

University of Minnesota Crookston
Faculty Personnel Plan
Five-Year Plan (FY19-FY23)

University Administrative Policy *Academic Appointments with Teaching Functions*

(<https://policy.umn.edu/hr/teaching>, May 2, 2008 revision) calls for each college or campus, as appropriate, to “adopt a personnel plan that articulates which of the appointment options would be used, in addition to its regular faculty, in carrying out its teaching functions and to ensure the academic quality of its programs.”

The purpose of this Faculty Personnel Plan is to articulate the role of various faculty and faculty-like positions in achieving the University of Minnesota Crookston’s (UMC) new mission (approved in April 2018), which states:

The University of Minnesota Crookston delivers educational programs that build upon a broad academic foundation and combine theory, practice, and experimentation in a technologically rich environment. We prepare students for career success, advanced study, and engaged citizenship in a diverse world. We integrate teaching and learning, research and scholarly work, and outreach and engagement to serve the public good.

Context

Located in rural Northwestern Minnesota, five hours driving distance from the Twin Cities, the Crookston campus offers 35 baccalaureate programs, 16 of which are offered online as well as on campus. The campus offers no graduate programs. The motto “Small Campus, Big Degree” is apt, as faculty in all teaching categories pride themselves on paying individual attention to students and providing high quality education that is worthy of the University of Minnesota’s world class status.

Although size and quality of applicant pools for faculty positions vary somewhat by discipline, applicant numbers are generally small. UMC’s faculty base salaries compare favorably to average salaries for baccalaureate institutions (source: <https://www.higheredjobs.com/salary/>), and the University of Minnesota brand is strong. UMC’s rural location and lack of graduate programs may explain some of the challenges in recruiting large and diverse applicant pools. Additionally, campus practice has been to conduct tenure-track searches only during the academic year to maximize the number of high quality applicants. Due to uncertainty about funding, decisions about which searches will be conducted have typically been delayed until mid to late October. As a result, UMC faculty searches tend to lag behind what is considered prime search season in many disciplines.

In response to the challenges, UMC has begun conducting dual-track (tenure-track and P&A) searches for some positions. One search committee reviews applicants from both pools. Semi-finalists and finalists may be chosen from either or both pools. The hiring authority offers the single position to the best candidate emerging from the selection process. The dual-track search process has reduced the number of searches that fail because of a lack of qualified tenure-track candidates willing to accept the offered position.

Accreditation affects academic personnel decisions at both the institutional and program levels. Institutionally, UMC adheres to the guidelines for faculty qualifications articulated by the Higher

Learning Commission (HLC; http://download.hlcommission.org/FacultyGuidelines_2016_OPB.pdf). In general, these guidelines establish the master's degree as the minimum degree qualification for faculty teaching at the baccalaureate level. If the master's degree is not in the primary teaching field, the faculty member must have at least 18 graduate credits in the teaching field.

Programs in Early Childhood Education, Elementary Education, Criminal Justice, and Health Management are currently certified by agencies of the State of Minnesota. The certifying agencies specify experience and/or licensure requirements for teaching and coordinating the academic programs, which must be met in addition to qualifications required by HLC. Software Engineering and all programs in the Business Department are also actively engaged in seeking external programmatic accreditation. The Health Management program hosted a site visit in October 2018 as part of its application for national-level program accreditation. Additional certification requirements apply to programs in Natural Sciences and Agricultural Aviation among others. Over time, these types of program-level certification/accreditation bodies will likely have an impact academic personnel decisions in a range of disciplines including, but not limited to those specified here.

As a small campus, hiring decisions at UMC must also be highly sensitive to enrollment trends and programmatic demands. UMC's geographic location can also complicate the ability of departments to hire qualified part-time instructors to respond to shifting enrollments, especially for on-campus programs.

Personnel Categories

UMC's academic appointments with teaching functions include:

- **Regular faculty** (tenured and tenure-track)
- **Term** (non-tenure track; referred to as contract faculty by the University Administrative Policy)
- **Academic staff** (commonly referred to at UMC as professional and administrative [P&A] faculty; referred to as academic professional positions by the University Administrative Policy)
- **Adjunct**

Roles, percentages of classes taught, qualifications and selection process, mentoring and professional development opportunities, review processes, and career advancement opportunities for each of the utilized categories are summarized in Table 1.

Table 1. Summary of Faculty Types

Characteristics	Regular Faculty	Term Faculty	Academic Staff	Adjunct
Roles	Teaching, research, service	Teaching, service	Teaching, service, may conduct research	Teaching
Teaching Load	24 credits before reaching overload	24 credits before reaching overload	30 credits before reaching overload	9-credit cap preferred
FTE (2017-18)	33.60	2.00	27.75	20.76
Qualifications	Terminal degree in hand or ABD with completion required within one year	Master's degree in field or master's degree with minimum of 18 in-field credits required. Terminal degree preferred.	Master's degree in field or master's degree with minimum of 18 in-field credits required. Terminal degree preferred.	Master's degree in field or master's degree with minimum of 18 in-field credits required.
Selection Process	Committee comprised of regular, term, and/or academic staff and chaired by tenured faculty member. Process is paper review, technology-mediated interview of semi-finalists, on-campus interviews that include teaching and research presentations, reference checks. Hiring decision made by department head.	No longer hiring in this appointment type	Committee comprised of regular, term, and/or academic staff and chaired by tenured faculty member or academic staff. Process is paper review, technology-mediated interview of semi-finalists, on-campus interviews that include teaching presentations, reference checks. Hiring decision made by department head.	Department head and faculty with discipline expertise conduct paper review and interview. Hiring decision made by department head.

Mentoring & Professional Development Opportunities	Assigned "buddy," formal onboarding for new TT faculty, department head and senior faculty mentoring for regular faculty, four-year review for associate professors, professional development day in fall and in spring, consultation with David Langley (CEI), professional development funding from department and Faculty Assembly	Professional development day in fall and in spring, consultation with David Langley (CEI), professional development funding from department and Faculty Assembly	Assigned "buddy" and formal onboarding for new P&A for new academic staff, department head and senior faculty mentoring, professional development day in fall and in spring, consultation with David Langley (CEI), professional development funding from department and Faculty Assembly	Professional development day in fall and in spring, Canvas web site designed specifically to support adjunct faculty, department head and lead faculty member mentoring
Review Processes	Promotion and Tenure annual appraisal, tenure and/or promotion review, four-year review for associate professors; Annual Accomplishment and Evaluation	Annual Accomplishment and Evaluation	Annual Accomplishment and Evaluation	Department head review of term SRT results
Advancement Opportunities	May progress through the ranks to full professor	None	Proposed new career ladder will allow for progression to senior level as teaching specialist or lecturer	None
Changes Anticipated in Use of Category in Next 5 Years	Dependent on funding and recruitment success, plan to increase FTE of regular faculty	No hires anticipated in this category	Dependent on funding, plan to convert select P&A positions to tenure-track as current academic staff retire, resign, or achieve terminal degrees; academic staff FTE to remain steady or diminish as positions are converted	Will continue to hire adjunct faculty as needed

Supplemental Plan

University Administrative Policy *Academic Appointments with Teaching Functions*

(<https://policy.umn.edu/hr/teaching>, May 2, 2008 revision) requires that supplemental plans be added to collegiate personnel plans “for any unit in which the number of FTE contract [term] faculty...plus the number of FTE academic professional positions [academic staff]...exceeds 25% of the FTE tenured and tenure-track faculty.” Given its mission, character, and size, the University of Minnesota Crookston aims to maintain a 1 to 1 ratio between regular faculty and combined term and academic staff faculty. Further, though not prescribed by the *Academic Appointments with Teaching Functions* policy, UMC aims to maintain a 2 to 1 ratio between credits taught by full-time faculty and those taught by part-time adjunct instructors. UMC offers only the baccalaureate degree, so all categories of academic appointments teach at the baccalaureate level. Dependent on academic degree (terminal or non-terminal) and student demand for courses, people in any of the academic appointment categories may teach at the 1000, 2000, 3000, or 4000 level. Most faculty teach both on-campus and online courses.

Current full-time faculty equivalencies¹ (FTE) for the categories of regular faculty, term faculty, and academic staff varies by academic department as summarized in Table 2.

Table 2. Full-Time Faculty FTE by Department

Academic Department	Regular Faculty		Term Faculty		Academic Staff	
	N	% of FT	N	% of FT	N	% of FT
Agriculture & Natural Resources	7.60	43.8%	2.00	11.5%	7.75	44.7%
Business	6.00	40.0%	0.00	0.0%	9.00	60.0%
Liberal Arts & Education	8.75	55.6%	0.00	0.0%	7.00	44.4%
Math, Science, & Technology	11.25	73.8%	0.00	0.0%	4.00	26.2%
Campus Total	33.60	53.0%	2.00	3.2%	27.75	43.8%

Extrapolating from Table 1, the ratio of regular faculty to combined term faculty and academic staff across campus is 1.13 to 1.00, which is above the 1 to 1 target ratio. However, the ratio tips slightly in the opposite direction for the Agriculture and Natural Resources Department (0.78 to 1.00) and more significantly so for the Business Department (0.67 to 1.00). Assuming no retirements or departures and no new full-time academic staff hires, achieving a minimum of a 1 to 1 ratio in each department would require 2.0 tenure-track hires in the Agriculture and Natural Resources Department and 3.0 tenure-track hires in the Business Department.

To address the second component of UMC targets, Table 3 breaks down the total number of credit units delivered by regular and term faculty, full-time academic staff, and part-time adjunct instructors.

¹ All data are effective as of the beginning of the 2018-19 academic year

Table 3. Credit Units by Department

Academic Department	Reg./Term Faculty		Academic Staff		PT Adjunct	
	N	% of FT	N	% of FT	N	% of FT
Agriculture & Natural Resources	209.5	38.0%	286.5	52.0%	55.0	10.0%
Business	161.0	23.9%	363.0	53.9%	150.0	22.3%
Liberal Arts & Education	187.0	31.4%	244.0	41.0%	164.0	27.6%
Math, Science, & Technology	243.0	41.3%	123.0	20.9%	223.0	37.9%
Campus Total	800.5	33.2%	1016.5	42.2%	592.0	24.6%

Overall, the campus maintains a 3.07 to 1.00 ratio of courses taught by full-time faculty to those taught by part-time adjunct instructors. The Math, Science, and Technology is the only department that currently delivers courses below the 2 to 1 ratio (1.64 to 1.00). To achieve the 2 to 1 target ratio, 29 credit units would need to move from part-time adjunct instructors to full-time instructors.

As further context for the supplemental plan, data on recent searches is helpful. Over the last three years, UMC has conducted:

- 17 tenure-track searches, resulting in 10 hires, 4 unsuccessful searches, and 3 cancelled due to changing financial capacity
- 15 academic staff searches, resulting in 7 hires, 5 unsuccessful searches, and one cancelled due to changing financial capacity

It should be noted that the goal of the supplemental plan is to inform decision-making regarding the appropriate balance of regular and academic staff faculty as well as full-time and part-time faculty. There will likely be departmental differences that are warranted due to the region or the disciplines.

Consultation During Development of This Plan (Proposed)

Development of this Collegiate Personnel Plan was led by the Vice Chancellor for Academic and Student Affairs. Groups consulted during development of this Collegiate Personnel Plan included:

- Heads of the academic departments
- Faculty Consultative Committee of the Faculty Assembly
- Faculty Assembly (governance group comprised of tenured faculty, tenure-track faculty, academic staff who are on a full-time annual renewable teaching appointment, term faculty who are on a full-time annual renewable teaching appointment, one faculty member from the Northwest Research and Outreach Center, and members on leave)
- University Education Association-Crookston (UEA-Crookston) through formal meet and confer
- Chancellor