AQIP Category Four: Valuing People

Processes (P)

4P1 - Identifying Required Credentials, Skills, and Values

Each administrative and staff position has a detailed job description. The job descriptions include a position summary, essential duties, minimum qualifications, preferred qualifications and working conditions/physical requirements. The descriptions are reviewed annually as part of the performance appraisal review and, in the case of a vacancy, as part of a request to rehire a position.

As part of an AQIP project, the university is in the process of conducting a Job Evaluation for each administrative and staff position. The results of this process will include a new job description for each unique position, which identifies its minimum requirements (credentials, skills and values). This process will help ensure that the requirements identified are valid predictors of future success in the position.

As annual performance appraisals are completed, supervisors may identify necessary changes in the minimum requirements of positions for future hiring decisions. Faculty members and their dean usually determine the specific skills required for an academic position.

4P2 - Ensuring Hiring Processes Account for Required Credentials, Skills, and Values

Job descriptions are used as the basis for development of recruitment materials and selection of applicants for consideration. As candidates proceed through the interview and hiring process, the university questions and seeks evidence of skills and values.

Credentials, skills and values are also verified through application materials, transcripts, reference checks and background checks.

The Office of Mission Integration prepared a document titled “Hiring for Mission” which is included in the university’s Recruitment Protocols. It suggests how to evaluate candidates and appropriate questions to ask in an interview. Additionally, the President meets with the prospective faculty member during the interview to evaluate further their academic credentials and to apprise them of our mission.

4P3 - Recruiting, Hiring, and Retaining Employees

Recruitment and hiring guidelines are spelled out in Section 3.3 of the University Policy Manual. In addition, the Human Resources office publishes a Recruitment Protocols manual which includes a process for revision/creation of job description, a request for position staffing with approvals, a system of job posting which includes internal, web and print ads, role of the search committee, administrative support materials for the process, interview guidelines, selection criteria, reference and background checks, job offers, and the request for hire or contract. These protocols give the manager/supervisor clear direction on how to attract applicants and conduct a search and screening process for hiring.

All positions are recruited through the university web site. Based on classification, positions are recruited through local newspapers, professional associations, and higher education resources.
When possible, the university requests priority for diverse applicants in an effort to improve the diversity of employees.

Searches are conducted by the appropriate hiring manager or, in the case of faculty or executive leadership positions, search committees. Faculty candidates provide teaching demonstrations for committee members, students, the dean, and provost. Faculty candidates then meet with the president. For searches by committee, once all candidates have been interviewed, the search committee presents to the hiring manager a list of acceptable candidates, including notation of the perceived strengths and weaknesses of each candidate. The chair of the search committee and the hiring manager meet to choose a candidate by consensus. In the absence of such a consensus, the final selection will be made by the hiring manager. In the event that no acceptable candidate is found, the search may be reopened immediately or at a later time.

**4P4 - Orienting Employees to History, Mission, and Values**

**New Employee Orientation**

The New Employee Orientation includes a segment addressing the history of the university which includes: mission, vision, and core values; organization of the university; governance structure; and policy manual information.

**Mission & Values Training**

People become more acquainted with the mission and values of the University through training provided by the Office of Mission Integration. Staff and administrators go through a series of orientation workshops related to mission. They focus on the histories of the founding congregation and the university, Saints Francis and Clare and their Franciscan values, and the University as a Franciscan institution of higher education in today’s world.

Additionally, faculty are provided with printed materials such as The Franciscan Intellectual Tradition and are challenged to consider how a discussion on values might be incorporated into course curriculum. Faculty are also invited to roundtable discussions on Franciscan writings or to become involved with the San Damiano Scholars, a group of faculty who have studied Francis and/or experienced Assisi.

**4P5 - Planning for Personnel Changes**

Currently, the university is very reactive in addressing changes in personnel. Plans are in place to begin a formal succession planning process through which all employees are provided the opportunity to map out their career path, setting goals and objectives which will help them in their quest. Additionally, some employees will be identified for promotional opportunities through this process and will be offered additional training and education to meet these goals.

**4P6 - Ensuring Work Process and Activity Contributions**

Work processes and activities, when appropriate, involve a great deal of communication and collaboration between offices to ensure a high level of success and student satisfaction. Examples are collaborative efforts geared at new student orientation, registration and class attendance confirmation which are shared activities developed by the offices of academic advising, registrar, admissions, student life, business affairs and financial aid.
During the 2008-2009 academic year, an Institutional Administrative Program Review was completed. This process required each administrative unit to review their processes and efficiencies. The recommendations from this process will be shared with the Board of Trustees during the fall 2009 Trustee Retreat.

Another mechanism now in place for review of work processes and activities is the AQIP/Quality Improvement teams. These teams are organized according to the nine Systems Portfolio categories. Each team is charged with reviewing the institutional processes for their Category on an annual basis and suggesting quality improvement initiatives to the Budget and Planning Committee and the AQIP Core Team as possible Action Projects.

4P7 - Ensuring Ethical Practices

A number of elements are in place to ensure ethical practices among our employees. First, a core value of the University is “integrity”. This value is communicated as an element of our ‘decision matrix’ which administrators are encouraged to use when making decisions. It is reinforced through our “leadership attributes” as being a characteristic of a good leader. Finally, all administrators are asked to sign a “Conflict of Interest” disclosure statement to reinforce good business practices.

Plans are in place to develop and implement a Code of Ethics and Ethics Training for all employees.

4P8 - Determining Training Needs

Training needs are determined at the departmental level by the department supervisor or chair. All staff and administrators participate in an annual Performance Appraisal Review (PAR) process. During this review, training needs are identified and plans are developed to satisfy these needs.

In addition, as new technologies or initiatives are introduced, training needs are identified. As an example, following several situations involving lack of supervisory skills, the need to train supervisors on specific policies and procedures was identified, and a training plan was developed and delivered.

4P9 - Training and Developing Employees and Reinforcing Training University-Wide

Employee training continues to improve. The Human Resources Office has developed training plans which include a New Employee Orientation, general training topics for all employees, specific training for supervisors, and safety training for employees in facilities and security. In addition, the Center for Instructional Delivery (CID) provides technology training. These training presentations are available through instructor-led formats, individual delivery, and computer-based classrooms. All employees are encouraged to participate and, in certain situations, they may be required. This type of development is very beneficial in that there is a prompt transfer of learning allowing the employee immediately to apply training and develop professionally. Training is reinforced through supporting documentation and tutorials located on the USF website available to faculty, staff and administration at any time.

Employees are eligible for tuition waiver and tuition exchange benefits, allowing them to take credit classes and even earn certificates or degrees.
Faculty

The University recognizes its responsibility to design and support programs for faculty development and education. Each full-time faculty member can request funding for annual development activity from the Teaching and Professional Growth Committee. Support programs are designed for in-service development by promoting activities and programs. Written reports and oral presentations are given to reinforce training and to share information with faculty members. The Center for Teaching Excellence is should provide faculty with opportunities to improve student learning.

Staff and Administrators

Training of staff is usually limited to in-house programs. Administrators are encouraged to attend professional conferences as appropriate to their position. The ASC Staff Development Committee researches professional development efforts at other higher education institutions and attempts to identify potential funding sources to support professional development activities at USF.

4P10 - Designing and Using Personnel Evaluation System

The Human Resources Office collects and monitors the use of performance evaluations throughout the university.

Staff and Administrators

Staff and Administrators participate in an annual Performance Appraisal Review (PAR) process, which evaluates the employee on the basis of essential job responsibilities found in the job description, university-wide performance criteria, specific performance goals and professional development criteria assigned to the individual at the beginning of the year. Each employee completes a self-evaluation, the supervisor completes a supervisory evaluation, and the two meet to compare, contrast and, ultimately, set performance and development goals for the next year.

Supervisors have additional competencies measured through their PAR, to evaluate their supervisory skills.

Executive leadership positions are also evaluated through a 360 degree feedback process once every three years.

Faculty

First-year faculty members are reviewed primarily to ensure competency in teaching and advising students. Subsequently, faculty must demonstrate competence in other areas including: teaching (instructor performance, subject expertise), service (to the department, university, community and profession), professional and scholarly activities (growth and development within discipline, research, creative activity, and academic advising.

First-year or new track faculty members are mentored through the Teaching and Professional Growth Committee. Elements of mentoring include:

- Developing relationships with colleagues, staff and students
- Promoting effective teaching and mentoring of students
- Assessing course quality and advising students

In the third year, the faculty member prepares a professional portfolio of accomplished work, work in progress and professional goals for review by other faculty. A primary focus is teaching excellence and mastery of one’s subject area but this three-year review is intended to help the faculty member develop their tenure portfolio.

In the sixth year of service, the faculty member submits an application for tenure, a current portfolio, documentation of research, community service, a terminal degree, and letters of recommendation. Excellent teaching is a primary criterion for evaluation followed by service to the University and students, and scholarship and research. Within teaching, motivating and mentoring students is a key criterion. Upon receiving tenure, faculty members participate in a five-year review process to monitor continued quality.

4P11 - Designing Recognition, Reward, Compensation, and Benefit Systems

The Human Resources Office works with executive leadership, the Faculty Compensation Committee, and the Benefits, Classification and Compensation Committee of the ASC each year to identify priorities for benefits and compensation planning. Over the past three years, the benefits offered have been expanded to include: a flexible spending plan for medical and dependent care expenses; an employer-sponsored short term disability plan; an Employee Assistance Program; an additional medical insurance offering via a High Deductible Health Care plan with university contributions to a Health Savings Account; and, with an aging workforce approaching retirement, additional vendors were added to our 403(b) plan with emphasis on retirement planning.

Work remains to be done linking a recognition, reward and compensation system to performance, service and “Helping Students Learn”. The University’s plan is to further develop the administrator/staff performance evaluation tool so that compensation can be aligned with results. That tool however, does not have a strong link to “Helping Students Learn” and would need to be incorporated into the instrument. The faculty evaluation system more closely accomplishes all of the objectives but still is not linked to compensation.

Employee Service Awards are given annually to faculty, administrators and staff on the 5th, 10th, 15th, 20th, 25th, 30th and 35th anniversaries of employment.

Faculty

The Teaching and Professional Growth Committee recommends three awards to faculty each year: Excellence in Teaching, Achievement in Scholarship, and Achievement in Service Awards. Nominations are submitted by students, faculty, administrators, and staff. The purpose of the award is to publicly recognize the accomplishments of instructional faculty who excel in one of the three areas. Each recipient receives a monetary award. Following retirement from the University of St. Francis, eligible faculty may apply for and receive the distinction of Professor Emeritus, the highest honor bestowed upon faculty members.

Staff and Administrators

Staff and administrators are eligible for two awards provided annually: Franciscan Charism Award which recognizes an employee who enriches the lives of others through service to the
students and institution (See Criterion 2); and the Innovation Award which recognizes an individual’s innovation in service to students and the university.

4P12 - Determining, Analyzing, and Selecting Courses of Action for Employee Motivation

Faculty, staff and administrators can be motivated through the evaluation process which takes place at every level of the university. The evaluation affords the administrator, supervisor or department chair an opportunity to commend a member of the USF community on exemplary performance and service.

Each Fall during St. Francis week, the president and vice presidents serve all employees a breakfast in appreciation for their contributions to the university. It is also a reminder that we are all called to serve.

Faculty can also be recognized through the award of tenure and promotion in rank. At the University of St. Francis tenure is an expression of the relationship between the faculty and the university; it is a mutual commitment to the development of a Catholic and Franciscan learning environment that will nurture and support academic excellence among faculty and students alike. Tenure involves a commitment by the university to each member of the faculty and an equal commitment of each faculty member to the university. In granting tenure, the university awards its faculty the security of continuous appointment and employment. This permanent status is recognition of their achievements according to internationally accepted standards, and an acknowledgment of the importance of their teaching, scholarship, and service to the university, its students, and community. In committing to tenure, the faculty member acknowledges a commitment to the University of St. Francis and promises to serve its mission. (See section 4P10). Promotion in rank is based on demonstrated excellence in teaching, scholarship and service.

4P13 - Providing for and Evaluating Employee Satisfaction, Health, Safety, and Well-Being

Employee Satisfaction

Over the last several years, several instruments used in institutional surveys give us some indication of employee satisfaction. Currently, the Human Resources Office is in the initial stage of developing a USF Employee Satisfaction Survey that can be administered annually to better monitor the attitudes of faculty, staff and administrators.

In 2005, faculty participated in the HERI Survey. The survey was administered to full-time undergraduate faculty and normed against other Catholic 4yr Colleges. Several questions seem to give a sense of faculty employment satisfaction at USF.

<table>
<thead>
<tr>
<th>HERI Survey</th>
<th>USF</th>
<th>4yr Catholic</th>
</tr>
</thead>
<tbody>
<tr>
<td>My research is valued by faculty in my department</td>
<td>76.9%</td>
<td>68.7%</td>
</tr>
<tr>
<td>My teaching is valued by faculty in my department</td>
<td>95.7%</td>
<td>89.1%</td>
</tr>
<tr>
<td>Faculty are sufficiently involved in decision making</td>
<td>80.4%</td>
<td>52.0%</td>
</tr>
<tr>
<td>There is adequate support for faculty development</td>
<td>80.0%</td>
<td>57.5%</td>
</tr>
<tr>
<td>My department has difficulty retaining faculty</td>
<td>13.3%</td>
<td>21.4%</td>
</tr>
<tr>
<td>Faculty here respect each other</td>
<td>70.2%</td>
<td>55.8%</td>
</tr>
</tbody>
</table>
All of the above questions indicate a higher level of satisfaction among faculty at USF that that of their colleagues at peer 4yr Catholic colleges.

Noel-Levitz Institutional Priorities Survey is another instrument which gives us some indication of employee satisfaction. In this survey, faculty, administrators and staff were asked to respond whether they felt the following were in place at USF:

**Table 4.2 Institutional Priorities Survey**

<table>
<thead>
<tr>
<th></th>
<th>Nat'l Grp</th>
<th>USF</th>
<th>Faculty</th>
<th>Admin</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concern for the Individual</td>
<td>5.71</td>
<td>5.72</td>
<td>6.08</td>
<td>5.51</td>
<td>5.57</td>
</tr>
<tr>
<td>Instructional Effectiveness</td>
<td>5.60</td>
<td>5.61</td>
<td>5.84</td>
<td>5.42</td>
<td>5.53</td>
</tr>
<tr>
<td>Service Excellence</td>
<td>5.31</td>
<td>5.33</td>
<td>5.54</td>
<td>5.21</td>
<td>5.26</td>
</tr>
<tr>
<td>Student Centeredness</td>
<td>5.69</td>
<td>5.76</td>
<td>5.82</td>
<td>5.81</td>
<td>5.66</td>
</tr>
</tbody>
</table>

The results of this survey indicate that USF is very comparable to peer Catholic 4yr colleges and that faculty and staff at USF generally agree that USF is doing a good job at meeting priorities. Administrators however are more critical of the institution’s success. The university administers the Noel-Levitz survey every two to three years to monitor progress and student/employee satisfaction. Faculty and Administrators rated especially well in terms of recognizing Student Centeredness as a priority.

The university hosts a number of collegial and morale development activities during the year. Among them are 1% Day (where USF faculty, staff and administrators spend a half day beautifying the campus followed by a social party), the University Christmas Party, a Children’s Christmas Party, as well as employee welcome gatherings and twice yearly retirement parties.

**Employee Health and Safety**

Plans are underway to develop an Occupational Health program for all employees, with specific emphases on facilities and security employees. The Crisis Team reviews and updates the Emergency Preparedness Plan, and implements drills and practices for different scenarios including: pandemic flu, tornado, bomb threat, hostage situation, violence in the workplace and others.

**Employee Well-being**

Since 2001, USF has had a contract with Gold’s Gym in Joliet (approximately 2 miles from campus) that allows students and faculty to use the facility free of charge. The Human Resources Office arranged for the availability of an Employee Assistance Program effective March 2009. Prior to that, employees only had access to the Personal Counseling services provided by the university, and medical services through their health insurance coverage. Now, they have access to all three types of services. In addition, the Human Resources Office sends informational e-mails regarding health and wellness issues to all employees. Plans are being developed to distribute a wellness newsletter to employees as well.
**Results (R)**

**4R1 - Measures of Valuing People**

In 2004, the university implemented a system of job grading (staff and administrative jobs only). Jobs were graded starting at 5 and ranging up to 23. After the initial grading, a committee of administrators and staff met to review the grading and to set guidelines for future grading as well as position re-grading. After grading inequities were reviewed, positions were indexed against CUPA data to identify any inequities. Only a handful of positions appeared under compensated. Salary adjustments were issues and now all salaries for the majority of USF’s CUPA benchmarked (eligible for comparison to CUPA data) positions fall within 90 - 110% of the CUPA average. As part of an AQIP project, the system is being reevaluated and position benchmarks will be updated by Fall 2009.

As a result of an analysis of faculty compensation, a five year program for salary adjustments has been initiated by the university to make faculty salaries more competitive. The program is on track and in its third year.

Employee retention has also been strong as indicated by the recent tracking of turnover rates among faculty, staff and administrators below:

**Table 4.3 Description needed**

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Employees Separated During Year</th>
<th>Average Number Employees During Year</th>
<th>Annual Turnover Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY04</td>
<td>41</td>
<td>286</td>
<td>14.34%</td>
</tr>
<tr>
<td>FY05</td>
<td>46</td>
<td>273</td>
<td>16.85%</td>
</tr>
<tr>
<td>FY06</td>
<td>32</td>
<td>288</td>
<td>11.11%</td>
</tr>
<tr>
<td>FY07</td>
<td>37</td>
<td>302</td>
<td>12.25%</td>
</tr>
<tr>
<td>FY08</td>
<td>35</td>
<td>322</td>
<td>10.87%</td>
</tr>
<tr>
<td>FY09</td>
<td>27</td>
<td>348</td>
<td>7.8%</td>
</tr>
</tbody>
</table>

*Note: Formula for annual turnover rate is the number of employees separated during the year divided by the number of employees on the last day of the year multiplied by 100*

May and June are the highest turnover periods with a 7-8% turnover, but overall, the University has a very stable employee base with average years of service 9 years.

**4R2 - Results for Valuing People**

Diversity among staff and administrators has increased due to a concentrated effort to attract and retain a more diverse employee base. The percentage of non-faculty employees from diverse background has increased compared to five years earlier. Current breakout is as follows:
Table 4.4

<table>
<thead>
<tr>
<th>Employment</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afr-Am</td>
<td>4%</td>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>0%</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td>Asian</td>
<td>2%</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>92%</td>
<td>91%</td>
<td>90%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Other</td>
<td>0%</td>
<td>2%</td>
<td>0%</td>
</tr>
<tr>
<td>Administrators</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afr-Am</td>
<td>4%</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Asian</td>
<td>1%</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>91%</td>
<td>91%</td>
<td>90%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>3%</td>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td>Other</td>
<td>1%</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>Staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afr-Am</td>
<td>16%</td>
<td>14%</td>
<td>10%</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Asian</td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>72%</td>
<td>78%</td>
<td>75%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>10%</td>
<td>7%</td>
<td>12%</td>
</tr>
<tr>
<td>Other</td>
<td>0%</td>
<td>0%</td>
<td>2%</td>
</tr>
</tbody>
</table>

The addition of a Human Resource Office in 2004 has improved our hiring processes and services to employees. Standardized hiring procedures have been developed. Benefits counseling is in place and systems have been improved for filing grievances or raising questions about conditions of employment. Employee retention is stable. New benefits have been offered to employees at minimal costs to the university.

4R3 - Results for Employee Productivity and Effectiveness Toward Goal Achievement

As a result of training, faculty use of technology in the classroom has increased. Students are learning through varied methods. Within the last year, operational and academic areas have undergone a review of programming including staffing, job assignment and processes. The result is a list of recommendations for some reductions in administrative and staff positions, the realignment of work responsibilities and some job sharing.

4R4 - Results Comparisons

As stated in 4P11-12, faculty salaries are lower than peer private institutions and a five year plan is in progress to correct those inequities at the professor and associate professor levels. Salaries are competitive at the assistant and instructor levels. A similar study is underway currently to review administrator salaries. When this study was conducted five years ago, most administrative salaries where within 5% of peer institutions.

The 2005 HERI Study (cited in 4P13) indicated a strong sense of value among faculty with USF faculty scoring significantly higher than their peers at other four year Catholic colleges.

Lastly, the Noel-Levitz Study (cited in 4P13) also shows USF employees in general feel the university is doing a good job at meeting its mission and serving students.
4.11 - Improvement of Current Processes and Systems

Major issues the University has made significant progress on but seeks to improve further include tying performance to pay through the use of our PAR process for administrators and staff; updating the employee classification system and compensation benchmarks, increasing our employee training program; implementing a succession planning process; continuing to enhance benefit programs to exceed employee needs; and reach our goal of bringing all employee wages in line with peer institutions.

The 2008-09 opening day workshop focused on Servant Leadership with the goal of integrating faculty and administrator understanding of this rich tradition. The University is placing more emphasis on cultural diversity and its impact on students, faculty, staff and the community.

Staff and Administrators

The performance appraisal for all employees has been a major step in creating a process and system for valuing people. Data on results has been gathered and analyzed so that further improvements of the tool and process can be made. Within the next few years, the University will be able to tie recognition and compensation (linking pay with performance) to the process. One of the University’s past AQIP projects dealt with developing a performance evaluation system for administrators and staff.

The University is evaluating the employee classification system and benchmarking jobs and salary against those within the Chicago suburbs, Illinois, and across the country based upon institutional type and size. Salaries outside of a plus/minus tolerance of 5 percent will be recommended for adjustment.

Faculty

Faculty salaries by academic rank have been benchmarked against peer institutions with a goal of equity. The faculty members continue to evaluate each year to modify their five year plan, which is on track and in its third year.

All Employees

Service to the community is not a clear directive to employees, and proposed long range planning strategies will encourage further community involvement. The University has some baseline numbers to which it can measure progress but more needs to be done.

The University is also working with employees to seek their input on health care, retirement and other benefits in an effort to meet the needs of employees while balancing the burden of providing such services equitably between the employee and the University.

4.12 - Targets and Improvement Priorities

The current 2006-11 Strategic Plan has created an opportunity to set a measurement/indicator, baseline measure, benchmark, and an aspirational target for each of the objectives in the plan. Annually, a report is sent to the trustees and USF community indicating the level to which targets have been achieved. Additionally, mid-year reports are shared with all audiences, provide focused updates on selected action plans and indicate the level of progress on the plans developed to achieve the overall objectives.
The Budget & Planning committee is another means for faculty, staff and administrators to review the priorities of the institution, focus funding to achieve goals as well as gain an understanding of how the university manages its resources. Representatives from all areas of the university are included and members are encouraged to share information presented at these meetings with their constituents.