

Final Report of September 6, 2012

Goal 4: Faculty, Staff, and Administration

When formulating initiatives, the Goal 4 Task Force worked toward achieving the following Indicators of Success associated with the overall quality of life for the Faculty, Staff and Administrative employees.

Executive Summary:

Indicators of Success

The Goal 4 Task Force examined the following nine issues relating to the overall quality of life for the Faculty, Staff, and Administrative employees.

- Faculty and staff salaries are 90% of the CUPA averages, taking into account cost of living and other applicable factors.
- The number of faculty and staff participating in health and wellness initiatives has steadily increased.
- The number of faculty and staff attending and participating in cultural and athletic activities have steadily increased.
- The SSPO/SSC is representative of all campus units as a recommending body.
- A program for staff professional development and career advancement is in place.
- A program to help new faculty become effective and productive teachers is in place.
- A performance evaluation for staff is established and used on an ongoing basis.
- Monetary support for scholarly/creative activities has steadily increased and been broadly communicated.
- A program for faculty development is in place.

The proposed initiatives are divided for convenience into A. Staff, B. Faculty, C. Staff, Faculty and Administration, although there is some overlap between the categories. While possible program initiatives were proposed for all of these areas, there was general consensus that the following four areas be given the highest priority:

A.1. The Southwestern Support Personnel Organization, SSPO, must evolve into more of a “Staff Senate” or “Staff Support Council”.

C.1.a. SWOSU will develop and maintain comprehensive staff classifications that consist of taking into account a combination of equitable and consistent job evaluations.

C.1.b. Using suitable comparative groups and factors (e.g., market comparisons, CUPA data and staff classifications), SWOSU will develop and maintain appropriate and competitive salary/ compensation programs for Faculty, Administrative and Staff.

C.2. SWOSU will phase-in a comprehensive Health and Wellness program.

Goal 4 Task Force Members:

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A. Staff

Indicators of Success:

- A program for staff professional development and career advancement is in place.
- A performance evaluation for staff is established and used on an ongoing basis.
- The SSPO/SSC is representative of all campus units as a recommending body.

Description of the Elements

1. The Southwestern Support Personnel Organization, SSPO, must evolve into more of a “Staff Senate” or “Staff Support Council (SCC)”.
 - a. The SSPO/SSC must be a Recommending Body
 - b. The SSPO/SSC should report directly to University President. It is crucial for the staff to feel that their unfiltered concerns are being considered by the Administration. Reporting directly to the President ensures that recommendations are heard with less concern for reprisals or misrepresentations. Other “Senate” recommending bodies have protections unavailable to the staff.
 - c. Mandatory release time for SSPO/SSC meetings once a month. Supervisors must not interfere with the SSPO/SSC meetings.
 - d. Continue representation on the Administrative Council.
 - e. Issues to be considered by the Staff Senate include:
 - i. Conduct a study based on responsibilities and market for staff to establish appropriate levels of compensation.
 - ii. Develop and maintain a University-side program of annual staff performance evaluation that is used as the basis for compensation and professional development.
 - iii. Develop a consistent policy for compensation time that is used across the University.
 - iv. Explore the possibility of offering flex time (e.g., work four 10 hour days) for staff during interim periods.
 - v. Opportunities for advancement by combining staff employee’s current job duties with additional responsibilities.
 - vi. Opportunities for advancement by identifying training and skill requirements for upcoming job openings.
 - vii. Coordinate with Faculty, Students and Administration on childcare, spousal education/employment opportunities, and other issues critical to increasing employee retention.
2. Increase the Technology Support for Staff
 - a. Create and manage a staff subgroup to routinely disseminate information, possibly utilizing D2L.
 - b. Processing paperwork /improving the efficiency of forms (e.g. travel)
 - i. Campus-wide training before implementation of new forms.
 - ii. Yearly campus-wide refresher training for existing documents.
 - c. Yearly updates regarding financial aid before fall semester begins.

- d. Offer more online classes or evening classes related to career advancement
3. Community Service Award.

Community service is an important component for improving the quality of the environment surrounding SWOSU. Administration and faculty members are already recognized/required/rewarded for Community service. The staff, however, receives not such recognition. The University should recognize and reward staff for positively representing SWOSU in the community. (e.g. a \$500 bonus)

Potential Models:

For “performance” based pay increases and bonuses, see Oklahoma City Community College’s Performance evaluation system. Also Duke University:
<http://www.hr.duke.edu/managers/performance/University/performance/development.php>

For childcare issues see OSU-OKC, and <https://www.utexas.edu/childcenter/>

For job compensation issues see the Oklahoma Wage Network at the Oklahoma Employment Security Commission.
http://www.ok.gov/oesc_web/Services/Find_Labor_Market_Statistics/OES/

B. Faculty

Indicators of success:

- A program for faculty development is in place.
- A program to help new faculty become effective and productive teachers is in place.
- Monetary support for scholarly/creative activities is increased and broadly communicated.

Introduction

New faculty arrives at SWOSU with a strong background in a particular content area. Experience in teaching and emerging technologies varies widely in new hires. In addition, current faculty do not have the time available to evaluate every new technological development. In addition to teaching, quality scholarly activity is currently required for promotion. Expected demographic changes, including an influx of military veterans, further exercises the adaptability of our faculty. As a result, the design of a more coordinated, targeted faculty development program becomes more critical.

Description of the Elements

1. Create a super committee to coordinate faculty development efforts. Currently programs come from a Faculty Development Committee, the Provost’s office, the Distance Learning office, the Library, and the Office of Sponsored Programs. With the addition of a Retention Coordinator and an International Student Coordinator, the development programs could potentially become even more fragmented. For

example, the Faculty development web page currently lists a schedule of events from 2009/2010.

2. Schedule critical development workshops (e.g. advising or D2L updates) during departmental or group meetings to minimize faculty conflicts or use mandatory online training similar to harassment awareness training
3. Increased travel support and funding for scholarly growth including
 - a. Teaching skills workshops.
 - b. Required conferences, with an expectation of conferences.
 - c. Training skills development conferences
4. Employee Photo directory
5. Increase Adjunct Pay rate to facilitate hiring of quality instructors to allow release time for scholarly growth.

Potential models

Faculty Development in Higher Education: "Best Practices" Review and Planning Recommendations for Technology-Rich Learning Environments By Mindy Machanic
Available at http://www.ed.psu.edu/acsde/deos/deosnews/deosnews11_3.asp

The Success Guide for Knox Faculty. Developed with a grant from the Kellogg Foundation.
Available at <http://departments.knox.edu/facdev/guide/>
A comprehensive faculty development program with a full time staff of four. Available at <http://www.ofdas.hawaii.edu>

C. Staff, Faculty and Administration

Indicators of Success:

- Faculty and staff salaries are 90% of the CUPA averages, taking into account cost of living and other applicable factors.
- The number of faculty and staff participating in health and wellness initiatives has steadily increased.
- The number faculty and staff attending and participating in cultural and athletic activities have steadily increased.

1. Compensation

a. SWOSU will develop and maintain a comprehensive staff compensation program that consists of utilizing a combination of market comparisons and job evaluations methodologies. With this approach, we aspire toward a total compensation plan that establishes external job worth for positions not currently covered by CUPA, as well as an internal hierarchy of individual positions. The Human Resources Office will lead this effort.

b. For employees covered by CUPA, SWOSU should commit to making yearly progress on ensuring that our total compensation package is competitive. CUPA stands for the College and University Professional Association for Human Resources (sometimes CUPA-HR). The College and University Professional Association for Human Resources is a comprehensive national authority on compensation for higher education employees. CUPA concentrates its

efforts on those employees that are unique to Higher Education. CUPA or CUPA like averages should be developed for as many SWOSU employees as possible.

For market comparison issues:

<http://www.cupahr.org/surveys/data.asp>

<http://nces.ed.gov/ipeds/>

http://www.ok.gov/oesc_web/Services/Find_Labor_Market_Statistics/OES/

2. Participation in Health and Wellness Initiatives

The health and wellness of the faculty and staff of the university are of premium importance as a healthier faculty and staff means a better run, more engaged university. In order to motivate employees to make lasting lifestyle changes and meet their personal health goals, SWOSU needs to develop programs that reward participation in a variety of health-related behaviors. Effective wellness incentive programs will empower employees to engage in and sustain healthy behaviors, decrease healthcare costs, and produce a more efficient, productive staff and faculty.

Basic Elements and Brief Description

Successful health and wellness programs contribute to the organizational success of universities by having a positive impact on the following key indicators:

- Improved health status, quality of life, and work culture for faculty and staff
- Improved retention and recruitment of “the best and brightest”
- Reduced health care costs, disability costs, absenteeism replacement costs, and injury rates
- Optimal productivity

To achieve these ends, many motivational tools are at the university’s disposal. Among them are those below:

- a. Website: A website page designed to promote wellness and healthy living. This page should have a description of extant policies and new incentives in one easily accessible web page, linked to homepage of SWOSU.
- b. Wellness Center Incentive: Although SWOSU encourages health and wellness by providing free memberships for the faculty, staff, and students of SWOSU, this aid could be taken to another step by including further inducements to use the facility:
 - i. Tally System: a tally of monthly card swipes could monitor the use of the wellness center. Each visit to the Wellness center would accrue “Bulldog Points” toward incentives such as those below:
 - Membership: Those employees that hit an agreed upon attendance could “win” a free membership for a family member.
 - a. Gifts: SWOSU Merchandise, Chamber Bucks
 - b. Book Store Discounts
 - c. Plants from Green House
 - d. Cafeteria Discounts
 - e. On Campus Perks: express lane at cafeteria, reserved seating.

f. Bulldog Beanery Credit

- ii. Campus-wide Incentives:
 - a. Adding maps or arrows to hallways in the larger buildings across campus to turn the halls into walking paths.
 - b. Offer Biometric Measurements and Health Risk Assessment tied to an incentive that encourages screening each semester.
 - c. Self-directed or organized programs designed to support faculty and staff in making positive lifestyle choices such as a walking program or a series of educational programs for chronic disease self-management.
 - d. Sign-up for wellness buddy: Those employees that would like to have a partner in their pursuit of wellness could sign-up for another faculty or staff member with similar goals.
- iii. Weight Loss Plan Incentive:
 - a. Financial incentives can promote otherwise challenging behavior change toward health improvement. To earn incentives, employees should meet specific requirements such as the attainment of predetermined physical fitness goals.
 - b. The National Blue Cross/ Blue Shield's Weight Loss Benefit can save members or their family up to \$150 per calendar year in qualified weight loss program fees. We need to investigate incentives offered by the Blue Cross Blue Shield of Oklahoma. Those deemed as particularly compatible with the university should be promoted.

In order to successfully implement a wellness plan, expansion of the duties of the Wellness Center administrator would be required. There may also be opportunities for a Graduate Assistant within either the Business or Allied Health graduate programs.

Potential Models

- 1) University of California, Riverside Wellness-Related Policies and Guidelines web page: <http://wellness.ucr.edu/wellness_policies.html>
- 2) Healthy Rewards Incentive Program of Western Michigan University: <<http://www.wmich.edu/rec/wellness/incentives.html>>
- 3) The Michigan Healthy Community Initiative (MHCI): <http://hr.umich.edu/mhealthy/about/exec_summary412.pdf>
- 4) Blue Cross Blue Shield of Massachusetts: <<http://hr.williams.edu/files/2010/01/BCBS-Weight-Loss-Benefit-Form.pdf>>
- 5) BCBSOK : <http://www.bcbsok.com/pdf/wellness_incentives_guide.pdf>
- 6) Ball State Working Well Program: <<http://cms.bsue.edu/About/AdministrativeOffices/WorkingWell/WellnessIncent.aspx>>

3. Attendance and participation in Cultural and athletic events

To build pride in the University, provide quality entertainment for SWOSU employees, and bring potential students and supporters to campus, we need to develop programs and activities that will enrich the lives and build the morale and unity of our employees.

Description of the elements

- a. Provide high quality athletic and cultural activities (including employee participation opportunities)
 - i. Conduct a needs analysis to determine the optimal funding levels in order to ensure competitive athletics.
 - ii. New Event Center presents an opportunity to hold wellness, athletic, and cultural activities on a larger scale.

Include employee program support (wellness, athletic, and cultural) in Event Center Management structure.
 - iii. Guaranteed support for Community Band, Community Chorus, and other opportunities for faculty, staff, and administration participation.

- b. Devise an incentive program for all SWOSU employees (See attachment for model)
 - i. Card readers at all Bulldog incentive events to accumulate Bulldog Activity Reward Credits (BARC). These are accrued by attending BARC events and scanning employee ID
 - Purchase card swipe counters with software to track and record points
Cost \$100-\$500 each with estimate of minimum of 5 needed
 - Program managed on campus with a student organization
 - Individual point tally available to employees on SWOSU website
 - Top point leaders recognized at events, on website, etc.
 - ii. Advertise all BARC incentive events in SWOSU paper, the campus marquee, and campus email monthly newsletter
 - iii. Employees may compete as teams with their department for team rewards
 - iv. Points may be used for levels including car lease (donated by dealership), scholarship, SWOSU gear, time-off, point lottery prize, purchase of SWOSU merchandise, preferred parking, Beanery gift cards, golf lessons, music lessons, etc.

- c. Community charitable organizations may also offer BARC points by contacting the BARC office at SWOSU

- d. Annual employee picnic held at the Sports Complex with “Bulldog Olympics” for the family
 - i. Department team and individual competitions in contests like water-balloon toss, egg races, etc.
 - ii. Athletic activities with student athlete provided instruction in roping, golf lessons, etc.

- e. Faculty, staff, and emeriti invited to all alumni and friends events
- f. Employee team building events at University's ropes course – Inter and Intra departmental
- g. Create and maintain a photo directory of faculty, administration and staff.

Models

St. Johns University and Rogers State University:

<http://www.stjohns.edu/campus/queens/studentlife/activities/mvp/mvp.stj>

Summary of St. Johns Program:

This year the MVP Most Valuable Participant Rewards Program is back and bigger than ever! Sponsored by the Division of Student Affairs, its mission is to increase school spirit and tradition while also creating excitement and attendance at athletic events and University-wide programs and activities. Exciting additions to the MVP Program for the 2011-2012 school year include new prizes.

Most events sponsored by the Division of Student Affairs, Campus Ministry, Alumni Relations and Athletics now give you the opportunity to earn points for rewards! These events include Athletic Games, Away Trips, Campus Activities, Weekend Events, Campus Recreation, Fitness Classes, Career Center Workshops, Leadership Development Programs, Academic Lectures, Student Wellness, Campus Ministry, Service and more! By attending these events and swiping your StormCard, points will automatically be added to your MVP account, which you can track by visiting our website.

At the 25 and 50 point levels, you can keep your points as you earn the two prize packages—our gift to you! After 50 points, you must “spend” your points on the other prize levels. These prizes include apparel, a Nike bag, Gift Cards to Apple and your favorite stores, as well as American Express Gift Cards! Want to spend your 150 points on a Nike bag or do you want to save them up to earn a \$100 American Express Gift Card for 450 points? The choice is yours, but keep in mind that you may only redeem ONCE at the higher level (100 points or more)! Just remember, once you spend your points on one of the prize packages, you will not be able to spend points on another package.

Rules: (student rules may be altered to include employee options)

1. Points can be earned from Week of Welcome through Spring Weekend each year.
2. Points roll over from the Fall Semester to the Spring Semester.
3. Points expire at the conclusion of the last week of classes of the Spring Semester.
4. Fall semester GPA points will be added to a student's total in January.
5. Students can only redeem points for a package once. After that redemption, the student will only be eligible for all of the other packages. For example, if a student chooses to “spend” 150 points on the Nike bag they will no longer be eligible to redeem points for a second Nike bag.
6. Students may not combine points with any other students.