many privileges but also with significant responsibilities

² The Metrics and Measurement Task Force has identified 20 peer institutions to be used for comparative analysis. A list of these institutions is available on page 4 of their progress report (2006).

including the need to engage colleagues within and across the university system, participation in the institution's governance, and service to the communities that the University serves.

Leadership—the faculty culture at a top three public research university must have strong and effective leadership at all levels. We believe that strong leadership includes clear and consistent explanations of the University's values and objectives, a commitment to pursue the institution's vision and goals, the consistent application of policies that reflect the University's rhetoric, and the will to make hard choices when necessary. At the University of Minnesota, leadership is the responsibility of senior faculty, department chairs and heads, deans, senior administrators, the President, and the Board of Regents.

If we are to meet our common objectives, we must engage one another despite differences in geographic location, professional responsibility, and daily experience. The strategic positioning initiative includes a great many people beyond just tenured and tenure-track faculty. Our inquiry illustrates that faculty culture is created and sustained by many individuals, some of whose roles are not defined through the tenure code. Professional and Administrative staff perform some of the faculty roles of research, teaching, and service. Many faculty who spend significant amounts of time in administration do not stop teaching or working on research and scholarship. Support personnel from individual departments to Sponsored Programs Administration (SPA) shape faculty culture in significant ways. This report uses the term "faculty" to mean tenure-track, tenured, and P&A personnel who perform research and teaching, but it also recognizes that every member of the University, from the students to the regents, contributes to faculty culture. We have organized our recommendations under major themes since many of them relate to more than one "deliverable."

III. Responses to Deliverables

A. A Culture of Excellence in Recruitment, Hiring, and Retention (Deliverables 1 & 2)

One of the most important investments that any academic institution can make to ensure the quality of its programs is to hire and retain excellent faculty. One study of the University of Minnesota's most successful programs reports that department leaders cited the appropriate selection of new faculty as the most important factor that contributed to their unit's research productivity (Bland, et al., 2005, 15).

Although a number of departments and units do an excellent job of recruitment and retention, significant cultural and structural obstacles to effective recruitment exist across the University system. Some departments have either not developed or cannot agree on a strategic long-term plan to invest in people who advance targeted research areas. Some departments struggle to offer competitive salaries to excellent faculty who are being recruited by other institutions. Faculty members sometimes resist the hiring or retention of a prestigious scholar if she or he will disturb the salary equity within a unit. The University, at every level, is slow to respond to signs that another institution is recruiting a prominent faculty member. Finally, salary compression, a preference for shallow collegiality rather than great expectations, and a culture that privileges bureaucratic procedures over research productivity have undermined the potential of excellent faculty and led some faculty to leave the institution. These problems are not universal but they are systemic.

In response to these issues, the Task Force recommends the following:

1. The University must commit substantial new funds in support of faculty compensation to make salaries competitive with those of the institutions we hope to join as peers. This should include funds for merit and market based compensation after rigorous review.

According to the Office of Institutional Research and Reporting, faculty at Crookston, Morris, and the Twin Cities are paid less, in some cases significantly less, than their relative peers (Data for Duluth were not available to our committee; see Appendix I; 2006 salary data for all four campuses will be included in the task force's final report). When one compares the 2004-2005 salaries of Twin Cities faculty against the Tier I and II public research institutions cited by the Metrics and Measurement Task Force as our peers, full professors rank eighth out of ten, associate professors rank ninth out of ten, and assistant professors rank eighth out of ten. For example, we would have to increase full and associate salaries by 14 to 15 percent and assistant salaries by 7.3 percent for our salaries to match the University of Michigan (see Appendix J). Similar increases are necessary at the Morris, Duluth, and Crookston campuses. Although University of Minnesota faculty enjoy a very competitive benefits package, our survey and focus group interviews revealed a widespread belief, at every campus, that the institution's financial rewards are not commensurate with the goal of becoming a top three public research university.³ To build a faculty culture of excellence and pride, we must find a way to compensate faculty at rates similar to our aspirational institutions. We must do so without sacrificing existing departmental or collegiate budgets. Excellence must be rewarded.

2. The University should invest in more family friendly benefits, including relocation resources, easy access to high quality on-campus childcare, and tuition discounts for spouses/partners and children of faculty. We must also structure our job and tenure expectations to reflect modern family responsibilities.

To attract excellent faculty candidates, the University must remain both inviting and competitive relative to other universities and corporations. In the past, the University has leveraged its position as a national leader in the area of healthcare and retirement benefits. We must continue this tradition by protecting and showcasing our excellent benefits package. The University of Michigan and Berkeley do have a significant advantage in the area of "family friendly" programs. Both institutions have made programmatic changes to enhance the quality of life on campus for women, dual career partners, and families. We can and should use the quality of life on and around the University's campuses by instituting concrete improvements in areas such as on-campus child care (families wait for up to two years for available space in the University's childcare facilities) and tuition discounts for dependents of faculty and staff (a sizable benefit offered by many of our peer and aspirational institutions). In addition, the University should reflect its commitment to family issues through better rules and easier notification processes for extending the tenure clock.

3. The University and its departments and centers must revise and implement search policies that secure the very best national, international, and diverse candidates. These revisions must include a) a system wide review of existing human resource rules and guidelines to determine whether they advance or obstruct our goals; b) the ability to seek candidates who have not applied for positions; c) resources to hire several faculty

³ Faculty identified non-competitive salaries as the second most important obstacle that prevents the University of Minnesota from becoming a top three public research university (see our survey summary in Appendix E).

at once (cluster hiring); and d) a mechanism within Central Administration that facilitates spousal/partner hires.

No single search strategy fits every campus, collegiate unit or job opening; still, the task force believes that to achieve our goal of becoming a top three public research institution we must practice the following principles. First, search committee chairs should receive training on how to run a successful search. Second, departments must define clearly for each search committee how the faculty position will advance the overall agenda of the department. Third, departments should avoid the “replacement model”—replacing an exiting specialist with a similar specialist—in favor of creating a position that reflects the department’s evolving mission. Fourth, search committees must actively pursue the very best candidates and not settle for candidates that it thinks will accept or that have the greatest likelihood of remaining at the University. Fifth, search committees and departments must not allow internal ideological, methodological or interpersonal conflicts to interfere with the choice of excellent candidates (see Bland, et. al., 2005; Dettmar, 2004).

Cutting edge areas of research and study, often crossing traditional disciplinary boundaries, require the ability to hire multiple faculty at once or hire groups of faculty and research staff en bloc. Furthermore, searches must attract and recruit the best candidates that simultaneously enhance the institution’s reputation and its diversity. Hiring the best faculty, faculty in groups, and retaining them will require substantial University investment—not only in salaries but also in the time, effort, and resources it takes to conduct searches and recruit top candidates. In the long run this investment will pay dividends. Our institutional competitors recognize that spousal employment is sometimes the deciding factor first in recruitment and later in decisions about long-term satisfaction for faculty. The University of Michigan has created a robust “Dual Career Program” that includes consultations with a non-academic employment specialist or the assistance of a collegiate dean and the provost. The University of Minnesota has not ignored the growing importance of spousal hires; a program does exist in the Office of the Senior Vice President for System Administration. We believe that this program can and should be expanded.

Across the University system, the leaders of departments, centers, and colleges have a profound effect on faculty culture. Indeed, our inquiry suggests that the satisfaction and research productivity of faculty often are tied to their relationship with chairs, heads, and collegiate deans. Toward that end we recommend the following:

4. Greater attention must be paid to the selection, training, mentorship, and review of department and collegiate leaders.

There are many leadership styles across our system, and we must not attempt to implement a single style everywhere. At the same time, the tremendous impact of leaders on faculty culture and our future success indicate that we must think critically about how we recruit, mentor, and review our leaders. Too often our leaders are chosen because of their willingness rather than their ability; too often our leaders receive training in the systems of administration but not in the art of managing people; too often our leaders receive negative criticism and not constructive feedback on their performance. We believe that these problems must be addressed for many reasons, but especially because the success of our strategic initiative process will rest on the shoulders of the leaders who implement the recommendations we embrace.

B. A Culture of Excellence in Tenure, Promotion, and Post-Tenure Review (Deliverables 1, 2, & 8)

When one considers the relationship between research and faculty culture, the processes of review, tenure, and promotion stand apart as essential activities. For assistant and associate professors, the review process is an understandable concern, but it is crucial that all faculty undergo regular reviews. Creating a culture of rigorous peer review combined with clearly articulated criteria and sufficient resources should be one of our highest priorities. This section is divided with multiple sub-headings that correspond to our expectation that excellent faculty evolve from assistant to associate to full professors. Although some recommendations apply to all of the stages of a faculty member's career, other recommendations pertain to individual stages.

Tenure and Promotion to Associate Professor

Our survey of faculty suggests that in some departments "P&T are handled well, and standards are generally high." In other locations, faculty perceptions are quite different. One tenured faculty member who has served on a collegiate P&T committee reported, "The P&T process is disastrous. . . . Discussion is of a very limited quality and almost everyone, including exceedingly undeserving candidates, is tenured" (see Appendix G for a general summary and discussion of these and other findings from the task force's faculty survey). It is neither possible nor appropriate to generalize about the quality of our current tenure, review, promotion, and post-tenure processes using these findings; nevertheless, it is possible to identify important themes that faculty value in the review process. They repeatedly identified the need for clear and consistent expectations, faculty and administrative leaders that make difficult decisions, rigorous standards that facilitate meaningful distinctions, and a departmental level consensus about the meaning of excellence. We believe that faculty desire a culture of rigorous review, but only if the University provides the infrastructure, time, and resources necessary to meet enhanced expectations (see Recommendations 18-22).

Each department and college should implement review systems that are sensitive to unique disciplinary norms, but we also believe that several University-wide initiatives can enhance collegiate and departmental review efforts. Toward that end, we recommend the following:

5. The University's senior administrators and faculty should redraft the tenure code's current 7.11 statement to reflect the institution's future objectives and to provide a clearer indication of its expectations for promotion and tenure.

The tenure code's 7.11 language has served our institution well in the past, but it needs to be refined if we are to achieve a higher reputation status. Criteria like "potential national reputation" do not adequately express the spirit of excellence that constitute our faculty culture. Our task force is neither equipped nor vested with the power to make the appropriate changes to our 7.11 statement, but it has identified language that represents the spirit of this recommendation and our document (see Appendix K, section 7.11).

6. The University, under the direction and approval authority of the Senior Vice President for Academic Affairs and Provost, must engage in a comprehensive departmental review and redrafting of all 7.12 statements. The task force recommends that departments include the following elements in their new statements: a) 7.12 statements must identify discipline-appropriate, clear, substantive expectations regarding

promotion and tenure. These criteria should emphasize qualitative and not merely quantitative metrics; b) 7.12 statements should expire and be rewritten every ten years; c) 7.12 statements must include language that identifies the value of public engagement for the department and explains how it will be evaluated; and d) 7.12 statements and the promotion and tenure process must not only allow, but should define, encourage, and reward interdisciplinary efforts.

Our analysis indicates that the disparity among department 7.12 documents cannot be explained fully by distinct disciplinary traditions—qualitative differences exist that make consistency across the system difficult to maintain. A number of 7.12 documents are over 20 years old and no longer reflect the expectations placed on junior faculty or the evolution of the relevant discipline. While some documents are well crafted, others reflect a degree of ambiguity that worries junior faculty and sometimes leads to confusion and inconsistency during the review process. We believe that a complete revision of all 7.12 documents in light of the University’s mission, vision, and goals and in consideration of each campus’s unique charge is in order. We also posit that each collegiate dean should provide departments with model 7.12 documents that reflect the unit’s commitment to and definitions of distinguished scholarship.

7. After a faculty member has served three years on a probationary appointment, the department should vote on whether that faculty member is making sufficient progress toward meeting expectations for promotion and tenure.

An affirmative vote should be considered an encouragement, but not an assurance, of a favorable tenure vote at a later time. If the vote is not affirmative, the department should consider early termination of the appointment. Some departments currently follow this practice, but there is wide disparity that has led to inconsistent review of probationary faculty.

8. Departments and deans must be encouraged to make the hard decisions necessary to assure rigor and excellence in the promotion and tenure process. We recommend the appointment of an all-University Review Committee comprised of faculty, that would be appointed by and advisory to the Senior Vice President for Academic Affairs and Provost.

We envision that this level of review would take place concomitant with the Provost’s review. It is not intended as yet another layer to an already complex process, but would support the current practice of parallel review by two vice provosts. The committee’s judgments would be advisory to the Provost in aiding the top-level review and recommendation before action by the Board of Regents.

Promotion to Full Professor

The tenure code commits few words to the important matter of promotion to Full Professor, and the absence of a full statement has created some ambivalence among the faculty. Respondents to our survey and focus group participants expressed uncertainty about the expectations for full status. With only limited financial compensation and little symbolic value associated with the rank, there is a growing cultural assumption that full status results only in increased administrative duties. Moreover, the task force is sensitive to the fact that many of our best educators have been associate professors for over ten years. University-wide, in 2005 there were 320 associate professors who have been in rank for over eight years, which represents over 38 percent of all associate professors at that time (see Appendix L). Such a high proportion of

presumptively terminal associate professors is evidence of a process that poorly predicts success after tenure, fails to offer sufficient incentives and rewards for promotion to full professor, overburdens some of its associate professors with administrative duties that interfere with scholarship or some combination of the above. To address these issues, the task force recommends the following:

- 9. The University must create language in the tenure code that explains the criteria and expectations for promotion to full professor. Collegiate Deans and Department Chairs/Heads should clarify and communicate the meaning and purpose of full professor status, and collegiate deans must ensure that departments do not over-burden associate professors with administrative responsibilities within the first six years after their promotion.**

If the University believes that a top three public research institution is comprised of faculty of sufficient quality and motivation to reach the pinnacle of its academic ranks, then it must lead a departmental level initiative that creates language that specifies the criteria for moving from associate to full professor, that explains the value of that promotion and that provides an objective process for its achievement. Certainly aspects of the 7.12 document do apply to the promotion from associate to full status, but these should be restated and augmented to provide clarity. We offer some illustrative language in Appendix K, sections 7B.11 and 7B.12.

Tenured Faculty

Tenured faculty have particular responsibilities for supporting their junior faculty colleagues. In addition, tenured faculty require and deserve ongoing faculty development support, both to maintain high levels of productivity and excellence, and to assure quality performance.

- 10. 7.12 statements must include language that establishes an expectation that full professors will mentor both assistant and associate professors.**
- 11. All tenured faculty should experience a robust, supportive, and useful review on a regular basis. The University also must strengthen its “post-tenure review” policies to increase accountability of tenured faculty while protecting academic freedom.**

The stated purposes of an annual post-tenure review process are “to affirm and maintain faculty vitality through review and recognition of their contributions by peers and administrators. The secondary purpose is to improve, if necessary, the performance of each tenured faculty member in the areas of teaching, research, and service.” (A.C. Carney, personal communication, March 20, 2006) All tenured faculty are reviewed annually as a matter of ongoing feedback and evaluation. This review should be part of a supportive culture of faculty development and not a punitive process employed only when the performance of tenured faculty falls far below expectations. The current process of post-tenure review should be re-evaluated and revised as necessary to create a robust ongoing review process for all tenured faculty.

Retirement

Too often faculty who have invested their careers in the University of Minnesota are forced to choose between a firm retirement schedule or full time employment. We believe that our faculty culture would benefit by providing the option of part time employment. In order to make better use of our most senior faculty, the task force recommends the following:

12. The University must create programs for faculty as they transition from tenured faculty lines and into retirement, including a new faculty status such as “Senior Faculty” that would offer salary for teaching, advising, consultation, and service but that also would be distinct from phased retirement.

Senior Faculty could return 50 percent of their salary for recruitment purposes while continuing to contribute to the department’s research and teaching mission; (additional language describing our idea of a Senior Faculty designation can be found in Appendix M). The University also should improve its programs for emeritus faculty, including mechanisms by which emeriti can teach, offer community programs, utilize office space and receive limited administrative staff support. To support these changes, an emeritus faculty program might be created within an existing office dedicated to faculty support, such as the Office of the Vice Provost for Faculty and Academic Affairs.

General

Faculty and administrators who evaluate tenure, promotion, and post-tenure review cases rely heavily on the external reviews of discipline specialists. We believe that protecting the anonymity of external reviewers will increase the letters’ objectivity and honesty thereby enhancing the rigor of our reviews and facilitating the goal of promoting the best faculty. We also believe that we must maintain a candidate’s right to view and respond to evaluations. In support of these goals, the task force recommends the following:

13. The University should seek an exemption from Minnesota’s open records law to protect the anonymity of external reviewers. Access by the candidate to review letters would be limited to copies with names and institutional affiliations redacted from them. Furthermore, departments should request external reviews from colleagues who lead their discipline and who work at institutions or in departments with equal or greater ranking than that of the candidate’s unit.

A process by which the names and institutional affiliations of reviewers were redacted would allow the University to balance the need for rigorous review and frank evaluations with fairness to the candidate.

C. A Culture of Collaboration (Deliverable 3)

The University of Minnesota enjoys unprecedented breadth and depth of programs that place it among a small group of similar institutions. This scope places us in a unique position to build inter and intra-disciplinary collaborations. Such collaborations should and can be a unique strength, but bureaucratic barriers and disincentives remain a significant problem at our University. Faculty repeatedly, and sometimes forcefully, told our task force that they want to perform interdisciplinary scholarship, but their home departments and the University’s reward structures and budget models actively discouraged such activity. This cultural norm is distressing for several reasons, but particularly because a significant degree of innovative research is interdisciplinary. To help achieve our goal of becoming a top three public research university, we recommend the following:

14. The University must create clear rules and processes that not only permit but encourage intra and interdisciplinary promotion and tenure, cross-departmental and collegiate teaching, and extramurally funded research.

Rules and processes for intra and interdisciplinary faculty should include easy mechanisms for joint and cross-appointments, including fully interdisciplinary appointments with employment responsibilities in more than one department or in an interdisciplinary center. Since tenure is held at the University rather than college or department level, multiple appointments can become an attractive means to recruit and retain faculty. The 7.12 statements used to evaluate faculty who engage in interdisciplinary activities must not only allow but also should encourage and reward these efforts. This might include using multiple 7.12 statements and review committees, specially created 7.12 statements, and specially constituted review committees. Some have suggested that the University's current tenure code allows for specially constituted review committees; still, this process should be clarified and communicated to departments.

Cross-disciplinary teaching must be encouraged by making clear default rules regarding tuition sharing. Funds should be made available from Central Administration to facilitate teaching in cases where tuition sharing disadvantages one or more departments/colleges. Finally, extramural interdisciplinary research must be encouraged by making clear rules regarding the sharing of direct support and ICR dollars, an issue that may be felt more acutely under the new budget model. These issues can be addressed with administrative support for creating collaborative research relationships and aiding preparation of interdisciplinary research grant proposals. A number of our peer and aspirational institutions have instituted policies and approaches to address many of these issues (Pfirman et al., 2005).

15. The University should devise a system wide method that allows tenured faculty to change their department of residence as their research and teaching take them in new directions.

Faculty at the University of Minnesota should have greater flexibility in allocating their effort, since fostering intra and interdisciplinary research and teaching will lead to further collaboration and cultivate new avenues of inquiry. Other task force committees have referred to this idea as "intellectual mobility" (see Task Force on Collegiate Design: CNR, COAFES, CHE; Dubrow, 2006). This recommendation seeks to leverage the system-wide scope of faculty tenure to allow faculty to pursue paths established by their research and not by disciplinary traditions or budget lines. Our task force believes further that the recommendation above should include a mechanism for "interdepartmental leave," by which faculty on leave but wishing to remain at the University can spend time in another department. This would create important collaborative opportunities without sizable new investments. Our task force recognizes that this recommendation is a significant departure from current practice and that it must be implemented carefully; nevertheless, we believe that this recommendation would energize faculty culture, promote innovative research, and help us retain faculty whose disciplinary home fails to accommodate the evolution of their scholarship. In addition, this recommendation and its implications would enhance the distinctiveness of our institution when compared to our peers.

16. The University should create mechanisms to foster collaborations among faculty on more than one campus within University of Minnesota system as well as among those at other institutions, e.g., CIC and other research-driven consortia.

17. A new office should be created at the Provostal level that can facilitate interdisciplinary efforts. It can consist of a single person, reporting to the Provost, who can answer questions, offer advice, and facilitate efforts as an ombudsperson.

A number of the other task forces engaged in the Transforming the U project have addressed the

issue of collaborative and inter-disciplinary research. We concur with their recommendations but wish to stress that collaboration must be fostered in both the Office of Research and the Graduate School. That is, collaboration must be an integral part of our educational and research activities (see College Design: CLA, 2006; College Design: Science/Engineering, 2006; Research Infrastructure, 2006, Graduate Reform: Discipline Evolution, 2006).

D. A Culture of Excellence in Research Support (Deliverable 4)

The University of Minnesota should be proud of its existing grant-in-aid programs. The McKnight and Bush initiatives, the Graduate School Faculty Grant-in-Aid program, and the President's Multicultural Research Grant all enhance research and teaching across the system. These competitive awards target accomplished and promising faculty, providing the resources they need to advance the University's reputation. The problem that we now confront is to devise better mechanisms that support the research of *all* faculty. When we asked faculty to respond to the question, "What obstacle currently prevents the University of Minnesota from attaining its goal of becoming a top three public research institution," the single most frequent response was insufficient research support (see Appendix E). The task force strongly believes that the University must provide the infrastructure and resources that sustain a culture of innovative ideas throughout the system. Toward that end, we recommend the following:

18. The University must invest strategically in systems that support faculty research and scholarship. These investments should focus on grant-in-aid programs, dedicated research time, administrative service support, and infrastructure.

One of the most expensive yet crucial investments that the University should make is to provide additional time for dedicated faculty research. A large number of faculty told our task force that their research productivity suffered because their time was divided among too many responsibilities. Often the faculty with the highest research potential carry the largest administrative and advising burdens. Furthermore, on the Morris and Crookston campuses faculty teach as many as four classes per semester. This instructional load serves the University's teaching mission well, but it may need to be reconsidered if the faculty on these campuses are expected to contribute significantly to the institution's research goals.

There are multiple ways to release faculty for research without undermining our teaching commitments. First, some campuses and units should invest in more faculty to reconfigure existing teaching and administrative loads. Second, the University should locate and use additional funds to support a greater number of single-semester and full year leaves. Third, because some faculty, especially recently tenured professors or faculty with children, cannot afford a 50 percent or even 25 percent reduction in their salary, the University should create a mechanism for funding faculty at 100 percent during a full year sabbatical. The University of Minnesota might consider the principle used by Berkeley—the longer one has gone without a sabbatical, the greater the amount of salary support one receives during the sabbatical (Benefits and Privileges: Leaves of Absence/Sabbatical Leaves, n.d.) Fourth, the Office of the Senior Vice President for System Administration should create dedicated office space away from the home department for sabbatical faculty from coordinate and Twin Cities campuses. Fifth, the University should implement the recommendations designed to recruit high quality graduate students, since graduate students play a critical role in supporting faculty research efforts (Task Force Final Report on Graduate Reform: Student Support, 2006).

In addition to the recommendations above, we propose that:

- 19. The University and the state legislature should continue their partnership to create cutting edge spaces for performance, the fine arts, humanities, and the sciences.**
- 20. The University with the support of the state legislature should create multiple “showcase” rooms that are capable of global audio and visual communications and systems for interactive learning. Faculty must have easy access to these rooms on every coordinate campus and on both parts of the Twin Cities campus.**
- 21. The University must invest in higher quality Internet and software systems that provide better support for web-based learning, Internet video and audio conferencing, cooperative scheduling, email, and space/equipment reservations.**

The quality of infrastructure at the University of Minnesota is varied. Faculty and students have reaped significant benefits from improvements to labs, classrooms, and offices, including the reinvigorated arts quarter on the Minneapolis campus, the Cargill Microbial and Plant Genomics Building on the St. Paul campus, and the new Crookston Student Union. Still, significant investments must be made over the next five, ten, and twenty years. We believe that the first priority for investments in University buildings should be research and classroom infrastructure. The University currently lacks even one standard Bio-Safety Level 3 (BSL-3) laboratory for the study of infectious agents. The new Institute for Advanced Study has the space but lacks the structural configuration to support its inter-disciplinary mission. Although it is an ambitious goal, the University should create in each of its buildings one large lecture room and one small conference room that is capable of global audio, video, and Internet services.

Finally, the task force believes strongly that administrative services should support the academic enterprise. While administrative services certainly have regulatory functions and may on occasion have to constrain research, they should, first and foremost, make the research goals of faculty their primary concern. Moreover, administrative staff throughout the system should assist faculty efforts to secure grants, conduct research, and publish findings. We recommend the following:

- 22. The Office of the Senior Vice President for Academic Affairs and Provost should create faculty service offices on every coordinate campus, and on both the Minneapolis and St. Paul portions of the Twin Cities campus. These offices would provide faculty with coordinated education, grant writing, and career planning programs.**
- 23. The University should review existing education programs for administrative support staff so that staff understand how the rules, procedures, and technology can be used to support and not encumber faculty research.**

The University faces a choice about whether staff and faculty will create a culture of regulation and compliance or whether we will pursue a culture that values innovation and opportunity. To be clear, the task force believes that excellent research must meet the highest ethical standards. The University must never sacrifice its moral obligations or legal responsibilities to enhance its research standing. At the same time, how we implement oversight can lead to a culture that values “the rules” for their own sake or a culture that leads faculty through the increasingly complex requirements of state and federal agencies in support of research performed with integrity.

E. A Culture of Collegiality and Intellectual Challenge (Deliverables 4 & 6)

Collegiality is one of the most important values of our current faculty culture; professors, students, and P&A staff told our task force that they did not wish to sacrifice collegiality for better rankings. At the same time, the individuals who participated in our survey and focus group meetings said that the intellectual climate of the University could be better. Specifically, they noted that people rarely engaged one another in intense intellectual debate. Although many official opportunities to listen to lectures exist, opportunities for stimulating informal conversation are rare. Exceptions do exist—the Morris faculty and administration have taken significant steps to facilitate intellectual conversations across the campus. Still, faculty across the system are divided by geographic boundaries and often overwhelmed with administrative duties that seem inconsequential either because the issue is not directly related to faculty expertise or because their counsel is not heeded. Little time, few opportunities, and even fewer spaces have been dedicated to the intellectually challenging climate that we need to cultivate. Toward the end, we recommend the following:

24. The governance responsibilities of the faculty should be concentrated on faculty policy, curriculum, and research issues. Faculty effort must not be expended on primarily administrative tasks.

25. Central administration must reconfigure existing spaces and establish new infrastructure to facilitate faculty interaction across the institution, both within each campus and among the Twin Cities and coordinate campuses.

Each campus and many of the departments and colleges on the same campus sustain unique intellectual cultures in which collegiality is manifest. Those departments that are nationally ranked at the top of studies like the National Research Council reputation analysis share a robust culture of colleague interaction. This is the kind of culture that we must build across the University. Our task force appreciates the advantages of the newly implemented budget model, but we worry about its effects on faculty interaction. Does the new budget model make room for common public spaces and will colleges and departments create new spaces when they will be charged directly for their use? These questions have no easy answer, but we are convinced that a budget model cannot become an obstacle to faculty interaction and collegiality. Our departments with the most prestigious reputation have faculty who congregate informally over lunch or to “talk shop” over coffee. They share ideas and insights on a regular basis. Most important, they have professional relationships with their colleagues that are challenging yet friendly. The University must take active measures to create this cultural climate across the institution. The renovated Campus Club and its services are an excellent step in the right direction, and it should become a larger part of faculty and staff life. Furthermore, similar environments and complementary services must be created across the system, because the Campus Club's location makes it difficult to access for many faculty. The University library infrastructure could be leveraged to create more common spaces that facilitate informal interaction, e.g., coffee shops, light refreshment counters, reading rooms, small group discussion areas.

It is essential that senior administrators interact with faculty on a regular and informal basis to listen closely to faculty concerns and communicate a common vision for the institution; therefore, we recommend the following:

26. The Office of the President and the University’s vice presidents must engage in more regular communication to the faculty about the University’s common mission, values, accomplishments, and obstacles. This communication must utilize various methods including written communication, public lectures, and face-to-face conversations.

The recently implemented Provost’s Academic Update emails to faculty are a first step in addressing this recommendation. In addition, the Office of the President could revive the Dinner at Eastcliff program through which small groups of inter-collegiate faculty interacted with each other and the President. The University’s President also should encourage each dean to create a similar program in her or his college. Although some might perceive these activities as minor compared to the more ambitious recommendations of this report, we believe that more regular interaction between faculty and deans and between faculty and senior administration will enhance our culture greatly with relatively modest financial investment.

F. A Culture of Public Engagement and Citizenship (Deliverable 5)

The education and service missions of the University of Minnesota encompass more than our traditional understanding of education and service. As faculty, we have an obligation not just to teach and perform research but also to be engaged in the communities where we live and work and that we serve. The term “public engagement” has various connotations, but we prefer the statement of President Bruininks during his tenure as Executive Vice President and Provost: “Civic/Public engagement means an institutional commitment to public purposes and responsibilities intended to strengthen a democratic way of life in the rapidly changing Information Age of the 21st century” (from UMN Council on Public Engagement website, <http://www1.umn.edu/civic/about/index.html>). From a faculty perspective, the commitment to citizenship includes: a) engagement with various publics whom we invite to participate in research, b) working in public policy arenas through teaching, analysis, and advocacy, c) consistent communication through public lectures, articles in the popular press, and media appearances, and d) becoming the students of communities that are willing to share their knowledge with us. Faculty should be encouraged to take on the responsibilities of public engagement, as they connect knowledge creation with the social impacts and consequences of their work, helping faculty, the University, and the public to understand how their work “relates to the world beyond the campus” (Boyer, 1990). Finally, public engagement provides a critical connection to the public—a crucial role for a top public research university, and especially important for maintaining and enhancing public support for the University (See Bloomfield, n.d.). To further strengthen the University’s commitment to public engagement, the task force recommends the following:

27. Colleges must determine and set expectations of public engagement on the part of their faculty and P&A staff. These expectations must be communicated from collegiate leaders and incorporated into the relevant tenure, promotion, and performance criteria.

28. The University should reaffirm its role as a place where public issues are engaged, discussed, and debated, and work to strengthen our position as an important forum of public discussion of issues.

We believe that the University should further develop and foster a reciprocal relationship with its external communities, through programs that bring the community to campus and that encourage

faculty participation in the community. In addition, faculty should recognize their roles as community citizens as an integral part of their role as faculty. By way of example, one way to express this citizenship is to work more closely with University Relations and the media. The University's public extends to all of Minnesota, the region, the nation, and increasingly international communities. The University should reaffirm its role as a place where public issues are engaged, discussed, and debated, and work to strengthen our position as an important forum of public discussion of issues for our local communities, the State of Minnesota, and our region, as well as nationally and internationally.

G. A Culture of Excellence in Education and Research (Deliverable 6)

The 2004 *Lighthouse Report* correctly identified education as a core component of the University's mission. Our task force agrees; not only is education a "public good" that we provide the state, but education also must be an integral part of the faculty culture that propels us to greater prominence as a research institution. There are three points that support this claim. First, faculty at the most prestigious research institutions also expend considerable energy teaching the foundational elements and specific results of their research. At the University of Michigan, for example, 64 percent of the teaching load is carried by tenured and tenure-track faculty (Drotning, 1995). Second, excellent teaching attracts excellent students, which, in turn, increases faculty satisfaction. Third, faculty responses to our web survey and to focus group questions suggest that research is more meaningful to faculty when it is shared with students. To reaffirm our commitment to education and its connection to research we recommend the following:

- 29. Each collegiate unit and the Senior Vice President for Academic Affairs and Provost should strengthen existing programs and institute new systems that reward our best teachers. These programs should recognize the crucial role played by P&A instructors and the benefit of undergraduate teaching by Regents Professors, McKnight Professors, and members of the Academy of Distinguished Teachers.**
- 30. We must provide increases in funding to attract and recruit high quality graduate students, who will become teaching and research assistants in support of faculty teaching and research efforts.**
- 31. The University should create a new system to evaluate the teaching of regular faculty and P&A instructors. This new system should a) incorporate appropriate student evaluation forms; b) include in-class observation by one's peers; c) reward faculty and P&A instructors who participate in early, mid, and late-career programs designed to enhance teaching.**
- 32. The Center for Teaching and Learning Services should create a new program that provides individual departments with annual consultations to enhance the teaching of targeted faculty and P&A instructors.**

As an institution, we are justly proud of our teaching; we must remain vigilant, however, that our systems reward the teaching excellence that we publicly endorse and that we provide mechanisms to enhance the quality of every instructor. The Center for Teaching and Learning Services is an excellent resource, but it is under-utilized by faculty. The Center must take a more proactive role in faculty development, facilitated by departmental leadership. Furthermore, we believe that attracting and keeping the very best graduate students, both nationally and

internationally, will enhance both our research and teaching excellence (see Recommendation 2, Task Force Report on Graduate Reform: Student Support, 2006).

H. A Culture that Values Peer Recognition (Deliverable 7)

The goal of becoming a top three public research University demands not only that faculty shift their perspective but also that the public and our peers see us as something more than a Lake Wobegon institution where “all the faculty are above average.” Our faculty are and must be viewed as far better than average. Among the nineteen performance measures identified by the Metrics and Measurement Task Force, the first two items listed under the category of “Research and Discovery” are “National Academy Members” and “Faculty Awards” (January, 2006, 4). While it may seem self-serving to emphasize the importance of national and international recognition, the truth is that our peer institutions take these awards very seriously. At the University of California, Berkeley, the Office of Planning and Analysis publishes each year a comparative chart of faculty who are currently members of the National Academy of Sciences, National Academy of Education, National Academy of Engineering, and the Institute of Medicine. Of the thirteen universities Berkeley lists as peer institutions—among them Harvard, Stanford, MIT, Michigan, Wisconsin, and Illinois—Berkeley ranks fourth overall and first among the public institutions in members of these prestigious academies (see UC Berkeley Office of Planning and Analysis, 2005). The University of Minnesota does not appear in the Berkeley analysis. In order for us to achieve our goal of becoming a top three public research university, we recommend the following:

- 33. The University should create a dedicated endowment for recruitment and retention of faculty who have been elected to national scholarly academies and who have received prestigious national and international awards.**
- 34. The University must create the infrastructure necessary to nominate its faculty annually to national academies, professional societies, and prestigious government committees. Part of this infrastructure should include a standing committee for promoting and nominating faculty for national and international awards. Colleges and departments whose faculty receive such honors should be rewarded; those who successfully recruit such faculty should be rewarded, as well.**
- 35. The University should use its communications offices to increase public awareness of faculty successes. It should invest in staff as needed.**
- 36. The University should maintain a central database of awards made to faculty, including endowed chairs, professorships, and other academic appointments and accolades. This will require faculty, departments, and colleges to report accomplishments on a consistent and timely basis.**

The recent hiring of staff in the office of the Vice Provost for Faculty and Academic Affairs to coordinate award nominations is a step in the right direction. In addition, the University Relations Office has made significant progress in communicating our excellence and mission to the state. Much more can and should be done. It is our desire that in the near future Berkeley adds a fourteenth institution to their annual comparisons—the University of Minnesota.

I. Conclusion

The University of Minnesota faces a significant challenge. It has chosen excellence as its future

and the implementation of excellence is neither easy nor without controversy. Certainly some will disagree with the recommendations in this report; we welcome disagreements in the spirit of intellectual debate and for the future benefit of our institution.

Despite the differences of opinion that are inevitable in any effort at institutional change, the Task Force for Faculty Culture contends that becoming a top three public research university is a worthy goal. This goal benefits students who are exposed to exciting research and educated in the very best traditions of foundational and innovative knowledge. It will lead to an increasingly energized and engaged faculty dedicated to both the advancement of knowledge and the collegiality of academic exchange. Finally, it will advance the economy, culture, and pride of Minnesota. The University of Minnesota has the potential of becoming a national and international symbol of our state's commitment to education, knowledge, and excellence. Our task force is excited about being a small part of this future.

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Appendices

Appendix A: Map of Recommendations to Deliverables

Appendix B: Faculty Culture Task Force Consultation Summary

Appendix C: Resources Consulted by the Task Force

Appendix D: Faculty Culture Task Force Work Plan

Appendix E: Pulse Survey Executive Summary, January 2005

Appendix F: Parts 1 & 2: U of M, Twin Cities Faculty Data by Rank, 1996-2005

Appendix G: On-Line Survey (Fall, 2005) Executive Summary

Appendix H: Summary of FCTF Written Comment Feedback

Appendix I: FY 2003 Faculty Compensation and Salary Comparisons: Crookston, Morris, and Twin Cities

Appendix J: Parts 1 & 2: Salary Comparisons with Tier 1 and Tier 2 institutions

Appendix K: 7.11, 7.12 and 7.B Exemplary Language

Appendix L: Time in Rank at Associate Level, U of M Fall 2005

Appendix M: Proposal for Senior Status for Faculty

Appendix A

Map of Recommendations to Deliverables

Deliverable 1: Recommendations 1, 2, 3, 4, 10, 22.

Deliverable 2: Recommendations 5, 6, 7, 8, 10, 11, 12, 13.

Deliverable 3: Recommendations 6(d), 14, 15, 16, 17.

Deliverable 4: Recommendations 18, 19, 20, 21, 23, 24, 25.

Deliverable 5: Recommendations 6(c), 27, 28.

Deliverable 6: Recommendations 22, 25, 26, 29, 30, 31, 32.

Deliverable 7: Recommendations 33, 34, 35, 36.

Deliverable 8: Recommendations 9, 10.

Appendix B

Faculty Culture Task Force Consultation Summary

**Consultation Summary
Completed as of 3/31/06**

Category	Name	Who?	Completed?
Deans - AHC			
	Dental School	Jeff & Adriane	2/1/06
	Medical School	Mac and Jeff	3/9/06
	Public Health	Jeff	2/9/06
	Veterinary Medicine	Wei-Shou	1/23/06
	Frank Cerra	Jeff	2/22/06
	Nursing	Mac	2/6/06
	Clinical Chairs	Jeff & Kirt	1/31/06
	Barbara Brandt and Mark Paller (Office of Sr. VP for Health Sciences)	Jeff	3/10/06
Deans			
	CBS	Anne	1/17/06
	CALA	Renee	Jan. 2006
	CEHD (includes GC)	Kirt & Renee	2/16/06
	CCE	Kirt & Renee	
	CHE	Kirt & Renee	
	CSOM	Connie & Jeff	2/24/06
	CLA	Kirt	2/6/06
	TC Deans Council	Jeff & Kirt	11/14/05
Department Heads/Directors			
	Interdisciplinary Centers	Jeff & Anne	2/22/06
	CLA Chairs (2)	Kirt & Phyllis	11/11/05
	VPR Tim Mulcahy	Jeff	2/17/06
	Associate Vice President for Public Engagement (Vic Bloomfield)	Jeff	2/21/06
Faculty Groups			
	ADT	Connie & Mac	11/7/05
	Regents Professors	Kirt & Anne	10/27/05
	McKnight Professors	Fred & Jeff	12/7/05
	Tenure-Track Women Faculty	Renee & Adriane	1/26/06
	Tenured Women Faculty	Arlene & Anne	1/30/06
	FCC	Kirt & Fred (Jeff?)	2/23/06
	AAUP	Kirt & Fred	2/15/06
	Top Extramurally Funded Faculty	Jeff & Wei-Shou	11/17/05 & 12/8/05
	AHC FCC	Jeff & Kirt	4/6/06

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Staff Groups			
	P & A Teachers	Connie & Adriane	1/9/06
	P & A Researchers	Mac & Adriane	1/12/06
	CTLS		
Category	Name	Who?	Completed?
Coordinate Campuses			
	Crookston	Jeff & Kirt	3/27/06
	Morris	Jeff & Kirt	1/24/06
	Duluth	Jeff & Kirt	3/8/06
Student Groups			
	GAPSA	Jeff, Kirt, & Adriane	2/20/06
Public Forums			
		All	11/28/05 & 4/11/06
Other Task Forces			
	Collaborative Research	Jeff & Kirt	2/21/06, 9-10 a.m.
	Discipline Evolution	Jeff & Kirt	2/6/06
	Administrative Culture	Jeff & Kirt	2/21/06 & 3/7/06

Appendix C

Resources Consulted by the Task Force

(All urls retrieved April 1 & 2, 2006)

University of Minnesota

- Academic Affairs & Provost, Faculty Affairs and Development, Policies
<http://academic.umn.edu/provost/faculty/policies.html>
- Bruininks, R. (June 10, 2005). *Transforming the University Minnesota: President's Recommendations to the Board of Regents, Strategic Positioning and Planning.*
http://www1.umn.edu/pres/02_speeches_050610.html
- FY 2003 Faculty Compensation and Salary Comparisons, Office of Institutional Research and Reporting
<http://www.irr.umn.edu/present/top30report03.pdf>
- Instrumentalization Task Force. (September 2004). *Lighthouse Report.*
<http://www1.umn.edu/usenate/fcc/lighthousereport.html>
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<http://www1.umn.edu/ohr/img/assets/19761/FacultyPulse.pdf>
- Strategic Positioning Work Group. (February 2005). *The University of Minnesota: Advancing the Public Good—securing the university's leadership position in the 21st century.*
http://www1.umn.edu/systemwide/strategic_positioning/report.html
- Transforming the U- Metrics and Measurements Task Force
http://www1.umn.edu/systemwide/strategic_positioning/tf_metrics_measurement.html
- Transforming the University- Progress Report of the Metrics and Measurement Task Force
http://www1.umn.edu/systemwide/strategic_positioning/tf_prelim_reports_0603/metric_m_prelim.pdf
- University of Minnesota Annual Report: Transforming the U, 2005
http://process.umn.edu/groups/controller/documents/information/um_annualrpt2005.pdf

Academic Freedom

- Report of the Task Force on Academic Freedom, April 2004
<http://academic.umn.edu/img/assets/12261/afreportapr04.pdf>

Budget Model

- Internal Budget Model Overview
http://www.budget.umn.edu/budget/int_bud_model_overview.pdf

Diversity

- A Blueprint for Transformation
<http://www1.umn.edu/usenate/ead/eadblueprint.html>
- Academic Affairs & Provost, The Importance of a Diverse Faculty
<http://academic.umn.edu/provost/reports/diversity2004.html>
- Annual Faculty and Staff Diversity Report, Board of Regents, Faculty, Staff, and Student Affairs Committee, November 10, 2005.
- Transforming the University: Report of a System wide Task Force on Diversity
http://www1.umn.edu/systemwide/strategic_positioning/tf_final_reports/diversity_final.pdf

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Women

- Office for University Women, Awards & Grants
<http://www1.umn.edu/women/awards.html>
- Women Faculty Survey, Summer 2005
<http://www.it.umn.edu/students/women/Summary%20ALL%20.pdf>

Comparative Data

Berkeley

- Academic Senate, Status of Women & Ethnic Minorities (SWEM)
<http://academic-senate.berkeley.edu/committees/swem.html>
- Beatrice Bain Research Group on Gender
<http://socrates.berkeley.edu:7013/>
- Berkeley: Honors & Awards
<http://www.berkeley.edu/about/honors/>
- Berkeley NonDiscrimination Statement, Campus Climate and Compliance
<http://equity.chance.berkeley.edu/nondiscrimination.shtml>
- Berkeley: Principles of Community
<http://www.berkeley.edu/about/community.shtml>
- *Berkeleyan*. Berkeley Diversity Research Initiative starts to take shape: Academic leadership welcomes research proposals from all disciplines to advance this crucial institutional effort. May 4, 2005.
http://www.berkeley.edu/news/berkeleyan/2005/05/04_diversity.shtml
- *Berkeleyan*. Campus moves to enact new diversity measures. May 2, 2001.
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- *Berkeleyan*. Faculty diversity: the road ahead. Campus pursues new initiatives, but time is of the essence, says equity chief, February 6, 2003.
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http://www.berkeley.edu/news/berkeleyan/2003/02/05_motn.shtml
- Black Staff and Faculty Organization, homepage
<http://stafforg.berkeley.edu/bsfo/>
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Appendix D

Faculty Culture Task Force Work Plan

October 3, 2005
(as of March 31, 2006)

- 1) *Task #1*: Study and report to the committee about similar strategic initiatives conducted by peer institutions. **Summary due by Nov 15**
- 2) *Task #2*: Study and report to the committee any relevant extant University of Minnesota data. **Timing open**
- 3) *Task #3*: Analyze and report to the committee about the best practices used by the University of Michigan and Berkeley. **Summary due by Jan 10**

This analysis will include:

- a) Tenure and Promotion Practices
 - b) Internal & External Awards and Grants
 - c) Faculty Support Services and support services for women and minorities (two different analyses).
 - d) Recruitment and Retention Practices
 - e) Compensation
- 4) *Task #4*: Conduct targeted focus group meetings with the following list of stakeholders. (Individuals who cannot attend the focus groups will have an opportunity to respond to questions in writing. Responsible parties are identified in bold, with a minimum of one TF member present at any focus group meeting.)
 - a) a. Deans, Department heads and Directors (DDD)—**(by Feb. 1)**,
 - i) AHC (further subdivided; include clinical med school faculty)
 - ii) CLA/IT/CALA (further subdivided)
 - iii) CBS/COAFES/CNR
 - iv) CEHD/CHE/CCE (CEHD includes GC)
 - v) Carlson/Law/HHH
 - vi) Heads of interdisciplinary centers
 - vii) Morris and other coordinate campuses

by Nov. 15:

 - b) Regents Professors
 - c) Academy of Distinguished Teachers
 - d) McKnight Presidential and Distinguished faculty
 - e) Top 10% of extramurally funded faculty
 - f) Women faculty

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by Feb. 1:

- g) FCC/AAUP and University Tenure Committee
 - h) P&A
 - i) GAPSA
- 5) *Task #5*: To conduct a web based survey. Invitations for this survey will be sent by email to all faculty and adjunct professors. A draft of the survey questions appears is available as Appendix A.
- 6) *Task #6*: To conduct two public forums on the issues relevant to the Task Force on Faculty Culture. The first public forum will take place the **week of November 28**). The second forum will take place during the public comment period in **March/April**.

Additional Meetings:

Full day FCTF ‘retreat’ during the week of Dec 13th to work on broad conclusions and preliminary recommendations.

Appendix E

Pulse Survey Executive Summary, January 2005

Executive Summary

Taken as a whole, the Pulse results suggest that faculty at the University of Minnesota are satisfied with a variety of features regarding their employment and the University. Across a number of indicators, results suggest that faculty respondents feel quite good about their jobs at the University.

In particular, we see some of the most favorable results in the following areas:

- Overall job satisfaction and satisfaction with the University as an employer
- Satisfaction with coworkers
- Satisfaction with department chair or responsible administrator
- Intentions to remain at the University
- General well-being outside of work

On several of these item sets, we see results that are near the top end of the scales, suggesting very positive results.

Despite the generally favorable results, some areas showed more moderate degrees of favorability. This is not to say that results were unfavorable, but rather when considered in the context of the overall positive results, individuals were more moderately favorable or neutral.

- Satisfaction with pay
- Work family conflict
- Support from department chair or responsible administrator

There was a tendency for faculty on the Crookston campus to report slightly less favorable responses in several of the areas. However, the sample size for the Crookston sample is small and caution must be taken in making inferences about these differences.

The full report can be found at: <http://www1.umn.edu/ohr/pulse/faculty/index.html>

Appendix F, Part I

U of M, Twin Cities Faculty Data by Rank, 1996-2005

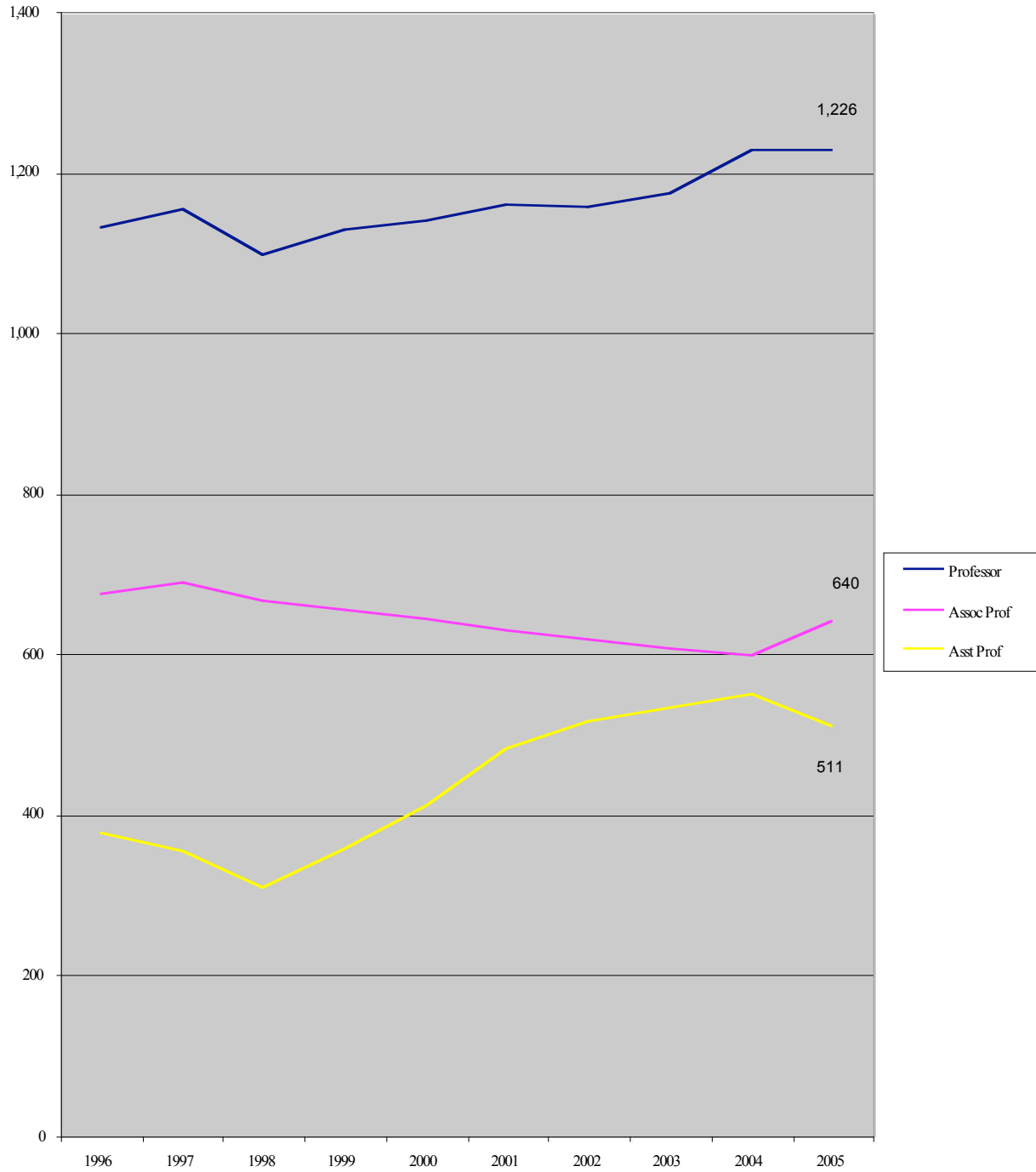
UMNTC Tenured/Tenure Track Faculty by Rank

	Professor	Assoc Prof	Asst Prof
1996	1,130	675	378
1997	1,154	690	355
1998	1,097	666	310
1999	1,127	656	357
2000	1,140	644	410
2001	1,160	628	483
2002	1,157	619	516
2003	1,173	608	533
2004	1,228	598	550
2005	1,226	640	511

Appendix F, Part II

U of M, Twin Cities Faculty Data by Rank, 1996-2005

Tenured/Tenure-Track Faculty by Rank: FY96-05, Twin Cities Campus



Source: U of M IRR

Appendix G

University of Minnesota Faculty Task Force On-Line Survey (Fall, 2005) Executive Summary

A survey was developed by the University Task Force on Faculty Culture to solicit faculty views on issues related to recruitment, retention, promotion, teaching, research, and other topics relevant to faculty culture. During Fall Semester 2005, an email invitation to complete this survey was sent to all University employees in job classifications of 9401-9499, approximately 9,560 individuals from all campuses, including regular (tenured and tenure-track faculty, term (non-tenure track faculty), visiting faculty and adjunct faculty. Responses were received from 471 individuals, the majority of whom were from the Twin Cities campus. Of the respondents, 124 were Assistant Professors, 124 Associate Professors, and 185 were Full Professors (other did not respond or indicated "other).

Individuals were asked 12 questions, with some questions having multiple parts. Responses to the survey questions were coded into response themes by a team of Ph.D. students familiar with qualitative data analysis techniques. Following is a summary of some of the major response themes identified; several sample comments and the number of people responding with each response theme appears in the full report.

The first question asked was: *"With respect to faculty, what current university practices are done well and will contribute to achieving the goal of becoming a top three research university?"* Responses to this question illustrated that faculty felt proud, in many ways, to be part of the University of Minnesota. The most prevalent strengths of the University, as perceived by faculty, fit into the following response themes:

- The U's strong research focus
- Extraordinary faculty;
- Collaborative environment & interdisciplinary approach;
- Support staff & support programs; and
- Facilities and campus maintenance & beautification

The second question asked was: *"With respect to faculty, what obstacles may prevent the University of Minnesota from becoming a top three public research university?"* The most prevalent responses fit into the following themes:

- Inadequate funding (e.g., lack of resources on non-Twin Cities campuses for research, decreased state support for the U is problematic, inadequate funding for necessities such as attending conferences, lack of support for laboratory facilities)
- Non-competitive compensation (e.g., we have lower salaries than other institutions, no college tuition benefits for children, lack of merit-based pay where pay is linked to performance)
- Other job demands (e.g., lack of time to focus; pulled in too many directions; too little protected time)
- Administrative/logistical support (e.g., SPA and SFA should be more service-oriented, statistics consultation, loss of departmental staff)
- Bureaucracy

Next, faculty were asked two questions about recruiting: *"In your experience, what does the University (or your unit) do well to recruit top faculty?"* & *"What should the University do differently to recruit top faculty?"* The most prevalent responses for what the University is doing *well* to recruit top faculty fit into the following response themes:

- Some departments are quite good at offering great start-up packages
- Some departments are very savvy with their search strategy & procedures (e.g., some departments aggressively recruit at national meetings, search committees that work very hard)
- Not much (47 people indicated this response)
- The U has a very positive environment, an environment of respect and support
- The U has an excellent reputation

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The faculty believes that to recruit top faculty that the University must reconsider HR policies and practices. The most prevalent responses for what *needs improvement* to recruit top faculty fit into the following response themes:

- Faculty salaries must be more competitive
- Recruitment strategies and processes must be improved across the University (e.g., strong focus on high quality hires, be more aggressive in attempts to lure quality associates and fulls from other universities, consider cluster hires)
- Work-life issues must be taken into account (e.g., spouse hires or employment assistance; tuition for faculty children; improve communication of relocation assistance)
- Research support must be provided
- Improve facilities
- Strategic planning on hiring needs (e.g., more need for departments to both plan ahead and to think strategically, identifying priority hiring areas that link to department needs)

The next questions asked were: “In your experience, what does the University (or your unit) do well to retain top faculty?” & “What should the University do differently to improve retention of top faculty?” The most prevalent responses for what the University is doing *well* fit into the following response themes:

- Retention program and pay levels (e.g., some departments are quite good at *preemptive* retention efforts, dissuading individuals from going out on the market to get a pay increase; some are very good at linking salary to performance)
- Work environment/climate (e.g., great opportunities, collegial environment)

The most prevalent responses for what the University *should do differently* with retention fit into the following response themes:

- Increase pay (e.g., echoing previous themes, salaries that are competitive with other institutions are needed)
- We need merit-based pay (e.g., we must improve the link between how a person performs in their job and their salary increases)
- Preemptive retention must be more pervasive across the university (e.g., individuals should not have to go out to get an outside offer for the U to recognize their performance)
- Increase research funding
- Increase research time

The next two-part question dealt with rewarding top faculty: “In your experience, what does the University (or your unit) do well to reward top faculty?” and “What should the University do differently to reward top faculty?” For both, the faculty made comment on compensation levels and systems, as well as research funding. The most prevalent responses for what the University is doing *well* to reward top faculty fit into the following response themes:

- Merit increase system (e.g., where departments currently have good merit based pay systems, it is appreciated)
- McKnight professorship, regents scholarship & honorary titles (e.g., several kudos to the McKnight program)

The most prevalent responses from what the University *should be doing* to reward top faculty fit into the following response themes:

- Merit-based pay must be more pervasive across the University (e.g., Comments again suggested a need for more recognition for quality teaching and research through salary adjustments; more rigorous differentiation on raises; a sense that “unproductive people shouldn’t be rewarded”)
- Increase grants, fellowships, research funding & support (e.g., additional endowed chairs, research equipment, incentive structure on grants should be changed)
- Higher market adjustments & overall compensation level (e.g., again, faculty commented that we need to be able to recognize top faculty without the signal of an outside offer. We need more competitive salaries)

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To understand the faculty's thoughts about interdisciplinary research, the following question was asked: **“What should be done to promote, facilitate, and reward interdisciplinary research and/or teaching?”** The most prevalent responses into the following response themes:

- Change structural/organizational systems that create barriers and discourage interdisciplinary work
- Provide more resources to interdisciplinary initiatives and teams
- Provide time that is exclusively for pursuing such work

Next, the faculty was asked the following: **“What should be done to improve the University's intellectual, information, and physical infrastructure and environment?”** The most prevalent responses into the following response themes:

- Significant investment, improvement, and expansion of facilities – buildings (exterior, interior, new development, refurbishing, & furnishings)
- Invest in library resources
- Invest & expand information technology capabilities

The following question, **“What should be done to promote active public engagement (i.e., community-based projects, research, outreach programs, etc.)?”** A sample of ideas and comments presented by faculty responding are listed below.

- De-emphasis of local community-based projects. More emphasis on Symposia and conferences drawing nationally-recognized faculty here for presentation of their work.
- Provide money to support developmental phases of this type of research. Given that publications may be delayed with participatory research, make sure that faculty that do this type of research are not penalized.
- Service work outside of traditional academic work is not uniformly promoted or supported. In some cases, faculty are actively discouraged from doing it -- in others, they are not discouraged but are certainly not rewarded explicitly for doing it. Provide staff support to facilitate translating research into practice.
- Unclear how this item affects research university standing.
- At Caltech, a monthly seminar series was presented by faculty at the university. This was a free evening seminar that was open to the public. The research was presented in such a way so that any high-school educated member of the audience could follow. This was a great way of introducing the public to topics researched at the university.
- Community-based projects, etc., will not help with making the University a top research university. Stop emphasizing these aspects.

Regarding what should be done to enhance research excellent, the faculty was asked: **“What should be done to enhance excellence in research?”** The most prevalent responses into the following response themes:

- Offer more support for research in 2 distinct ways: (a) financial support, funding, grants, etc. (b) training and development activities – research grant writing help, mentoring, renewing faculty research among faculty coming off of administrative appointments
- Offer more time for research (sabbaticals, course buyouts)
- Improve resources/facilities
- Have more rewards for research

The final question asked of the faculty was the following: **“What should be done to enhance excellence in teaching?”** The most prevalent responses into the following response themes:

- Tangibly reward teaching (e.g., Reward the best teachers; there is a feeling among some faculty that “all we ever hear about is research stars”; Merit based pay; Value teaching more)
- Participation in teaching improvement courses/workshops (e.g., provide more incentives for faculty to participate, *require* individuals to participate if they are not doing well in the classroom)
- Support personnel (e.g., TA's, graduate students, student advisors, administrative assistants; TA support is often essential and increasing TAs should be a priority in the right situations.

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In summary, it is at times the case when strengths in one department are also areas of serious need in another department. Coming through in some of the comments was a *need for more interaction and sharing of best practices between department chairs and deans.*

Appendix H

Summary of FCTF Written Comment Feedback

**Faculty Culture Task Force
Summary of Written Comments Received
As of 3/12/06**

Groups Questions	ADT	CTLS	Heads of Interdisciplinary Centers	McKnight	P & A	Tenure-track Women	Tenured Women	Portal
N	4	1	4	5	5	3	15	9
Do well?	<ul style="list-style-type: none"> ▪ Interdisciplinary cooperation in research ▪ Faculty @ center of U ▪ Good research support 			<ul style="list-style-type: none"> ▪ High expectations ▪ Family friendly ▪ \$ for faculty research ▪ Generous research leaves ▪ Support interdisciplinary ▪ Support system for new faculty ▪ Better job of retention 		<ul style="list-style-type: none"> ▪ Many are open to collaborations 	<ul style="list-style-type: none"> ▪ Good support in departments for research ▪ Recruitment ▪ Hire good faculty ▪ Focus on undergrads ▪ Overall support good ▪ Top three goal is clear ▪ Clear commitment to excellence ▪ Diversity of expertise ▪ Clear vision ▪ Commitment to interdisciplinary ▪ Commitment to hiring women ▪ Good internal funding (e.g., Grant-in-Aid) ▪ Good investments 	

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Groups Questions	ADT	CTLS	Heads of Interdisciplinary Centers	McKnight	P & A	Tenure-track Women	Tenured Women	in research and retention	Portal
<p>Obstacles?</p>	<ul style="list-style-type: none"> ▪ Budget/resources – want transparency re budget and investment in viable programs ▪ Cut programs that are not viable ▪ Space ▪ Salaries ▪ Overload – too much administrative work ▪ Make applying for U funding easier and more streamlined 			<ul style="list-style-type: none"> ▪ Need more promotion/va luing of interdisciplin arity ▪ Low salaries ▪ Infrastructure ▪ Insufficient incentives to attract graduate students ▪ Cynicism ▪ Size ▪ Access vs excellence tension 		<ul style="list-style-type: none"> ▪ Top three – realistic goal? ▪ Workload ▪ Salary 	<ul style="list-style-type: none"> ▪ Health benefits ▪ Underfunded sabbaticals ▪ Not enough TA support ▪ Can't reduce student services and reach goal ▪ High expectation for U service ▪ Low salaries ▪ Poor staff support ▪ Not enough grad student funding ▪ Need more flexibility in appointments ▪ Bureaucracy ▪ Poor undergrad graduation rates ▪ Poor grad placement 	<ul style="list-style-type: none"> ▪ Need tuition benefits for dependents ▪ Need fair, equitable salaries ▪ Faculty should evaluate administrative staffs annually ▪ Need to rotate administrators at department and college levels ▪ Lack of eligib 	

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						<ul style="list-style-type: none"> ▪ Ill-equipped libraries ▪ Service demands too high ▪ No recruiting of senior stars ▪ Decrease in external funding available ▪ Lack a sense of community ▪ Financial obstacles for students ▪ Students' sense of entitlement ▪ Need more commitment to diversity ▪ IMG ▪ ICR ▪ Can't be all things to all people ▪ Need to focus on our strengths ▪ Limited research space ▪ Need more investment in undergrad 	<p>ility at first for retirement and health insurance Low pay for CSB U empl oyees Salari es Balan ce work load so those not publi shing or bringi ng in mone y do more of the teachi ng</p> <ul style="list-style-type: none"> ▪ ▪ ▪
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Faculty Culture Task Force

Groups Questions	ADT	CTLS	Heads of Interdisciplinary Centers	McKnight	P & A	Tenure-track Women	Tenured Women	and grad funding	Portal
<p>Recruit, retain, reward?</p>	<ul style="list-style-type: none"> ▪ Better merit pay ▪ Multiple hires – synergy ▪ Need sizeable start-up packages ▪ Lighter teaching loads to start ▪ Favor promoting from within ▪ Inadequate attention to teaching ▪ Problems for international faculty with green cards ▪ Need program for spousal hires ▪ Need to create culture where we value and support each other, not see each other as competition 		<ul style="list-style-type: none"> ▪ Preventive retention before one seeks outside offer 	<ul style="list-style-type: none"> ▪ Need to give more preventive retention offers before someone looks outside ▪ Need additional resources for faculty recognition ▪ Need more money ▪ Go after more awards and different types of funding ▪ Are we losing many top faculty? 	<ul style="list-style-type: none"> ▪ Proudly of the tenured ones ▪ Need less bureaucracy ▪ Increase funding for graduate students ▪ Mentorship is good ▪ Lack of adequate sabbaticals ▪ Supplement summer funding ▪ Need more retention ▪ Prevention ▪ Pre-emptive ▪ Pre-emptive 	<ul style="list-style-type: none"> ▪ Need to balance teaching, research and service expectations ▪ Importance of realistic expectations ▪ Need less bureaucracy ▪ Increase funding for graduate students ▪ Mentorship is good ▪ Lack of adequate sabbaticals ▪ Supplement summer funding ▪ Need more retention ▪ Prevention ▪ Pre-emptive 	<ul style="list-style-type: none"> ▪ Protect time of new faculty (+) ▪ Mentoring (+) ▪ Funding sources @ U for new faculty (+) ▪ Recruiting diverse faculty (+) ▪ Recruitment of junior faculty (+) ▪ Great community – IC (+) ▪ Collegial, supportive environment (+) ▪ Family-friendly department (+) ▪ Creative administration (+) ▪ Good retention offers (+) ▪ Flexibility re partner hires (+) ▪ Faculty overload!! (-) ▪ Inability to 	<ul style="list-style-type: none"> ▪ Midway through tenure timeline give one-semester release for research 	

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					<p>re te nt io n b ef or e so m e o n e lo o ks o ut si d e</p>		<ul style="list-style-type: none"> ▪ be eligible for retirement plan right away (-) ▪ Few 12-month appt's (-) ▪ Lack of balance in lives – lose many of best because they don't want this lifestyle (-) ▪ Can't afford to hire graduate students (-) ▪ Salary!! (-) ▪ Financial difficulties of half-paid full-year sabbatical (-) ▪ Not enough graduate student funding (-) ▪ Focus beyond "stars" (-) ▪ Better facilities!! ▪ (-) Unsuccessful recruitment of senior
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							<ul style="list-style-type: none"> ▪ faculty (-) Need to focus on and reward those most productive (-) Don't require competition for single-semester leaves or sabbatical supplements – make them automatic (-) Less bureaucracy (-) Small start-up packages (-) Need to be more intentional re attracting faculty of color (-) More competitive salaries and \$ for promotions (-) 	
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Faculty Culture Task Force

Groups Questions	ADT	CTLS	Heads of Interdisciplinary Centers	McKnight	P & A	Tenure-track Women	Tenured Women	Portal
P & T standards?	<ul style="list-style-type: none"> ▪ Need mentors 		<ul style="list-style-type: none"> ▪ Confidential outside letters 	<ul style="list-style-type: none"> ▪ Higher standards ▪ More senior hires 	<ul style="list-style-type: none"> ▪ Some sense that standards are loosely applied 	<ul style="list-style-type: none"> ▪ Need to value more equally teaching, relative to research 	<ul style="list-style-type: none"> ▪ Need consistency between talk and actions! ▪ Need 3rd-year review for tenure-track ▪ Unrealistic standards – impossible to balance work and family ▪ Need for mentoring for junior faculty ▪ Fair and rigorous ▪ Need to tighten 7.12s ▪ Pay attention to teaching ▪ Process too lengthy ▪ How to account for public engagement? 	

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Groups Questions	ADT	CTLTS	Heads of Interdisciplinary Centers	McKnight	P & A	Tenure-track Women	Tenured Women	Portal
<p>Interdisciplinary?</p>	<ul style="list-style-type: none"> ▪ IMG a barrier, as is the new distributed budget model ▪ Can't expect faculty to do everything 		<ul style="list-style-type: none"> ▪ Increase emphasis on interdisciplinary & public engagement and incorporate into P & T ▪ Reward Critical mass important 	<ul style="list-style-type: none"> ▪ Seed \$ for start ups ▪ \$ for internal competitive grants ▪ Increase support – administrative and staff 	<ul style="list-style-type: none"> ▪ Decrease divides that separate faculty and staff ▪ Get rid of IMG 		<ul style="list-style-type: none"> ▪ Need more information on what's currently going on at U ▪ Within-department interdisciplinary work needs to be acknowledged ▪ Create more consultative interdisciplinary planning process to avoid turf wars ▪ Change financial model!!! ▪ Need physical spaces to bring people together ▪ Put more emphasis on 	

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<p>Groups Questions</p>	<p>ADT</p>	<p>CTL</p>	<p>Heads of Interdisciplinary Centers</p>	<p>McKnight</p>	<p>P & A</p>	<p>Tenure-track Women</p>	<p>Tenured Women</p>	<p>Portal</p>
			<ul style="list-style-type: none"> ▪ Pulled in too many directions ; too many demands ▪ Increase international involvement and presence 	<ul style="list-style-type: none"> ▪ Facilities!! (many said this) ▪ Increase funding for online subscriptions 			<ul style="list-style-type: none"> ▪ research ▪ How to evaluation for P & T?!! ▪ Need to define ▪ Need more funding ▪ Need more supportive for grassroots, versus Presidential, initiatives 	
<p>Infrastructure?</p>							<ul style="list-style-type: none"> ▪ Keeping technology updated is critical ▪ More access to child care ▪ Less bureaucracy ▪ Support libraries ▪ Physical plant needs improvements ▪ Recruit from outside, including senior 	

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							<p>leadership Concern re more centralize d model for services Use faculty expertise to address infrastructure issues Need more gathering spaces Terrible U web site Create U- wide faculty expertise database like CLA's</p> <ul style="list-style-type: none"> ▪ ▪ ▪ ▪ ▪ 	
<p>Public engagement?</p>				<ul style="list-style-type: none"> ▪ Do better job connecting with external communities 	<ul style="list-style-type: none"> ▪ Should be expected 	<ul style="list-style-type: none"> ▪ Must reward 	<ul style="list-style-type: none"> ▪ Count in P & T!!!!!!! ▪ Integrate into existing courses ▪ Need real relationships with communities 	

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Groups Questions	ADT	CTLTS	Heads of Interdisciplinary Centers	McKnight	P & A	Tenure-track Women	Tenured Women	Portal
<p>Research excellence?</p>				<ul style="list-style-type: none"> ▪ Increase quality of graduate students 	<ul style="list-style-type: none"> ▪ Support all research, both by faculty and P & A staff 	<ul style="list-style-type: none"> ▪ Need adequate time 	<ul style="list-style-type: none"> ▪ Increase knowledge re three scientific paradigms (empirical, interpretive, critical) among administrators and faculty ▪ Decrease U service commitments ▪ Increase graduate student funding! ▪ Continue to recruit and hire excellent faculty ▪ More time for research ▪ More money! ▪ Connect research to community issues ▪ Pay attention to teaching and 	

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	ADT	CTLs	Heads of Interdisciplinary Centers	McKnight	P & A	Tenure-track Women	Tenured Women	service loads	Portal
<p>Questions</p> <p>Teaching excellence?</p>	<ul style="list-style-type: none"> Deans and department heads need to send clear message regarding the importance of teaching 			<ul style="list-style-type: none"> Department heads play crucial role Update courses on a more regular basis Take SET more seriously 	<ul style="list-style-type: none"> Increase emphasis/value on teaching 	<ul style="list-style-type: none"> Need to value more in P & T Need smaller classes 	<ul style="list-style-type: none"> Need time Update classrooms Count it! Continue to recruit and hire excellent faculty More required classes; fewer electives Don't bifurcate teaching and research Require peer review Go beyond the use of the SET to evaluate teaching Recruit diverse students Hire P & A's on long-term contracts More recognition 	<ul style="list-style-type: none"> Need graduate student teaching award 	

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Groups Questions	ADT	CTLIS	Heads of Interdisciplinary Centers	McKnight	P & A	Tenure-track Women	Tenured Women	Portal
Additional information?							<ul style="list-style-type: none"> ▪ Availability of resources critical! ▪ Stop taking surveys ▪ Need to engage and involve all, not just faculty 	

Appendix I

FY 2003 Faculty Compensation and Salary Comparisons: Crookston, Morris, & Twin Cities

UNIVERSITY OF MINNESOTA

FY 2003 Faculty Compensation and Salary Comparisons

Crookston
Morris
Twin Cities

Note: Duluth data not provided because of collective bargaining negotiations.

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Crookston Salaries

	Full P	Assoc P	Asst P	Sort Average
1 U Wisconsin -Stout	67.0	53.8	46.3	56.7
2 Ferris St U	63.7	56.1	48.7	56.3
3 Pittsburg St U	63.3	53.6	43.9	55.9
4 U Minnesota -Crookston	61.7	56.8	49.0	53.2
5 U Southern Colorado	60.5	49.9	46.2	52.7
6 SUNY Coll Tech-Alfred	60.6	49.9	40.8	50.9
Mean w/o MN	63.0	52.6	45.2	54.5
Dev from Mean #	-1.3	4.2	3.8	-1.3
Dev from Mean %	-2.1%	7.9%	8.3%	-2.3%
Rank of 6	4	1	1	4
MN Increase over Prior Year	5.7%	4.9%	4.4%	---
Mean Of Peer Group over Prior Year	0.1%	1.9%	1.9%	---

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Crookston Compensation

	Full P	Assoc P	Asst P	Sort Average
1 Ferris St U	83.7	76.0	68.5	76.2
2 U Wisconsin -Stout	87.3	71.7	62.8	75.1
3 U Minnesota -Crookston	84.9	79.0	69.6	74.7
4 Pittsburg St U	79.9	68.6	56.9	71.2
5 SUNY Coll Tech-Alfred	78.4	65.6	52.3	66.0
6 U Southern Colorado	72.2	59.5	55.1	62.9
Mean w/o MN	80.3	68.3	59.1	70.3
Dev from Mean #	4.6	10.8	10.4	4.5
Dev from Mean %	5.8%	15.8%	17.7%	6.3%
Rank of 6	2	1	1	3
MN Increase over Prior Year	6.1%	5.4%	4.9%	---
Mean Of Peer Group over Prior Year	2.9%	4.9%	4.5%	---

Rank of Crookston Salary and Compensation

Salaries	Full P	Assoc P	Asst P
FY2003	4	1	1
FY2002	5	3	1
FY2001	5	4	3
FY2000	4	2	2
FY1999	3	1	2
FY1998	6	2	2

Compensation	Full P	Assoc P	Asst P
FY2003	2	1	1
FY2002	4	1	1
FY2001	3	3	2
FY2000	3	2	2
FY1999	3	2	2
FY1998	3	2	2

Morris Salaries (red private)

	Full P	Assoc P	Asst P	Sort Average
1 Carleton Coll	94.8	66.8	59.2	79.9
2 Ramapo Coll New Jersey	88.5	69.4	54.0	71.4
3 Macalester Coll	88.7	67.1	51.1	67.8
4 St. Olaf Coll	69.3	57.3	44.5	58.7
5 St. Mary's Coll.of Maryland (na + 4%)	78.8	59.7	45.2	58.3
6 Gustavus Adolphus Coll	67.7	54.4	46.0	56.5
7 Saint John's U	69.5	54.4	44.7	56.3
8 Hamline U	73.9	55.8	42.0	56.1
9 Mary Washington Coll	72.7	55.7	39.4	55.7
10 Coll Saint Benedict	65.5	54.5	44.3	55.2
11 U North Carolina -Asheville	69.6	50.4	42.7	54.5
12 U Minnesota -Morris	70.9	55.2	41.0	52.7
13 Concordia Coll-Moorhead	62.8	51.9	44.3	51.2
14 U Maine -Farmington	54.9	43.1	36.6	46.1

Morris Salaries

	Full P	Assoc P	Asst P	Avg
FY 2003 Summary				
U Minnesota -Morris	70.9	55.2	41.0	52.7
Mean w/o MN	73.6	57.0	45.7	59.1
Dev from Mean #	-2.7	-1.8	-4.7	-6.4
Dev from Mean %	-3.7%	-3.1%	-10.3%	-10.8%
Rank of 14	7	8	12	12
MN Increase over Prior Year	2.9%	2.5%	3.1%	---
Mean Of Peer Group over Prior Year	2.5%	3.0%	3.1%	---

Morris Compensation (red private)

	Full P	Assoc P	Asst P	Sort Average
1 Carleton Coll	122.5	88.6	79.0	104.3
2 Ramapo Coll New Jersey	109.9	86.1	67.1	88.7
3 Macalester Coll	111.4	88.1	64.5	86.3
4 St. Olaf Coll	87.7	71.9	56.7	74.2
5 U Minnesota -Morris	96.0	77.1	59.9	74.0
6 St. Mary's Coll.of Maryland (na + 4%)	98.1	75.1	57.7	73.4
7 Hamline U	93.4	71.6	55.4	72.1
8 Gustavus Adolphus Coll	85.3	70.0	59.3	72.1
9 Saint John's U	89.6	68.8	56.0	71.6
10 Coll Saint Benedict	83.8	70.9	55.4	70.7
11 Mary Washington Coll	89.4	69.6	50.4	69.6
12 U North Carolina -Asheville	84.0	61.4	52.8	66.4
13 U Maine -Farmington	72.4	58.6	50.2	61.9
14 Concordia Coll-Moorhead	75.6	63.1	53.3	61.8

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Morris Compensation

	Full P	Assoc P	Asst P	Avg
FY 2003 Summary				
U Minnesota -Morris	96.0	77.1	59.9	74.0
Mean w/o MN	92.5	72.6	58.3	74.8
Dev from Mean #	3.5	4.5	1.6	-0.8
Dev from Mean %	3.8%	6.2%	2.8%	-1.1%
Rank of 14	5	4	4	5
MN Increase over Prior Year	3.1%	2.8%	3.4%	---
Mean Of Peer Group over Prior Year	2.6%	3.5%	4.0%	---

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Rank of Morris Salary and Compensation

Salaries	Full P	Assoc P	Asst P
FY2003	7	8	12
FY2002	7	8	12
FY2001	8	6	13
FY2000	5	6	12
FY1999	5	5	10
FY1998	5	6	6

Compensation	Full P	Assoc P	Asst P
FY2003	5	4	4
FY2002	6	4	4
FY2001	5	4	4
FY2000	5	4	4
FY1999	5	5	4
FY1998	5	5	4

Twin Cities Salaries (red private)

	Full P	Assoc P	Asst P	Sort Average
1 Harvard U	150.8	88.8	79.3	125.2
2 California Tech	131.4	92.2	84.3	120.4
3 Stanford U	137.3	97.8	76.3	117.0
4 Princeton U	138.6	88.9	68.1	115.5
5 U Pennsylvania	133.5	90.1	80.8	111.6
6 Yale U	137.2	79.5	63.8	110.6
7 Massachusetts Inst Tech	127.6	87.0	79.2	110.3
8 U Chicago	134.7	88.1	70.3	107.9
9 Columbia U	130.5	83.2	67.8	106.4
10 Northwestern U	127.7	83.9	73.4	105.2
11 New York U	132.2	82.6	73.1	104.4
12 Cornell U -Endowed Colleges	119.0	86.3	75.0	102.3
13 U California -Berkeley	117.3	74.6	67.3	101.8
14 Duke U	124.9	84.1	72.4	101.7
15 U California -Los Angeles	117.9	74.6	63.8	98.6

Twin Cities Salaries (red private)

	Full P	Assoc P	Asst P	Sort Average
16 U California -San Diego	108.9	67.5	59.5	93.4
17 Brown U	111.0	71.4	64.0	92.5
18 Carnegie -Mellon U	109.2	76.9	70.6	92.4
19 U Michigan -Ann Arbor	114.8	78.9	65.3	91.6
20 Johns Hopkins U	108.5	75.1	63.2	90.9
21 U California -Santa Barbara	106.6	68.0	57.7	89.4
22 U North Carolina -Chapel Hill	105.2	73.4	61.3	87.3
23 U Texas -Austin	102.9	66.1	61.5	85.0
24 U Wisconsin -Madison	96.4	73.7	62.0	84.5
25 SUNY -Stony Brook	102.6	76.4	62.9	84.4
26 U Minnesota -Twin Cities	101.3	70.9	61.9	84.0
27 U Illinois -Urbana	101.4	69.4	61.0	82.2
28 Penn St U -Main	102.7	70.3	59.5	81.1
29 U Washington	91.2	65.8	60.2	77.6
30 Purdue U -Main	93.1	64.5	57.1	75.2

Twin Cities Salaries

	Full P	Assoc P	Asst P	Avg
FY 2003 Summary				
U Minnesota -Twin Cities	101.3	70.9	61.9	84.0
Top 30: Mean w/o MN	117.8	78.6	67.6	98.2
Top 30: Dev from Mean #	-16.4	-7.7	-5.7	-14.1
Top 30: Dev from Mean %	-14.0%	-9.8%	-8.4%	-14.4%
Top 30: Rank	27	23	22	26
Top Public 14: Mean w/o MN	104.7	71.0	61.5	87.1
Top Public 14: Dev from Mean #	-3.4	-0.2	0.5	-3.1
Top Public 14: Dev from Mean %	-3.2%	-0.2%	0.8%	-3.5%
Top Public 14: Rank	11	7	6	10
MN Increase over Prior Year	3.8%	2.5%	6.4%	---
Mean Of Peer Group over Prior Year	3.8%	3.6%	4.2%	---

Twin Cities Compensation (red private)

		Full P	Assoc P	Asst P	Sort Average
1	Harvard U	179.4	105.3	93.0	148.6
2	Stanford U	172.1	122.0	101.6	148.0
3	U Pennsylvania	174.0	122.1	110.9	147.8
4	California Tech	160.4	112.7	101.0	146.7
5	Princeton U	168.9	109.4	84.3	141.2
6	Massachusetts Inst Tech	158.1	110.7	101.0	137.8
7	New York U	173.4	109.9	96.1	137.5
8	U California -Berkeley	157.0	102.0	92.5	137.0
9	Yale U	164.9	98.5	78.6	133.9
10	U California -Los Angeles	157.6	101.8	87.9	132.7
11	Cornell U -Endowed Colleges	151.3	113.3	100.0	131.9
12	U Chicago	160.8	110.1	89.8	131.4
13	Northwestern U	153.7	102.5	87.6	126.8
14	Duke U	156.1	106.2	87.2	126.6
15	Columbia U	150.5	103.7	87.2	126.3

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Twin Cities Compensation (red private)

		Full P	Assoc P	Asst P	Sort Average
16	U California -San Diego	145.7	92.3	82.1	125.7
17	U California -Santa Barbara	142.2	92.6	79.3	120.0
18	Johns Hopkins U	139.1	96.9	82.4	117.1
19	Brown U	135.8	88.7	79.6	113.7
20	U Michigan -Ann Arbor	138.1	97.7	81.7	111.8
21	Carnegie -Mellon U	131.5	94.0	85.9	111.8
22	U Minnesota -Twin Cities	130.9	94.4	83.7	110.2
23	U Wisconsin -Madison	120.9	94.7	81.2	107.2
24	SUNY -Stony Brook	130.1	97.3	79.2	107.0
25	U North Carolina -Chapel Hill	123.7	88.4	74.7	103.8
26	U Texas -Austin	123.1	81.8	75.4	102.8
27	U Illinois -Urbana	120.4	84.8	75.4	99.0
28	Penn St U -Main	123.6	86.6	73.3	98.7
29	Purdue U -Main	119.8	84.9	74.5	97.6
30	U Washington	111.4	81.5	72.7	94.9

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Twin Cities Compensation

	Full P	Assoc P	Asst P	Avg
FY 2003 Summary				
U Minnesota -Twin Cities	130.9	94.4	83.7	110.2
Top 30: Mean w/o MN	146.3	99.7	86.1	122.9
Top 30: Dev from Mean #	-15.4	-5.3	-2.4	-12.8
Top 30: Dev from Mean %	-10.5%	-5.4%	-2.8%	-10.4%
Top 30: Rank	22	20	16	22
Top Public 14: Mean w/o MN	131.8	91.3	79.2	110.6
Top Public 14: Dev from Mean #	-0.9	3.1	4.5	-0.5
Top Public 14: Dev from Mean %	-0.7%	3.4%	5.6%	-0.4%
Top Public 14: Rank	6	6	3	6
MN Increase over Prior Year	3.8%	2.6%	6.1%	---
Mean Of Peer Group over Prior Year	4.6%	4.5%	5.2%	---

Rank of Twin Cities Salary and Compensation

Salaries	Full P	Assoc P	Asst P
FY2003	27	23	22
FY2002	27	23	27
FY2001	26	24	27
FY2000	25	22	24
FY1999	25	22	22
FY1998	26	24	25

Compensation	Full P	Assoc P	Asst P
FY2003	22	20	16
FY2002	21	18	17
FY2001	20	17	19
FY2000	20	18	18
FY1999	22	18	17
FY1998	23	19	17

Appendix J, Part I

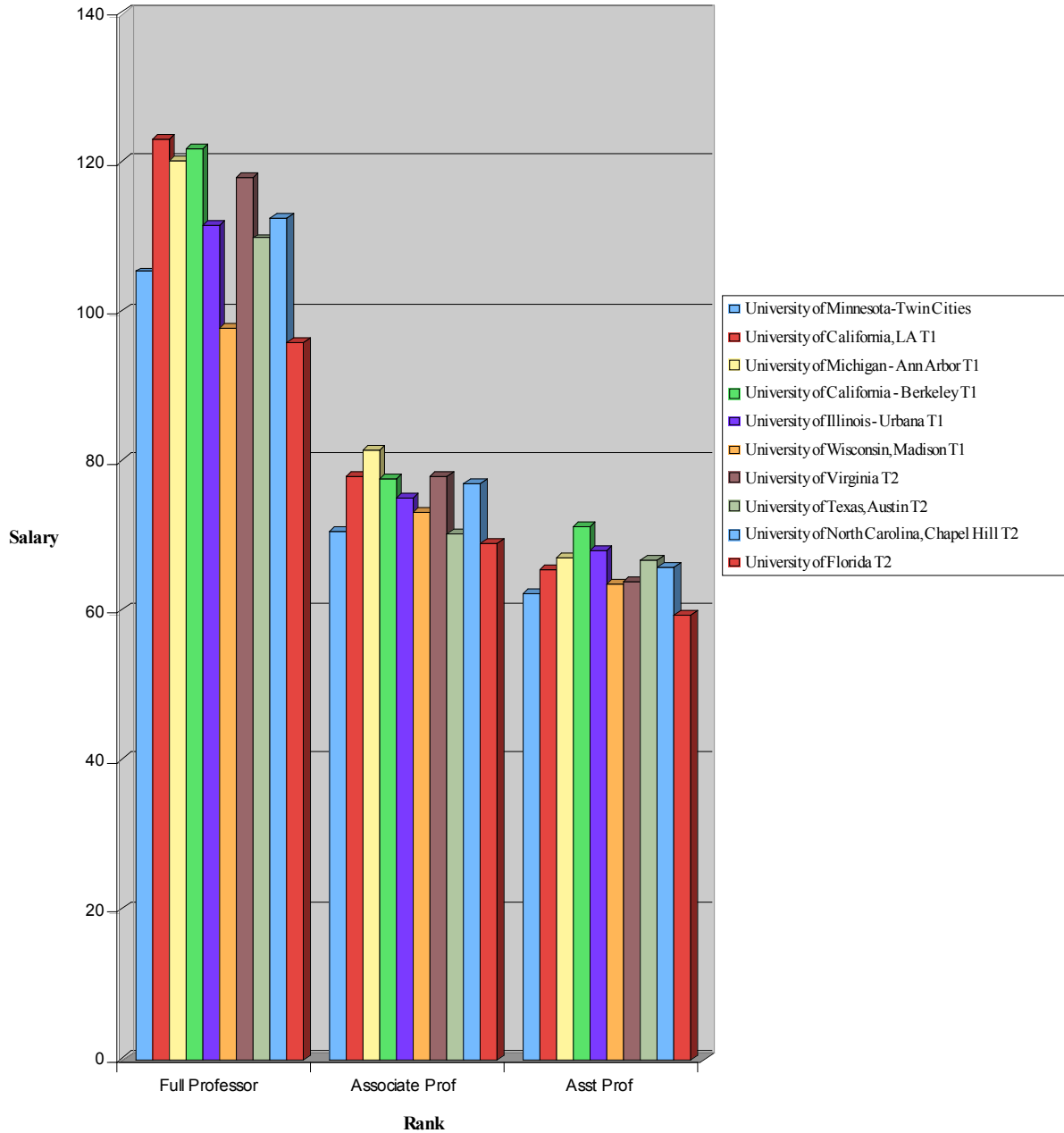
U of M Salary Comparisons, by Rank, with Tier 1 and Tier 2 Institutions, 2004-2005

Institution	Full Professor	Associate Professor	Assistant Professor
University of Minnesota-Twin Cities	105.4	70.7	62.5
University of California, LA T1	123.3	78.1	65.5
University of Michigan - Ann Arbor T1	120.2	81.6	67.1
University of California - Berkeley T1	121.8	77.7	71.3
University of Illinois - Urbana T1	111.8	75.1	68.2
University of Wisconsin, Madison T1	97.8	73.4	63.6
University of Virginia T2	118.1	78.1	64.1
University of Texas, Austin T2	109.9	70.3	66.9
University of North Carolina, Chapel Hill T2	112.7	77.2	65.8
University of Florida T2	96	69.1	59.5

Source: AAUP Faculty Salary Survey from *The Chronicle of Higher Education*

Appendix J, Part II

U of M Salary Comparisons, by Rank, with Tier 1 & Tier 2 Institutions, 2004-2005



Source: AAUP Faculty Salary Survey from *The Chronicle of Higher Education*

Appendix K

Appendix F: 7.11, 7.12 and 7B Exemplary Language

7.11 General Criteria. The basis for awarding indefinite tenure is the determination that the candidate has demonstrated and will continue to develop a distinguished record of academic accomplishment. This determination will be reached through a qualitative evaluation of the candidate's record of research,¹ teaching,² and discipline-based service.³ The relative importance of the criteria may vary in different academic units, but the primary emphasis will be placed on research and teaching. The contributions of the candidate to the promotion of diversity, to interdisciplinary activities, and to internationalization of the University should be taken into consideration in evaluating the candidate's satisfaction of criteria.

7.12 Departmental Statement.

- (a) Each academic unit must adopt a document that articulates with reasonable specificity the indices and standards that will be used to evaluate whether candidates meet the criteria of section 7.11. The statement must comply with the standards of section 7.11, but should make their application more specific.
- (b) The academic unit must provide each probationary faculty member with a copy of the document at the beginning of the probationary service.
- (c) In order to keep pace with changes in the discipline, each such document should be thoroughly reviewed and rewritten at least once every ten years. Probationary faculty who are affected by a change in the standards may choose to be evaluated either by the standards prevailing at the time of their appointment or by the newly adopted standards.
- (d) Each such document and each decennial review of the document are subject to review and approval by the dean and by the senior vice president for academic affairs.
- (e) An academic unit may provide special standards for a particular position, if the nature of duties of the position so require. Such special standards must comply with section 7.11 but may vary from the usual criteria of the academic unit. Such special standards must be formally approved in writing by the unit head, by the tenured faculty of the unit, by the dean, and by the candidate at the time the appointment is made.

7B. Rank of Professor.

¹ "Research" is not limited to the publication of scholarly works. It includes innovative activities which lead to the public availability of products or practices which have a significance to society, such as artistic production or the development of new technology or scientific procedures.

² "Teaching" is not limited to credit-producing classroom instruction. It encompasses other forms of communication of knowledge (both to students registered in the University and to other persons in the community) as well as the supervision or advising of individual graduate or undergraduate students.

³ "Discipline based service" means outreach to the local, state, national, or international community based upon the faculty member's academic expertise. Where service is not an integral part of the mission of the unit, a faculty member's outreach activities may be considered but are not a prerequisite to the awarding of tenure. "Discipline based service" does not include the performance of administrative or quasi-administrative functions, such as committee service, service on Senate committees, or performance of administrative tasks.

7B.1 Criteria.

7B.11 General Criteria. The basis for awarding the rank of professor is the determination that the candidate has sustained and will continue to develop a distinguished record of academic accomplishment and is recognized nationally and internationally as a leader in the candidate's discipline, field or area of scholarly expertise. This determination will be reached through a qualitative evaluation of the candidate's record of teaching,⁴ research,⁵ and discipline-based service,⁶ with emphasis on performance since achieving the status of associate professor. The relative importance of the criteria may vary in different academic units, but the primary emphasis will be placed on research and teaching. The contributions of the candidate to the promotion of diversity, to interdisciplinary activities, and to internationalization of the University should be taken into consideration in evaluating the candidate's satisfaction of the criteria.

7B.12 Departmental Statement.

- (a) Each academic unit must adopt a document that articulates with reasonable specificity the indices and standards that will be used to evaluate whether candidates meet the criteria of section 7B.11. The statement must comply with the standards of section 7B.11, but should make their application more specific.
- (b) The academic unit must provide each associate professor with a copy of the document at the time of appointment or promotion to that rank.
- (c) In order to keep pace with changes in the discipline, each such document should be thoroughly reviewed and rewritten at least once every ten years. Associate professors who are affected by a change in the standards may choose to be evaluated either by the standards prevailing at the time of their appointment or by the newly adopted standards.
- (d) Each such document and each decennial review of the document are subject to review and approval by the dean and by the senior vice president for academic affairs.
- (e) An academic unit may provide special standards for a particular position, if the nature of duties of the position so require. Such special standards must also comply with section 7B.11 but may vary from the usual criteria of the academic unit. Such special standards must be formally approved by the unit head, by the tenured faculty of the unit, by the dean, and by the candidate in writing at the time the appointment is made.

7B.2 Time for making decision.

⁴ "Teaching" is not limited to credit-producing classroom instruction. It encompasses other forms of communication of knowledge (both to students registered in the University and to other persons in the community) as well as the supervision or advising of individual graduate or undergraduate students.

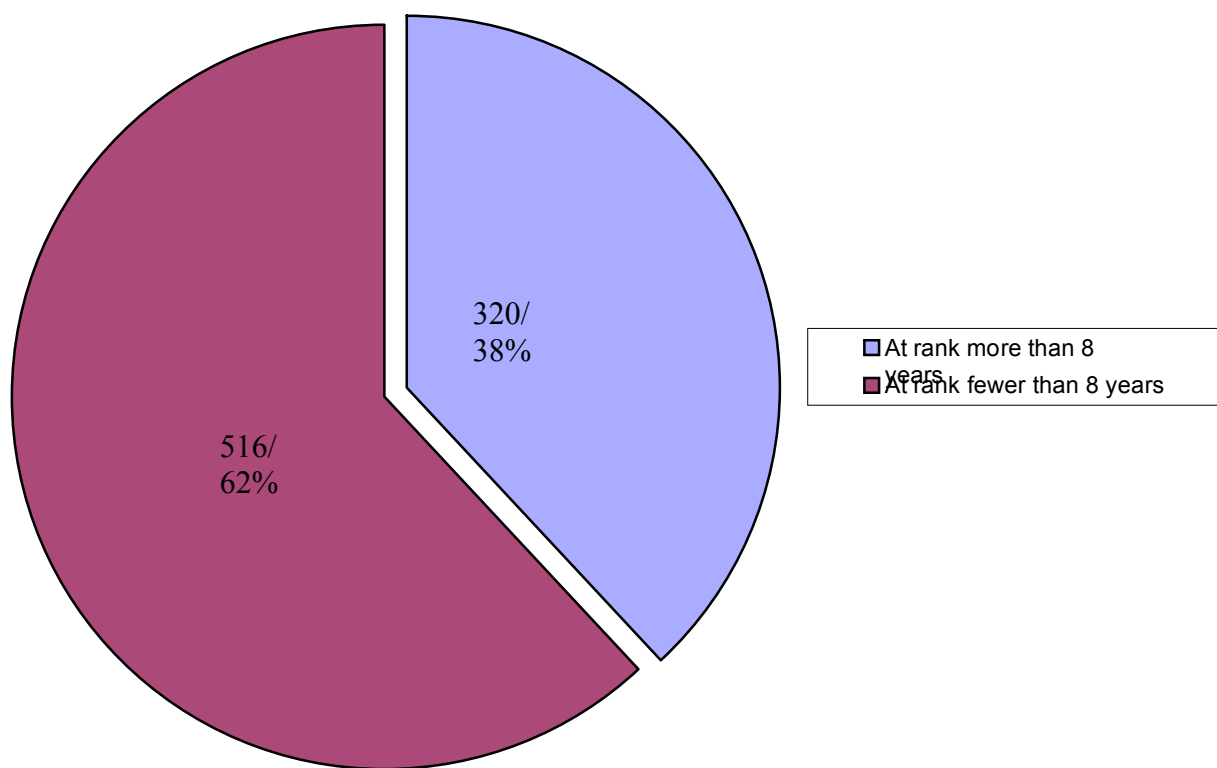
⁵"Research" is not limited to the publication of scholarly works. It includes innovative activities which lead to the public availability of products or practices which have a significance to society, such as artistic production or the development of new technology or scientific procedures.

⁶ "Discipline based service" means outreach to the local, state, national, or international community based upon the faculty member's academic expertise. Where service is not an integral part of the mission of the unit, a faculty member's outreach activities may be considered but are not a prerequisite to the awarding of tenure. "Discipline based service" does not include the performance of administrative or quasi-administrative functions, such as committee service, service on Senate committees, or performance of administrative tasks.

Faculty Culture Task Force

An associate professor may request to be considered for promotion to professor at any time. Six years after receiving the rank of associate professor, and every six years thereafter, the progress of the candidate will be considered by the full professors in the academic unit.

Time in Rank at Associate Level, U of M Fall 2005



Source: Fall 2005 HR Data

Appendix M

Proposal for Senior Status for Faculty

With the removal of mandatory retirement age, many faculty are continuing to serve the University longer. Many of them are reluctant to set a fixed date for full retirement, but might be willing to enter into long-term part-time commitments, thereby freeing funding from part of their faculty lines for new entry-level faculty. Many of these individuals have access to retirement funds that would supplement their earnings under this plan.

This proposal should be seen as a supplement to, not a substitute for, the existing phased retirement, terminal appointment, and emeritus faculty provisions. Suggested details for such a program are indicated below:

Available to: Members of the faculty available for retirement in accordance with existing University policies for retirement.

Terms of appointment: 50% commitment. Unless otherwise agreed between the faculty member and the department or dean, the appointment would be half time for both semesters.

Compensation: 50% of salary.

Responsibilities: To teach half as many classes, and produce half as much scholarly work. Responsibilities could be adjusted by agreement between the faculty member and the department or dean. Many senior faculty might continue advising graduate students.

Title: Senior professor, senior associate professor.

Tenure: Senior faculty would continue to have tenure at a 50% appointment. (This would require an amendment of the Tenure Code.) The University might consider whether senior faculty should continue to participate in tenure and promotion matters.

Benefits: Senior faculty would not be eligible for health or other fringe benefits, because their appointments would be below 75% time. They would not be eligible for sabbaticals or leaves. They would, however, be eligible for departmental support appropriate to their status, e.g., support for secretarial services, research assistance, attendance at professional conferences, and the like.