A Report on the Status of Academic Professionals

Academic Professional Task Force
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### Report on the Status of Academic Professionals

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I. Task Force Charge

June 4, 2007

Academic Professional Task Force
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William Welburn, Graduate College
Cheryl Hahn, Academic Human Resources (Ex-officio)

Dear Colleagues,

Early in my tenure as Provost, I met with the Council of Academic Professionals. Our meeting covered a variety of important issues and our discussion was very interesting and insightful. It is clear that academic professional employees are extremely important to the overall health and success of this institution and they will play a key role in helping the institution achieve its strategic goals during the next five years. It is of utmost importance to me that this campus has equitable, clear and consistent policies and practices for academic professional employees.

You have been recommended by your organization’s leadership to serve on a campus committee to assess the policies and practices used in the employment of academic professional employees. Academic Human Resources will sponsor the committee and Ginger Winckler, Assistant Dean for Administration in Veterinary Medicine, has agreed to chair this important committee.

In 1995, Provost Larry Faulkner appointed a committee to examine the Academic Professional employee category. The committee was charged specifically to examine salary and title issues. It has been nearly 12 years since this committee completed its work. I think it would be beneficial to revisit these questions in light of all the changes that have taken place on campus and perhaps broaden them.

In addition to your determination of areas of consideration by the group, I would specifically ask that you focus attention on:

- Salary levels for like positions across campus
- Appropriate and consistent use of titles
- Working conditions, including working hours, positions of responsibilities, promotional opportunities
- Part-time employment policies and practices
- Compliance with Performance Evaluation Policy

I would ask that you provide me with a summary report including any recommendations for improvement by December 31, 2007. Staff of the Office of Academic Human Resources will support you in this effort and can provide you with employment data and policy information.

Your willingness to take on this important assignment is very much appreciated.

Linda Katehi, Provost and Vice Chancellor for Academic Affairs

Elyne Cole, Associate Provost for Human Resources
II. Executive Summary

Imagine a workforce that breaks through traditional barriers and that is flexible, self-directed, multi-disciplinary, and able to adapt to the changing needs of the University.

In fact, these are the characteristics of the academic professional (AP) employee group at Illinois. It has been stated by a former colleague, now at UC-Berkeley, that Illinois is the envy of our peer institutions, as we are one of the few public institutions with an academic professional workforce not constrained by an onerous set of rules and regulations. The simplicity and flexibility of this employee group allows for academic professionals to contribute fully to the University’s mission, as well as offering them the opportunity to grow personally.

Academic professionals serve in administrative, professional, and technical (research/scientific) roles on the three Campuses. The academic professional employee group has experienced significant growth since its inception, in order to meet the changing requirements of employees in the workplace.

The academic professional employee group is the second largest permanent employee group on Campus accounting for 35% of the total permanent employees. As of October 2007, there are 3,744 Campus-based FTE academic professionals and 590 FTE academic professionals in University Administration for a total of 4,334 FTE academic professionals on the Urbana campus.

The last formal report written about academic professionals was the Gomes report in 1995. In June 2007, Provost Katehi charged an Academic Professional Task Force to produce a report on the status of academic professionals, specifically addressing issues relating to salary levels, title usage, promotional opportunities, part-time policies, and performance evaluation.
The Academic Professional Task Force charted a course of study that included a comprehensive review of current human resource policies and practices at Illinois and five peer institutions, a study of historical reports previously conducted about academic professionals from 1960s to date, a review of human resource and organizational change literature, an examination of the connection to strategic plans, interviews with numerous key personnel in human resources and training, and a survey of academic professionals on the Urbana Campus.

In order to assess the climate and opinions of the academic professionals, the Task Force contracted with the Survey Research Laboratory to co-develop, conduct, and analyze an in-depth survey. The survey appears to have been timely as 43% of the constituent group chose to participate in the survey. The self-reported survey produced a profile of the academic professional respondents’ characteristics including:

- 20% of respondents work in the educational job family, 18% in the IT job family, and 13% in the research support/research discipline job families;
- 41% have master’s degrees, 9% professional degrees, and 13% a PhD/EdD;
- 65% are on non-grant/hard money funds, 14% grant, 8% mixed grant/non-grant, and 12% unclear*;
  *Actual AHR data show appointments with 74% hard, 22% soft, and 4% a combination
- 60% have been on Campus less than eight years;
- 58% are female, 42% male;
- 33% are 50 years or older;
- 61% have supervisory responsibilities;
- 60.5% make policy recommendations in their jobs and 47.5% implement policy;
- 75% earn an annual salary of $69,999 or less, with 42% making less than $49,999; and
- 28% are supervised by faculty members.

In the same manner that the strategic plan is redefining our institution, the academic professional employee group and its connection to the strategic plan refined. As these connections are documented, connections to performance evaluation should be established and institutional support given to this employee group to aid them in reaching strategic measures.

Key interests from historical reports included the need to clarify advancement opportunities, a well-communicated compensation methodology, and the offer for career development opportunities. The suggestion of structure or more formalization of the employee group arose in each report. Each time, an alternate view also emerged extolling the merits of decentralization and the lack of “excessive structure” that has allowed the employee group to flourish. Recommendations from previous reports have not been fully implemented.
The 2007 survey supports the same concerns for career development, advancement, and assistance as the previous reports and notes that 88% of academic professionals consider professional development opportunities important to their career development. (Anand and Owens, 2007)

Since academic professional positions are diverse, the employees in this group often don’t have clearly defined and/or perceived career paths. Their position descriptions are written describing general work responsibilities and are not primarily prescriptive nor task specific, allowing for flexibility and adaptability within the framework of the position. With the extensive decentralization of the Urbana Campus and the variation in size across units, like titles across units may exist with a wide variation in scope, responsibility, and salary. This variation may be appropriate, but it should be reviewed as it is not well understood.

As with several peer institutions, Illinois allows units to determine appropriate salary levels. However, many of our peers have documented guiding principles for compensation. Illinois’ compensation plan follows guidelines for academics but is not clearly understood by academic professionals.

Along with compensation, employees (academic professionals) look for freedom to plan and manage their careers, personal growth opportunities, a supportive environment, and an opportunity to make meaningful contributions. (Matthews, 2007)

As the institution aligns its resources with strategic plans, the human capital of academic professionals should be leveraged to meet the strategic needs of the University. In order to succeed in incorporating academic professionals into strategic initiatives, there needs to be a directional strategy with guiding principles, programs, and self-directed tools that will provide a cohesive framework for academic professionals who align their employment and work with the goals of the strategic plan.

Creating a framework to guide units will allow academic professionals to thrive as they work with other staff to meet strategic Campus objectives with limited resources. Substantial information exists in a myriad of policies and processes, often defined as academic that include three employee groups; faculty, other academics, and the academic professional employee group. A directional framework geared specifically and only to academic professionals should be developed to explain how academic policies align and apply to academic professionals.

The Task Force developed five guiding principles that serve as the framework for recommendations.

I. Promote strategic connections while building on the existing strengths of APs.
II. Cultivate self- and team-growth through professional development opportunities.
III. Empower and guide career exploration through programs that encourage learning.
IV. Foster a culture that encourages and expects AP contributions to the University community.
V. Construct a talent management system for recruitment and retention.
III. Recommendations (unranked)

There is compelling evidence from the high participation in the academic professional survey that APs are interested in improving their careers and contributing to the University. Although many of the Task Force recommendations are not novel, they provide a framework of actions, policies, and/or programs that should be supported across the University. An institutional commitment to academic professionals in support of suggested policies and programs is necessary if the recommendations that follow are to be implemented system-wide and sustainable.

1. Create a forum for the academic professional community with a Web site that becomes the focal point for career resources and self-improvement, allows for a quick survey of opinions from academic professionals, and enables an ongoing exchange of ideas. Populate the Web site with resources about special interest groups, how to nominate a colleague for recognition, and programs outlined in the short- and long-term recommendations. The Web site is proposed to be a centralized location for information geared specifically to the academic professional community. A sample mockup is on the cover of this report, in the appendix or can be found online at www.cvm.uiuc.edu/work/ap_web.

The proposed academic professional Web site is organized by:

**Who We Are** including strategic connections to Unit/Campus/University plans, core information about the employee group, policies, practices, orientation, and FAQs.

**Grow Yourself** is self-, team- and unit-directed with training programs, evaluation tools, goal setting, mentoring programs, and resume building.

**Explore Your Career** navigates your University career with a pathways tool, job shadowing program, a “mix-it-up” rotation program, and access to job descriptions.

**Get Involved** revolves around contributions to Campus, joining and leading interest groups, nominating colleagues for new recognition programs, developing volunteerism opportunities, and social networking.

**Recruit** provides employing units opportunities to search for academic professional talent and expertise among our existing pool, a Campus-wide internship program for recruitment, and transfer assistance program for outstanding employees searching for their next position.

2. Design and communicate a philosophy of compensation for academic professionals that clearly outlines such principles for academic professional as base salaries for new hires, promotional increases, annual merit increases, and annual equity reviews for salaries. Explore options for supplemental meritorious pay, if/when applicable.
3. Address issues unique to part-time academic professionals, and in particular, determine if percentage appointments are sufficient to meet the needs of the employing unit with a periodic review of appointments to resolve any associated issues. Review the University policy on notice of non-reappointment limitations for part-time academic professionals to determine if previous recommendations by the Council of Academic Professionals can proceed to the Board of Trustees.

4. Share the Campus-wide strategic plan with presentations specifically targeting academic professionals to gather input and ideas on connections of academic professionals to the strategic plan.

5. Add a component to the performance review process that relates the unit and University’s strategic plans to the performance review, encouraging congruence between individual and institutional goals. Include suggestions for unit-determined, job-specific criteria such as leadership, teamwork, customer service, and partnerships. The review should include core knowledge, skills, and abilities (KSAs) needed for the position. A professional development plan should be expected as part of the review as well. Require supervisory and employee training on their roles in performance reviews to instill a culture of self-evaluation and accountability, along with a full understanding of the entire process.

6. Create a navigation tool that maps out a path for career advancement. Map the structure in the Banner Human Resource System with the industry standard of job families, showing how titles are used on this Campus and relate it to options for career progression. Early on, this tool could simply follow 20 academic professionals through their varied career paths showing the titles held as they moved through their career. Later, a more complex, system-wide tool could be developed that would walk academic professionals through possible career paths and titles.

7. Increase recognition programs to acknowledge innovation, leadership, impact, and advancement at the Unit, College and/or Campus level and consider young career and mid-career awards, as well as awards tied to strategic initiatives. Continue with the Chancellor’s Academic Professional Excellence (CAPE) award for demonstrated excellence based on the criteria of work, personal, and professional contributions.

8. Evaluate progress in improving the workplace for academic professionals by gathering climate information with online exit interviews for personnel moving around Campus or off-Campus to new positions.

9. Create and foster a Campus-wide mentoring program that could be led by academic professionals in colleges and administrative units.

10. Encourage academic professionals to get involved with their College and Campus committees, join and lead interest groups, develop volunteerism opportunities, and engage in social networking.
11. Undertake a project to provide a documented clarification of Statutes, policies, and practices that talk about academics. Often, it is not clear how to interpret the Statute or policy as it applies to academic professionals. Unique interpretations have led to varied implementations across Campus.

12. Expand the new employee orientation programs held in the fall to include winter, spring, and summer to accommodate the fact that academic professionals are hired throughout the year. Implement strategies to connect new academic professionals with their peers and the Campus.

13. Design Campus-wide programs that cultivate academic professional excellence in leadership, creativity, innovation, teamwork, conflict resolution, problem solving, emotional intelligence, and strategic thinking.

14. Institute and offer Campus-wide, self-directed career assistance with programs in self-assessment, building your resume, mock interviewing, and goal setting through Campus-based training programs.

15. Design and implement rotational programs, job shadowing, and/or job sharing opportunities for existing employees to explore work in other units as part of a career advancement and assistance program.

16. Develop a transfer assistance program for academic professionals who wish to pursue advancement by transferring to another unit or area of work. Cornell’s QUEST program is an interesting model. [http://www.ohr.cornell.edu/contactHR/rec/quest.html](http://www.ohr.cornell.edu/contactHR/rec/quest.html)

17. Institute a Campus-wide undergraduate internship program, similar to industry to recruit from our own rich pool of students to develop a diversified pool of new academic professionals that have a broad understanding and commitment to the University. As 33% of APs are 50 years of age or older and are eligible to retire in the next five years, an investment must be made in recruiting.

18. Create talent search options for employing units to recruit academic professionals who wish to advance in their career. Currently, recruiting is ad hoc through personal networking and/or through the use of some discipline-specific group email distribution lists.

19. An electronic academic professional survey should be conducted every year or two by survey professionals to measure the success of programs and to ascertain progress on issues of concern to academic professionals.
Communicating the report. A communication plan for the Task Force report on the Status of Academic Professionals and the Survey Research Laboratory Analytic Report should be created. The communication plan could include a distributed approach that will reach the broadest constituency.

The suggested order of communication is as follows:

- Give a presentation to the Council of Deans;
- Give a presentation to the Academic Caucus (college-level human resource leaders);
- Give a presentation to the Council of Academic Professionals;
- AHR post the report to the Provost’s Web site;
- AHR post the report to the Academic Human Resources’ Web site;
- AHR send an email to all academic professionals that the report has been posted; and
- Conduct open forums with presentations in colleges and administrative units led by Task Force members and AHR leadership.

Steering forward. As this Task Force concludes its charge, we recommend the Campus follow the Provost’s suggestion to appoint a standing Academic Professional Steering Committee that reports to the Provost’s office. This committee should receive an annual charge from the Provost and the Associate Provost for Academic Human Resources.

The committee chair could be annually appointed by the Provost. The composition of the committee could be a diversified group of key Academic Human Resource Office staff, College-level Academic Caucus members, representation from the elected members of the Council of Academic Professionals, faculty representation, and/or other appointees as determined by the Provost.

The steering committee should provide leadership for academic professionals, consider the Task Force recommendations, charge implementation teams, and institutionalize support for the academic professional employee group. The steering committee could continue where this Task Force ends to promote ongoing development of a human resource framework that connects academic professionals to University-wide strategic plans, aligns University resources with stated goals, models best practices amongst peers, serves the needs of the unit, and allows academic professionals to fully integrate their talents with the needs and programs of the University.

The implementation teams should study the survey in-depth and further analyze data with the Survey Research Laboratory as they develop implementation plans. Implementation plans and/or policy changes should be approved by the steering committee and appropriate resources allocated for successful implementation.
IV. Comprehensive Review and Current Perspectives

A. Who are academic professionals? The Campus often defines academic professionals by who they are not. Academic professionals are not faculty, not other academics, and not civil service employees. Being defined by who one is not has not fostered a clear understanding of who the employee group actually is.

The identity of academic professionals is not always clear as the terms staff or academics or academic professionals are used inconsistently throughout Campus human resource literature and policies.

Academic professionals are employees who hold administrative, professional, or technical positions that have been specifically exempted from the State Universities Civil Service System.

Academic professionals serve in administrative (e.g. Director, Assistant Dean, coordinator), professional (e.g. architect, lawyer), and technical (e.g., spectroscopist, research programmer, specialist) positions; they hold a wide variety of diverse titles associated with their employment.

The academic professional employee group has experienced significant growth since its inception, in order to meet the changing requirements of the workplace. With Campus-based academic professionals and University Administration academic professionals housed on the Urbana Campus, the total FTE is 4,334 as of October 2007.

Campus data show academic professional ethnicity percentages for fall 2007 as follows:

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian / Alaskan Native</td>
<td>0.4%</td>
</tr>
<tr>
<td>Black / African-Am / Non-Hispanic</td>
<td>5.2%</td>
</tr>
<tr>
<td>White / Non-Hispanic or unknown</td>
<td>84.8%</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>4.5%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>2.0%</td>
</tr>
<tr>
<td>Foreign National</td>
<td>3.1%</td>
</tr>
</tbody>
</table>

source: DMI Campus Profile

The Task Force supports hiring initiatives that will enhance the diversity of academic professionals. Whereas the Campus Target of Opportunity (TOP) program supports faculty hires, there could be programs that allow for the entry of diverse academic professionals at all levels. An internship program could recruit a diverse pool of new academic professionals, mid-career academic professionals could advance through mentoring and
a talent-search program, and senior academic professionals could be hired and funded similar to the TOP program for faculty.

The search process is overseen by OEOA. Units may broadly advertise and choose from a pool of internal and external qualified professionals. Academic professional appointments may start and end at any time during the academic year with appointments that may be visiting, short-term, or long-term with annual contracts.

www.ahr.uiuc.edu/ahrhandbook/chap4/default.htm

B. Charting the Task Force review. The Task Force was comprised of a representative group of sixteen academic professionals from across the Campus, including a representative for University Administration employees housed on the Urbana Campus. The committee members charted an action plan by:

- Envisioning who academic professionals are, rather than who they are not;
- Reviewing current policies and practices for academic professionals;
- Connecting academic professionals to the strategic plan;
- Studying comparable employee groups at five peer institutions;
- Reviewing historical committee/task force reports on academic professionals to identify previous recommendations and trends;
- Conducting human resource and organizational development literature reviews;
- Forming committees to study and address the areas identified in the charge letter;
- Surveying the academic professional community on the Campus; and
- Consulting with key personnel and groups, including:
  - Linda Katehi, Provost;
  - Margaret Rawles, Associate Chancellor, member of 1995 Gomes committee;
  - Stig Lanesskog, Assistant Provost, Strategic Planning and Assessment;
  - Carol Livingstone, Associate Provost, Management Information;
  - Elyne Cole, Associate Provost, Human Resources;
  - Deborah Stone, Director, Academic Human Resources;
  - Maureen Parks, Director of Employee Relations and Human Resources (UA);
  - Deborah Rupp, Assistant Professor, Psychology, and Institute of Labor & Industrial Relations;
  - Tiy Goddard, Manager, Professional Development, Training for Business Professionals;
  - Sowmya Anand, Coordinator of Research Programs, Survey Research Laboratory;
  - Linda Owens, Assistant Director for Research Planning, Survey Research Laboratory;
  - Council of Academic Professionals (elected AP representatives by district);
  - Academic Caucus (College-level human resource contact advisory group);
  - Anniese Lemond, Director of Compensation, (APs and civil service only), UIC; and
  - Ami McReynolds, Director, Recruitment and Staffing, (APs & civil service only), UIC.
C. Connections to the strategic plan. According to President B. Joseph White, the success of the strategic plan “requires effective and creative leadership, adequate resources, and appropriate accountability mechanisms.” (Welcome from President White, 2007)

Academic professionals should foster innovation, leadership, and excellence in their respective positions to work toward the goals of the strategic plans for their units, colleges, and University at large.

Stig Lanesskog, Assistant Provost for Strategic Planning and Assessment, addressed the Task Force on the Campus strategic plan to raise awareness about possible areas of synergy between the strategic plans and the connection to the academic professional community.

The academic professional survey indicates that 75% of academic professionals are aware of the strategic plan. While this base knowledge of existence of the strategic plan is high, initiatives must be undertaken to communicate the strategic plans in a manner that academic professionals can align their work, resources, and ideas with the University’s vision and their home unit’s mission. In the Purpose of Strategic Planning section of the University plan, one of the key points is “Enable the University to align strategic objectives with financial and human resources.” http://strategicplan.uiuc.edu/purpose.html

Creating programs that will get academic professionals involved with the strategic plan, volunteerism on Campus, contributing to cross-Campus interest groups, and developing interconnections within the employee group will foster new ideas and initiatives, as well as personal growth for academic professionals. (UC-Berkeley, 2000)

D. Peer institution comparative review. Upon the recommendation of the Human Resource Office and the Office of Data Management Information, five peer institutions were chosen for a review of employment policies and practices with regard to each institution’s employee groups that are similar to academic professionals. The institutions studied were Cornell University, University of Michigan, Ohio State University, University of Wisconsin, and University of California - Berkeley.

In the same manner that the strategic plan is redefining our institution over the next five years, the academic professional employee group and its connection to the strategic plan should be clearly defined.

As these connections are documented, target goals and metrics should be established and institutional support given to this employee group to aid academic professionals in reaching these strategic measures.

Anecdotally, Illinois is considered to have the most flexible employee group (APs) among our peers with a decentralized, adaptable, and flexible workforce.

While our peers have more extensive development programs for their employee group equivalent to academic professionals, they also may have restrictive frameworks that limit career movement and require salaries to remain in prescribed ranges, regardless of the talent and market demand of the individuals.
Our research shows that our peer institutions generally have much more structured frameworks for titles and compensation than Illinois. The ability to provide options for meritorious pay (such as one-time supplemental payments) without permanently increasing base pay of employees is a best practice held by many institutions.

The institutions reviewed offer programs in career assistance and career progression that are well-defined, communicated, and staffed by University human resource professionals to support their equivalent academic professional employee group.

Excerpts from the review of peer institutions are provided in the appendix.

E. Illinois historical reports and surveys. The Task Force reviewed historical reports and materials to identify themes that have emerged through the years and/or to determine if previous recommendations have been implemented. Full reports are available for Fleming 1963, TenBoer 1970, McPherson 1970, Rothbaum 1971, Martin, 1980, Fortunato 1988 - 1989, APPAC 1990, and the most recent report from Gomes in 1995. www.uppac.uillinois.edu/history.htm

Recommendations for academic professionals in the 1995 Gomes report that remain outstanding:

- Academic Human Resources was requested to conduct annual reviews of salaries on the lower end of the pay scale. Although an annual review is not conducted, a salary minimum was established that appears to be a result of this recommendation.
- The report recommended Campus-wide salary reviews to be conducted every few years. This was not implemented as there is no systematic, Campus-level review of academic professional salaries.
- It was suggested that job title categories be simplified to seven job families. Today, we have 15 job families (and one N/A) in Banner known as position function indicators/descriptors.
- The report required that academic professional employees have a performance review that included a discussion and a written record. Currently, the 2007 survey indicated 79% academic professionals were reviewed at least once in the past year, with 9.4% never reviewed.
- The report discussed the need to be able to promote academic professionals. Although there has been a specific process for promotion for some time, the new search guidelines implemented in August 2007 may more easily allow for lateral transfers and promotions without the requirement of a search.

The previous historical documents speak to the flexibility in hiring and appointments, as well as the talent and diversity of knowledge that has allowed academic professionals to meet the direct needs of units. The suggestion of structure and/or more formalization of the employee group has arisen with each report. Career
ladders were suggested in the 2000 University Professional Advisory Committee survey, with a desire for clarity of titles and communication channels to help academic professionals understand how they may advance.

The flexible use of titles and varied job responsibilities has contributed to a perception that there is inconsistency in compensation. UC Berkeley bylaws indicate that a philosophy of compensation should be followed that would allow the Campus to conduct salary reviews in a well-understood, fair, and consistent manner. Furthermore, clear parameters will alleviate misconceptions about how salaries are initially determined and increases awarded. The Task Force found this philosophy of compensation concept appropriate and believes it could be applied effectively at Illinois.

www.universityofcalifornia.edu/regents/bylaws/bl12.html#bl12.8

The need for career development opportunities is another recurring theme of the historical reports with suggestions outlined for professional development funding or job switch programs that allow outstanding employees to broaden their work experience. In recent years, the Provost’s Academic Professional Development Fund was established to provide development opportunities for units that cannot afford the full cost of professional development opportunities.

F. Human resource literature. This report cannot be written without taking into consideration contemporary approaches to human resource management. The Task Force reviewed articles on organizational development in academic settings and integrated human resource systems.

Mapping knowledge, skills, and abilities (KSAs) to duties and responsibilities in job descriptions is an industry best practice. Establishing KSAs allows the human resources training staff to identify key KSAs across multiple job descriptions in order to develop training courses that cross many titles/duties. KSAs developed through experiential learning and self-evaluation are particularly helpful in developing competencies. If Campus were to request specific job descriptions that include KSAs when establishing a Principal Administrative Exemption Position (PAPE), in addition to the current practice of a general position description, it would help the human resources office make these connections as professional development/training moves forward. (Fiester, 2007)

On our Campus, the human resource system (Statutes, practices and policies) focuses on academics with faculty as the primary audience. In order to develop a human resource system with programs to recruit, develop, and retain academic professionals, the policies and practices must be identified specifically for academic professionals.
**G. 2007 academic professional survey.** The Task Force contracted with the Survey Research Laboratory (SRL) to address areas of interest for current academic professionals and to provide comparative data to past surveys of academic professionals. The survey highlights concerns and views of academic professionals that have been collated to map to previous surveys where possible. The full survey report has been provided to the Provost’s office.

The executive summary prepared by SRL states “The purpose of the survey was to ask academic professionals (APs) their opinions about various aspects of their positions, such as promotional pathways, career assistance, and satisfaction with various facilities and services offered at the University of Illinois at Urbana-Champaign. The initial invitation to participate in the Web-based survey was sent to 4,183 APs on October 23, 2007. Overall, 43% of the potential respondents completed the survey. The highest levels of participation were in business/finance, community/human services, and human resources, where 54% of eligible participants responded. (Anand and Owens, 2007)

Highlights include:

- Overall, nearly equal numbers of respondents have a bachelor’s degree (42.5%) or a master’s degree (41.8%).
- Less than half of the respondents (41.8%) have ever been promoted during their tenure at Illinois.
- Among the 754 respondents who have been promoted,
  - 60.9% said their promotion was based on job performance, and
  - 77.1% received a pay increase.
- Over 65% of respondents reported they had no promotion opportunities in their unit in the past two years.
- Three-quarters of respondents indicated there is no clearly identified career path for someone of their education and skills, neither in their unit nor at Illinois.
- Nearly two-thirds (62.7%) said their starting salary was fair, considering their position duties.
- Nearly all respondents are employed full-time and with a 100% appointment.
- The vast majority of respondents (87.7%) said professional development opportunities are important to their career development.
- Nearly 80% of APs receive an annual performance evaluation at least once per year.
- Most respondents find the evaluations moderately beneficial (57.2%) or extremely beneficial (21.4%).
- Fewer than half (44.8%) of those who receive performance evaluations said they include a discussion of professional development opportunities.
- Of those who attend professional meetings, 64.1% reported that their unit covers all expenses.
- Other expenses covered by respondents’ units include subscriptions to professional journals (37.5%), book purchases (51.5%), annual allowances for professional development (43.2%), and professional continuing education courses (28.8%).
H. Titles framework.

In 1997 the State Universities Civil Service System (SUCSS) granted authority to the University to approve a set of academic professional standard titles.

Titles commonly used for academic professionals include Executive Director, Director, Associate Director, Assistant Director, professional titles (e.g., attorney, engineer), Assistant to, Coordinator, and Specialist.

http://hrnet.uihr.uiuillinois.edu/panda-cf/employment/index.cfm?Item_id=392

Titles not previously exempted and which do not fall within one of the standard title categories (e.g., spectroscopist) are forwarded to the SUCSS for review. This has led to difficulty in title comparisons for those titles established years ago. As best practice suggests, as non-standard titles are vacated, units and the Campus jointly reassess the need to retain the non-standard title.

Colleges and administrative units submit a request to Academic Human Resources for an exemption from civil service with a suggested title, position description, the organizational reporting relationship, general duties and responsibilities, qualifications, and salary range. The position description is often similar to an advertisement used for recruiting but may not detail specifics often found in job descriptions.

In the Banner system, all academic positions are assigned a Position Class Code that includes a title designator (e.g., Specialist), a title modifier, if applicable (e.g., Senior), a function indicator - job family (e.g., Research Discipline), and a function descriptor (e.g., Basic and Applied Life Sciences).

Our current structure places positions into 15 function indicators, more commonly known as job families in the human resource field. The Banner system allows only one designator per position, although positions may cross job families.

Athletics/Recreation  Business/Finance
Communication/Public Relations/Advancement Community/Health Services
Creative/Fine Arts Educational
Facilities/Public Safety General Administration
Health/Medical Human Resources
Information Technology Systems Library/Research Information
Research Support Research Disciplines
Student Services

The process for titles is guided by the request for exemption of the title from civil service. Individual job descriptions tied to titles are not easily available to colleges, units, or individual academic professionals.

Widely variable scope, scale, and responsibility levels allow for variable pay rates within the same title, occasionally leading to perceived inequities in salary.

Titles do not necessarily follow a standard promotional path if an academic professional moves around Campus. (e.g., it could be considered a promotion to go from a Director position in a small college to an Associate Director position in a large college).
The following tables list the percent distribution of the academic professional titles and where the majority of academic professionals work in Urbana.

Note: 
The Provost’s office includes CITES, AHR, OAR, Financial Aid, etc.; 
The VCR’s office includes DAR, DRS, IIACUC, IGB, OTM, OSPRA, NCSA, etc.

### Academic Professional Titles for Urbana including Campus and University Administration

<table>
<thead>
<tr>
<th>Title</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialist</td>
<td>40.10%</td>
</tr>
<tr>
<td>Unique Professional Title</td>
<td>18.40%</td>
</tr>
<tr>
<td>Coordinator</td>
<td>11.90%</td>
</tr>
<tr>
<td>Other Unique/Executive Level AP Titles</td>
<td>7.60%</td>
</tr>
<tr>
<td>Director</td>
<td>6.40%</td>
</tr>
<tr>
<td>Assistant Director</td>
<td>5.60%</td>
</tr>
<tr>
<td>Associate Director</td>
<td>4.10%</td>
</tr>
<tr>
<td>Senior Specialist</td>
<td>3.30%</td>
</tr>
<tr>
<td>Assistant Dean</td>
<td>1.40%</td>
</tr>
<tr>
<td>Assistant to</td>
<td>1.20%</td>
</tr>
</tbody>
</table>

100.00%

Source: DMI Campus Profile

### Top Four Colleges Employing APs based on FTE

<table>
<thead>
<tr>
<th>Unit</th>
<th>FTE</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Arts &amp; Sciences (LAS)</td>
<td>448.48</td>
<td>10.3%</td>
</tr>
<tr>
<td>ACES Extension</td>
<td>393.65</td>
<td>9.1%</td>
</tr>
<tr>
<td>ACES excluding Extension</td>
<td>317.39</td>
<td>7.3%</td>
</tr>
<tr>
<td>Engineering</td>
<td>292.24</td>
<td>6.7%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1451.76</strong></td>
<td><strong>33.4%</strong></td>
</tr>
</tbody>
</table>

Source: DMI Campus Profile

### Top Two Campus Administrative Units Employing APs

<table>
<thead>
<tr>
<th>Unit</th>
<th>FTE</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provost &amp; Vice Chancellor for Academic Affairs</td>
<td>348</td>
<td>8.0%</td>
</tr>
<tr>
<td>Vice Chancellor for Research</td>
<td>336</td>
<td>7.8%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>684</strong></td>
<td><strong>15.8%</strong></td>
</tr>
</tbody>
</table>

Source: DMI Campus Profile

### Top Four AP University Administrative Units in Urbana Employing APs

<table>
<thead>
<tr>
<th>Title</th>
<th>FTE</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Information Technology Services (AITS)</td>
<td>136</td>
<td>3.1%</td>
</tr>
<tr>
<td>Vice President for Academic Affairs</td>
<td>74</td>
<td>1.7%</td>
</tr>
<tr>
<td>Business &amp; Financial Services (OBFS)</td>
<td>71</td>
<td>1.6%</td>
</tr>
<tr>
<td>Planning, Budgeting &amp; Decision Support</td>
<td>48</td>
<td>1.1%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>329</strong></td>
<td><strong>7.5%</strong></td>
</tr>
</tbody>
</table>

Source: DMI Campus Profile

*Percentage is based on total AP FTE of 4334 for all Campus & UA housed in Urbana
I. Compensation guidelines. For AY08, the minimum for a 12-month, full-time academic professional is $27,325. This minimum applies to all academic professional titles.

Annual merit-based salary increases ordinarily occur as part of the annual budget cycle and are effective at the beginning of the new appointment year. Annual salary increases for academic professionals are determined at the unit level. The annual budget letter from the Provost to the colleges/units states that salary increases for continuing academic professional staff as a group will generally approximate that of the faculty based upon the Campus salary program. Performance appraisals are to be conducted prior to recommending a merit increase and any equity issues should be addressed at the same time.

Although guidelines are provided to colleges, the merit salary program for academic professionals does not appear to be well understood by academic professionals. Using the members of the Task Force as an example, there is significant confusion as to the criteria for the merit program.

The funding for the merit program is given to the colleges in one pool for all academics, leading to confusion as to what is available for the merit pool for academic professionals, other academics, and faculty. The Provost’s office may want to consider separating the pools for merit allocations.

Mid-year salary increases are approved in limited and well-defined circumstances. For the Campus, such circumstances include: responding to a demonstrable salary inequity within the employing unit when there are compelling reasons to make the adjustment outside the normal process; countering an immediate written offer to an employee either from outside the University or from another unit; and recognizing a significant change in an employee’s duties and level of responsibility. The Office of the Provost reviews requests for mid-year salary increases based on provided justification.

Currently, a petition and review process exists for individual academic professionals who believe that their salaries are too low (discrepancy must exceed 10%) by reason of sex, race, color, national origin, or religion. The policy has its origins in affirmative action/equal opportunity and does not apply to perceived inequities stemming from causes other than sex, race, color, national origin, or religion (such as title, market factors, etc.) Guidelines are outlined the Campus Administrative Manual.
The Task Force suggests, as did the 1995 Gomes committee, a more institutionalized process would be appropriate for regular salary reviews for reasons in addition to sex, race, color, national origin, or religion. Regular salary reviews and area market analyses would provide a proactive approach to ensuring equitable salary levels for similar positions and qualifications, whether related to affirmative action issues or other perceived factors. A Campus-generated salary equity review report similar to the annual faculty peer salary study seems appropriate for academic professionals.

J. Appointment policies. Academic professionals receive an annual contract issued by the Board of Trustees for a term appointment. Generally academic professionals are given twelve-month appointments, including allowable vacation consisting of twenty-four working days per year. While most academic professional staff members are appointed on a twelve-month basis, other options are available for full-time academic professionals including an academic year nine-month basis appointment and a ten-month basis appointment. Nine-month and ten-month basis appointments are paid over twelve months and do not earn vacation.

Academic professionals are provided formal notice rights of non-reappointment with varying lengths of notice dependent on funding source, service time, and percentage of appointment. Formal notice rights for individuals with less than 100% appointment are not required.

Academic professionals are expected to work the number of hours required to successfully complete their responsibilities. In practice, Campus allows the units to determine the normal work hours for individual positions based upon the unit’s needs. This varies across Campus. Flex time and telecommuting opportunities are determined within each unit by individual supervisors.

When appointments end for academic professionals, an opportunity exists to gain insight by conducting exit interviews at the unit level. This allows units to assess their work place environment and skills and to increase their ability to retain and recruit excellent academic professionals. Exit interviews should not be limited to those leaving the University, but should include those moving to other units/colleges.
K. Promotional pathways and career assistance.

Promotional lines for academic professional employees (e.g., assistant director to associate director within a unit) are appropriate to the work and needs of the unit. Where appropriate, the Campus encourages their establishment as a means of providing promotional opportunities to outstanding academic professional employees. The existence of such lines does not require their use for promotions, and units have the latitude to hire a new individual if no one in the unit is well qualified for the promotion. Promotions should reflect both the unit’s needs and the capabilities of the individual involved. It may involve a redefinition of the position to include higher-level assignments, a salary increase, and/or a change of title. More information about academic professional promotion can be found at www.provost.uiuc.edu/communication/02/Comm02_attach1.pdf.

The Office of Equal Opportunity and Access (OEOA) provides oversight for determining if a request for a promotion should remain solely within the pool of candidates in a unit or if a broader pool of candidates should be considered for the position. OEOA makes these determinations to allow for the Campus commitment to opportunity and access on a broad scale and to increase diversification in the workforce.

The office of Training for Business Professionals (T4B) recently began offering programs with emphasis on career development and assistance programs such as coaching, mentoring, and writing skills workshops, specifically targeting academic professionals. This past fall, a manager of professional development was hired in T4B to support these and other activities. www.studio5d.com/T4B

The Institute for Labor and Industrial Relations offers a program in increasing managerial competence with a multi-source feedback model as part of a research-based Developmental Assessment Center. Academic professionals who participate in this program have found it useful in their professional development, according to Dr. Rupp, Director of the Center. There may be an opportunity for this research venue to be combined with other programs for academic professionals, benefiting faculty, students, and employees alike. Information about this program is located at www.ilir.uiuc.edu/corporate/mdp.htm.

Programs should be created for internships, rotation programs, job shadowing, and job sharing to provide for development and retention of academic professionals as they mature in their careers. (Bernthal, 2004)

Pathways for professional development need not be limited to management paths. According to the academic professional survey, 39% stated they have no supervisory responsibilities. Thus, pathways that encourage excellence, depth, and substantive development in technical/scientific and professional areas should be
developed as well. Self-, team-, and unit-directed growth focusing on the strengths of the individual will increase the job satisfaction of academic professionals, enabling units to more effectively meet their goals.

L. Performance evaluations. On the Urbana-Champaign Campus, all units are required to provide annual performance evaluations of academic professional employees. The purpose of the evaluation is to assess the employee's effectiveness during the previous year and establish expectations regarding performance and professional growth in the coming year. In conjunction with the annual performance review, a review of the duties listed on the job description is required, although this practice appears to be limited.

The University focuses on compliance with evaluations and University auditors conduct periodic reviews of compliance. The Campus should also focus on the effectiveness of the performance management system, the quality of evaluations, and their impact in improving performance.

The structure of performance reviews can be chosen to meet the particular needs of the unit. Some situations will suggest more formality than others; other work styles and relationships will prosper more with an informal approach. Completed academic professional review instruments and employee written comments are to be placed in the employee's personnel file in the departmental administrative office.

An institutional requirement for performance evaluation appears to be the norm for Illinois and its peer institutions, and for the most part, human resource officers provide support for unit-level performance management systems with tools and consultation. Unit-level flexibility in adopting and developing methods of evaluation is enabled.

Professional development goals should be incorporated into the annual evaluation, with resources provided when applicable. All levels of supervisory management should be held responsible for providing encouragement and resources to develop their staff.

Evaluations should include a component that integrates them with the unit and University strategic plans to encourage congruence between individual and institutional goals, as an organization is only as effective as the organization’s employees. (Jex, 2002)
M. Part-time employment policies and practices.

Part-time employment creates challenges in human resource management.

In particular at Illinois, the percentage appointment may not be sufficient to meet the needs of the unit, and the employee subsequently may work in substantial excess of their part-time appointment. Human resources should periodically audit part-time professional positions for the appropriateness of the percentage appointment to address any associated issues with the employing units.

Among the survey respondents who are part-time employees, family reasons (64.5%) and more flexibility with respect to their schedules (60.5%) were the most frequent reasons given as to why they chose part-time.

The major sources of concern for current part-time academic professionals are the implications to their health benefits (53.5%) and working more hours than their position specifies without being paid for it (42.4%).

In the past, the Council of Academic Professionals has requested through the Chancellor that the University Statutes for notice of non-reappointment be modified to allow for notification rights to be extended to part-time permanent academic professionals. This request was formalized by the Faculty Senates on all three Campuses and forwarded to the President for his submission to the Board of Trustees for their consideration. To date, this request has not been submitted to the Board of Trustees. In lieu of a formal Statute change, Academic Human Resources advises units to provide courtesy notification of non-reappointment to part-time academic professionals, with that notification occurring as soon as the decision is final.

Long-term, part-time academic professionals are not formally eligible for assistance through the Campus relocation plans available to full-time employees. In practice, the Office of Human Resources attempts to assist these part-time academic professionals if their position is to be eliminated.

N. Summary. The Task Force members appreciated the opportunity to voice their recommendations to the Provost and her staff. The members worked with their peers to develop recommendations that span disciplines and positions. With the completion of this report and recommendations, the Task Force members encourage the future involvement of academic professionals in continual review, development, and implementation of human resource policy, practices, and programs on the Urbana Campus.
A. Committee membership

This was the first Task Force comprised of academic professionals, chosen by their Deans to serve on behalf of the academic professional community at large. Bi-weekly meetings were held from June - December 2007. Chairs of committees were V. Mainz, G. Perry, A. Sanchez, W. Welburn, and co-chairs E. Stovall and C. Hahn. A core team of writers wrote this report in concurrence with the team as a whole. The core team of writers included S. Frank, D. Robson, A. Sanchez, R. Stevenson, and G. Winckler (chair).

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>College/Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frank, Sandra</td>
<td>Associate Dean for Administration</td>
<td>College of Business</td>
</tr>
<tr>
<td>Gao, Fang</td>
<td>Serials Management Specialist</td>
<td>University Library</td>
</tr>
<tr>
<td>Mainz, Vera</td>
<td>Spectroscopist</td>
<td>School of Chemical Sciences</td>
</tr>
<tr>
<td>Moore, Sandra</td>
<td>Assistant to the Director</td>
<td>Illinois Business Consulting</td>
</tr>
<tr>
<td>Nieto, Martin</td>
<td>Research Specialist</td>
<td>School of Social Work</td>
</tr>
<tr>
<td>Perry, Gregg</td>
<td>Assistant Director</td>
<td>Enrollment Management</td>
</tr>
<tr>
<td>Robson, David</td>
<td>Extension Education, Horticulturist III</td>
<td>University of Illinois Extension</td>
</tr>
<tr>
<td>Sanchez, Alejandra</td>
<td>Coordinator, Graduate Admissions</td>
<td>College of Business</td>
</tr>
<tr>
<td>Schoenoff, Jon</td>
<td>Audio Director</td>
<td>Krannert Center for the Performing Arts</td>
</tr>
<tr>
<td>Stanley, Mark</td>
<td>Associate Director</td>
<td>Housing</td>
</tr>
<tr>
<td>Stevenson, Regina</td>
<td>Senior Training Specialist</td>
<td>CITES/CIO</td>
</tr>
<tr>
<td>Stovall, Elizabeth</td>
<td>Assistant to the Head</td>
<td>Department of Bioengineering</td>
</tr>
<tr>
<td>Tyagi, Raman</td>
<td>Senior Application Developer</td>
<td>Decision Support, University Administration</td>
</tr>
<tr>
<td>Welburn, William</td>
<td>Associate Dean</td>
<td>Graduate College</td>
</tr>
<tr>
<td>Winckler, Ginger, Chair</td>
<td>Assistant Dean for Administration</td>
<td>College of Veterinary Medicine</td>
</tr>
<tr>
<td>Hahn, Cheryl, ex officio</td>
<td>Associate Director</td>
<td>Academic Human Resources</td>
</tr>
</tbody>
</table>
B. Peer institution comparative study excerpts. Cornell University has staff positions in 14 job families assigned to pay bands. Positions are classified within functional job families. Each job family has job title classifications placed into bands according to responsibilities, qualifications, and competitive market pay. Staff have many opportunities for performance-based pay including merit salary, position enhancement, promotions, and variable pay. The University offers the Qualified University Employees Seeking Transfer (QUEST), a performance-based internal transfer assistance program to develop and retain high-quality staff. http://www.ohr.cornell.edu/contactHR/rec/quest.html

The Ohio State University has unclassified staff denoted as Academic & Professional. Salary is determined by competitive markets, impact of the position or team on the mission of the unit, and available funding. Salary within a job title may vary by the credentials and performance of staff occupying individual positions. Supplemental compensation (up to 20%) is available for staff rendering service to other units or performing duties outside the reasonable scope of their primary position. One-time cash payments are allowed for outstanding achievements on time-bound projects and/or to supplement the salary increase process in recognizing performance.

The University of California - Berkeley’s titles are grouped into categories and then further classified. The University has a committee on compensation made up of researchers who conduct studies on competitiveness of compensation. Salaries are grouped in ranges. Managers are encouraged to open all positions to all University employees, not just promote from within the unit. Vacant openings are given priority to University employees, then external applicants. Berkeley has undergone a review of every classification and compared it to the Bay area and peer institutions.

University of Michigan’s classification system includes career families, bands of jobs, and designated roles of professional, managerial or executive. A dedicated compensation and classification office is devoted to issues related to these areas. Compensation is established at the unit level, with incumbents identified for comparing qualifications and experience with the salary request. There is an option during the annual salary increase program to provide a recurring merit-based allocation, as well as, a one-time lump-sum cash supplement for extra service and/or extra effort during the previous year. Michigan offers a Career Family Navigator tool that walks the employee through pathways of career bands of interest, enabling them to understand opportunities available.

The University of Wisconsin has unclassified employees (similar to academic professionals) assigned to title codes, salary ranges, and divided into three categories of professionals, managers, directors. Salary ranges for like titles vary widely as there is an allowance for large, medium, or small units with minimum and target ranges. For career development, their Council of Academic Professionals equivalent group runs a mentor program for career development.
C. Historical UI Reports & Committees on Academic Professionals. The following information was extracted from a Web site for the University Personnel Professional Advisory Committee, www.uppac.uillinois.edu.

In the past thirty years, seven committees have been charged principally with examining various issues and concerns pertinent to the academic professional employment category. The academic professional employment category has evolved over the years to the diverse group it is today, including over 6000 individuals on the three University of Illinois Campuses at Chicago, Springfield, and Urbana-Champaign. The individual Campus Professional Advisory Committees have been in existence since 1974, each operating under its own bylaws.

THE BEGINNING FOR UPPAC

May 1975. “We believe that it is time for the establishment of a permanent body to take over the advisory functions that have been performed by the SCPP during this transition period. On the basis of our experience, we recommend that this council or committee consist of the three PAC Chairmen, three designees of the Chancellors and a chairperson from the general University Staff. Its function would be to advise the President on matters relating to the academic professional staff. These might include the development of recommendations on specific University-wide policies and periodic reports on the operation of established policies, and should include consultation prior to any major policy changes that affect the academic professional staff.” Report of the Special Committee on Professional Personnel (Rothbaum Committee, May 28, 1975)

November 1977. A joint letter dated November 4, 1977, from the three elected campus-level Professional Advisory Committees to the President recommended implementation of the section of the Rothbaum Report advising formation of a University-level University Professional Personnel Advisory Committee “to work with the University to flesh out the various proposals and work out the necessary compromises to assure conformance to Statutes and acceptability across all the campuses.” President Corbally accepted this recommendation via a letter dated November 11, 1977, and in a letter dated December 19, 1977, appointed the first committee with the Vice President for Administration or his designee named as chair.

January 30, 1978. The first meeting of the University Professional Personnel Advisory Committee was held in room 228 Roosevelt Road Building, Chicago Circle Campus. In the past 30 years, seven committees have been charged principally with examining various issues and concerns pertinent to the academic professional employment category. They are commonly known by the names of their chairpersons, except for the most recent ones:

- the Fleming Committee (UIUC), appointed by Provost Lyle Lanier on February 14, 1963, “to consider the desirability of establishing a new category of employees with appropriate standards for appointment, promotion, and tenure”;
o the TenBoer Committee, appointed by the Joint Council on Higher Education on January 27, 1970, to suggest interpretations of the criteria for exemption of academic professional staff from the State Universities Civil Service System;

o the McPherson Committee (UIUC), appointed by Chancellor Jack W. Peltason in September of 1970 to prepare a formal review procedure by which academic staff members who are not members of the faculty might express a grievance or a concern relating to their employment within the University; McPherson Report, October 1, 1971;

o the Rothbaum Committee (UI), appointed by President John Corbally on September 30, 1971, to explore the problem of developing personnel policies for academic administrative and professional employees; Rothbaum Report, March 26, 1973;

o the Fortunato Report. Ray T. Fortunato Associates reviewed the personnel administration systems of the University of Illinois. The report summarized the findings “in the opinion of the consultant what is needed are some basic changes in the broad categories to which staff members are assigned, new or revised policies to meet the employee and management needs for those new categories of employees and a personnel administration delivery system that decentralizes as much as possible but, at the same time, handles centrally those issues that are of corporate concern.” Fortunato Report, September 8, 1988;

o the Fortunato Task Force (UI). Vice-President of Business and Finance Craig S. Bazzani chaired the Task Force which reviewed the Fortunato Report, focusing on twenty-one specific recommendations. Fortunato Task Force Report, October 31, 1989;

o the Martin Committee (UIUC), appointed by Vice Chancellor Edwin L. Goldwasser on August 29, 1980, “to provide advice in an effort to establish a personnel policy for academic professional employees” and specifically to consider the feasibility and desirability of developing an overall formal categorization system for academic professional employees on the Urbana-Champaign Campus;

o the Academic Professional Personnel Advisory Committee (APPAC), appointed by Vice President Robert Resek in February 1990 to “make recommendations regarding a personnel structure for academic professional staff on both campuses.” The APPAC was asked to assist “in identifying key elements of a personnel system which would meet the academic and administrative needs of the University, yet maintain the flexibility required to recruit, reward, and retain high quality administrative and professional staff.” This committee’s recommendations led to the appointment of a University advisory committee which advised the Vice President on the implementation of the APPAC’s recommendations; and

o the UIUC Committee on Academic Professional Personnel was appointed by Provost Larry R. Faulkner in January 1995 to examine the “steps that could be taken -- whether in policy or in operation -- that you believe would be helpful in strengthening the academic professional [personnel] system.” He also asked the committee, chaired by Dean W. R. Gomes, to review data (including updated position descriptions) collected in a pilot project by the Office of Academic Human Resources to determine any areas of concern (e.g., titles used inconsistently across departments, etc.), as well as whether it would be useful to collect the same or similar information on a Campus-wide basis. In fulfilling its mission, the committee examined the policies and procedures currently in place for academic professional employees including the academic professional titles used across the Campus. Its recommendations were sent to the Provost in the fall of 1995, and an implementation committee was appointed to carry out the recommendations. Gomes Report, December 12, 1995
D. 2007 academic professional survey. The Task Force worked with the Survey Research Laboratory in the fall of 2007 to develop the survey. The survey was sent by job family to all academic professionals housed on the Urbana Campus. The following letter was sent via email requesting participation. The 43% survey response rate was indicative of the high level of interest by academic professionals about conveying their views. If you are interested in learning more about specific results of the survey, please contact the Provost’s office. (Anand and Owens, 2007)

Survey Invitation Letter

From line: Academic Professional Task Force
Reply to address: Sowmya Anand <sowmya@srl.uic.edu>
Subject: Research on AP employment policies and practices

Dear Colleagues:

Provost Katehi created the Academic Professional Task Force in June 2007 with the charge of assessing policies and practices used in the employment of academic professionals (AP). The Task Force is conducting a survey of academic professionals at Illinois to address issues of promotional pathways, career assistance, performance evaluations, position title and compensation.

You are receiving a link to this survey because you are an academic professional and will be able to give us valuable insights into the issues we are examining. Your participation will provide us with data that will be used when forming our recommendations to the Provost as we address the issues she defined. Therefore, your participation will be greatly appreciated.

To protect the confidentiality of your responses, the Survey Research Lab (SRL) at the University of Illinois is managing the administration of this survey. If you have any questions about the survey, contact SRL investigator Sowmya Anand at (217) 333-2219 or via e-mail at sowmya@srl.uic.edu. If you have general questions about your rights as a participant, contact the University of Illinois Institutional Review Board at (217) 333-2670 or via e-mail at irb@uiuc.edu.

Click on the link below to access the survey. The survey will be available from October 23 through November 5, 2007.

Thank you for participating.

Elyne Cole, Associate Provost for Human Resources

Ginger Winckler, AP Task Force, Chair
Assistant Dean, College of Veterinary Medicine
(217) 244 4182
E. Mockup of proposed academic professional Web site. A mockup of an academic professional focused Web site was designed by the Task Force. Special thanks should be given to APs in The Design Group @Vet Med who volunteered their resources to design this Web site. This mockup follows the framework of recommendations by the Task Force. The basic design could be modified as programs are developed or change.
F. Sample exit interview form. This form is used whenever academic professionals leave the College of Business, whether leaving the University or moving to another Campus unit. It allows the College to assess the reasons for departure and to determine if changes within the College need to be made to retain employees, as well as assess the working climate of the unit.

EXIT INTERVIEW – College of Business
The information is voluntary and will not be filed in your personnel file. The information collected will be disseminated only to the Associate Dean of Administration so that improvement may be made within the College to improve the workplace.

Name                                      Position                    Supervisor                       Date of Separation

1. What did you like most about your job?

2. What did you like least about your job?

3. What was your workload level? Too heavy      About right      Too light

4. Did your work provide task variety? Yes       No

5. Rate your supervisor on the following:

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<thead>
<tr>
<th></th>
<th>Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Never</th>
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<tbody>
<tr>
<td>Communicated policies and practices</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Followed policies and practices.</td>
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<td></td>
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<tr>
<td>Demonstrated fair treatment.</td>
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<tr>
<td>Provided recognition for a job well done</td>
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<td></td>
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<tr>
<td>Encouraged cooperation</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Resolved complaints and problems promptly</td>
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<tr>
<td>Understood your responsibilities</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

6. How was employee morale in the unit?   Excellent   Good   Fair

7. Rate the following:

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperation within your unit</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Cooperation within College</td>
<td></td>
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<tr>
<td>Cooperation with other campus units</td>
<td></td>
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<tr>
<td>On the job training</td>
<td></td>
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</tr>
</tbody>
</table>
8. Rate disciplinary techniques.  Too Severe  Fair  Too lenient  Unsure

9. Please comment on opportunities for advancement within the department.

10. Could anything have been done to allow for a more pleasant experience while working in BUS?

11. Was your decision to leave influenced by any of the following? You may circle more than one.
   Better Job Opportunity  Family/personal circumstances  Supervision  Return to school
   Rate of Pay  Health  Transportation  Other

12. Did you partake in any staff development workshops?  Yes  No
   If so, were they worthwhile?  Yes  No

13. Did your supervisor annually conduct a performance evaluation? Please share any comments for improving this experience.

Comments:
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Note - Web sites viewed as of 12/19/07.