

THE EDUCATIONAL MISSION OF A PUBLIC
RESEARCH UNIVERSITY:
THE MIDDLE STATES SELF-STUDY

APPENDIX H

Report of Task Force on

A VISION FOR FACULTY AND STAFF IN THE 21st CENTURY
RESPONDING TO NEW OPPORTUNITIES AND CHALLENGES

August 1996
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THE UNIVERSITY OF MARYLAND AT COLLEGE PARK

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I. Introduction

A. Problem Statement

If we are to make progress in advancing the educational and research missions of the University of Maryland at College Park, it is important that we develop strategies to revitalize all faculty, staff and graduate assistants to meet the new challenges and opportunities in the next decade. The team dedicated itself to providing creative suggestions to achieve that end.

B. Team Charter

The scope of the team's charter was defined by five broad questions as follows:

- ! What "work" by faculty and staff do we particularly value in light of the new campus strategy?
- ! In what ways can we best reward that which we value?
- ! What are the best strategies to enable faculty and staff to achieve the goals of the university?
- ! Given the diverse work force (present and future) of the state of Maryland, how do we recognize, appreciate, and ensure the full contributions of all employees?
- ! What can be done to increase the engagement of faculty and staff with the university?

C. Work Plan

The questions posed above were developed by brainstorming about the opportunities and challenges facing faculty and staff and mapping these into the ten questions posed to the team by the Self-Study Executive Committee. The questions were organized around the areas of recruitment/Development/Retention/Rewards. The Employee categories that were considered in this study are: faculty (all categories), associate staff, classified staff, and graduate assistants.

The team met every Monday, from 3:30-5:30 p.m. from March 15-June 10, 1996. The team met with a large resource group four times during the process of developing the report. The resource group was asked to respond to the team's charter, and to react to the draft outlines of the report as they were developed by the team members. Each team member had a writing assignment which related to the trends, assumptions, and recommendations made by the team in consultation with the resource group (see Appendix H-A). The team met with Dr. Richard Chait to elicit his views on the team's charter. Current literature was received which pertained to our task; we read the Middle States Studies done five and 10 years ago; read and collated the many "diversity reports" produced on campus prior to the self-study (See Appendix H-B); compiled a UMCP Benefit Comparison with Peer and Aspirational Peers (See

Appendix H-C); and reviewed a Ten Year Work Force Comparison (See Appendix H-D). The sources used are contained in the bibliography at the end of the report.

D. Resource Group

The Resource Group was a diverse group composed of faculty and staff. We had no participation from graduate students although they were invited to attend. A list of the resource group members is appended to this document.

E. Conceptual Framework

The team and the resource group identified six major trends that the university will need to address in the 21st century. These are, 1- rapid change, and the need to be a quickly responding system, 2-the shift from individualistic work to teamwork, 3- a paradigm shift from a teaching to a learning environment, 4-an increase in the need for public accountability, 5-changing demographics, and 6-a changing reward structure. By viewing these six major trends, the team in consultation with the resource group identified six grounding assumptions as follows; 1-we need to maintain an adaptable work force of faculty and staff, 2-we need to become a collaborative learning and work environment, 3-we need to place a greater emphasis on where and how students learn, 4- we need to be connected to multiple communities, both internal and external, 5- we need to embrace diversity in all its forms, because it enriches work and learning, and 6- we need to reward what we value (See Appendix H-A).

The team and the resource group developed between 4-7 recommendations to respond to each assumption and changing trend. They include such recommendations as innovating with job-sharing and flextime, and flexplace for faculty and staff, training, team building, leadership development, job rotation programs, and internal sabbaticals, developing supportive technology for learning and different reward structures. These and the others are expanded upon in the report.

The adaptable university, and one where faculty and staff, can function and perform in excellence, must continually identify trends and changes in the world, country, state, among students, and in higher education in general. The campus must continually explore how all campus employees (i.e. faculty, staff, graduate students, student workers) can reflect quality, flexibility, and collaboration in these rapidly changing times. Changing expectations must be clearly grounded in shared values and assumptions. They are heavily influenced by new ways of working facilitated by technology. The university must also be accountable to all of its constituents.

II. An Adaptable Work Force of Faculty and Staff

UMCP should develop a comprehensive human resource policy. This policy should establish principles that will guide university practices. It should address such aspects as the commitment to the current work force of faculty and staff in the event of downsizing or outsourcing. It should address commitments to internal placement and services for out placement. It would establish principles on diversity in the work force of faculty and staff. These principles should also include statements of the nature of campus community, individual and team excellence, maximum flexibility in all units, commitment to training and development, and a commitment to involving the voice of all groups of faculty and staff in university work.

Recommendations:

1. UMCP should invest in the development and renewal of the work force of faculty and staff. We recommend that the Personnel Office expand its functions to become a Human Resource office with expansion of training, development, and renewal programs for all types of staffing. We recommend further study on the development of multiple career paths for faculty and staff. There should be professional development expectations of all levels of staff and faculty. Recruitment, selection, and development policies should advance flexibility in faculty and staff, for example, staff should be able to work on more than one computer system, faculty should demonstrate the ability to make cross disciplinary connections with their discipline, and administrative staff should be cross-trained in diverse functions.
2. UMCP should move toward a philosophy of enriching faculty and staff talent in diverse ways. Staff and faculty should be involved in university-wide work; cross functional teams will bring the perspectives of varying roles toward common problems. We recommend the consideration of such practices as internal consulting teams (e.g. computer applications teams that could include advanced students). We recommend the university advocate continued strong international presence through attention to such external barriers as restrictions on H-1 visas and more creative use of internet links to other countries. We should innovate how employees can demonstrate their learning or skills through experience when being hired or promoted (e.g. CLEP, portfolios).
3. UMCP should be proactive regarding the enhanced role of technology in administrative and educational processes. It should include commitments to technological support for faculty including the use of technology for instruction and for staff in modern business processes. The campus should have 24 hour access to electronic processes (e.g. electronic grading, email, various on-line forms).
4. UMCP should establish a mechanism for reviewing the contingent work force issue, and policies and practices on the balance and role of a contingent work force of faculty and staff. We need to recognize that the campus values the use of local experts and the intellectual talent pool, but is uncomfortable with the excessive use of a contingent work force of faculty and staff. We need to establish a statement addressing this balance. We recommend that a special committee address the issue of graduate assistants, who are the largest contingent group. Where there are contractual and part-time staff and faculty, we recommend exploring ways to facilitate more comprehensive involvement in their employing units particularly for long term contractual employees. We recommend campus-wide encouragement of joint appointments, shared jobs, flextime and flexplace work and other strategies that support adaptability, beyond the current practice.
5. Provide leave opportunities for staff (for education, university service, or professional development).

III. Collaborative Work and Learning Community

The strength of the university traditionally has been its highly knowledgeable and dedicated work force of faculty and staff. In the faculty ranks we recognize the professor who wins awards and brings in grants. We value highly those activities

which enhance the reputation of the institution. In the staff we identify and reward major contributors, often those who gain a campus-wide reputation for service. Moreover, with students we emphasize almost exclusively individual performance to the exclusion of active learning in teams. While the importance to the university of the high-performing individual will not diminish in the near future, we have come to realize that the pendulum has swung too far, that in our glorification of the high performers we have neglected the importance of high performing teams. Much of the growing emphasis on teams comes from the transformations in work environment that have taken place in industry and the service sector as a result of continuous quality improvement activities, and on those pioneering institutions of higher learning that have adopted concepts of collaborative learning.

Recommendations:

1. Coordinate the resources for providing training in collaborative working and learning. A growth in the number of faculty and staff who are comfortable working in a collaborative mode will not take place unless many more persons are trained in these methods. Expertise exists in various places, e.g. Office for CQI, College of Education, Employee Relations Training Office, but no one office has the resources needed for the task. The first step is to identify individuals with expertise, then to create a campus network of trainers, much as has been done in the area of sexual harassment training.
2. Create strategies for greater engagement of academic units in collaborative working and learning. Top campus administration must be more pro-active to help colleges and departments to understand the benefits of greater involvement in collaborative activities and team-driven problem solving methods. One important step to achieving this goal is better dissemination and education about the lessons learned in collaborative working and learning. Examples are the work of the Lilly Fellows, and the team process that created the freshman design course ENES100.
3. Review the campus committee structure with the objective of rationalizing faculty and staff work load and encouraging wider involvement in team activities. A clear impediment to wide-scale adoption of collaborative working and learning is the perception that there is a major learning curve required by an already overworked faculty and staff. As a first step toward removing this barrier the campus should catalog and review all committees with the view of identifying duplication and overlap and setting clear lines of responsibility and expectations.
4. Develop a campus program of leadership training. Three major opportunities come to mind: leadership training for new academic chairs and administrative department heads; and an executive leadership forum, a year long program of seminars and learning for established campus management; and leadership opportunities for emerging faculty and staff leaders.
5. Develop an ongoing program of rewards and recognition. Team driven activity will not grow without the incorporation of appropriate recognition and rewards.
6. Improve the facilities for group interactions. Meeting rooms must have simple CQI tools readily available. Several rooms should be equipped for point-to-point TV

across campus and between campuses of the System. The use of computer groupware should be expanded.

7. Begin some experiments with self-managed work teams. This activity empowers employees to plan and carry out their work without direct supervision. The libraries and physical plant are good areas for experimentation. Such a method of operation offers potential productivity improvements.

IV. Move From A Teaching Paradigm To A Learning Paradigm

One of the more persistent themes in higher education literature in recent years has been the contention that universities should be experiencing a shift from an emphasis on teaching to an emphasis on learning, particularly increasing active learning and developing new ways to assess student learning. The faculty in our resource group concurred with the importance of this shift, while pointing out that on a campus this size, traditional lectures are not likely to ever disappear. In addition, employees other than regular faculty, who are not usually considered "teachers", made it clear in our discussions that many are actively involved in the campus' educational enterprise, and many more would welcome the opportunity to become involved.

Recommendations:

1. Evaluate the current status of Student Learning Outcome Assessment, involving all campus employee constituencies, with the dual goals of improving the system and identifying ways to further involve faculty, staff and student employees in the student learning process. Utilize the recommendations of the task force on Assessing Student Learning Outcomes, proposing an action plan which emphasizes the role of faculty in developing both an outcomes assessment system and improving student learning as measured by that system. The budget crisis of the early 1990's greatly restricted the implementation of the recommendations, and their impact has yet to be felt by most faculty and students.
2. Develop ways to create a more caring environment which supports and encourages student learning, drawing upon all categories of university employees. In particular, faculty and staff who routinely interact with students should be well-informed about the academic and human development resources available at UMCP. This will require convenient and efficient access to information as well as training in helping students navigate through a host of educational resources.
3. Develop ways to increase the involvement of non-instructional employees in student learning, including retired faculty and staff. Examples and possibilities include the Advise-5 program, being part of a team of EDCEP 108 instructors, speaking to a class or student group, or acting as mentors, or supervisors in the work place.
4. Evaluate the university as a setting for learning-centered instruction, examining both human resources and the physical environment. Provide training and support to help faculty, staff and graduate assistants promote student learning in the classroom and beyond. Identify and renovate classrooms and labs which have design problems which interfere with learning. Ensure that everyone who teaches has access to the necessary tools (from copy machines to video conferencing) to do the job well.

V. Connection To Community

We must remain committed to our many roles as a Land Grant institution. It is important for the university to be mindful of public accountability. We need to continually interact and educate the public about the role of public education, with the realization that we must stay connected to our multiple communities beginning with our own campus community. The recommendations in this section relate to “community” in the global sense, and are not limited to the local community or to the state of Maryland. We need to bring the outside community to us, as well as reaching out.

Recommendations:

1. Communicate better the university role in public education, service and research, and engage in a more effective public relations effort. Devote more resources to getting our message out to our publics including our own campus community.
2. Continue to involve our faculty and staff in identifying who our ever changing constituents are, and view this constituent base globally rather than locally.
3. Encourage and allow staff to participate in service activities connected with the internal campus community. Examples of these are the Adult Basic Education Program and English as a Second Language, which would flourish if campus volunteers worked with staff who need help in acquiring English skills. We need to implement the policy which allows staff release time to serve on institutional committee work, as service to the university. However, we need to implement this policy in such ways as to ensure that supervisors are flexible, and that the staff who do not serve on committees do not feel burdened as a consequence.
4. Recognize the volunteer efforts of our faculty and staff, and the volunteers who work at the university. Expand the Retired Volunteers Program. Expand External Advisory Groups.
5. Place greater emphasis in service learning in the community. We need to place importance on the value of service to our multiple communities and the role this plays in creating a dynamic learning environment. We need to view service as a part of work, and promote work teams in the community. The team of faculty and students and the Women in Engineering Program who teach and mentor at Lakeland Public School is an example of this kind of activity. We need to find ways to do not only outreach, but to bring communities to the university. A good example of this is Saul Sosnowski’s outreach to the Latino community which results in the enrollment of students to the university from this community. We need to reward partnership programs with businesses, and public institutions and the faculty and staff who develop them.

VI. Diversity

Efforts to mentor and support a diverse community of faculty, students, and staff must be ongoing. Achieving diversity in its fullest sense (e.g., learning styles, ethnicity, race, gender, age, sexual orientation, disability, etc.) is vital to the continued development of a dynamic work force of faculty and staff at UMCP in the 21st

century. In recruiting, developing, retaining, and rewarding faculty and staff at all levels, we must observe the principles of equity and reflect the institution's commitment to diversity. These efforts enable us to recruit and retain students, both undergraduate and graduate, and provide diverse teams of faculty and staff who make multidimensional and innovative decisions. A comfortable and supportive environment attracts and retains talented people, whether they are faculty, staff, or students. In the spirit of this commitment to diversity, we make the following recommendations:

Recommendations:

1. Increase career development and/or internships to increase access for under-represented or other at-risk (e.g., under-educated) groups.
2. Facilitate explanations of employee rights for those with communication handicaps at the onset of employment. Articulate expectations and requirements for faculty and staff and reward that performance. Fund the Performance Review and Development program.
3. Survey faculty and staff on a regular basis (every two years) to assess campus climate regarding diversity, benefits, compensation, work satisfaction, etc., and publish these results to the campus with a commitment to improve shortcomings.
4. Continue to provide diversity training, such as race relations and sexual harassment, etc. and hold multi-racial, multi-cultural events.
5. Reward those units who succeed in creating an effective diverse environment.
6. Shift emphasis from issuing new reports to evaluating and creating realistic implementation plans (See Appendix H-B).

There have been numerous reports, such as "Access Is Not Enough...", "Asian, Hispanic, and Native American Task Force", etc. (see complete listing in Bibliography), which made recommendations to enhance the recruitment, retention, and rewarding of faculty and staff for carrying forth our diversity agenda. While progress has been made within the last 10 years, there is still a lot to be done. There is a significant undercurrent that not enough has been done to implement the numerous recommendations that have been made. We have included a chart summarizing the major recommendations of these reports and have chosen a few to highlight the needs in this area.

VII. Rewarding What We Value

The section devoted to Faculty and Staff is new to the current Middle States Self-Study, at least by comparison to the 1991-1992 study, reflecting a more focused concern for the workplace. But it is neither a study of the new pay structure nor of the new workload requirements. We recommend that both of those new systems be kept in mind in considering the following. Likewise, we recognize that the university has been rewarding its employees in a wide variety of ways for some time (See Appendix H-C which reviews UMCP Benefits with that of our aspirational peers). It is incumbent on the university to find suitable rewards both to praise what is being

accomplished as well as to stimulate further achievement.

Recommendations:

1. The university should institute new awards, both symbolic and monetary, to recognize excellence in individual, group and team performance, especially in areas singled out by the university community as key to its future. These awards should recognize new forms of work and creativity.
2. University should inventory and make known employee needs common to both faculty, staff, and the TA/GA/RAs. As an example of possible ventures, we recommend attention to Child and Elder Care, the total compensation package (including tuition remission for dependents), and bonuses.
3. Expand staff and faculty participation and input into the planning and oversight aspects of its operating structure and culture at all significant levels. Any changes in the planning process should be communicated to the campus community.
4. The university should further encourage and support the education and training of all employees in order to produce the best possible performance and a high quality of life.
5. In all of the above, the various units within the university, working collaboratively with faculty, staff and student employees, should clearly define what it means by excellence. Progress has been made to address this issue at the faculty level, for example, the Distinguished Scholar Teacher Award, but much remains to be done at the staff and GA levels. This is a difficult issue and we recommend that the CQI Council revitalize this process.
6. The campus needs to understand the negative consequences of the shift from a 35 1/2 to 40 hour work week on staff morale. The Governors Executive Order establishing the 40 hour work week without additional compensation lingers as a festering sore. The last Middle States report recommended revisiting this issue, and we are making the same recommendation.

While we recognize that cost will play a role in implementing some or all of the above, we submit that investment in these areas will pay healthy dividends in productivity as well as in a higher quality of life and work.

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APPENDIX H-A

MIDDLE STATES REVIEW:

**TASK FORCE ON
A VISION FOR FACULTY AND STAFF IN THE 21ST CENTURY
RESPONDING TO NEW OPPORTUNITIES AND CHALLENGES**

**TRENDS, ASSUMPTIONS, AND IMPLICATIONS FOR
UMCP EMPLOYEES**

ASSUMPTIONS, AND IMPLICATIONS FOR UMCP EMPLOYEES

The adaptable university must continually identify trends and changes in the world, country, state, among students, and in higher education in general. The campus must continually explore how all campus employees (i.e., faculty, staff, graduate students, student workers) can reflect quality, flexibility, and collaboration in these rapidly changing times. Changing expectations must be clearly grounded in shared values and assumptions. They are heavily influenced by new ways of working facilitated by technology. Accountability measures will be recommended in each category.

Trends/changing conditions	Grounding assumptions	Applications/implications for employees
rapid change, expansion knowledge, pace of technological change need to be a quickly responding system	A. Maintaining an adaptable work force	<p>Clear policy statement by the University recognizing the general discomfort with excessive use of contingent work force, contractual and part-time employees as a tool to address short-term and specific campus needs.</p> <p>Encourage joint appointments</p> <p>Tap local experts and intellectual pool to enrich university curriculum</p> <p>Innovate with job sharing, flextime, flexplace</p> <p>Encourage integration of long-term contractual employees through benefits, shared governance, etc.</p> <p>Support work with child care/elder care</p> <p>Provide computer equipment for home-work</p> <p>Implement different faculty career paths (see <i>Scholarship Reconsidered</i>)</p> <p>Promote intentional staff development expectations for all categories of staff positions</p> <p>Use technology to stay flexible (24 hour access, e.g., electronic grading, on-line forms)</p> <p>Implement linkages in international collaborative scholarship</p> <p>Statement concerning international workers and scholars (e.g., H1 Visas, taxing)</p> <p>Create cyberspace professorships. Bring international/national quality into classroom</p> <p>Work environments through interactive technology, develop student apprentice program with emphasis in technological training leading to campus employment</p> <p>Meaningful involvement of all staff in university-wide work</p> <p>Understand and address differing needs of work force (i.e., longevity, new training, personal goals)</p> <p>Innovate in how employees can demonstrate learning through experience for hiring and promotions (CLEP, portfolios)</p> <p>Create policy & commitment to in-placement of personnel if current work is being eliminated (provide retraining or help with outplacement)</p>
moving from loosely coupled functional silos that do individualistic work and are not connected to the whole	B. Become a collaborative learning and work community	<p>Continued emphasis on individual initiative</p> <p>Promote/reward cross functional work team structures, promote/reward interdisciplinary teaching and research</p> <p>Sponsor institutes around social issues (using flexteams)</p> <p>Create job rotation programs/internal sabbaticals</p> <p>Encourage and reward cross unit innovation and entrepreneurial actions</p>

(continued)

Trends/changing conditions	Grounding assumptions	Applications/implications for employees
shifting from teaching to learning	C. Emphasis on where and how students learn	<ul style="list-style-type: none"> Support faculty in innovative learning environment Create/support partnerships between student development educators and teaching faculty (e.g., value experiential learning, facilitated collaborative learning, create intentional learning communities) Support continuing faculty and staff learning, development Modify student work supervision to emphasize learning through peers Innovate in GA training/mentoring/supervision (e.g., TAs) Value talents/contributions of all workers (e.g., speaking partners program linking bilingual staff with language students) Innovate in assessment measures for learning that view the role of the broader campus environment. Ensure work environments support teaching/learning through both technology and facilities (e.g., access to photocopying, classroom audiovisual aids, advanced technology)
increase in forms of public accountability, role of land grant university in the state, continual need to educate the public about role of higher education, increased emphasis in service learning/community	D. Be connected to many communities, not isolated from them	<ul style="list-style-type: none"> Better communication of the University role, efforts in community: better PR Examine outreach and service Establish advisory boards and local partnerships Give released time (particularly staff) for service to campus community Identify constituents, not essentially geographically local Reward partnership programs (e.g., business/education support related service activities) Service as part of work, promote work unit community involvement Recognize volunteer services
demographics changing, must model the benefit of diverse ideas, approaches, leading to common purpose	E. Diversity in all forms enriches work and learning	<ul style="list-style-type: none"> Commit to recruitment, retention, staff development, and rewards of diverse workers, recognize higher degree of campus diversity as strength Create mentor/support systems for at-risk employees Recognize diversity in its broad, encompassing form Sponsor periodic studies of campus work climate Design staff development for all learning styles
norms and rewards based on conventional education culture needs to be adapted for tomorrow's institution	F. Reward what we value	<ul style="list-style-type: none"> Monetary and non-monetary rewards, support and reward life-long learning Include flexibility as an essential criterion in hiring, promotion systems (e.g., tenure) and evaluation Create team rewards (not just individual rewards) Support and reward quality Match benefits to employee needs

APPENDIX H-B

MIDDLE STATES REVIEW:

**TASK FORCE ON
A VISION FOR FACULTY AND STAFF IN THE 21ST CENTURY
RESPONDING TO NEW OPPORTUNITIES AND CHALLENGES**

**MIDDLE STATES SELF STUDY TEAM ON A VISION
FOR FACULTY AND STAFF IN THE 21ST CENTURY:
RESPONDING TO NEW OPPORTUNITIES AND CHALLENGES**

Middle States Self Study Team on a Vision for Faculty and Staff in the 21st Century:
Responding to New Opportunities and Challenges

- Q1 - What can be done to increase the engagement of faculty and staff with the University?
- Q2 - What “work” by faculty and staff do we particularly value in light of the new campus strategy?
- Q3 - In what ways can we best reward that which we value?
- Q4 - What are the best strategies to enable faculty and staff to achieve the goals of the University?
- Q5 - Given the diverse workforce (present and future) of the state of Maryland, how do we recognize, appreciate, and ensure the full contributions of all employees?

	Recruit	Develop	Retain	Reward
Q1	<p>Small group discussions/workshops (deans, chairs, tenured fac.) Re: ways to recruit/support minority fac. & staff</p> <p>Establish a Black Visiting Professorship Program</p> <p>Establish policies & practices in each college to support black, untenured Faculty -- provide decreased teaching & service responsibilities; allow adequate time for research/ publications</p> <p>Increase the pool line proform 6 - 10 lines annually</p> <p>Establish a Center/Minority Scholarship Research and Service -provide funds to advance the research and Scholarship by black faculty, staff, and students and coordinate service projects in cooperation with local citizens and organizations</p> <p>Exit interviews</p>	<p>Role models/successful mentoring</p> <p>Get faculty and staff to believe in and accept institutional goals and values</p> <p>Create opportunities for professional growth (faculty & staff)</p> <p>Institute policies to ensure the appointment of Asian, Hispanic, & Native American to key academic committees</p> <p>Create an organizational structure to support and highlight our faculty's expertise in public-policy issues of state, national & global significance</p>	<p>Role models/successful mentoring</p> <p>Collegiality</p> <p>Satisfaction with salary & working conditions</p>	<p>Mentoring Activities</p> <p>Q2Chairs/supervisors should articulate expectations and requirements and reward performance</p> <p>Exit Interviews</p> <p>Development of international resources and centers</p> <p>Involvement with minority/equity issues on campus</p> <p>Small faculty groups to discuss effective teaching methods</p> <p>Improve quality & amount of faculty/student interaction and reward it.</p> <p>Develop principles of good advising</p> <p>Mentoring Excellence in research and instruction</p> <p>Research results available for use/benefit in State of Maryland</p> <p>Interdisciplinary</p>

	Recruit	Develop	Retain	Reward
Q3	<p>Competitive graduate fellowship/TA stipends</p> <p>Progress made by supervisors in creating an atmosphere of racial & ethnic tolerance & mutual respect should be included in performance evaluation for supervisors</p> <p>Exit interviews</p>		<p>Credit teaching, advising, service & involvement in equity issues within promotion & tenure system</p> <p>Conduct a study of salary scales for service maintenance employees (appropriate & fair?)</p> <p>Review salaries of black associate & administrative staff to determine comparability with non-black staff in similar positions</p>	

	Recruit	Develop	Retain	Reward
Q4	<p>Supportive Chairs (consider demands on time for various activities, self-expectations, encourage and reward service of varying types)</p> <p>Define position descriptions broadly</p> <p>Enhance power of equity officers</p> <p>Exit interviews</p>	<p>Small faculty groups to discuss effective teaching methods</p> <p>Articulate expectations and requirements and reward that performance</p> <p>Develop principles of good advising and reward that activity</p> <p>Work to empower & expedite the efforts of departments, colleges, and individual faculty who have the capacity & desire to generate and utilize new sources of support</p>	<p>Enhance power of equity officers</p> <p>Review salaries of Asian American, Hispanic & Native American faculty to determine if inequalities exist/rectify inequalities</p> <p>Initiate study of policies & procedures on salaries, promotions, & tenure in academic units to determine if they disproportionately disadvantage and/or discriminate against Asian, Hispanic & Native American faculty</p> <p>Create budgetary incentives that distribute revenues in ways that encourage units to be entrepreneurial, and ensure that these activities are recognized and rewarded along with high-quality research and teaching in the context of salary, promotion, and tenure decisions</p>	

	Recruit	Develop	Retain	Reward
Q5	<p>Small group discussion/ workshops (deans, chrs., tenured fac.) Re: ways to recruit/support minority fac. & staff.</p> <p>Enhance power of equity officers</p> <p>Establish a Multicultural Center for Asian, Hispanic & Native American faculty, students and staff.</p> <p>Establish Nat'l Inst./Study & Enhancement of Diversity</p> <p>Establish Center/African-American Culture</p> <p>Aggressive efforts to hire African-Americans for mainstream programs</p> <p>Double the # of Hispanic & Native American faculty in 5 years</p> <p>Recruit Asian American faculty into departments where they are underrepresented.</p> <p>Double the # of Asian American Associate & classified staff; triple the # of Hispanic & Native American Associate & Classified staff within 5 years (including appointments for senior & supervisory positions.</p> <p>Effective Affirmative Action Plan</p> <p>Progress made by supervisors in creating an atmosphere of racial & ethnic tolerance & mutual respect should be included in performance evaluations for supervisors.</p> <p>Initiate policies & procedures to enable that the recruitment of at least 10% of academic administrators will be Asian, Hispanic, & Native American by 2000.</p> <p>Institute programs to provide diversity programs to all supervisors that stress the value of cultural, racial, & ethnic diversity.</p> <p>Institute programs to provided</p>	<p>Increase access & achievement of underrepresented groups</p> <p>Career development</p> <p>Hispanic & Native American faculty, students, and staff</p> <p>Provide multi-racial, multi-cultural events, including new employee orientation with a focus on race relations.</p> <p>Diversity training (race relations, sexual harassment, etc.)</p> <p>Human Relations - campus programming to promote diversity in academia and workplace environment</p> <p>Ensure that explanations of procedures, options, & rights be made mandatory and part of the terms of employment.</p> <p>Various committees for improving campus climate and promoting equity in employment and education</p>	<p>Establish Nat'l Inst./Study & Enhancement of Diversity</p> <p>Through the Office of Personnel, develop a support program designed to improve the retention and promotion of women and minorities in the Associate Staff category</p>	<p>Keep COLA. Not merit only</p>

	Recruit	Develop	Retain	Reward
Q5	<p>Institute programs to provide diversity programs to all supervisors that stress the value of cultural, racial, & ethnic diversity</p> <p>In all administrative units responsible for faculty, provide funds for attendance at national conventions (Ford Foundation, National Congress of Black Faculty) as a recruitment measure.</p> <p>Recruit some of our own Ph.D. students of color for faculty positions at College Park, especially in disciplines where a minority faculty presence is minimal or non-existent.</p> <p>Exit interviews: Through the Office of Academic Affairs, conduct a systemic study of women and minority faculty leaving the University (Include negative tenure or promotion decisions), in order to determine the reasons or causes for these actions or decisions, and develop recommendations consonant with the finding of the study.</p>	<p>Through the Office of the President, undertake to ensure that classified and associate staff are represented in proportion to their numbers on committees dealing with matters affecting their interests, and that they are able to serve without hindrance on campus committees and take part in special events.</p> <p>Enhance power of equity officers</p> <p>Establish in each College or unit, an Ethnic Diversity/Prejudice/Reduction/Racial Sensitivity series</p> <p>Establish internship program for black staff employees to provide an opportunity to broaden their administrative expertise while working in another unit on campus for a semester</p> <p>Establish sabbatical leave opportunities for staff (i.e., 7 years of service = eligible to pursue education studies for one semester at full salary or 1 year at half salary.</p>	<p>Conduct bi-annual survey with black faculty, staff and students to assess campus climate</p> <p>Equity Council to monitor salary/equity reviews</p> <p>Develop an active public relations program to highlight the accomplishments of Blacks.</p>	

Recommendations listed above were obtained from the following UMCP reports:

1. Minority Achievement Plan, University of Maryland at College Park, 5/26/94.
2. Summary Report of the Committee on Excellence Through Diversity: Providing Opportunities for Black Americans at College Park, UMCP, 7/30/92.
3. Access Is Not Enough, A report to the President Concerning Opportunities for Blacks at the University of Maryland at College Park, 10/18/89.
4. Asian, Hispanic, and Native American Task Force Report, UMCP.
5. The Middle States Periodic Review Report: The University of Maryland at College Park, 1991-1992.

APPENDIX H-C

MIDDLE STATES REVIEW:

**TASK FORCE ON
A VISION FOR FACULTY AND STAFF IN THE 21ST CENTURY
RESPONDING TO NEW OPPORTUNITIES AND CHALLENGES**

**UMCP BENEFIT COMPARISON WITH PEER AND
ASPIRATIONAL INSTITUTIONS**

UMCP Benefit Comparison with Peer and Aspirational Institutions

Executive Summary

The following charts offer a comparison of benefit programs offered by the University of Maryland College Park to programs sponsored by selected peer and aspirational institutions. In viewing this data, it was determined that the University of Maryland's benefit program differs from the trends found at these selected institutions in three distinct areas.

First, the health insurance plan offered to University employees through the State of Maryland provided a higher rate of reimbursement for medical services rendered than was typical of other institutions. In addition, the 80 percent employer premium subsidy paid by UMCP exceeded the subsidies offered by these other universities. One other difference to note was that our plan allowed graduate and research assistants to participate in the same health insurance plan as regular employees. We are the only university in this study to make such a concession.

Secondly, the rate of contributions made by UMCP to the various State sponsored retirement programs was among the lowest found at any of the institutions in this study. Consequently, the level of salary replacement by pension income at the time of retirement will also be at the low end of this scale.

Finally, a number of our peer and aspirational institutions appear to have abandoned the method typically found in educational settings of accommodating employee illnesses through a practice of accumulated sick leave. Instead, these institutions have opted for purchasing short-term disability plans through private sector insurance companies and integrating these benefits with a fully-insured long-term disability policy. All of the institutions that have taken this approach are paying the full premium costs for their employees. Obviously, they have determined that the expense associated with this approach is more cost effective than their prior accumulated sick leave policies.

**Benefit Comparison of University of Maryland to Peer and Aspirational Institutions
Prepared May 6, 1996**

Prepared by W. Dick Bosstick

Benefit	UMCP	Texas	UNC	California	Arizona	Ohio State	Minnesota	Michigan	Illinois
Life Insurance Mandatory Plans	One Times Salary if Member of State Pension Plan. University paid	Max \$10,000. University	None	Annual Salary to \$50,000. University Paid	None	Two-and-a-half times to Maximum of \$55,000. University Paid	Choice of Flat \$20,000. Increments of \$5,000 based on Salary to Max of \$55,000. University paid	None	Annual Salary. University Paid
Life Insurance Optional Plans	Up to Six times Salary. Rates are Age Based. Employee paid	Up to Four times salary. Rates are Age Based. Employee paid	Decreasing Term. Rates are Age Based. Employee paid	Up to Four times salary. Age Based Rates. Employee paid	Up to Three times salary to Max of \$150,000. Age Based Rates. Employee paid	None	Max \$300,000. Employee paid	Decreasing term. Age Based Rates. Employee pays 75%	Up to Four times salary. Age Based Rates. Employee paid
Dependent Life	Yes. Employee pays	Yes. Employee pays	Yes. Employee pays	Yes. Employee pays	Yes. Employee pays	Yes. Employee pays	Yes. Employee pays	No	Yes. Employee pays
Accidental Death	Employee and family Max \$300,000 Employee paid	Employee and family Ten Times Salary Employee paid	Employee and family Ten times salary to Max of \$500,000 Employee paid	Employee and family Max of \$400,000 Employee paid	None	Employee only. Flat amount University paid	Employee only Max of \$100,000 Employee Paid	None	Employee only Five times salary Employee paid
Short-Term Disability	None	None	Yes. One year duration, 50% of monthly salary Max \$3,000 Employee paid	Yes. One year duration. 70% monthly salary. Max of \$5,000 Employee paid	Yes. Six months duration. 70% salary Employee paid	None	Yes. Six months duration. 67% monthly salary. Max of \$1,500. Employee paid	Yes. Benefit and duration based upon length of service. University paid	None

Benefit	UMCP	Texas	UNC	California	Arizona	Ohio State	Minnesota	Michigan	Illinois
Long-Term Disability	Yes 60% of salary monthly. Max of \$8,000. Employee paid	Yes. 65% of monthly salary. Max of \$18,500. Employee paid	Yes. 65% of salary monthly. Max \$3,900. Premium source uncertain	Yes. 70% of salary monthly. Max \$5,000. Employee paid	Yes. 65% of salary monthly. Max not stated. premium shared by employee and university	Yes. 50% of salary monthly. Max \$4,500. University paid	Yes. 60% of salary monthly. Max \$4,000. University paid	Yes. 65% of monthly salary. Max \$2,300. Employee paid	Disability Retirement through State. University. Offers supplemental plan that pays additional 15% of salary. Employee paid

Benefit	UMCP	Texas	UNC	California	Arizona	Ohio State	Minnesota	Michigan	Illinois
Tuition Remission	Yes. Employees eligible for graduate and undergrad courses immediately . Two courses per semester not to exceed 7 hours. Spouse/ dependents eligible after employee works for 2 yrs. First degree only	None	Yes. Employees only One course per semester Excludes summer sessions	None	Yes. Employees eligible for 6 hrs. Per semester. Spouse/ dependents receive reduction of 75%	Yes Spouse/ dependents of employees with at least 3 yrs of service receive 50% reduction in undergraduate fees	Yes. Eligible employees may take 1 course per semester. Spouse/ dependent receive waiver of non-resident tuition	None	Yes. Employees receive waiver of full tuition and fees. Dependents under age 25 receive 50% discount on first degree only
Retirement Plans Defined Benefits Normal Retirement Age	Yes. Sixty with 5 years, or any age w/30 years.	Yes. Age 55 w/30 yrs. Age 65 w/25 yrs or any age w/30 yrs.	Yes. Age 65 w/5 yrs. Age 60 w/25 yrs, or any age w/30 yrs.	Yes. Age 50 w/5 yrs., or age 62 regardless of yrs.	Yes. Anytime age and service equal 80. Age 65 or age 62 w/10 yrs.	Yes. Any age w/30 yrs. Age 60 w/5 yrs. Or Age 65.	None	None	Yes. Any age w/35 yrs.
Vesting	Five yrs.	Five yrs.	Five yrs.	Five yrs.	Five yrs.				
Contribution	Employer 54%. Employees pension and 15.09% for teacher's pension.	Employer 7.3% of salary. Employee 8.4% of salary.	Employer 10.96% of all members salaries. Employees 6% of salary.	Employer none. employee 2% of salary on social security wage base and 4% of compenstaion above wage base.	Employer 3.14% Employee 3.14%	Employer 14% Employee 9.25%			Employer 9.872% Employee 8%

Benefit	UMCP	Texas	UNC	California	Arizona	Ohio State	Minnesota	Michigan	Illinois
Define Contributions	Yes	Yes	Yes	None	None	None	Yes	Yes	None
Eligibility	Faculty and Assoc. Staff	Faculty and Assoc. Staff	Faculty				All employees	All employees	
Vesting	Immediate	One Yr & one day	Five yrs. or immediately if leaving employment				Immediate	Immediate	
Contributions	Employer 7.25%	Employer 8.5% Employee 5.65%	Employer 9.2% Employee 6%				Employer 13% of salary. Employee 2.5% of salary	Employer 10% of salary Employee 5% of salary	
Supplemental Retirement Plans (403(b) plans)	Yes, five vendors	Yes, many vendors	Yes, 45 vendors	Yes, & funds with 2 vendors	Yes, 19 vendors	Yes, 14 vendors	Yes, 5 vendors	Yes, 3 vendors	Yes, 8 vendors

APPENDIX H-D

MIDDLE STATES REVIEW:

**TASK FORCE ON
A VISION FOR FACULTY AND STAFF IN THE 21ST CENTURY**

RESPONDING TO NEW OPPORTUNITITES AND CHALLENGES

SUMMARY OF DATA APPENDIX

SUMMARY of DATA APPENDIX
TEN YEAR (1985-1995) WORK FORCE COMPARISON*

TABLE 1	<p>There has been an increase of 1938 permanent employees, a 23.3%, nearly split between full-time and part-time workers. However if the Agricultural Extension Service (353) personnel are removed from 1995 count, the number and percentage of part-timers exceeds the full time growth.</p> <p>There has been a large increase in Graduate Assistants over the ten-year period: 35%.</p> <p>Among the faculty, 319 more full-time faculty (subtracting out AES) and 82 part-time faculty were added.</p>
TABLE 2	Details of AES personnel.
TABLE 3	Faculty salaries over the 10-year period have increased by roughly 50% (all ranks). The smallest percentage increase was found among lectures: only 31%. Graduate Assistants' salaries reflect a change more similar to lecturers, with an increase of 36%.
TABLE 4	Staff salaries over an eight year period have also increased, but at more modest level than faculty (i.e., less than 20%). With the exception of skilled crafts, the University has increased in the number of women staff, especially in the Administrative and Professional categories.
TABLE 5	Over the last five years, UMCP has increased in the number of staff and faculty who are "temporary."
TABLE 6	In terms of minority permanent faculty hiring, African American faculty has increased 54% or 55 individuals (including AES and the broadest definition of faculty); Asian American faculty are up by 109% (114 individuals); Hispanic faculty have increased by 20 (a 79% change) and there has been a decrease of one Native American faculty member during this part year.
TABLE 7	In terms of staff hiring, an additional 258 African Americans have been hired (35%); 122 Asian Americans (140%); 84 Hispanic Americans (183%) and 10 more Native Americans have been added to the campus work force (250%).

*1995 figures include AES (see Table 2).

Table 1
Ten Year Comparison
Work Force Characteristics

	1995*		1985		+/- CHANGE	
	#	%	#	%	#	%
Total Employees	10,240	100.0%	8,302	100.0%	1,938	23.3%
Full Time	6,325	61.8%	5,306	63.9%	1,020	19.2%
Faculty	2,420	23.6%	1,948	23.5%	472	24.2%
Staff	3,906	38.1%	3,358	40.4%	548	26.3%
Part Time	3,914	38.2%	2,996	36.1%	918	30.6%
Faculty	641	6.3%	559	6.7%	82	14.7%
Staff	270	2.6%	218	2.6%	52	23.9%
Graduate Assistants	3,003	29.3%	2,219	26.7%	784	35.3%

* 1995 data includes Extension Service & Contract employees

Table 2
1995 Agriculture Extension Service Counts

	Full-Time		Part-Time		Total	
	#	Avg. Salary	#	Avg. Salary	#	Avg. Salary
Administrative	4	4,398	0	0	4	64,398
Faculty	147	45,219	6	20,359	153	65,578
Professional	12	41,715	2	28,054	14	69,769
Secretarial	88	23,134	15	12,728	103	35,862
Technical	30	23,052	3	14,567	33	37,619
Skilled	6	38,747	0	0	6	28,747
Service	32	18,601	3	10,376	35	28,977
Grad Asst .	0	0	5	10,677	5	10,677
Total	319	N/A	34	N/A	353	N/A

Above counts & average salaries are included in all UMCP data beginning with Fall 1994 term.

Table 3

**Ten-Year Comparison
Average Salaries for Full-time Instructional Faculty
(12 months salary converted to 9)**

	1995*	1985	+/- change	
			\$	%
Professors	76,605	48,936	27,669	56.5%
Associate Professors	53,078	35,563	17,515	49.3%
Assistant Professors	45,698	29,104	16,594	57.0%
Instructors	33,503	21,414	12,089	56.5%
Lecturers	33,084	25,243	7,841	31.1%
Graduate Assistant Stipends				
	1995*	1985	+/- change	
			\$	%
New G.A.	9,990	7,000	2,900	41.4%
G.A. after 1 year	10,125	7,200	2,925	40.6%
G.A. on doctoral level	10,770	7,900	2,870	36.3%
Actual Salaries	10,341	7,623	2,718	35.7%

Table 4
1995 Full-Time Staff Salaries
Compared to 1988

	1995		1988		Salary Change		Headcount Change	
	#	\$	#	\$	#	%	#	%
Administrative	235	75,633	268	65,644	9,989	15.2%	-33	-12.3%
Male	132	81,977	204	69,543	12,434	17.9%	-72	-35.3%
Female	103	67,502	64	53,213	14,289	26.9%	39	60.9%
Professional	1,309	42,582	924	34,621	7,961	23.0%	385	41.7%
Male	621	47,102	464	38,283	8,819	23.0%	157	33.8%
Female	688	38,502	460	31,614	6,888	21.8%	228	49.6%
Clerical	1,142	23,958	1145	19,203	4,755	24.8%	-3	-0.3%
Male	107	22,036	104	18,083	3,953	21.9%	3	2.9%
Female	1,035	24,157	1041	19,315	4,842	25.1%	-6	-0.6%
Technical	363	30,722	368	26,505	4,217	15.9%	-5	-1.4%
Male	271	31,634	286	26,942	4,692	17.4%	-15	-5.2%
Female	92	28,035	82	24,979	3,056	12.2%	10	12.2%
Skilled	376	29,483	331	26,016	3,467	13.3%	45	13.6%
Male	367	29,486	326	26,016	3,470	13.3%	41	12.6%
Female	9	29,366	5	25,986	3,380	13.0%	4	80.0%
Service	482	18,866	472	16,504	2,362	14.3%	10	2.1%
Male	239	18,985	246	16,816	2,169	12.9%	-7	-2.8%
Female	243	18,749	226	16,165	2,584	16.0%	17	7.5%

Notes:

1. In 1988, the Administrative category included deans and chairs which are in the faculty category in 1995.

2. Nine-month salaries have been converted to 12 month by 1.2222 factor for Administrative and Professional ranks.

3. Extension Service and contract employees were not included in 1988.

Table 5
Five Year Comparison
Changes in Classified & Contract Staff

	1995		1990		+/- Change	
	#	%	#	%	#	%
Total Employees	10,240	100.0%	9,433	100.0%	807	8.6%
Full time	6,326	61.8%	5,830	61.8%	496	8.5%
Classified Permanent	2,628	25.7%	2,891	30.6%	-263	-9.1%
Classified Temporary	4	0.04%	3	0.03%	1	33.3%
Faculty Term Contract	122	1.2%	94	1.0%	28	29.8%
Contract	383	3.7%	3,603	100.0%	383	N/A
Part time	3,914	100.0%	3,603	100.0%	311	8.6%
Classified Permanent	166	4.2%	180	5.0%	-14	-7.8%
Classified Temporary	0	0.0%	4	0.1%	-4	-100.0%
Faculty Term Contract	8	0.2%	1	0.03%	7	700.0%
Contract	67	1.7%	0	0.0%	67	N/A

Table 6
Ten-Year Comparison
Total Minority & Female Faculty and Graduate Assistants

Faculty		1995			1985			+/-Change 1985 to 1995		
		FT	PT	Total	FT	PT	Total	FT	PT	Total
Total	#	2,420	641	3,061	1,948	559	2,507	472	82	554
	%	100	100	100	100	100	100	24.2	14.7	22
Afro-American	#	125	24	149	70	27	97	55	-3	52
	%	5.2	3.7	4.9	3.6	4.8	8	78.6	-11.1	54
Asian American	#	185	34	219	85	20	105	100	14	114
	%	7.6	5.3	7.2	4.4	3.6	8	117.6	70	109
Hispanic	#	38	5	43	18	6	24	20	-1	19
	%	1.6	0.8	1.4	0.9	1.1	2	111.1	-16.7	79
Native American	#	4	1	5	5	0.00	5	-1	1	0.00
	%	0.2	0.2	0.2	0.3		0	-20	100	
All Minority	#	352	64	416	178	53	231	174	11	185
	%	14.5	10	13.6	9.1	9.5	9.2	97.8	20.8	80
Foreign	#	177	52	229	145	40	185	32	12	44
	%	7.3	8	7.5	7.4	7.2	7.4	22.1	-30	23.8
Female Faculty	#	656	263	919	464	215	679	192	48	240
	%	27.1	41	30	23.8	38.5	27.1	41.4	22.3	35.3
Graduate Assistants		Men	Women	Total	Men	Women	Total	Men	Women	Total
Total	#	1,713	1,290	3,003	1,304	915	2,219	409	375	784
	%	57	43	100	58.8	41.2	100	52.2	47.8	100
Teaching Assistants	#			2,026			1,600			
	%			67.5			72.1			
Research Assistants	#			977			619			
	%			32.5			27.9			

Notes:

1. Percents in year columns are calculated vertically as a percent of the total for each column. The percent change is the difference from 1985 to 1995.
2. Ethnicity breakdown does not include foreign.
3. 1995 counts include the Extension Services (not included in 1985). Faculty now includes 147 full-time & part-time Extension Service individuals.

Table 7
TEN YEAR COMPARISONS
TOTAL MINORITY AND FEMALE STAFF

Staff		1995			1985*			+/-Change 1985 to 1995		
		FT	PT	Total	FT	PT	Total	FT	PT	Total
Total	#	3,906	270	4,176	3,358	218	3,576	548	52	600
	%	100	100	100	100	100	100	6.3	23.9	16.8
Afro-American	#	972	30	1,002	730	14	744	242	16	258
	%	24.9	11.1	24	21.7	6.4	21	33.2	114.3	34.7
Asian American	#	200	9	209	80	7	87	120	2	122
	%	5.1	3.3	5	2.4	3.2	2	150	28.6	140.2
Hispanic	#	127	3	130	44	2	46	83	1	84
	%	3.3	1.1	3	1.3	0.9	1	188.6	50	182.6
Native American	#	13	1	14	4	0.00	4	9	1	10
	%	.3	.4	0	.1		0	225	100	150
All Minority	#	1,312	43	1,355	858	23	881	454	20	474
	%	33.6	15.9	32	25.6	10.6	25	52.9	87	53.8
Foreign	#	10	4	14	10	0.00	10	0.00	4	4
	%	.3	1.5	0	.3		0		100	40
Female	#	2,169	219	2,388	1,774	179	1,953	395	40	435
	%	55.5	81.1	57	52.8	82.1	55	22.3	22.3	22.3

* Note: Staff includes administrators. It should be noted that deans and chairs were in the Administrative Classification prior to 1994.