

Category 4: Valuing People

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4C1- Organization of work environment

EMU's personnel system encompasses several units, as illustrated in Figure 4.1. This structure enables close focus on the issues most relevant to the various employee groups. It promotes strong focus on student needs and learning-related issues in personnel matters involving faculty and lecturers.

Most EMU employees are represented by unions, including the AAUP (faculty) [http://www.emu-aaup.org/faculty_contract]; the Federation of Teachers (lecturers) [<http://www.emich.edu/ahr/PDFs/Contracts/FT-2005.pdf>]; the UAW (1975 – Clerical and Secretarial employees; 1976 – Professional and Technical employees); AFSCME (Food Service and Maintenance employees); the Police Officers' union; and the Police Sergeants' union. Non-represented employee groups are administrators (including academic department heads) confidential clerical employees, and athletic coaches.

4C2 - Key institutional and geographical factors

EMU is located in a culturally diverse area and typically attracts well-qualified and diverse candidate pools for vacancies. Given EMU's location in a traditional stronghold of organized labor, it is not surprising that union agreements provide the guidelines for the work environment and hiring procedures. State

and regional unemployment rates are high; therefore, EMU is able to draw robust pools for staff positions recruited through local/regional searches. Part-time and temporary staff are used across campus to fill gaps in instructional and support services. Faculty released time is also used to address emerging needs and unexpected vacancies.

4C3 - Demographic trends

Student demographics, including high school-graduation projections, transfer-student markets, and potential sources of non-traditional students, are part of the University's analysis when anticipating workforce needs. Demographics of the instructional workforce, including likely numbers of retirements, and consequent recruitment needs are also considered. Employee turnover at the institution averages 7.5% annually, a rate that compares favorably with other institutions. This rate is essentially constant across employee groups. Key demographic descriptors of the EMU workforce are included in IO5.

4C4 - Key training initiatives

New faculty members attend an orientation workshop prior to fall term. The Faculty Development Center [www.emich.edu/facdev/index.html], often

Figure 4.1: Departments Serving Personnel

Personnel Unit	Personnel Processes Overseen
Human Resources (HR)	All staff positions; all administrative positions outside of Academic Affairs
Academic Human Resources (AHR)	Faculty; full- and part-time lecturers; academic administrative positions
Graduate School	Graduate assistants
Career Services (within the Division of Student Affairs)	All student employees

in partnership with the Division of Information Technology (DoIT), offers ongoing training opportunities for all faculty. Another ongoing training program concerns EMU's new General Education curriculum. Workshop topics have included advising under the new curriculum, developing GE courses, and writing learning outcomes.

All divisions design specific training programs for their staffs in response to current issues. A particularly poignant example is the recent need for training in campus safety, crisis management, and Clery Act reporting. There is now a greater emphasis on such mandatory training issues as Clery Act training, emergency response, and sexual harassment. The office of Human Resources recently hired a director of training and professional development to initiate, coordinate, and assist in disseminating safety training programs to the EMU workforce.

Funding is available from departments and divisions to attend professional conferences. Historically, cross-divisional teams have attended the Higher Learning Commission and Noel-Levitz conferences. Many offices collaborate on development opportunities so that as many people as possible can benefit from a speaker, workshop, conference, etc.

4P1 – Job requirements and hiring

Identification of the credentials, skills, and values required for faculty, staff, and administrators begins with the hiring authority (HA) – the supervisor in the case of staff and administrators, and the department head and department personnel committee in the case of faculty. In determining the skills required for a grant-funded position, the respective HA will submit a Position-Review Questionnaire (PRQ) to HR for review; HR reviews the PRQ to determine the proper position classification and grade. Evaluation of candidates follows somewhat distinct processes for staff positions as compared to faculty and administrative positions. Search committees are involved in all cases; search committees are composed of individuals who will work closely with the candidates and are familiar with the operations of the unit in which the candidate will work.

Evaluation of staff candidates. An online job posting is used for staff positions. Candidates submit applications and related documents (e.g., cover

letters, résumés), and search-committee members screen applications using this information. The HA and search-committee work closely with HR staff to identify candidates meeting minimum qualifications and ensure that evaluations are carried out consistently; the committee selects 3-5 candidates for interviews. Per bargaining-unit contracts, internal applicants are given preference.

Evaluation of faculty and administrative candidates. Department heads work with their faculty colleagues and deans as they specify the essential and desired qualifications for new faculty hires. Each department's Department Evaluation Document (DED) (www.emich.edu/ahr/) provides basic parameters (e.g., degree level required for various faculty ranks). Applicants submit hard copies of their applications to HR or AHR. Search committees use weighted screening matrices to identify 3-5 candidates for campus interviews.

Candidate Interviews. Interview itineraries always include a meeting in which search-committee members pose a standard set of questions to all candidates, as well as meetings with individuals who will work closely with the candidate. HR advocates the use of behaviorally based interview questions. Following interviews, the search committee formulates recommendations to the hiring authority.

4P2 - Recruiting, orienting, and retaining employees

Faculty and administrators at the department-head level and above are normally recruited through national searches; executive search firms are used for presidential searches. The campus conducts regional (e.g., Detroit metropolitan area) or internal searches for staff and lower-level administrative positions. The hiring processes are described in 4P1.

All newly hired faculty members participate in a faculty orientation program prior to their first semester on campus; academic departments and colleges and the faculty union conduct subsequent orientation programs focused on the evaluation and promotion process. A key focus in both the new-faculty orientation program and the subsequent department/college orientation programs is the ability to work successfully with EMU students. Relevant topics include considerations (e.g., student learning styles)

important in working with a diverse student population, the institutional framework for coordinating didactic and experiential education, and campus resources supporting instructional technology.

New staff and administrators participate in a new-employee orientation focused on benefits, high-quality service standards, and universal considerations (e.g., parking; safety and security) as well as a departmental orientation. Departmental orientations typically include a focus on how the department supports the educational mission of the University.

EMU addresses employee retention in several ways. When an employee receives a competing employment offer, the institution can make a counter-offer. Employees in one of the bargained-for units receive “longevity benefits” in the form of wage bonuses or added steps to their pay grade. Feedback from annual evaluations is often a retention mechanism. Faculty and staff receive annual across-the-board salary increases according to the provisions of their current contracts.

The FDC, the provost’s office, and the academic colleges and departments offer structured professional-development programs for faculty members and support faculty members’ scholarly work. Human Resources and DoIT offer professional-development programs for staff members. Figure 4.2 presents examples of recent professional-development programs for faculty and staff members.

Typically, units request that positions vacated be refilled. Hiring authorities and related administrators act on these requests taking into consideration the nature of the vacated position as well as competing needs for resources.

4P3 - Ensuring work processes, activity contributions, and ethical practices

Shared governance at EMU incorporates the coordinated work of the Faculty Council, Graduate Council, and College Councils; key administrative bodies (e.g., Provost’s Council, Strategic Operations Council); campus-wide planning bodies (e.g., Institutional Strategic Budget Council; Continuous Improvement Operating Council; Institutional Strategic Planning Council); and unions. Communication within, between, and among these bodies takes many forms, including meetings and memoranda, email, and postings on “EMU Today” (a campus electronic bulletin board).

EMU has policies and infrastructure in place to address such matters as sexual harassment, academic dishonesty and misconduct in research, protection of human research subjects and ethical treatment of animals used in research, protection of employees, and student health and safety.

Figure 4.2: Recent Professional-Development Programs at EMU

Programs Aimed Primarily at Faculty

- Good Course Design for Newer Faculty (FDC)
- Scholarship of Teaching and Learning (FDC)
- Quality Matters (FDC)
- Community-Based Participatory Research (CHHS & FDC)
- Qualitative Data Analysis Using Nvivo (CHHS & FDC)
- LiveText Training (DoIT & COE)
- Introduction to WebCT (DoIT)
- Responsible Conduct in Research (Office of Research Development)

Programs Aimed Primarily at Staff

- Banner: Various programs focused on budget, student information, admissions, grants, scheduling (DoIT)
- EMU e-Training (DoIT)
- Clery Act Documentation and Reporting (Business & Finance)
- Microsoft Survival Skills (DoIT)
- Web Design (DoIT)

4P4 - Training and development

The FDC offers a broad array of professional-development programs on topics ranging from pedagogical approaches, to technology applications in the classroom, to data analysis (Figure 4.2). These programs are open to all instructional staff, including graduate assistants. The FDC and DoIT jointly offer an e-Fellows program through which faculty members receive funding and support for incorporating technology in teaching. Other professional-development programs aimed specifically at faculty include the Sabbatical Leave program and the Faculty Research Fellows (FRF) program, both of which provide released time from teaching so that faculty members can focus on a scholarly agenda.

EMU supports faculty, staff, and administrators' travel to professional conferences and workshops. On campus, training is available on various software packages through DoIT; *e-learning* opportunities are available to all employees for a wide range of technology- and management-related topics (Figure 4.2). All employees also have tuition waivers on EMU regular courses as an employment benefit.

4P5 - Determining Training Needs

The performance-evaluation processes are the most common sources of information about training needs. A gap between performance standards and performance observed triggers discussion between the employee and the supervisor regarding training that can assist the employee in improving. Even in the absence of an observed performance deficit, part of the performance-evaluation agenda is always identification of professional development, training, or enrichment experiences in which the employee is interested. In addition, the FDC, AHR, and HR occasionally conduct surveys regarding training interests. Surveys of Faculty Professional Development needs are held every three years. Evaluations from faculty-development workshops, technology-training sessions, and General Education workshops and training programs are reviewed to determine their impact and identify additional topics of interest.

Training focused on Continuous Improvement is ongoing. A first step in the initiation of all AQIP projects is training on CI principles and EMU's IDEA model (Figure 5.1). This training is provided to

cross-divisional groups on an annual basis. The Office of Continuous Improvement and Planning offers training on these and related CI topics for individual offices and units upon request.

EMU's training efforts inevitably focus on helping students learn because the largest segment of the campus workforce is the faculty (including lecturers and other instructional staff). The instructional-evaluation process focuses heavily on teaching effectiveness, as judged by students, peers, and self evaluation. Thus, steps to strengthen performance almost always have a bearing on increasing teaching effectiveness for most EMU employees.

4P6 - Personnel evaluation system

HR works with departmental personnel on effective supervision skills by assigning HR consultants to EMU divisions. HR maintains a performance-management system in collaboration with unions (where applicable) that provides an annual review process for all staff and administrators. This review system also includes probationary reviews for new hires, transfers, and promotions. The annual performance reviews provide an effective procedure to monitor strengths and identify areas of improvement and processes to notify employees of unproductive or inappropriate behavior, or violation of University policy. When corrective action is required, a progressive disciplinary process providing both verbal and written feedback occurs.

AHR maintains the performance-management system for faculty and lecturers in collaboration with unions. AHR, with EMU-AAUP, has oversight of student evaluations for all courses. The faculty personnel-evaluation process is outlined in the EMU-AAUP contract. All faculty members complete an Annual Faculty Activity Report (FAR), which is one element of both probationary-faculty members' pre-tenure evaluations and of tenured-faculty members' Periodic Performance Evaluations (PPEs). Prior to tenure, faculty members are evaluated annually on their teaching, scholarship, and service. The standards against which the evaluation occurs are outlined in the DED [www.emich.edu/ahr/] created by each academic department. In addition to the FAR, probationary-faculty members prepare statements outlining how they have met the qualifications outlined in their DED and documentation to support their statements.

Figure 4.3: Illustrative EMU Employee Recognition Programs

Program	Sponsoring Unit	Description
Ronald Collins Awards for Faculty Accomplishments (Teaching, Scholarship, Service)	Provost's Office	Five faculty members are honored each year (early career faculty – teaching; senior faculty – teaching; scholarship; service) with a monetary award and recognition at a campus ceremony.
Teaching Excellence Award	EMU Alumni Association	Faculty members are honored for outstanding teaching, based on nominations from EMU alumni.
Gold Medallion Awards	Division of Student Affairs	Faculty and staff members of the campus community are honored for their contributions to campus life and student success.
Mentors and Role Models	Lesbian, Gay, Bisexual, and Transgender Resource Center	Faculty and staff members of the campus community are honored for their contributions to making EMU a welcoming community for LGBT students.

The probationary-faculty member receives feedback each year from the department personnel committee and department head, and in the third and fifth years from the dean and assistant vice president for academic human resources and budget as well. The evaluation process leads to recommendations regarding reappointment in the third and fifth years, and a recommendation regarding tenure and promotion in the sixth year.

After tenure is awarded, the department personnel committee and department head conduct a PPE every four years to assess performance. The PPE involves review of the FARs submitted since the last PPE and review of student course-evaluation data covering the same time period. If performance deficiencies are identified that can be remedied within a year, the faculty member is advised of these concerns, but no prescriptive action is taken. If performance deficiencies are identified that cannot be remedied within a year, the department head and personnel committee work with the faculty member (and, often, a union representative) to develop a performance-improvement plan and establish a timeline for a follow-up PPE.

4P7 - Recognition, reward, and compensation systems

The University, as well as individual divisions and departments, offers a wide range of recognition and award programs for faculty and

staff (Figure 4.3). Recipients for all these awards are selected through competitive processes, typically involving a peer review of nominees' accomplishments vis à vis selection criteria.

The University sponsors an annual Celebration of Excellence week. Many awards are presented, including the recognition of employee service anniversaries; faculty awards for outstanding teaching, scholarly, and service accomplishments; and academic college ceremonies honoring outstanding students. EMU also recognizes outstanding student work through the Undergraduate Symposium and the Graduate Research Fair.

In determining compensation for employees, AHR and HR Departments conduct salary surveys within the local market as well as with peer institutions. Salary studies from specific professional associations are also reviewed if available. Broadbanding has been implemented for several classifications; in this approach, jobs with similar skill requirements and responsibilities are grouped into job families and pay is linked to market.

Salary increases for the bargained-for employee groups are dictated by contract language. Non-bargained-for administrators and athletic coaches can receive merit awards during the annual review process. These awards are determined by the respective divisional vice presidents, typically based on employees' completion of annual goals and objectives and contributions during the previous year.

EMU offers its employees a comprehensive benefit package that includes health care, retirement, tuition waivers, prescription-drug coverage, etc. Employees can participate in flexible-spending programs.

4P8 - Determining key motivational issues

The collective-bargaining process is a tool for identifying key employee motivations. Additional data will be identified and analyzed in future portfolios.

4P9 - Evaluating employee satisfaction, health and safety, and well-being

EMU recently administered a survey addressing these areas. Additional data will be identified and analyzed in future portfolios.

4P10 - Measures collected and analyzed

The Affirmative Action Plan is reviewed each year and updated as needed. Records of employee turnover and years of service by employee classification and University division are updated annually.

Student evaluations, as well as the narratives and nominations for faculty- and staff-recognition awards and annual faculty reports, provide regular accounts of faculty, staff, and administrators' work and students' perceptions of that work. The Provost's office tracks annual numbers of applications and awards for faculty sabbaticals and FRF leaves; the Office of Research Development tracks the numbers of proposals and awards for external funding.

4R1 – Results

Employee turnover at the institution averages 7.5% annually, a rate that compares favorably with other institutions. This rate is essentially constant across employee groups. Average length of service for all employee job classifications is 11.3 years. The average ranges from 4.2 years for athletic coaches to 13.6 years for faculty. In 2008, one employee was recognized for 45 years, one for 43 years, 6 for 40 years and 5 for 35 years.

Since May 2007, EMU has increased the breadth and frequency of campus-safety training. A new campus emergency-response plan and notification system has been implemented. Additional campus policies, procedures, and security measures have been established.

Figure 4.4 presents the number of applications and awards for faculty sabbaticals, faculty research fellowships, spring/summer research awards, and new-faculty research awards for the past three years. Cell entries are the number of awards (and the number of applications) in each category.

Figure 4.5 presents the number of faculty members awarded tenure or promotion in each of the past three years.

4R2 - Results in processes associated with valuing people

EMU continues to systematize its process for measuring employee satisfaction. A national employee survey was administered in March 2008 to obtain a baseline for developing improvement targets. A separate instrument (HERI) is being used for faculty in April 2008.

Figure 4.4: Faculty Awards Granted and Applied For

Year	One Semester Sabbatical	Full Year Sabbatical	Faculty Research Fellowship	Spring/Summer Research Awards	New-Faculty Research Awards
2007-2008	15 (17)	6 (10)	17 (26)	Pending	17 (18)
2006-2007	15 (20)	14 (16)	21 (28)	6 (14)	24 (34)
2005-2006	10 (15)	10 (11)	13 (24)	12 (21)	18 (33)

Figure 4.5: Faculty Tenure and Promotion, 2005-2007

Year	Awarded Tenure	Awarded Promotion
Effective Fall 2007	30	48
Effective Fall 2006	27	39
Effective Fall 2005	48	59

Figure 4.6: Sources and Amounts of External Awards

Year	Federal Govt.	State Govt.	Foundations	Business	Local Govt. & Other	Research & Development	Service	Training	Instr. Support /Other
2007	\$6,240,433	\$545,386	\$292,550	\$2,381,796	\$654,540	\$4,592,160	\$3,090,194	\$2,364,663	\$127,688
2006	\$8,621,846	\$686,705	\$258,244	\$3,210,424	\$995,898	\$6,069,500	\$4,012,468	\$3,222,359	\$468,790

AHR/HR has drafted a new manual for searches and other personnel policies to provide more uniform processes throughout the institution. Student Affairs, Human Resources, and the President's Office tested a new staff-evaluation tool in the 2006-07 year. Based upon results of this pilot testing, EMU will continue to revise and evaluate this tool.

4R3 - Employee productivity and effectiveness

EMU faculty, staff, and administrators regularly are recognized by their respective professional organizations for outstanding accomplishments. For example, in 2007 the director of the EMU School of Nursing was elected to the National Academies of Practice as a Distinguished Practitioner; in 2008 a School of Social Work professor was selected as Social Worker of the Year by the Michigan chapter of the National Association of Social Workers. EMU has many similar examples each year.

Though EMU is not a Research 1 institution, the faculty are successful in garnering external support for research, including teaching-related research and contract work. Figure 4.6 provides the values of external awards by sponsor type and activity for the past two years.

4R4 - Benchmarking comparisons

These will be addressed in future portfolios.

4I1 - Improving processes for valuing people

EMU has instituted a professional management-training program for mid- and upper-level administrators and hired a training director. Employee satisfaction surveys are currently underway.

Funding for faculty-development programs (e.g., sabbatical leave awards; Faculty Research Fellowships) has been allocated.

4I2 - Setting targets for improvement

Targets will be addressed after baseline data are analyzed.