

 E9.201 Faculty and Staff Renewal and Vitality Directive

I. INTRODUCTION

The Board of Regents adopted a directive to the University Administration at their July 1976 meeting which directs that each Unit headed by a Chancellor develop and maintain a "Faculty and Staff Renewal and Vitality Plan." The President was directed to implement this mandate and to provide to the Board by September a copy of his directive to the Chancellors. The Board delegated to the President the approval of Unit plans and directed him to report to the Board no later than January 31, 1977 concerning any plans approved by him. This document constitutes the President's directive to the Units and appropriate instructions for developing a renewal and vitality plan. It represents a commitment to the premise that an essential element in the success of a good college or university is the continuing intellectual vitality of its faculty and staff and that most institutional characteristics and policies either enhance or retard that continuing renewal and revitalization. It also recognizes that there are many aspects of an institution which affect renewal and revitalization; and that academic vitality embraces an indefinite and undetermined number of factors that may vary even according to each individual. Each Unit is asked to try to identify the aspects which are most common, helpful and realistic to accomplish the task.

II. THE CONTEXT

The topic of faculty and staff renewal and vitality appears often today in the literature of higher education and in discussions about planning which highlight:

- a growing scarcity of resources and in many cases a slowing of the enrollment growth which, when taken separately or together, allows few new appointments, thereby restricting an important means of bringing new ideas into the University and of maintaining faculty and staff vitality;
- a stable or near-stable faculty and staff resource which restricts institutional capacities to respond to changing demands placed on the institution by an ever changing societal need that demands new and different delivery of subject matter and new modes of learning;

- an increasing awareness among students of the need to pursue more practical and directly career-related studies and to cross disciplinary lines to relate their fields of specialization to other sources of human knowledge and experience;
- a changing student mix with rapidly shifting preferences among degree programs, changes in patterns of course-taking behavior, and changes in student clientele;
- a rapidly expanding frontier of knowledge which severely taxes the faculty members, the support staff, and administrative officers, but especially the teachers and researchers, to keep abreast of his/her field while meeting present instructional commitments, and
- the inelastic limits of reallocating institutional base resources and an increasing demand for accountability from all constituencies of the University in the stewardship of resources.

Historically, colleges and universities have obtained, maintained and retained quality faculty and staff when institutional policies and conditions have encouraged rewarded, and committed the institution to faculty and staff revitalization as a continuing and normal aspect of its mission. Among those policies and practices most commonly present in the most successful institutions have been the following:

1. An unwavering commitment within the faculty and staff, the administration, and the governing board to academic freedom and a sound concept of academic tenure.
2. An unimpeachable rigorous review and personnel system that emphasizes quality performance, that recruits, retains and rewards the most productive and self-revitalizing professionals, and counsels and encourages the development or separation and relocation of others.
3. The commitment of resources that enables faculty and staff to engage in continuing professional growth, facilitate sustained Professional contributions in their field of expertise, broaden Professional competencies, acquire new ones, and apply appropriate professional self-evaluation and assessment.

4. Policies and a planning process that emphasize academic governance and an unfaltering effort to integrate long term academic planning, professional considerations in the appropriate selection and separation of faculty and staff, and the traditions of academic freedom and tenure.

In responding to the conditions enumerated, these four traditions must be preserved and enhanced.

III. PURPOSES OF A FACULTY AND STAFF RENEWAL AND VITALITY PLAN

The accomplishments of the University of Hawai'i through its dedicated and highly professional faculty and staff are evidence enough of vitality and self-renewal as abnormal state of the institution. The purpose of the Plan for each Unit is to address the contextual factors described above and to develop an organized and systematic effort to improve the conditions for assuring continuing faculty and staff renewal and vitality. The goal sought or realized is not new, but the commitment is renewed to strengthen and create the conditions that assure the recruitment, retention, and revitalization of the professionals which carry out the primary missions of the University.

In seeking to accomplish this objective, the University Administration has consciously and deliberately resisted simplistic solutions to this complex problem of professional revitalization in a low-growth or no-growth context. It has been concluded, for example, that the strengthening of tenure argues more persuasively for vitality, intellectual invigoration, and scholarly revitalization than does devising an alternative to academic tenure. Such strengthening requires balanced considerations of the mutual responsibilities of the person who holds academic tenure to the institution and that of the institution to the tenured. The University Administration has also concluded that the establishment of specific ratios of tenure to non-tenure appointments is not adequate or feasible in meeting the problems of continuously renewing the faculty. On balance, the use of ratios might be counter productive to the purpose.

Likewise, the University Administration does not propose to accomplish the goal of renewal by mandating one uniform structure or Plan for the entire University which consists of several unlike major Units. Rather, each Unit is encouraged to develop a continuing organized effort uniquely suited to the mission, needs, and problems of each subunit.

There are common purposes to be served in this effort, however, which include the need:

- to nurture the intellectual vitality of the faculty and staff and foster its continuing revitalization within the tenure system;
- to improve the quality of instructional, research, and service programs;
- to increase the flexibility of the faculty resource base to respond to changing societal needs and student demands during periods of scarce resources;
- to provide for maximum efficiency and effectiveness in the utilization of existing faculty and staff resources.

IV. NEEDS TO BE ADDRESSED IN RENEWAL AND VITALIZATION PLANS

1. Improved and/or new instructional skills must be acquired in order to:
 - meet the varied demand of new and changing student clientele which our multi-cultural society and multi-campus higher education delivery system encourages;
 - provide for the integration of new knowledge into the instructional program beyond what is possible through the faculty member's ongoing professional commitment to remain abreast of his/her field, especially when we are blessed with fields of study that are "naturals" for the University of Hawai'i;
 - make possible new and improved instructional program developments to meet student and community needs which often requires faculty members to assume new roles, an important aspect in the mission of our academic programs as we discover new avenues for delivering education;
 - develop and disseminate new instructional techniques designed to increase the effectiveness and evaluation of teaching;
 - improve the skills of instructional and research faculty and enhance their efficiency and effectiveness in teaching and research as appropriate.

2. Improved and/or new administrative/management skills must be acquired to:
 - improve the collaboration of faculty, staff and administration in pursuit of the basic academic and educational purposes of the institution;
 - put resources to better use in an environment of relatively declining resources in the State;
 - improve productivity of administrative functions by review and reallocation;
 - streamline paperwork, enhance administrative coordination; and, to the degree possible, implement effective means of decentralization of operations, especially with the uniqueness of the Units in the University.

V. KEY PRINCIPLES FOR THE DEVELOPMENT AND USAGE OF THE PLAN

1. The Plan should focus on all categories of personnel, including:
 - A. Faculty
 - B. Executive and Administrative/ Managerial
 - C. APT
 - D. Classified
2. Furthermore, in the development of the Plan of each Unit, there should be appropriate and representative faculty involvement in the development of the Faculty subsection of the Plan, and by other groups of personnel for appropriate subsections.
3. The total Plan of each Unit should also be made available to the faculty and staff of that Unit when the final form to be recommended to the President has been decided.
4. The Faculty and Staff Renewal and Vitality Plan is to be utilized by each Chancellor and in turn the President in reviewing recommendations concerning EDP/ADPs, programs, budgets, appointments, promotions, tenure, and other related personnel and program actions.
5. The Plan of each Unit is to be updated as part of each biennial budget process and shall serve as a supporting document that accompanies each Unit's proposed budget to the President.

6. The Plan may provide for phasing in time or resources.
7. Each Unit must submit a progress report to the President through the Vice-President for Academic Affairs no later than November 15, 1976 with a first version of the Plan due by December 31, 1976.

VI. FORMAT OF THE PLAN

Section I. Purpose of the Unit Faculty and Staff Renewal and Vitality Plan in relation to University goals and to the unique needs of the Unit or campus concerned; and a restatement of the concepts of tenure, academic freedom, and performance review, and the mutual obligations of the institution and the faculty and staff implied in these concepts.

Section II. A systematic and thorough faculty and professional staff career improvement program for 1977-83, including the following:

- A. A clear articulation of the various means (currently and planned policies and programs) for nurturing, improving faculty and professional staff intellectual vitality, upgrading of professional competencies and an identification of incentives and rewards (current and planned) for outstanding performance.
- B. Identification of program areas in which special efforts should be made to assist faculty and staff to obtain professional expertise in a different or allied field in order to shift the application to areas of higher anticipated need and actual demand.
- C. A clarification of the goals, purposes, and objectives of sabbatical and other professional leaves and the means for strengthening their implementation in relationship to:
 1. personnel and program needs (especially in securing timely notice and in recruiting temporary replacements for faculty on leave),
 2. faculty and staff renewal and turnover,
 3. and to any policy changes adopted or recommended (Units University, Board, etc.) to accomplish these changes.
- D. A deliberate plan for coordinating the career improvement program with faculty and staff review components.

Section III. Comprehensive Faculty and Staff Appointment and Position Assignment Plans and Policies, 1977-83.

- A. Program Directions and Priorities for 1977-83.
1. Estimated student demand by year by program (including program changes) and plans and means for assuring a balance of enrollment to program resources by each of the various alternatives (new money and positions, reallocation of current positions, reduction in enrollment). (Past and present trend analyses should be included to show the relationship of resources to demand.)
 2. Priorities. (If sufficient resources are not available to do it all, which programs and needs have the highest and lowest priorities?)
 3. Personnel needs by qualifications ranks, specialties, etc., by programs over a six-year period, and a planned recruitment and reallocation timetable for meeting those needs, including information regarding the mix of faculty (beginning, intermediate, and senior) desirable by Unit and program in respect to future program needs, supported by data on tenure and rank and other categories of personnel past and projected for the 6-year period.
- B. An identified faculty and staff "turnover" percentage that is desirable, the recent past's turnover rate, and means of improving quality with "turnover," or means of improving retention if desirable.
- C. The identification of policies and means to maintain a specific number of positions to be utilized in non-continuing, non-permanent, non-tenurable appointments, and means to relocate tenured or tenure-track appointees if necessary.
- D. The implementation of a policy and practice by which all positions vacated for any reason revert to the Chancellor for assignment to programs of greatest need and priority.
- E. The delineation of responsibility for executing this aspect of the plan.

Section IV. Comprehensive system of periodic review of faculty and staff.

- A. The identification of a desirable differentiation of reviews for tenured as related to non-tenured faculty and staff.
- B. Clear articulation of criteria, frequency, and possible results of review of both tenured and non-tenured Faculty and staff including plans and means for recognizing performance, the purposes and outcomes planned for such review, and by whom the review is to be conducted.
- C. Inclusion of plans for executive and administrative personnel in line with University Administrative Policy Paper 2.1.
- D. The description and demonstration (current and proposed) of the relationship of promotion in rank and the awarding of tenure for truly meritorious performance

Section V. Cost Section.

- A. Costs of enrollment-related and program change (separate) personnel needs for 6-year period.
- B. Special costs of any aspect of the Faculty and Staff Renewal and Vitality Plan as proposed.
- C. Other cost factors.

Section VI. Responsibility and Policy Changes

- A. Internal Campus/Unit administrative components to implement the plan.
- B. Policy changes
 - 1. Made by the Unit/Campus.
 - 2. Recommended for University action.

VII. SUGGESTIONS FOR THOUGHT

- Formal University Faculty Exchange Fellowships (with other colleges and universities)
- Formal Administrative Exchange Fellowships (with other colleges and universities)
- Formal Intra-university Faculty and Staff Exchanges
- Summer Grant Program
 - for instructional improvement
 - for acquiring new and needed professional competencies
 - for service to the State
 - etc.
- Improve Advance Planning for Replacing Faculty and Staff Taking Leaves and Sabbaticals
- "Retraining" Programs and Organized Relocation Efforts
 - postdoctoral fellowships for tenured faculty in programs with contracting enrollment or mission
- Use of Visitors in Programs of Contracting Size or Revised Priority
- Encouragement of Early Retirement of Faculty in Contracting Programs
- Inauguration of Faculty Colloquia and Seminars
- Review of Current Sabbatical Policy and Practice for New Applications