

**Madison Future Commission
Committee Chairs Report
Faculty & Staff Success**

Submitted September 3, 2013

Madison Future Commission Committee Chairs Report Faculty & Staff Success

Section 1: Introduction

a. *An overview of the committee's process.*

The Faculty & Staff Success Subcommittee (FSS) of the Madison Future Commission met as a full subcommittee ten times with the first and last meetings on 31 October 2012 and 21 May 2013, respectively. The major thrust of the first few meetings, other than to provide an orientation to the process and required outcomes, was to determine what the meaning of “success” was given the context of faculty and staff in a university setting. Broad categories emerged with very little referencing to either faculty or staff specific issues – in other words, the issues that emerged impact, in general, all employees of James Madison University. The subcommittee tested the multi-faceted definition of success with specific faculty or staff actions that would enhance success to see if the definition worked – it did. Those examples are found with the success definition (document attached), and are usually found in addition to the goals set out below. The definition guided the work of the subcommittee as its members determined strategic issues, core qualities, and attendant goals. The report on core qualities and attendant goals below has an additional column to the left that references facets of the success definition (Balance, Accomplishment and Reaching One's Potential, Growth, Access and Inclusivity).

Generally, the subcommittee worked in small groups determined by readings or topic preference, and those small groups reported out followed by whole group discussions. Decisions were iterative and by consensus, preceded several times by votes obtained via survey between meetings. The subcommittee members worked well together demonstrating respect for all views. There was a welcome openness to new ideas.

It is the view of the subcommittee that the strategic planning process may have limited the ability to “dream big.” The time to think, review literature, talk to others, etc. was very limited and impacted further by the receipt of the internal and external reports and mission/values late into the process. While the deadline for receipt of the report is early September, appearing to give time in the summer to work, the reality is that subcommittees had to complete their work by the end of May because many committee members are not available over the summer. Thus once the seminal documents were received there was only about four months to do the important work.

The FSS also recommends the following action:

1. Hold a meeting with each subcommittee to discuss ideas and determine how they might inform the next process. Hold this as an “open meeting” that others can attend.
2. Develop metrics that will allow JMU to:
 - a. Establish goals that represent high standards
 - b. Demonstrate progress
 - c. Achieve our goals and know we have done so

b. Committee co-chair names and contact information

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c. Committee roster

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Campfield, Jennifer F	Director, Training & Develop
Cheverton, Sarah E	Center for Instructional Tech
Dilts, Judy	Associate Dean -- CSM
Diop, Corinne J M	Art Design & Art History
Fuller, Rex M	Faculty Emeritus
Gibson, Kristin J	University Recreation
Harper, Donna L	VP Access & Enrollment Management
Hess, Lisa B	Office of Equal Opportunity
Hurney, Carol	Center for Faculty Innovation
Jeffrey, David K	Dean - College Arts and Letter
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Owens Brian P	Trades/Shops E&G
Owusu-Ansah, David	History Department
Phillips, Jennifer R	Intercollegiate Athletics Administration
Privott, Ashley E	Alumni Relations
Rannow, Judy A	Training
Raynes, Vickie	Housekeeping E&G
Stark, Eric	College of Business-Instruction
Trybus, Matt	Office of Disability Services
Way, Henry A	Integrated Science and Technology
Zingraff, Rhonda M	Associate Dean -- CHBS

Section 2: Faculty and Staff Success -- Key Strategic Issues

WORKING IN FAVOR OF MISSION	UNDETERMINED	WORKING AGAINST MISSION
<p>The JMU campus possesses a warm, personal, relationship-focused character, particularly in the area of student-faculty relationships.</p>	<p>JMU has the expertise and structures, but not the capacity, to offer accessible, affordable, individualized lifelong learning, including professional development, and service opportunities for current and emeriti faculty and staff.</p>	<p>Salary, workload and benefits, both direct and indirect, are currently lacking in equity and provide inadequate support for our faculty and staff.</p>
		<p>Resources, including the number of faculty and staff, have kept pace with enrollment growth in many areas. There are other areas, however, where resources have not kept up with enrollment growth. Such a lack of resources jeopardizes the ability of the faculty and staff, and the university, to succeed in achieving academic and student support goals.</p>
		<p>The current culture, structures and support available at JMU inhibit our ability to enhance access, opportunity and diversity, thus impeding our vision of local and global engagement.</p>
		<p>The culture of philanthropy at JMU is not mature enough to encourage its community members – faculty, staff, alumni – to contribute generously of their time, talent and treasures, thus reducing the resources available for faculty/staff success.</p>

Section 3: Core Qualities and Goals

DEFINITION CATEGORY	CORE QUALITY	SUGGESTED ATTENDING GOALS
BALANCE	JMU makes available to all faculty and staff direct and indirect benefits that exemplify best practices in higher education to support healthy work/life balance.	<ul style="list-style-type: none"> • The university will assign a new task force representing all major employee types/groups the task of exploring best practices in higher education and proposing a comprehensive approach to work/life balance. Implement proposal as fully as possible by 2015. • Establish opportunities for infant, child and elder care that are responsive to campus work hours and variable income levels. • Encourage and judiciously implement flexible work schedules, compressed work weeks and telecommuting in support of work/life balance.
ACCOMPLISHMENT & REACHING ONE'S POTENTIAL	JMU manages growth in such a way that resource availability meets faculty and staff needs and ensures that the university can meet its goals of providing quality teaching, learning, research and service	<ul style="list-style-type: none"> • Biannually, the university will review, realign, and match resources to meet current needs and projected growth patterns. • The university will develop plans to expand and diversify resources. • By 2014, the university will use a mechanism and process for resource identification and allocation that is transparent and fosters collaboration.
GROWTH	Faculty and staff are supported in their personal and professional growth.	<ul style="list-style-type: none"> • The university will support the creation and review of clear, open, and multiple avenues for faculty and staff to progress in their careers. • By 2014, the university will increase resources and funding to support mentorship, coaching and professional development for faculty and staff. • Existing training and professional development services will collaborate to promote and improve access to faculty and staff development resources.
ACCESS & INCLUSIVITY	JMU is a beacon of access and opportunity with a culture and structures that foster engagement and diversity.	<ul style="list-style-type: none"> • The university will develop an employee engagement model by 2015 that provides employees with the resources, opportunities and co-worker interactions that are necessary for meaningful workplace involvement, including participation in decisions that impact their jobs. • Annually, the university will show evidence of a continuously improving organizational environment that is welcoming and inclusive; such that events, messages, symbols, services and values express mutual respect.
ACCESS & INCLUSIVITY	JMU engages in open and honest two-way communication to ensure satisfaction, productivity, efficiency and success.	<ul style="list-style-type: none"> • The university will embrace an open communications model which stresses transparency in important issues such as those related to recruitment, criterion for pay increases, bonuses, committee formation, and safety of the campus community with an assessment of the improved model scheduled for 2015.

Section 4: “Dreaming Big”

Our committee was asked to identify core qualities and goals represented in the report that the committee feels follow the charge to “dream big.” The concept of “dreaming big” can be interpreted to be the imagining of lofty or dramatic changes, that once implemented, have a profound impact on the people influenced by them. This committee’s response to the question is informed by core qualities/goals representing dramatic and more ordinary change. Despite the mundane or commonplace nature of some of our choices, it is felt that, if pursued, all choices listed below will yield substantial success for the faculty and staff of the university.

The “dreaming big” core qualities and goals selected by the FSS and the rationale for selecting these items are included in the following table:

CORE QUALITY	GOAL	DREAMING BIG RATIONALE
BALANCE: JMU makes available to all faculty and staff direct and indirect benefits that exemplify best practices in higher education to support healthy work/life balance.	The university will assign a new task force representing all major employee types/groups the task of exploring best practices in higher education and proposing a comprehensive approach to work/life balance. Implement proposal as fully as possible by 2015.	An existing element that defines the JMU culture includes employee loyalty and commitment to the organization. With this commitment comes a level of dedication that can erode work/life balance. The ability to remain dedicated and effective while enhancing work/life balance is a dream of many that will be more likely if this goal is reached.
	Encourage and judiciously implement flexible work schedules, compressed work weeks and telecommuting in support of work/life balance.	Despite an existing university policy that permits flexible work schedules, relatively few employees utilize the variety of options available. In an effort to help employees live the dream of more enhanced work/life balance, these practices should be encouraged and supported.
	Establish opportunities for infant, child and elder care that are responsive to campus work hours and variable income levels.	For many years, employees at JMU have dreamed of being able to utilize an infant/child/elder care facility. Currently a JMU committee is investigating the possibility of establishing just such an opportunity.
ACCOMPLISHMENT: JMU manages growth in such a way that resource availability meets faculty and staff needs and ensures that the university can meet its goals of providing quality teaching, learning, research and service	By 2014, the university will use a mechanism and process for resource identification and allocation that is transparent and fosters collaboration.	There is enough mistrust among employees regarding JMU’s organizational transparency, that to mitigate such concerns would represent the realization of a big dream.

GROWTH: Faculty and staff are supported in their personal and professional growth.	By 2014, the university will increase resources and funding to support mentorship, coaching and professional development for faculty and staff.	Many staff and faculty are frustrated by the inability to obtain professional development due to the budget reductions that occurred over the last decade. The university's ability to provide funding targeted for professional development will enhance JMU's reputation and help many employees realize big dreams.
ACCESS & INCLUSIVITY: JMU is a beacon of access and opportunity with a culture and structures that foster engagement and diversity.	Annually, the university will show evidence of a continuously improving organizational environment that is welcoming and inclusive; such that events, messages, symbols, services and values express mutual respect.	Diversity has been discussed over the years with some success. However, JMU must continue to make progress in creating an environment that supports and celebrates diversity. Enhancing JMU diversity would represent the accomplishment of a big dream.
ACCESS & INCLUSIVITY: JMU engages in open and honest two-way communication to ensure satisfaction, productivity, efficiency and success.	The university will embrace an open communications model which stresses transparency in important issues such as those related to recruitment, criterion for pay increases, bonuses, committee formation, and safety of the campus community with an assessment of the improved model scheduled for 2015.	Particularly in the context of recruitment, compensation, safety and committee formation, the idea of becoming more transparent will enhance trust which will benefit JMU and help many realize the dream of working for an employer who is completely trusted and respected by all.

The committee also feels that JMU should communicate that, in response to the final strategic plan, every employee on campus should “dream big and plug in” to the planning structure in order to realize his or her own big dreams.

Transforming the JMU culture into one that “dreams big” is a big dream in and of itself. To ensure a cultural shift toward dreaming big, the concept should continue to be espoused well beyond the announcement of the finalized strategic plan.

Section 5: Enrollment Narrative

The Faculty Staff Success Definition and the subcommittees’ recommended Core Qualities and Goals are closely related to issues associated with student enrollment at JMU. These issues and associated recommendations include the following:

- It is imperative that JMU ensures resource growth that is commensurate with enrollment growth.
- JMU decision-makers will benefit by gaining feedback from employees regarding the implications of enrollment changes (growth or otherwise). This feedback should be obtained from a broad audience before critical enrollment decisions are made.

- When faculty are forced to teach additional students due to enrollment growth, quality of work life and work/life balance deteriorate dramatically.
- JMU may need to more carefully assess current resource needs prior to making future enrollment changes. It should be noted that current resource needs represent more than the financial resources allocated for people and materials. Current resources may also refer to items like professional development opportunities, training required to adapt to a changing environment and culture-change initiatives that require little funding.
- Generally, JMU should respond more proactively and more thoughtfully to enrollment related issues with an emphasis on the impact of any enrollment decisions on inclusivity and access.

Section 6: Engagement Narrative

The members of the FSS discussed the proposed vision statement, “to be the model for the engaged university: engaged with ideas and the world.” The discussion yielded a variety of general suggestions and the identification of at least one core quality that will help JMU achieve that vision by 2020.

Some general suggestions include:

- JMU should emphasize the importance of the interconnectivity of personal success and the success of the university. There is a strong feeling by the subcommittee members that “as JMU goes, so go-JMU employees.” This represents strong connection and a need for engagement.
- The definition of faculty staff success proposed by this subcommittee can and should inform greater understanding of the concept of engagement. The definition of success reads, “Intentionally creating an accessible and inclusive environment that supports opportunity, access, inclusivity, intrinsic and extrinsic satisfaction, and balance, accomplishment, reaching one’s potential, growth, and productive and meaningful lives.”
- JMU employees must become engaged with the institution and with each other because only then can JMU employees engage outside the university.
- Thought should be given to defining “our community.” It may include faculty, staff, alumni and friends. Friends could include emeriti faculty and staff, affiliates, strategic partners and others.

The core quality that will help JMU achieve its vision by 2020 is “JMU engages in open and honest two-way communication to ensure satisfaction, productivity, efficiency and success.” The concept of “open and honest two-way communication” is essential to a high level of engagement, regardless of the situation.

Appendix A
Definition of Faculty/Staff Success

