

CHAPTER 7

HUMAN RESOURCES

CRITERION TWO: *The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes.*

INTRODUCTION

Characteristics of a University's human resources, particularly the teaching faculty, critically determine whether or not an institution can fulfill its mission and purpose, and whether it will be likely to continue this capability well into the future. Chapter 7 of the Pittsburg State University Self Study Report 2003 presents the human resources of the University, giving particular focus to the faculty. This chapter looks first at the broad subject of human resources, then breaks it down into several subgroups: (1) faculty, (2) administrative (non-instructional unclassified), (3) classified, and (4) students. These are the broad categories that make up the Pittsburg State University work force.

GENERAL CHARACTERISTICS

As of fall 2001, Pittsburg State University employed a total of 951 employees (fall 2001 IPEDS data): 719 were full-time, 232 were part-time, 36 were minority, 45 were nonresident aliens and 451 were female. The 719 full-time employee cohort can be further organized as follows: 240 full-time 9-month instructional faculty, 48 full-time 12-month faculty, 45 unclassified executive/administrative, 133 other professionals, 55 technical/paraprofessionals, 65 clerical, 59 skilled craftsmen, and 74 service/maintenance workers. Of the 232 part-time employees, 77 were part-time/adjunct faculty, 126 were graduate assistants and 29 were classified part-time employees. The University also employed 698 students.

FACULTY

CHARACTERISTICS

Pittsburg State University employed 365 faculty of which 288 (75%) were full-time and 77 (25%) were part-time. Of the 288 full-time faculty, 36.9% were female and 7.3% were minority. As demonstrated in Chapter 4, GIR number 9, Pittsburg State University instructional faculty have the appropriate degrees to support the degree programs at the University.

Of the 288 full-time faculty, 240 are tenure/tenure earning, while 48 are non-tenure earning. Of the 240 who were tenure/tenured earning, 40.8% were full professors, 29.2% were associate professors, 25.0% were assistant professors and 5.0% were instructors. Also, 73% of the 240 tenure/tenure earning faculty had been awarded tenure.

According to the Kansas Board of Regents Data Book, June 2002, the fall 2001 average faculty salary by rank was: professor, \$63,962; associate professor \$54,458; assistant professor \$44,476; and instructor \$35,800.

Table 07.01
Relative Funding of Instructional Faculty Salaries at Pittsburg State University
as Compared to Peer Institutions

<u>Year</u>	<u>Percent</u>	<u>Year</u>	<u>Percent</u>
1993	90.7%	1998	91.9%
1994	90.5%	1999	92.6%
1995	91.8%	2000	93.3%
1996	89.4%	2001	95.1%
1997	89.1%	2002	98.2%

In FY 2000, the State recognized the inequity of faculty salaries relative to peer institutions and provided additional funding for salaries of full-time, ranked teaching faculty. This initiative, funded through Senate Bill 345, provided PSU with \$201,907 in FY 2000, \$520,202 in FY 2001, and \$530,145 in FY 2002. As of fall 2001, Pittsburg State University faculty salaries had risen to 98.2% of peer average. The State, however, did not appropriate funds for faculty salary enhancement in FY 2003, and it is likely that the University will lose ground in the coming fiscal years.

The composition of faculty by rank at the University is appropriate to fulfill the mission of the University. There are ample tenure/tenure earning faculty qualified with a terminal degree to teach in their disciplines at the undergraduate level and supervise graduate level research and maintain academic standards for advanced courses. The faculty are well-distributed by rank, allowing the mentoring of new faculty as well as effective input into decision making by experienced faculty.

With 93% of the faculty have tenure, Pittsburg State University has the flexibility to reallocate resources as program demand shifts. The percentage distribution of women and underrepresented groups as well as the results of a gender and ethnicity equity study (see Chapter 3) demonstrate the University's commitment to affirmative action/equal opportunity.

RECRUITMENT AND HIRING

Academic administration is generally decentralized and relies explicitly on peer review. A prime example of this type of operation is in recruitment and hiring. Other examples of faculty participation in decision-making are presented in the next section.

After the president authorizes a faculty position, decisions about faculty appointments, promotion and tenure, merit pay, and development begin at the department level in the form of a search committee with input by the Equal Opportunity and Affirmative Action Office and the College dean. While departmental tenure and promotion criteria vary somewhat by department, all involve peer review by ad hoc committees convened within the department. Department chairs and College deans provide a second level of peer review for appointments, promotion and tenure. All final appointment decisions are recommended to the president by the vice president for academic affairs. Recruitment of a faculty member to fill a vacancy or new position is done at the department level using guidelines prepared by the Office of Equal Opportunity and Affirmative Action. Procedures are structured and monitored closely. When a satisfactory candidate cannot be identified to fill an advertised position, instructors who do not meet the advertised qualifications may be hired on an emergency, nonrenewable-terms contract basis for a limited period of time to fill the position.

As was discussed in the first section on demographic characteristics, Pittsburg State University continues to succeed in attracting excellent new faculty. The University has hired 231 new faculty since 1992, 126 of whom remain here at the present time. As a result, the University now enjoys a balance of relatively new with experienced faculty, with 44% of the 288 faculty members having been appointed since 1992.

Departments generally report satisfaction with new appointments and most have few problems finding qualified candidates, although some searches have been canceled due to late starts. Again, in a few highly competitive fields, fewer qualified candidates were seen.

Faculty appointments have been a part of the strategic planning process since it began in 1982. Funding for new faculty is strategically allocated to support program needs or other University goals, such as attaining AACSB accreditation for the Kelce College of Business.

The University has clarified policies and procedures to guide searches for new faculty positions. The Equal Opportunity and Affirmative Action Office provides a Hiring Checklist, which is combined with a personal briefing to provide information on forming search committees, advertising, and interviewing.

Factors that attract faculty to the University are consistent with the University's educational goals and purposes. The reputation of the University or the department, departmental specialty, and collegial fellow faculty members are all strong attractions, suggesting that our faculty care about the intellectual climate for learning and scholarship. Our geographical location, with its small town lifestyle, low cost of living, access to nearby outdoor recreational activities, and a reasonable distance to more urban facilities in Joplin, Kansas City, Tulsa, and Wichita, strongly appeal to faculty who have chosen to accept appointments and remain at the University. This appeal is a strength for faculty recruitment.

Material incentives such as salary or start-up funds do not stand out as significant factors in attracting faculty to Pittsburg State University. The University continues to lag behind in faculty salaries when compared with peer institutions. Although benefiting from additional resources that were allocated as a result of the last self study experience, the Library continues to be only a limited factor in attracting faculty.

Departments report, generally, that they have adequate start-up funds that are individually negotiated for each new faculty member. In addition, some departments give new faculty released time to prepare courses and get a research program started.

CONTRACTUAL RELATIONSHIPS

Instructional faculty at Pittsburg State University are represented by the Kansas National Education Association. The *Agreement* between *Pittsburg State University/Kansas National Education Association (PSU/KNEA)* and *Pittsburg State University/Kansas Board of Regents* clearly specifies the system's general policies and procedures for determining promotion, tenure, contracts, and salaries. More specific requirements for promotion and tenure have been established by separate departments in conformity to the guidelines in the *Agreement*. The majority of fringe benefits are determined by the State Legislature.

Section IX on Higher Education in the *Agreement* outlines the types of appointments and contracts, as well as the procedures to be followed in the event of non-renewal of tenure-track contracts. Sections XI and XII, respectively, deal with Rank, and Promotion and Tenure. The criteria for promotion are clearly specified with accompanying definitions of excellence in the areas of teaching, research, scholarship, and/or creative endeavor; and continuing education and/or service. The guidelines are clear but are sufficiently flexible to allow for inclusion of activities that may not fit into the mode of "traditional" mainstream scholarly activity.

Due process is accorded faculty who are experiencing difficulty within the system. Procedures for resolving disputes and grievances and instituting appeals are clearly specified in numerous places in the *Agreement*.

Guidelines for workload with respect to teaching, research/creative activities, and service are specified quite clearly in the *Agreement* and individual departmental statements of standards. As with promotion and tenure criteria, there is sufficient flexibility to accommodate the unique needs of faculty across the University.

Under the *Agreement*, teaching workload policy is locally defined and is based primarily upon credit hours or equivalent hours and a weighted combination of lecture and laboratory contact hours. Special limits also apply to graduate (800-level) courses. Faculty may have lighter loads assigned if the need and resources support the circumstances. The teaching load may constitute no less than 50% of the total workload, with the remainder allocated to research/scholarship and service activities as described in the *Agreement*.

The smallest proportion of the total contract is devoted to service. The following are examples of acceptable service activities: 1) serving on institutional committees; 2) serving on professional association committees; 3) participating in student recruitment activities; and 4) participating in community service, public lectures, and other similar programs.

FACULTY EVALUATION

Pittsburg State University evaluates the teaching, research, and service effectiveness of its instructional staff by implementing the procedures set by the *Agreement between Pittsburg State University/Kansas National Education Association and Pittsburg State University/Kansas Board of Regents*. The purpose of the evaluation is to: 1) promote positive communication between faculty and administration; 2) increase awareness of institutional program objectives and needs; 3) provide information for decisions on professional training, staff improvement programs and those conditions which promote quality performance; and 4) provide information for personnel decisions such as tenure and promotion.

The University administration and the KNEA bargaining unit have the responsibility to develop procedures and instruments for the evaluation of faculty instruction. A nationally normed multivariate survey instrument for evaluation of student perceptions of teaching effectiveness (Student Perception of Teaching Effectiveness, or SPTE) was developed at Wichita State University and has been adopted by the majority of the departments on campus for use in all classes with an enrollment greater than five students. Some departments developed and continue to use their own evaluation instruments, which are internally normed. In the Fall of 2002 an ad hoc committee was appointed by the vice president for academic affairs to evaluate and review the use of the SPTE and/or other normed evaluation instruments.

An annual performance evaluation of each faculty member is completed by the department chair based on a faculty-generated portfolio and agreed-upon objectives. The evaluation is primarily diagnostic of strengths and deficiencies in the performance of assigned duties. The administration is responsible for developing constructive plans to remedy serious deficiencies.

The SPTE and similar instruments are used each semester as one part of the instructional evaluation process. The SPTE and approved alternate evaluation instruments are primarily designed to help faculty identify their own strengths and deficiencies in instructional performance based on the particular point of view of the instruments. Although this student-based evaluation is important feedback for an instructor, it is not intended to be used as the sole criterion for either merit evaluations or personnel actions.

ACADEMIC QUALIFICATIONS

As demonstrated above, the academic background of the faculty is quite strong, but it is not the only indicator of faculty quality. Strong evidence of faculty quality is in their achievements in teaching and learning, discovery and engagement.

As part of the annual performance appraisal process all faculty are evaluated, on an annual basis, in three broad categories: teaching, research, and service. Typically, student evaluations are part of this annual appraisal process. In addition, each year three faculty members are awarded the Outstanding Teaching Faculty Award as nominated, voted, and awarded by the Student Government Association.

In total, all faculty, on an annual basis, establish goals and are evaluated on how well they achieved these goals. Each year the department chair meets with the faculty member to discuss how the faculty member's goals fit with department, college and University goals.

DISCOVERY

As discussed in Chapter 14, the number of faculty involved in research and creative endeavors has grown significantly during the past decade. This is reflected not only in the number of publications and presentations, but also in the number of grants awarded. Pittsburg State University has made significant advancement in these areas. Also, as discussed in Chapter 14, the dollar amount of grants has steadily increased. Examples of only a few of these many grants and the individuals responsible include grants for Business and International Education (Choong Lee), for an International Studies Major (Steve Harmon), for training more minority and bilingual teachers (Alice Sagehorn), and for equipping the new GIS lab in the Geography program and for creation of paid internships for undergraduate geography majors (Social Science faculty members). Faculty have also used their research experiences to enhance their teaching, such as Virginia Rider (Biology, whose research with lupus has been used to supplement her classroom teaching), and David Hurford (Psychology and Counseling, whose research into how children learn to read has given a tremendous boost to his teaching). Another example of faculty discovery is Barbara Parker-Belle (Art, who brought a nationally broadcast Public Broadcasting System art program for children to Pittsburg).

FACULTY DEVELOPMENT

Pittsburg State University is committed to helping faculty to succeed through a variety of faculty development activities. Many of these are front-loaded and presented early in a faculty member's career at the University, and New Faculty Orientation activities have been substantially expanded in recent years. Formerly these activities consisted of one or two afternoons of information solely about the University (such as where to find the Human Resources Office, an explanation of the difference between the Alumni Association and the Foundation, and exploration of Equal Opportunity and Affirmative Action issues).

Now these activities comprise two full days each fall before classes start. Chairs or other senior mentors from the department are asked to attend with their new faculty member, and topics have

expanded far beyond those concerned only with University information. Topics presented now include not only those presented as before, but also such areas as interpersonal relations, syllabus construction, teaching techniques, multimedia technology use, testing, teaching to large sections, multicultural sensitivity, assessment, research strategies, and advisement tips. Having a mentor attend the session with the new faculty presents the opportunity for dialogue between these individuals about expectations within the department concerning these areas, and others.

In addition a number of faculty development resources are available for check-out at the University library to any interested party, including books on teaching, videos, articles, and a pamphlet series ("The Professor in the Classroom"). Faculty development seminars are also presented at various times during the semester at the college and sometimes University level, with speakers addressing such areas as portfolio development, international education, time management and teaching strategies. A number of faculty attend development activities sponsored by their discipline's professional organizations, and many also hold leadership and/or officer positions. Examples include Dan Ferguson (HPER, Midwest Director of the National Therapeutic Recreation Society Board of Directors), Edmee Fernandez (Modern Languages and Literature, President of the American Association of Teachers of Spanish and Portuguese, Sunflower Chapter), Thomas Box (Management and Marketing, Secretary/Treasurer for the Association for Small Business Entrepreneurship), Chuck Killingsworth (HPER, President-elect of the American Association for Leisure and Recreation) and Lynette Olson (Dean of Arts and Sciences, received the Leaders Award from the American Association of Family and Consumer Sciences). Numerous faculty serve as editors and on boards for the professional journals in their field of teaching expertise.

FACULTY SABBATICALS

Sabbaticals as defined by the Kansas Board of Regents include paid professional improvement leaves, career redirection leaves, and the faculty member improvement leaves, as well as leaves of absence without pay. The University conforms to the Board of Regents policy of granting sabbatical leaves to no more than four percent of the number of equivalent full-time faculty with rank of instructor or higher for any fiscal year. Sabbaticals make important contributions to faculty development, and include a variety of activities such as research (either domestic or abroad), working in industry, publications and other creative activities, and exchange opportunities to teach at other institutions. Numerous faculty have incorporated the results of their sabbaticals into the classroom and other areas of their professional life.

TRAVEL FUNDS

Basic travel is supported through department budgets with special supplemental funding available from the Office of Academic Affairs. In addition, many faculty have taken advantage of exchange agreements between PSU and other universities. Travel funds of \$455.00 per faculty members are distributed to each department to aid faculty to attend professional conferences. In addition, PSU Foundation funds are often available to help with travel costs. The University recognizes the importance of and encourages attendance at professional association meetings,

presentations, and visits to other institutions of higher education. These experiences enrich faculty members' lives, stimulate creativity, provide material to be incorporated into the classroom, and broaden horizons. Such travel also gives faculty and other personnel the opportunity to discuss Pittsburg State academic programs and recruit students to the University.

TEACHING AWARDS

Teaching is important to and recognized by Pittsburg State University. As discussed previously, teaching is the area of performance that is most heavily weighted in faculty's annual performance appraisal. A number of Pittsburg State faculty have received teaching awards from their professional organizations, including Mark Johnson (Tech Ed, Outstanding Career and Technical Educator of the Year by the Association for Career and Technical Education), Becky Brannock (Psychology and Counseling, Kansas Counselors' Association Counselor of the Year), and Cynthia Woodburn (Mathematics, Distinguished Service Award from the Mathematical Association of America). Different student groups at the University often honor individual faculty members, with designations such as the Greek Life Teacher of the Month. Each year the Student Government Association votes to select three Outstanding Teaching Faculty of the Year, with recognition given to these individuals at University's Commemoration Day in March. Individual colleges often give faculty awards for teaching and/or research at their annual spring banquet. A continuing pattern of evidence of faculty recognition includes faculty who were recognized as Fulbright Professors (Harry Humphries, Michael Mugohalu, Dindo Cortez and Rick Lindskog); Who's Who Among American Teachers (Virginia Rider, Mary Kay Wachter and Cynthia Woodburn); and Kansas Master Teacher (Nick Henry). Finally, numerous faculty have also been selected for a variety of national Who's Who recognitions.

UNIVERSITY PROFESSOR

The University Professor program is an honor bestowed upon faculty members who have exhibited outstanding performance in a variety of areas, including research and publications, teaching, service, and professional activities. This is a unique and highly-selective recognition. Faculty members can be nominated for or apply for this honor only after serving in the rank of Professor for a period of no less than seven years. To be considered a candidate for University Professor a faculty member must demonstrate excellence in two of the three areas of: 1) Teaching; 2) Research, Scholarship, and/or Creative Endeavor; and 3) Community and/or University Service. A total of fifteen individuals have been selected for this designation since its inception five years ago. Selection to University Professor carries with it a salary adjustment of \$4,500. University Professor status is for five years, and the salary adjustment remains in the base salary. This unique program provides a vehicle for additional recognition and reward for truly exceptional individuals, even after those individuals have achieved the rank of full Professor. Those selected for this designation include representative faculty from the four Colleges. They are: Marjorie Schick (Art, 2002 Governor's Arts Awards recipient); Chuck Fischer (Economics, Finance and Banking, editor of **THE JOURNAL OF MANAGERIAL ISSUES**); Larry Williamson (Engineering Technology, one of nine individuals presenting a paper at Nan Kai College, Taiwan,

in November 2002); and Linda McCoy (Curriculum and Instruction who is responsible for the Kansas author section of the Kansas Journal of Reading).

FACULTY BENEFITS

PSU faculty enjoy a wide range of employee benefits provided by the University. The University pays most of the premium for employee health care coverage for medical, dental and prescription drug expenses. Faculty who enroll a spouse and/or children pay for most of the premium for family coverage. Faculty members are required to join the Board of Regents Mandatory Retirement Plan after satisfying a one-year waiting period. Note that some faculty are eligible to immediately participate in the plan without a waiting period. The retirement plan is a defined contribution plan with four providers (ING, Lincoln National, Security Benefit and TIAA-CREF). The University contributes 8.5% of the employee's salary, and the employee contributes 5.5%, to one of the providers selected by the employee.

In addition to health insurance and retirement benefits, other employer-provided benefits include life insurance (150% annual salary), accidental death coverage and long-term disability (66 2/3 of annual salary). Faculty also earn sick leave (approximately 1 day per month) to be used for personal illness or injury or the illness or injury of a family member. Faculty who use all earned sick leave may be eligible to participate in a shared leave program that provides continuation of salary in the event of a serious illness or injury.

Faculty may also take advantage of other benefits offered by PSU. Employees can enroll in a flexible spending account for reimbursement of health care and/or dependent care expenses. They can contribute additional salary for retirement through the Voluntary Tax Sheltered Annuity or Deferred Compensation programs. They can also purchase optional group life insurance (up to \$200,000), vision coverage and long-term care coverage.

The University also provides several benefits for faculty nearing or reaching retirement age. Phased retirement is available to faculty who are 55 years or older and have 10 years of service with a Regents institution. Under the program, faculty workload and salary are reduced (25% minimum) for up to 5 years and employer-paid benefits are maintained at the same level prior to phased retirement. Since the fall of 1992, 21 faculty have participated in the Phased Retirement program. Upon retirement from PSU, faculty are eligible for payment of unused sick leave (maximum of 480 hours with 25 years of service), and they can continue health insurance coverage provided by the State of Kansas. Faculty may also be appointed post-retirement as Professorial Lecturers; since the fall of 1992, 23 faculty have received this appointment.

Each year, the Human Resource Services Office presents or sponsors several workshops and meetings for PSU employees specifically on employee benefits. For example, each fall, HRS organizes a series of workshops and meetings that focus on retirement-related issues such as retirement plan options, financial and tax planning, Social Security, and long-term care. Annual benefits workshops are held for all employees, and benefits statements that summarize each

employee's individual benefits are sent each year in January. Campus-wide meetings are also held during the October health insurance open enrollment period each year.

In 1997, the University began recognizing faculty for length of service. Faculty members, along with other unclassified and classified employees, receive a Pittsburg State University pin for ten years of service or more in an annual ceremony. Employees are presented new pins with each additional five years of service.

ADDITIONAL OPPORTUNITIES

UNIVERSITY DECISION MAKING

Faculty are involved in decision-making through departmental and college meetings, the University committee structures, Faculty Senate, and through the administrative structure. Of particular importance is the role of faculty in departmental and college search committees where faculty members typically have exclusive membership for faculty searches and majority membership in searches for administrators. There are also special-purpose committees (departmental, college, and University) that permit faculty input to University decision-making. See Chapter 6 for a more detailed discussion of the faculty role in institutional governance.

ACADEMIC FREEDOM

Academic freedom is guaranteed under the *Agreement*. Section III of the *Agreement* states: "this provision is intended to guarantee those rights which are recognized as flowing from the first amendment to the United States Constitution."

SUMMARY

As previously discussed, the University has been relatively successful in its efforts to attract faculty. In spite of some problems, retention statistics, by national standards, are still good. The State has recognized the inequity of faculty salaries relative to peer institutions and has begun to raise salaries to about 98% of peers, according to AAUP data. Retention, however, has been a challenge in some fields, because faculty have been unable to maintain even approximate parity as their careers progressed. This has been most obvious in the retention of persons in critical positions in highly competitive fields.

STUDENTS

Student employees are vital to the success of the University. They assist in the administrative offices and divisions and provide valuable help in the academic departmental offices. They also gain skills that benefit their ability to gain employment after graduation. There are two categories of student employees. They are student employees (generally paid an hourly wage) and graduate assistants. During the fall 2001, there were 698 student employees, comprising 10% of the headcount of 6,783 students. The University is committed to maintaining the level of federal and

state funding for student employment. Approximately 20% of student employees including Graduate Assistants on campus receive assistance from College Work Study funds each year. Table 07.02 illustrates the total College Work Study Program funds available.

**TABLE 07.02
COLLEGE WORK STUDY PROGRAM FUNDING
INCLUDING GRADUATE ASSISTANTS**

Fiscal Year	Work Study Funds
1993	\$331,854
1994	\$331,754
1995	\$334,110
1996	\$332,584
1997	\$332,701
1998	\$362,206
1999	\$361,957
2000	\$410,095
2001	\$443,555
2002	\$399,046

Most campus departments attempt to hire a student who will be available throughout the length of their studies. Many students begin working for the University their freshman year and continue with campus employment through graduation. Currently, departments report that 124 students, or 19.5% of the total hourly-paid student employees have worked for 2 years or more.

Pittsburg State University has annually participated in the National Student Employee of the Year Program since 1989. With over 800 students working on the the University campus, this program provides a great opportunity for campus employers to recognize their efficient and dedicated student employees. This national recognition program is coordinated in part by the National Student Employment Association and the Midwest Association of Student Employment Administrators. The State University has active membership in both of these professional organizations. The Career Services/Student Employment Office coordinates the program. Student Employee of the Year nominees are recognized at a formal program/reception held each year in April. The selected campus winner moves to state, regional, and national competition. The Pittsburg State University Student Employee of the Year has been selected as the State of Kansas Student Employee of the Year each year for the past seven years. National Student Employment Week is scheduled this academic year for April 14-18, 2003.

Graduate Assistant Stipends are given for duties in the classroom/lab or in an administrative office. Stipends vary for 9 or 10 months: English \$8,000; Physics \$10,000; others \$4,520. Stipends for 11 months in administrative offices are \$7,920. Non-teaching/administrative graduate assistants are not eligible for a fee waiver; therefore, they are paid \$330 bi-weekly that includes an allowance in lieu of waiver of fees. In the fall of 2001, there were 126 Graduate Assistants. The majority had diploma/bachelor's degrees and were seeking a Master's degree.

ADMINISTRATION

In the fall of 2001, the University employed 136 unclassified employees in administrative and administrative support positions. Forty-five of these positions fall into the executive and administrative category as determined by IPEDS. The remaining 91 positions fall into the “Other Professionals” IPEDS category.

The breakdown of the 45 executive/administrative unclassified personnel employed by Pittsburg State University is as follows:

**Table 07.03
ADMINISTRATION POSITIONS**

<u>Position Title</u>	<u>FTE</u>
President	1
Vice President	4
Deans	7
Directors	26
Other Executive/Administrative	7

The Administrative structure has remained stable during the past ten years as evidenced in the following table of retirements.

**TABLE 07.04
ADMINISTRATIVE RETIREMENTS – FY 1993-2002**

<u>FY</u>	<u># Retired</u>	<u>FY</u>	<u># Retired</u>
1993	1	1998	1
1994	1	1999	0
1995	1	2000	3
1996	5	2001	0
1997	4	2002	1

Twenty-three unclassified administrators have attained the Doctoral degrees; two have attained an EDS; fifty-two have attained Masters’ degrees; and fifty-two have received Bachelor’s degrees. Several administrators also hold tenure in an academic unit. The people serving in these positions typically come from two separate career paths. Employees who have pursued an academic career are for the most part deans, the vice president for academic affairs, and the president. Employees who have devoted time to learning administrative functions serve in positions such as the director of equal opportunity, director of the physical plant, vice president for university advancement, and the director of career services. Most employees serving in an administrator’s capacity have several years of services. For example, four of the top administrators currently have more than 25 years of continuous service. The value of this dedication and commitment is reflected in the numerous achievements and accomplishments which have taken place since the last report.

Unclassified staff in the category Other Professionals include the assistant directors, counselors, coaches, and research associates. Employees in this category have the appropriate degrees and employment experiences. Years of service are for the most part above the average level.

**TABLE 07.05
ADMINISTRATIVE STAFF YEARS OF SERVICE**

<u>Years of Service</u>	<u>Full-Time Employees</u>	<u>Percent</u>
40 yrs	1	0.7%
30 yrs	9	6.6%
20 yrs < 30 yrs	8	5.9%
10 yrs < 20 yrs	31	22.8%
> 5 yrs < 10 yrs	25	18.4%
5 yrs	62	45.5%
Total	136	99.9%
Highest years of service:	42	
Average years of service:	9.2	

As previously mentioned in the Faculty section, unclassified administrators also receive a PSU pin for length of service with the University in a ceremony that began in 1997. Table 07.05 illustrates length of service for unclassified administrators as of the fall of 2001:

GOVERNANCE

Unclassified employees are governed by rules and regulations from two sources: The Kansas Board of Regents Policy and Procedures Manual and the Pittsburg State University Unclassified Handbook. These documents are available in the NCA Team Resource Room.

ADMINISTRATION BENEFITS

University employees in administrative positions enjoy the same benefits package offered to faculty. In addition to these benefits, administrators also earn vacation leave (approximately 2 days each month; 22 days per fiscal year maximum). Administrators who retire from the University are paid for up to 22 days (176 hours) of unused vacation leave.

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Administrators are encouraged to engage in professional development opportunities through participation in conferences, meetings, and professional associations. Many administrators have held offices in regional and national professional associations. Examples include John Patterson, vice president of administration and finance, former Chair of the Central Association of College and University Business Officers (CACUBO), and Angé Peterson, director of admission and enrollment services, who is serving a three-year term as the National Vice President for

Admission and Enrollment Services for the American Association of Collegiate Registrars and Admission Officers (AACRAO).

CLASSIFIED STAFF

Classified employees are vital to the success of the University. During the fall of 2001 there were 295 classified employees which were 39% of the University full time employees. There were 42 classified employees (includes 11 exempt) in the other professionals category. The other classified employees are designated thus: 55 technical/paraprofessionals, 65 clerical, 59 skilled craftsmen and 74 service/maintenance.

Pittsburg State University generally enjoys the status as one of the most desirable employers in the Pittsburg area. Turnover at Pittsburg State University is relatively low. In FY 2002, 17 classified employees, or 5.9% of the classified staff, resigned to take other positions or for other reasons. Eleven classified employees, or 3.8%, retired from the University. Opportunities for advancement do arise at Pittsburg State University, and many higher-level positions are often filled with current employees. In FY 2002, 17 classified employees were promoted or transferred to different positions on campus.

As previously mentioned in the Faculty section, classified employees also receive a PSU pin for length of service with the University in a ceremony that began in 1997. The following table illustrates length of service for classified staff as of the fall, 2001:

**TABLE 07.06
CLASSIFIED STAFF YEARS OF SERVICE**

<u>Years of Service</u>	<u>Full-Time Employees</u>	<u>Percent</u>
30 yrs	5	1.7%
20 yrs < 30 yrs	45	15.3%
10 yrs < 20 yrs	84	28.5%
> 5 yrs < 10 yrs	47	15.8%
5 yrs	<u>114</u>	<u>38.6%</u>
Total	295	99.9%
Highest years of service:	35	
Average years of service:	10.4	

Table 07.07 reveals that many Pittsburg State University classified employees have college degrees.

**TABLE 07.07
CLASSIFIED EMPLOYEES ACADEMIC DEGREES**

Highest Degree Attained				
<u>IPEDS Category</u>	<u>Associate</u>	<u>Bachelor</u>	<u>Masters</u>	<u>EDS</u>
Other Professional	2	24	6	
Clerical	5	20	6	1

Skilled Craftsmen	4	2		
Service/Maintenance	1	3		
Technical/Paraprofessional	1	7	1	
Technicians		1		

Table 07.08 gives an overview of the retirements for the past ten years of the classified staff retirements.

**TABLE 07.08
CLASSIFIED RETIREMENTS – FY 1993-2002**

<u>FY</u>	<u># Retired</u>	<u>FY</u>	<u># Retired</u>
1993	3	1998	7
1994	12	1999	8
1995	8	2000	3
1996	8	2001	5
1997	6	2002	10

GOVERNANCE

In addition to Pittsburg State University policies and procedures, classified employees are governed by the Kansas Civil Service statutes and regulations. The Civil Service system determines many key actions affecting classified employees, including hire, termination, salary assignment, position classification and employee leaves.

Classified employees are represented in University governance through the Classified Senate. Organized in 1983, the Classified Senate has the mission to represent the Classified Staff (as a whole) in all capacities; campaign for employee benefits, promote a gratifying work environment and assist in achieving the University's mission. There are 21 Classified Senators. The President of the Classified Senate serves on several University-wide committees and meets periodically with the University President. The Classified Senate works with the other classified senates to prepare and present an annual position paper to the Kansas Legislature. At times, Classified Senators serve on external committees, such as the Kansas Insurance Commission Committee.

Two groups of classified employees have organized and are represented by the Kansas Association of Public Employees (KAPE). Pittsburg State has had Memorandum of Agreements with university police officers since 1991 and service and maintenance workers since 1996. The current agreement with the police officers has been in effect since 1996, and the current agreement with the service and maintenance workers has been in effect since 1997.

CLASSIFIED BENEFITS

Classified employees enjoy the same benefits package offered to administrators with a few differences. Classified employees are eligible for the Kansas Public Employees Retirement System (KPERs) after a one-year waiting period. Note that some classified employees may be eligible for immediate participation. Also, sick and vacation leave earnings and payouts are governed by Civil Service regulations (vacation leave earnings increase each 5 years of service).

Finally, classified employees are eligible for a longevity bonus starting with 10 year of service (\$400 at 10 years with \$40 additional for every year of service).

PROFESSIONAL DEVELOPMENT

Classified employees can enjoy the educational benefit of higher education by participating in the Classified Employee Tuition Assistance Program. The program provides financial assistance for classified employees enrolled in classes. Since FY 1992, the program has provided more than \$60,000 in financial assistance to classified employees who further their education at PSU. Many employees have been able to complete bachelor’s degrees while participating in this program, thus qualifying them for upper level positions, both internally and externally.

The Professional Development Program is also available to provide financial assistance to classified employees who seek opportunities outside the University. Through this program, classified employees may apply for partial payment of expenses related to attendance of conferences or seminars for development of career skills relative to their position. In FY 2002, 7 classified employees took advantage of the program to better their skills.

**TABLE 07.09
CLASSIFIED TUITION ASSISTANCE PROGRAM
FY 1993 – 2002**

Fiscal <u>Year</u>	# of Employees Assisted		Total <u>Available</u>
	<u>Fall</u>	<u>Spring</u>	
2002	9	17*	\$6,500
2001	9	8	6,500
2000	13	5	6,500
1999	12	13	6,300
1998	19	18	6,300
1997	17	16	6,300
1993	13	13	<u>4,000</u>
			\$60,950
* 3 employees were assisted in Summer, 2002			

Civil Service regulations also require training for classified employees who supervise other classified employees. Currently, 39 Pittsburg State University classified supervisors have participated or will participate in a 40-hour training course held by the Division of Personnel Services in Topeka. Supervisors must then complete 8 hours of continuing education every 3 years.

CLASSIFIED RECOGNITION

Classified employees are recognized for outstanding service to the University each spring with the selection of three employees as Classified Employees of the Year. Since 1979, sixty classified employees have been named Employees of the Year. The selection procedure was modified in 1997 to ensure that one Classified Employee of the Year will be selected from each of the following three University areas -- Academic Offices, Administrative Offices and Physical Plant. Employees selected for the awards are presented with a plaque and \$50 at a University-wide ceremony.

SUMMARY

Characteristics of Pittsburg State University's human resources, particularly the teaching faculty, critically determine whether the University can fulfill its mission and purposes, and whether it will be likely to continue this capability well into the future. The broad categories of the University's work force include faculty, administrators, classified staff, and student workers. The faculty section includes an analysis of faculty characteristics, recruitment and hiring, contractual relationships, faculty evaluation, academic qualifications, discovery and research, faculty development, faculty sabbaticals, travel funds, teaching awards, University professor, and faculty benefits. Chapter 7 also addresses faculty participation in University decision making and academic freedom. The discussion of University resources includes sections relating to student workers, administrators, and classified staff. Various tables in Chapter 7 attest to the patterns of evidence to support the narrative and the conclusion.

STRENGTHS AND CONCERNS

The University's human resources support the Mission and Purposes of Pittsburg State admirably. The faculty have good qualifications and experience, they participate in the governance of the University, and they provide teaching and learning experiences for the students to enable them to meet in an excellent way their educational goals and objectives. The University gains considerable strength from having a cadre of student workers to assist the faculty and administration in their needs for skilled help. Pittsburg State University is stronger because of effective and efficient administrators heading the academic and non academic departments, the Colleges, and the central administration. One concern relates to the compensation given to the men and women who constitute the work force.

RECOMMENDATIONS

The president, vice presidents, and deans need to continue to explore ways to find more resources for salary increases and research support. The University has accomplished a great deal in this particular aspect of human resources. While much has been done, there will always be much ahead of us in supporting the University's human resources in even a stronger way.

CONCLUSION

Pittsburg State University has examined its human resources in the context of Criterion Two. This criterion of the North Central Association's Higher Learning Commission states that "*The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes.*" In the area of human resources, Pittsburg State University not only meets the intent of Criterion Two but exceeds it.