

**Faculty Consultative Committee
Meeting Minutes*
Thursday, May 1, 2014
Room 238A Morrill Hall**

* These minutes reflect discussion and debate at a meeting of a committee of the University of Minnesota Senate; none of the comments, conclusions, or actions reported in these minutes represents the views of, nor are they binding on, the Senate, the Administration, or the Board of Regents.

Present: Will Durfee (chair), Linda Bearinger, Avner Ben-Ner, James Cloyd, Jigna Desai, Gary Gardner, Maria Gini, Tabitha Grier-Reed, Alon McCormick, Christopher Uggen, Eva von Dassow, Jean Wyman

Absent: Janet Ericksen, Joseph Konstan, Russell Luepker, Karen Mesce, James Pacala, Ned Patterson, Paul Ranelli

Guests: Vice President Kathryn Brown, Dean Meredith McQuaid

Others: Molly Portz

[In these minutes: Job Reclassification discussion; Internationalization Strategy discussion]

Job Reclassification Discussion

Professor Durfee introduced guest Kathryn Brown, Vice President of Human Resources. He explained that one of the topics of discussion will be the job family reclassification as it has an effect on the overall academic and research mission of the University.

VP Brown began by saying that she values the input of the committee and would like to provide an update of the overall picture of HR, of which the job family reclassification is a smaller piece of the larger context. She listed some of the values that HR adds in the following areas:

- Talent management - Ensuring they are recruiting, hiring, retaining, and rewarding the best faculty and staff for the University.
- Supporting and developing leadership at the managerial and supervisory level – The Employee engagement survey revealed that employees desire better supervision. They are making an effort to improve supervision with training activities. She noted that faculty are often placed in supervisory roles without a depth in background of supervision of employees and achieving a vision for a staff.
- Focus on culture – Culture will also be shaped by Strategic Planning process.

Human Resources is a critical part of accomplishing the Strategic Planning goals. Who do we need? The term “Field Shapers” has been used and she noted that top researchers often bring a team with them on projects and HR will need to be able to support this.

Within the Office for Human Resources they have discussed four strategic imperatives:

- Define – Employee roles and responsibilities.
- Simplify – The Enterprise System Upgrade Program (ESUP) involves simplifying through the PeopleSoft System.
- Empower – Provide resources for leaders and employees to make positive choices in their career paths.
- Deliver – Operational systems that deliver and manage payroll and benefits.

She then listed the larger campus-wide projects that she considers foundational HR work, which includes the job family reclassification:

- ESUP will go live in February 2015 – The PeopleSoft System that applies to Finance, HR, and Student Systems will be upgraded. For HR, one page will detail total compensation for each employee, as opposed to the several pages for faculty that currently display.
- Employee Engagement Survey – All faculty and staff across the system were invited to participate. HR met with every unit, provided feedback, and unit leaders chose one or two areas to focus on and improve.
- Performance Evaluations – Compensation based on merit has been in place for faculty and P & A, they are now being put in place for Civil Service employees.

She distributed a handout that illustrates the components of the last of the campus-wide projects, the job family reclassification. She highlighted the following points:

- Project Overview
 - Civil Service and P&A positions on all five campuses.
 - 18 total job families.
 - The project will most likely continue until the start of 2015.
- Anticipated Project Outcomes
 - Clearly defined career paths enabling employees to understand if a position is a promotion or a lateral move.
 - Competitive pay ranges that reflect the current market.
 - Transparent pay structure and career opportunities.
 - More efficient administrative processes.
 - A common structure that enables the University to identify and measure the work performed.
- Human Resources: Before
 - Many classifications, imprecise differentiation, and incomplete salary ranges.
- Human Resources: After
 - Fewer classifications, precise differentiation, and complete salary ranges.
 - This has been completed for 9 of the 18 job families and they expect to finish in the spring of 2015.
- Appeal Process – She said that though it is an imperfect system, they are trying to get 10,000 people through this process.

- Approximately 13% of people go through the process and 1/5th of the appeals are granted.
- First they look at the job and the level of work, most people are changing between P & A and Civil Service and there are usually no issues. Salaries are not changing.
- Appeals are often the result of an employee wanting to be classed higher.
- Many employees have more than one position. Where the majority of their time is spent will determine the classification, it does not mean they cannot do other work, they simply have a homebase. If it is still difficult to determine, they ask the supervisor, if they were to replace this person, what would they be looking for?
- They use an outside consulting firm, Sibson, to determine skill-level for different types of work. They will then look at competitive salary ranges. For the system campuses, they consider a broad range of salaries to encompass the varying geographical differences.

VP Brown opened the discussion and members asked the following questions:

- Professor Bearinger asked if the areas that preceded the project, like IT and Finance, were being revisited since Sibson Consulting was brought on after. VP Brown explained that Finance is being revisited currently and the other groups will be too.
- Professor Bearinger added that a three-week appeal process seems to be too short. VP Brown said they have not had problems with this time frame and the project needs to keep moving so the appeal process cannot be lengthened.
- Professor Bearinger asked about the consultation that HR is seeking to further understand the impact of reclassifying research positions. She emphasized that reclassifying people in research positions will have a monumental impact. Employees receive nonrenewal notices each year and many are looking for outside positions because of the lack of security and the anticipation of being switched to a Civil Service classification. VP Brown responded that it is unlikely that they would be switched to Civil Service. She would like to see a single professional class with common terms of employment, and would offer levels for both exempt and nonexempt employees. She agrees that the notice period for researchers is especially difficult. It is also difficult for the employer because if the funding ends, they could still have an employee on a contract that they are obligated to pay despite the lack of funding. It is not a positive starting point for the employee at notice of hire, to receive a notice of non-reemployment. She said that this is separate from a job family issue. The number of people that moved from P & A to Civil Service is very small.
- In terms of consultation, VP Brown explained that sponsors are identified for each job family and they are in leadership roles. For example, in the Student Services area, Vice Provost McMaster and Vice Provost Brown Young will be consulted. There is an additional committee of staff and faculty that are involved in the work and active in reviewing the process.
- Professor Gardner remarked that there are no training in management skills for faculty and he thinks this is very important and should be done at the central level

to ensure funding. He added that there is currently no succession planning being done. He would suggest having faculty members prepared to serve as interim leaders.

- Professor Gardner expressed support for the merit system for faculty, but he is concerned that when there isn't money for raises, this could force unionization of other groups. VP Brown agreed that she shares this concern and the compensation pool is not so large that there are flexible margins. She believes there will need to be more conversation on this topic and she emphasized the need for performance evaluations to be completed.
 - Professor Ben-Ner asked if training has been provided to teach those who will conduct performance evaluations. He noted that poorly conducted performance evaluations might harm employee performance. VP Brown responded that they have conducted seminars with the HR leads, the primary contact within colleges. This will be an ongoing role of HR leads, however HR leads are not present everywhere and some are dedicated to the transactional business, not training. They would like to ensure broader HR coverage across all campuses. She agrees that there are differences in skill between colleges and they are meeting each month with HR leads to create a higher standard.
 - Members said that there is a common misconception that during performance evaluations, faculty cannot be told the specifics of their performance; they are only given notice of their merit-based pay increase. VP Brown responded that this is a concern, colleges have their own practices, but they are working to create uniform, standard practices but it will not be immediate. Online tutorials will also be available online for just-in-time use.
- Professor Bearinger emphasized that the job reclassification needs to be discussed with the FCC as a group and it should also be brought to the Senate Research Committee (SRC). Professor Gini, Chair of the Research Committee, said that she agrees with Professor Bearinger and she sees a difference in the perspectives between the individual faculty on the HR committee and those of the SRC. Unfortunately the SRC will not meet again until fall 2014.
- VP Brown added that the Faculty Affairs Committee is aware of the project and has not expressed the desire to consult further.

In conclusion, VP Brown said that the job family classification is designed to support the faculty and those carrying out the mission of the University. She encouraged members to inform her of any issues they find with the process.

Internationalization Strategy

Meredith McQuaid, associate vice provost and dean, and Molly Portz, chief of staff, Global Programs and Strategy Alliance, spoke with members about the Internationalization Strategy being developed for the University as part of the Strategic Planning process. In connection with an external review done of the GPS Alliance two years ago, the recommendation was made to Provost Hanson that a university-wide

strategic plan for internationalization be implement that would provide more opportunities for comprehensive internationalization. In addition, the theme of “grand challenges” being discussed within Strategic Planning is global in scope and therefore there is more need for an Internationalization Strategy. She distributed a handout titled *Developing a Strategy for Internationalizing the University of Minnesota* and highlighted the following points:

- Goals
 - Integrate with the U of M strategic plan.
 - Reflect our current strengths and our aspirations.
 - Recognize a continuum of engagement and identify ways to support a variety of activities. Some colleges are more internationalized than others. They would not set standards for each college to meet; rather meet colleges where they are currently and help them progress further.
- What is the role of the GPS Alliance?
 - Be the driving force for the University of Minnesota in globalizing teaching, learning, research, and engagement.
 - Driving the work, the goals, and initiatives of individual colleges. They work with each college and across the system.
 - They provide resources to faculty that conduct research overseas, and serve departments and colleges that wish to develop collaboration, in addition to providing student-related support for internationalization.
- Begin by Building on our Strengths
 - The U of M is seen as a leader in international education.
 - The GPS Alliance staff is often asked to teach, orient, and train international educators around the country. The global reputation is extremely positive as a result of faculty, research, and alumni.
 - Leader in student mobility - 3rd in the country for the number of students sent abroad, 15th for international students and scholars served, recently celebrated 100 years of involvement with China.
 - OneHealth Initiative – involved internationally with faculty and institutions that explore and respond to zoonotic diseases, as well as with public health, nursing, dentistry, and pharmacy. This is one example, among many, that demonstrate the work the University does around the world.
 - Master of Development Practice - 1 of 12 universities in the U.S. that offer this program. This is another example, among many, that demonstrate international engagement at the graduate level.
- Potential Strategic Themes
 - Organizational Excellence
 - Global Presence and Partners
 - International Research and Service
 - Teaching and Learning
 - Serving the International Needs of the State of Minnesota
- Organizational Excellence
 - Geographic hubs of excellence – 4 or 5 geographic areas could be used to establish a physical or virtual presence.

- Currently there is a Beijing office with two full time staff members.
- Comprehensive international database – Faculty and alumni would benefit from a central source that would communicate where people are to encourage collaboration. They have struggled to have a commitment of resources to this effort.
- Interdisciplinary research grant opportunities – How can one find others in their college and across the University that are interested in partnering on a grant? Infrastructure support is needed to provide faculty with time, expertise, and strategic help to compete for large, international, multidisciplinary grants.
- Global Presence and Partners
 - Strategic approach to relationship development. Increasingly the GPS Alliance receives memorandums of agreement, but there should be a strategic approach to developing a relationship with institutions.
 - Policy and procedure for joint degrees. The U of M does not offer many, though they are not common even among most of our peers because they are labor intensive. Many institutions claim to offer joint degrees, but it turns out that most such programs tend to be rather small because of the time and resources involved.
- International Research and Service
 - Resources have decreased over the past few years, but there is some funding to provide incentives and support for faculty international research opportunities. The Global Spotlight is a biennial program that many faculty have benefitted from over the years, and a way by which the GPS Alliance is able to learn where faculty are engaged so that additional support might be provided in other ways.
- Teaching and Learning
 - Ensure global competency for students.
 - There is a large cohort of faculty across the system that work to bring the world to the classroom and internationalize their syllabi.
 - Would like to encourage a campus conversation around how colleges might promote and encourage language learning beyond the College of Liberal Arts.
 - Develop a strategic approach to enrollment of international students at all levels. For graduate students especially, the resources available are dwindling, so how should the goals for international student enrollment factor into this?
- Serving the International Needs of the State of Minnesota
 - Workforce development.
 - Opportunities within state for students to develop international and intercultural competencies.

Dean McQuaid then opened the discussion and members asked the following questions:

- Professor McCormick noted that the current system does not allow for flexibility in meeting liberal education requirements in conjunction with international experiences, and would the GPS Alliance be involved in exploring options for

students to prepare for the global workplace. Dean McQuaid said that her role is to figure out what is important to the faculty and University community. Personally, she is a proponent of second and third language learning as a means to prepare students to engage in solving the grand global challenges. She added that CLA received the Chinese Flagship Grant from the Department of Defense (DOD); students over the course of 4 years in all disciplines will be well funded and taking major courses in Chinese by the end of their fourth year. She believes if this is of interest to more people it should be an opportunity that could be expanded beyond the DOD program.

- Professor Cloyd asked if there is a list of all international affiliations. Ms. Portz responded that the current list only includes institutions in which a student exchange has occurred. Faculty can be engaged in many different ways, but until undergraduate students are exchanged there is not a need to officially and formally develop the relationship. The GPS Alliance has been asked many times to develop a comprehensive database that would include the activities abroad of students, trainees, faculty, staff and alumni. Professor Bearinger suggested that involvement with UN agencies and leadership of international organizations be included.
- Professor Cloyd noted that it would be helpful to include the amount of funding that is available to potentially attract more applicants if desired.
- Professor von Dassow asked for a definition of the terms internationalize and globalize. Dean McQuaid said the goal is for 50% of undergraduate students to have an international experience. Internationalizing the curriculum refers to bringing the international perspective for consideration of an issue or how to solve a problem not just from a western viewpoint. Each year a cohort of faculty work together to demonstrate bringing the world to the classroom across several disciplines. At the International Curriculum and Campus Conference in 2010, participants defined global competency: “Globally competent University of Minnesota faculty, staff, and students will demonstrate the skills, knowledge, and perspectives necessary to understand the world and work effectively to improve it.” <http://global.umn.edu/icc/conference/2010.html>
Dean McQuaid asked: We know that there are students who can graduate without that ability, but what aspects of teaching will make it possible to achieve global competency?
- Professor Desai said that there is interest in global studies, but often few resources. There is a divide between local diversity efforts and global work. Can the global perspectives of diverse students be explored in a different framework within the classroom? Dean McQuaid added that some institutions have combined offices of equity and diversity and global strategy offices, though she is opposed to this notion. She does believe that more collaboration would be beneficial. They currently work with the Office for Equity and Diversity on projects such as the shared relationship with Free State in South Africa. Provost Hanson’s re-commitment to the 50% goal includes \$1.5 million in scholarship to students who see cost as a barrier. They are currently at \$800,000 and this will also serve nontraditional locations and underrepresented groups.

Members made the following recommendations:

Professor Uggem recently took a trip to Rwanda. He has noted issues for colleagues and graduate students involving the International Travel Risk Assessment and Advisory Committee (ITRAAC) regulations. Students returning to home countries experience delays, and there are issues created by the perception of advanced graduate students being included with undergraduate students rather than faculty. Dean McQuaid said that they try to act as quickly as possible and have only asked one student to delay a trip. Institutions vary on their policies regarding ITRAAC.

Professor Gardner said that there has been a focus on undergraduates, but graduate alumni are important to this University and he does not believe these connections are fully taken advantage of. He believes there should be some incentives to develop existing connections and he added that retiring faculty are a group that would be interested in opportunities. He then asked how they publicize programs for faculty. Dean McQuaid provided the example of the International Programs Council, which is a working group that includes a representative from every college and administrative office.

In closing, Dean McQuaid offered to share the draft of the Internationalization Strategy when possible and members can provide comments.

In the interest of time, Professor Durfee adjourned the meeting.

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