Designing and Implementing Strategies for the Development of a Winning Faculty Workforce

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Executive Summary

In an era of severe budgetary constraints, colleges and universities have struggled to create new faculty workforce models that are responsive to the emerging needs of a new generation of diverse, nontraditional students. In fact, the traditional tenured faculty model has been replaced by a model in which part-time and non-tenured faculty play a more significant role. This model has been sustained through reactive, just-in-time hiring practices and perpetuated through successive budget cuts at the dean/departmental level without the benefit of alignment with overall mission and institutional workforce strategy.

In many instances, this new faculty workforce model has not been calibrated to serve the needs of students. At the same time, unlike private industry, colleges and universities have been slow to realize the value of strategic human resources in organizational success and the evolution of winning talent strategies. The myriad challenges that colleges and universities face today call for the optimal utilization of strategic human resources to recruit, retain, and develop faculty and staff talent and build an inclusive and high performance workplace. This paper outlines the essential factors for successful human resources transformation and how research-based HR constructs can be applied to higher education and the development of new faculty workforce models. The aim is to fully integrate HR expertise as institutions address the complex human capital issues higher education faces today.

Key Take-Aways

- Strategic Human Resources practices are critical in creating high-performance work environments that sustain academic quality while creating a winning employee value proposition. Yet unlike private industry, higher education has been relatively slow to implement a strategic human resources model.

- The immediacy of the faculty talent challenge is a call to action for governing boards and university and college presidents to rethink the role of HR in order to realize the value that HR tools and constructs provide in enhancing institutional capacity and creating successful human capital strategies.

- Institutions will benefit from having HR at the decision-making table as talent strategists equipped to provide research-based HR approaches to institution-wide issues. However, HR needs to be empowered with the resources and training needed to fulfill this expanded role.

- HR itself must prepare for its enhanced role as strategic adviser on faculty workforce issues by gaining the expertise and competencies needed to function effectively within the academic domain. Close collaboration with Academic Affairs is essential in the realization of a strategic HR operation in the academy.

The rapidly changing landscape in higher education has created a veritable tsunami of economic and competitive pressures. With shrinking resources arising from the recent recession, diminished state allocations to public institutions, and decreased research funding, a complex set of trends demands that universities and colleges realign priorities to fulfill their educational mission while maintaining academic quality and accelerating innovation. Further, competition for diverse and talented faculty and staff now takes place in a global arena, demanding differentiation in workforce strategy and creation of a winning employee value proposition.

At the same time, a significant shift has taken place in the academic profession, with highly stratified and differentiated faculty career tracks. This change has been driven by fluctuating student demand, the rise of mass models of higher education, budgetary constraints, and competition with the for-profit sector (see Kezar, 2013 for review). As a result, today just 30 percent of faculty serve in tenure-track or tenured positions, while 20 percent are full-time non-tenure track (contingent) faculty and 50 percent are part-time (adjunct) faculty (Yakoboski and Foster, 2014). Further, the faculty's increasingly specialized work responsibilities, with most non-tenure track and part-time faculty focused on teaching, has unbundled traditional faculty roles, which usually include research, service and teaching (see Finkelstein, Schuster, and Iglesias, 2013 for review; Kezar, 2013). The bifurcation of faculty career tracks between permanent and contingent roles appears to be here to stay. Universities seem to be hiring greater numbers of non-tenure track (NTT) faculty without evidence that this trend is in the best interests of students (Cross and Goldenberg, 2011). At the same time, a lack of innovation in the organizational structures of colleges and universities has hindered the ability of institutions to respond with resiliency, speed and ingenuity to changing workplace conditions (Crow, 2011). This lack of resiliency has impacted the ability to create and deploy new employment models.

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In this resource-constrained environment, colleges and universities also need to develop new curricular and pedagogical approaches to meet the needs of a growing population of students from disadvantaged socioeconomic backgrounds (Yakoboski, 2011). In fact, the highest growth rate in the 0-24 year old population between 2030 and 2050 is projected to be among minority student populations, with a corresponding 9 percent decline among Whites (see Lapovsky, 2013, for review). As a result, engaging faculty in rethinking models of instructional delivery is at the heart of any higher education change strategy (Yakoboski, 2011).

Yet, surprisingly, in the face of severe budgetary challenges coupled with the needs of a new generation of students, relatively little attention has been given to the intentional design of faculty workforce models or the evolution of strategic, research-based approaches to related institutional, policy, and student outcome goals (Kezar, 2013).

The predominant model of decentralized hiring at the dean and department chair level has resulted in more reactive institutional approaches to staffing at the institutional level (Yakoboski and Foster, 2014). NTT and adjunct faculty usually are hired by departments and therefore unexpected changes in enrollment at the departmental level can result in the hiring of NTT faculty without systematic institutional planning (Cross and Goldenberg, 2009). The pattern that emerges is of highly localized, discrete departmental hiring decisions that are, in turn, influenced by policy changes at the top of the institution. Policy makers, however, are typically unaware of the consequences of policy shifts for the instructional workforce (Cross and Goldenberg, 2009). The disconnect between institutional policy and departmental decision-making is exacerbated by repeated budget cuts that compel academic departments to rely increasingly on a contingent faculty workforce.

In this unfolding dilemma, unlike private sector organizations, higher education has been relatively slow to recognize the potential contribution of human resources (HR) to the development of strategic workforce practices for both faculty and staff. Since human capital investments constitute roughly two-thirds of most institutional budgets, this omission is startling, with potentially critical implications for institutional performance. The restructuring of academic work calls for the evolution of a new generation of proactive HR strategies that address the entire workforce spectrum.

The expertise and capacity of HR as integrative talent strategists will assist colleges and universities in developing a winning employee value proposition that responds to faculty workforce changes. HR professionals have an important contribution to make in attracting and retaining diverse and talented faculty and helping to design overall faculty workforce strategy. HR's role necessarily will vary based upon the specific requirements of differing institutions and must be forged in collaboration with Academic Affairs within the context of shared governance. Ultimately, HR's work needs to connect with students and their needs by helping develop a faculty workforce responsive to individuals from diverse backgrounds, attuned to different learning styles, and able to foster the diversity competencies that will enable students to be successful leaders and citizens in a global society.

To illustrate the value of a holistic approach to talent practices based upon tested HR concepts, we share promising institutional approaches that have elevated HR's place in the organizational infrastructure and created

collaborative faculty talent practices that provide sustainable competitive advantage. HR's involvement in the strategic design of programs that address the entire spectrum of faculty talent will help calibrate institutional hiring practices to institutional needs, address the development of more equitable working conditions for NTT instructors, and facilitate retention of key talent.

HR's Organizational Structure and Typical Responsibilities

HR does not hold a seat at the academic or the executive leadership table at many institutions, and typically is viewed as a predominantly staff and administrative function, absent the ability to contribute in substantive ways to the academic enterprise. HR offices in higher education historically have focused on staff functions and generally only are responsible for administrative areas relating to faculty, such as retirement and other benefits.

The bifurcated structure of academic and staff personnel offices represents a significant challenge to the development of systematic HR practices. Although HR departments are understandably not involved in promotion and tenure matters, HR expertise now pertains to approximately 70 percent of the faculty workforce. Yet HR's potential contribution to critical faculty-related areas often is overlooked: A benchmarking study of 41 public doctoral research universities conducted in 2009-10, for example, found that nearly half of the HR offices surveyed had no role in training and organizational development for faculty, with the remainder playing a supportive role or merely being informed about these programs. Similarly, in the area of faculty compensation, more than half played no role (College and University Professional Association for Human Resources, 2010b).

In an emerging trend, in nearly 20 percent of institutions, chief HR officers report directly to the president, underscoring the relation of HR strategy to overall university or college mission (College and University Professional Association for Human Resources, 2010a). Yet 58 percent of all chief HR officers still report to the chief financial or administrative officer (College and University Professional Association for Human Resources, 2010a). This organizational placement may preclude opportunities for HR to help shape faculty and staff workforce planning.

Based on an extensive body of research, development of a strategic architecture for HR has been shown to derive from four factors: (1) alignment of HR strategy with organizational mission and stakeholder needs; (2) creation and realization of organizational capabilities; (3) development of strategic HR competencies; and (4) an overall logic and structure responsive to the organization that HR serves (see Evans and Chun, 2012 for review). In essence, these four pivotal areas constitute the essential framework for a successful

HR transformation, and provide measures and milestones by which the attainment of strategic HR practices within the higher education domain can be gauged. In this context, the metrics for assessing HR progress needs to be based on strategic performance measures rather than efficiency-based benchmarks (Becker and Huselid, 2003).

The forward-looking reorganization of human resources at California State University, Fullerton under the leadership of President Mildred Garcia, is a clear example of establishing a logic and structure for HR that is responsive to institutional mission. HR has been designated as a stand-alone division that encompasses not only staff and faculty personnel functions, but also brings diversity and inclusion under the HR umbrella. As a result of this consolidation of HR and diversity practices, the HR division now plays an integral role in faculty hiring through processes that ensure consideration of diverse candidates and through systematic training for faculty search committees. By overcoming the typically bifurcated approach to human resources, HR strategy now aligns with the university's needs by reducing redundancy, eliminating silos, and enhancing consistency and equity. The organization chart further reveals that President Garcia has diversified the leadership ranks of the university at an institution where 62 percent of the 38,000 students are minorities and the average student age is 24 years. Cal State Fullerton is one of the nation's most diverse universities and is ranked ninth in the number of baccalaureate degrees granted to minority students. Its diverse leadership is far from typical in higher education, where close to 85 percent of top-ranked positions in doctorate-granting institutions still are held by whites and 65 percent by males (King and Gomez, 2008).

Organizational Capabilities and High-Performance Institutions

Despite the lack of research attention to the value and impact of strategic HR practices in higher education, a clear causal link has been established between HR practices and organizational performance in the private sector. Multiple longitudinal research studies confirm this relationship. For example, a twenty-year research study involving 441 companies worldwide revealed that when HR professionals implement high-performance work systems, these practices affect 20 percent of business results (Ulrich, Brockbank, Johnson, Sandholtz, and Younger, 2008).

Similarly, a longitudinal analysis of 3,200 firms over a six-year period found that a one-standard deviation change in HR management systems had a 10 to 20 percent impact on the firm's market value (see Evans and Chun, 2012 for review; Becker and Huselid, 2006; Huselid and Becker, 2000). A solid body of empirical research confirms the positive financial and organizational outcomes associated with strategic HR systems.

Why then has higher education been so late to recognize the value of strategic HR practices? The internal topography of higher education has contributed to the slow realization of the potential of HR's role. The presence of different interest groups, including faculty, administrators, staff and students that function within distinct subcultures with differing norms and constraints, makes change particularly difficult (Kezar, 2008). Tenured faculty have in-depth knowledge in their specializations and tend to view themselves as independent professionals rather than members of an organizational hierarchy (Cross and Goldenberg, 2009). By contrast, administrators are charged with serving the entire institution but in some roles may have little direct student contact or in-depth involvement with the academic infrastructure. Multiple power and authority structures and the contrast between hierarchically-based administrative values and the values of professional authority such as those held by tenured faculty create a unique cultural milieu (Kezar, 2001).

Further, in a self-fulfilling prophecy, lack of involvement in the academic sphere has led some HR professionals to operate in a circumscribed manner without seeking to expand the competencies, expertise, and knowledge they need to navigate this domain. Some faculty may view HR professionals as outsiders without the necessary academic credentials to accomplish faculty-related work or as lacking the understanding of the complexities of faculty workload and research, teaching, and service responsibilities. These misperceptions and misunderstandings between the academic and administrative worlds only deepen pre-existing bureaucratic divides. Instead, a collaborative partnership between Academic Affairs and HR is needed to bridge the gaps.

What research-based framework can be used to understand the contribution of HR to institutional success? In designing responsive workforce strategies that impact institutional performance, strategic HR practices in attracting, recruiting, and retaining talent lead to the attainment of *organizational capabilities* as the outcomes of HR work. Capabilities are the intangible architecture of an organization—the DNA that defines its identity and differentiates it from its competitors (Huselid, Becker, and Beatty, 2005; Ulrich, Brockbank, Johnson, Sandholtz, and Younger, 2008).

The research of Dave Ulrich and others at the University of Michigan identifies thirteen key capabilities that contribute to well-managed organizations (see for example Ulrich and Brockbank, 2005). These capabilities are: strategic unity, talent, shared mindset, speed, leadership, accountability, innovation, efficiency, collaboration, social responsibility, managing and anticipating risk, learning, simplicity, and client connectivity. To this list, we add the strategic capability of diversity that is operationalized in higher education as

inclusive excellence. As we draw upon examples of strategic HR practices, we will illustrate the ways in which these practices lead directly to the enhancement of these key organizational capabilities.

The intangible architecture of organizational capabilities is an aspirational framework with direct application and relevance to the realm of higher education. The principles of high performance organizations identified by the Academic Quality Improvement Program (AQIP), an alternative accreditation program developed by the North Central Association of Colleges and Schools, illustrate this concept. The AQIP principles underpin all the program's evaluative categories and represent a systematic approach to continuous quality improvement employed by over 200 colleges and universities. The principles are, in large part, synonymous with the capabilities identified by the research of Ulrich and others. Within the context of a learning-centered culture, the AQIP principles include focus, agility, collaboration, leadership, integrity and foresight in relation to institutional mission (The Higher Learning Commission, 2011).

The chart on the next page provides a crosswalk between organizational capabilities and AQIP principles. The blank spaces in the table indicate the lack of a specific match between the research of Ulrich and others and AQIP principles.

How can this framework of capabilities apply to the hiring and support of non-tenure track and adjunct faculty? As the table indicates, one of the foundational AQIP principles is respect for people and the willingness to invest in them. Consider the University of Nebraska at Omaha's AQIP Systems Portfolio (2008), which describes the university's efforts to draw on a rich pool for part-time positions that includes emeriti scholars. The university also invites community partners to teach as part-time faculty in many applied areas in order to enrich the experience for students in their interactions with industry experts *(University of Nebraska at Omaha AQIP Systems Portfolio,* 2008).

In another example, Colorado Mountain College's AQIP Systems Portfolio (2013) indicates that the college employs 109 full-time faculty and 350 part-time faculty each term, the latter group teaching 60 percent of the course load. The college, has, in turn, set aside professional development funds for full-time faculty, staff, and select adjunct faculty to attend classes, seminars, conferences, and other continuing education opportunities (*Colorado Mountain College*, 2013). While funding may be limited, the efforts to expand the talent base of part-time faculty and to provide professional development represent concrete ways in which the principle of valuing people is operationalized in relation to adjunct faculty.

Table 1: Crosswalk between Organizational Capabilities and Academic Quality Improvement Program (AQIP) Principles

Organizational Capabilities	AQIP Principles	Description of AQIP Principles
Talent	People	Respect for people and the willingness to invest systematically in the development of faculty, staff and administrators
Speed	Agility	Agility, flexibility and responsiveness to changing needs
Shared mindset	Focus	Mission and vision that focus on students and other stakeholders' needs, shaping communication systems, organizational, and decision-making structures, and planning and improvement processes
Accountability	Integrity	Integrity and responsible institutional citizenship
Collaboration	Collaboration	A shared institutional focus that promotes support for a common mission
Learning	Learning	A learning-centered environment for students, faculty, staff, and the institution
Leadership	Leadership	Leadership systems that support a quality culture; working with students and other shareholders to share this meaning
Client connectivity		
Strategic unity	See Focus	
Innovation	Foresight	Planning for innovation and future improvement that anticipate how changes may affect students and other stakeholders, operations and performance
Efficiency		
Simplicity		
Social responsibility		
Managing and anticipating risk	See Foresight	
Diversity		
	Information	Fact-based information gathering and thinking to support analysis and decision making
	Involvement	Broad-based faculty, staff and administrative involvement

Source: Evans and Chun, 2012, p. 74-75. Adapted from Academic Quality Improvement Program, Higher Learning Commission, 2010; Ulrich, Allen, Brockbank, Younger, and Nyman, 2009; Ulrich and Smallwood, 2004

Faculty Workforce Assessment

Before undertaking a more in-depth faculty workforce assessment, colleges and universities first need to gather data and understand the composition of their faculty workforce—that is, how many full-time tenure-track, full-time non-tenure track, and adjunct faculty do they employ—and what the employment conditions and compensation are for each group. The assessment process is the starting point for building a sustainable faculty pipeline responsive to the demographics of a rapidly changing student body that increasingly consists of non-traditional students who are older, attending part-time while working, first-generation in college, low-income, and/or ethnically/racially diverse. HR professionals can contribute to the assessment of faculty workforce needs in a number of key areas, including workforce analytics and projections, environmental scanning

for trends and availability of talent, development of progressive hiring mechanisms that facilitate transition from adjunct to full-time non-tenure track roles, and evaluation of workplace barriers that impact the commitment and engagement of faculty.

Campus Climate

To begin the faculty workforce assessment process, the study of campus climate offers the most prevalent institutional barometer used to gauge faculty and staff engagement, job satisfaction, and the level of inclusion for diverse individuals (Chun and Evans, 2009). Climate studies also help evaluate the quality of administrative, faculty, and staff interactions and student perceptions of the campus environment. HR can play a leadership role in coordinating climate studies, analyzing results, and working collaboratively

with institutional leadership to develop and implement systematic recommendations for change. Since such studies often identify disparate experiences that students, faculty, and staff from non-dominant groups face on predominantly white campuses, recommendations may address behavioral and attitudinal barriers to inclusion through comprehensive organizational learning programs.

In 2006 at the University of Texas at Dallas, for example, HR undertook a series of biennial surveys of faculty and staff perceptions of the work climate. Characterizing work climate change as a *partnership* between the University and individual faculty and staff members, the periodic surveys are designed to discover, understand, and make appropriate changes in the work climate (*Faculty and Staff Work Climate Survey,* 2013). The survey recognizes the multiple and complex roles that faculty and staff, play as internal clients of HR services, providers of education and research, and supervisors.

At Cal State Fullerton, a survey was undertaken in March 2014 to measure staff and faculty attitudes about the campus climate and their work life. The results were distributed to the campus community in October 2014, followed by discussions pertaining to diversity and inclusion. In alignment with the campus diversity plan now under development, faculty, staff, and administrative leaders will continue to develop programs that favorably impact the climate and have a transformative effect on the campus culture.

On-Boarding Adjunct Faculty

HR also can make critical contributions to the on-boarding process that includes orientation programs, identification of resources, and transition assistance for new adjunct and full-time non-tenure track faculty. Such faculty typically may not receive a full orientation to their institutions, departments, campus policies, and academic guidelines (Kezar and Maxey, 2013). HR departments in a number of institutions now provide comprehensive part-time faculty orientations, such as the University of Louisville's program that addresses benefit options, work/life resources, and faculty resources (*New Part-time Faculty Orientation*, n.d.). Some community colleges provide compensation to adjuncts for attending orientation programs, helping to address the limited compensation part-time faculty receive for their work. Office hours are a challenge, too, when adjuncts share space or do not have an office. Further, the majority do not receive compensation for office hours, as indicated by 60 percent of 10,000 adjuncts responding to a Coalition on the Academic Workforce Survey in 2010 (Patton, 2014). As a result, the development of equitable compensation practices and working arrangements for part-time faculty will benefit from the leadership of HR professionals.

Sources of Faculty Talent

As a third major faculty workforce assessment strategy, HR professionals can assess external pipelines and sources of top faculty talent for needed disciplinary areas. Recognizing that certain positions have a greater impact on the university's mission-strategic priorities of teaching, research, and service, investments may need to be made in scholars whose strengths lie in specific areas of this three-legged stool. The model of recruiting for specific aspects of the university or college mission is exemplified by the University of Pennsylvania's initiative under the leadership of President Amy Guttman, to create up to 50 endowed professorships over the next four years. These new positions are explicitly linked to advancing the Penn Compact 2020, which focuses on the recruitment of faculty who contribute to the diversity, innovation, engagement, and preeminence of the university ("*Penn announces plan to create 50 new endowed professorships,*" 2014). While these positions are tenure track and focused on research and scholarship, a similar approach can be deployed for non-tenure track positions focused on successful teaching.

HR leaders can enhance institutional efforts by focusing on attributes beyond disciplinary expertise that are congruent with the university or college's mission and values. For example, research indicates that students experience developmental gains in openness to diversity, self-confidence, and cognitive growth on campuses that foster positive race relations and provide meaningful diversity-related curricular and co-curricular experiences (see Denson and Chang, 2008, for review). From this perspective, faculty with the ability to strengthen an environment of inclusion will help build institutional capacity for diversity and contribute to the process of cultural change.

Workforce Analytics

Finally, in the area of workforce analytics, HR professionals can project future workforce trends through a robust Human Resource Information System and the development of an HR dashboard that provides a clear link to enrollment and metrics that respond to the changing demographics of the student population. With better data about workforce trends, institutions can address long-term planning and reduce last-minute hiring. A survey of 80 predominantly doctoral research universities found that 83 percent have a data warehouse for their workforce data, but also noted that higher education is only "scratching the surface" in terms of using human capital analytics systematically (Aon Hewitt, 2012, p. 15). More than half of the institutions in the survey do not have a team focused on providing workforce analytics to leadership and do not provide human capital reports or dashboards (Aon Hewitt, 2012). When fully developed, HR workforce analytics can provide projections for succession planning purposes, monitor ratios of part-time to full-time

faculty, and provide data on compensation, faculty workload, and retention.

Strategic HR Talent Practices

Although considerable research has focused on specific aspects of talent management such as faculty diversity hiring, reward structures, and compensation (see for example Clement, 2000; Fairweather, 1993; Moody, 2004, Sutton and Bergerson, 2001) the overall field of talent management in higher education has received little systematic attention. Since talent is the clear differentiator in institutional success, the application of an institution-wide talent perspective represents a major source of competitive advantage. The dwindling number of tenured and tenure-track lines remains an ongoing challenge for hiring in most departments, along with the inability to quickly expand curricular offerings and address needed areas of expertise given the often-delayed retirements of tenured faculty. As a result, institutions will benefit from collaboration between HR and Academic Affairs in analyzing overall institutional needs, forging recruitment strategies, and developing an attractive employment proposition for faculty that maximizes job satisfaction and retention, helps non-tenure track faculty to optimally perform, and addresses the emerging needs of a diverse student body.

HR holds great potential for contributing to the development of a systematic, intentional, and coordinated faculty workforce strategy by helping to identify institution's distinctive features and develop a unique and differentiating value propositions, as described below.

Faculty Recruitment and Hiring

The shifting nature of the faculty workforce offers the opportunity for HR professionals to strengthen hiring practices for part-time faculty, work collaboratively with academic leadership to address prevailing working conditions for these faculty, and support consideration of internal candidates in the tenure-track faculty hiring process. Since part-time faculty are frequently hired on a course-by-course basis, departments often hire these faculty on a just-in-time basis as sections are added each semester. As a result, colleges often do not have formalized criteria or systematic processes for hiring non-tenure-track faculty (see Kezar and Maxey, 2013 for review). And because part-time hiring processes typically do not involve the full review accorded to full-time tenure-track positions, the diversity of part-time faculty also may not receive comparable attention.

Second, HR can assist institutions in the hiring of tenure-track faculty by developing greater consistency in the stages of the hiring process and by helping define competencies congruent with students' educational needs as well as institutional mission and values. In this regard, we provide two salient examples of institutions that have built a cohesive

faculty talent strategy focused on developing inclusive learning environments through intentional institution-wide planning.

First, in 2004, the Massachusetts Institute of Technology (MIT) launched its Initiative for Faculty Race and Diversity with a unanimous resolution of the faculty to double the number of underrepresented minority (URM) faculty within the next decade. This initiative built on the results of a quality of life survey, qualitative interviews with faculty, formation of a research team, and faculty forums to develop a comprehensive approach to strengthen the recruitment of diverse faculty. The MIT process identified dissatisfaction among tenured URM faculty and pointed out tension around the concept of inclusion versus excellence (see Chun and Evans, 2013 for review). The predominant themes integral to the change process are reflected in this transformative initiative: leadership commitment, a systematic phase-based approach, trust-based interactions that involved faculty, and a clear tie between diverse talent and innovation (Chun and Evans, 2013). MIT's initiative illustrates the application of the principles of a strategic HR architecture that aligns workforce strategy with institutional mission and stakeholder needs and applies focus and strategic unity capabilities by shaping communication systems and decision-making processes. Perhaps most important, this initiative builds a shared mindset within the faculty—once again, a capability that is the outcome of a strategic HR-related process.

> Since talent is the clear differentiator in institutional success, the application of an institution-wide talent perspective represents a major source of competitive advantage.

As a second example, the innovative approach to building a diverse faculty workforce undertaken by President Stephen Jordan at Metropolitan State University of Denver focuses on 1) appointment of a demographically diverse full-time tenure-track faculty; 2) a progressive approach to creating more stable faculty appointments using multi-year contracts and creating a feeder pipeline from adjunct to full-time non-tenure track to tenure-track positions; 3) reculturing to reinvigorate the principles of a democratic workplace and shift mindsets; and 4) re-examination of the governance structure to enhance the university's ability to grow, change, and innovate (*President's Welcome Back*, 2014).

Since 2005, under Jordan's leadership, Metropolitan State University of Denver, a public urban baccalaureate institution, has hired 225 new tenured and tenure-track faculty, 54 of whom are minorities. Jordan consolidated many part-time lines into full-time lines, both on and off the tenure track, in an effort to help faculty be more available

to students and connected to the institution. The hiring process also is clearly calibrated with the demographics of the student body, since Metropolitan State has the largest number of ethnically diverse students among Colorado's four-year institutions, educating 27 percent of all minority students enrolled in public four-year institutions in Colorado. The 2012-2017 Strategic Plan, "A Time of Transformation," embraces four themes: Inclusive Excellence; Entrepreneurship; Democratic Workplace; and Telling the MSU Denver Story (Metropolitan State University of Denver, 2012). The investment in new full-time tenure-track faculty rather than NTT faculty differentiates Metropolitan State University's workforce strategy by actively redressing the growing imbalance between these two employment groups. Further, the university has implemented a hiring process that allows consideration of adjunct faculty for full-time NTT appointments, and offers the potential for advancement for full-time NTT faculty to tenure-track lines.

How can HR assist in the development of a more systematic institution-wide approach to the hiring of NTT faculty and tenure-track faculty alike that reflects the emerging needs of a diverse student population? HR divisions and departments in a number of universities have stepped up to assume a more proactive role in faculty recruitment through sourcing strategies, search committee mentoring, and establishment of consistent hiring processes. Consider, for example, the comprehensive guidelines for full-time faculty recruitment at Sacramento State University, where HR is taking a synergistic approach with college deans and directors to the recruitment and hiring of faculty, and has begun to take an increasing role in providing evaluative instruments that can be used for screening candidates in faculty searches as well (*Guidelines for Full-Time Faculty Recruitment,* 2013).

Another specific avenue for strengthening HR's involvement in addressing gaps in the talent pipeline, such as the shortage of women in STEM fields, lies in the promising institutional practices implemented through the ADVANCE grants offered by the National Science Foundation. These grants provide the opportunity for re-examination of processes in order to address implicit, subtle bias in the evaluation of candidates, broaden job descriptions, and create a systematic approach to diversifying STEM faculty. As a case in point, the Women in Science & Engineering Leadership Institute of the University of Wisconsin-Madison (WISELI) has created a number of resources related to recruitment and hiring through ADVANCE funding. Allied with this initiative is the online Recruitment Toolkit provided by the University of Wisconsin-Madison's HR department, which addresses diverse recruiting resources, policies, and communication materials relevant to searches (*OHR Recruitment Toolkit*, n.d.).

Total Rewards Strategy

The concept of a total rewards strategy (TRS) has evolved over the decade as a comprehensive framework for the essential components of the employee value proposition. A total rewards approach includes not only direct compensation and indirect financials such as benefits, leave and retirement programs, but also recognizes the fact that employees prize their work due to institutional affiliation, work content, and the potential for career development (see Ledford, 2002, 2003 for review). In developing a customized, institutional approach, key dimensions of the TRS include:

- Development of a compensation strategy for all types of faculty positions that includes disciplinary analysis, determination of competitive market position, and evaluation of internal and external equity;

- Design and modification of benefits programs to address evolving statutory and cost-related needs including health benefit programs for part-time faculty that meet the requirements of the Patient Protection and Affordable Care Act;

- Evaluation of retirement programs including both defined benefit and defined contribution programs as well as early or phased retirement programs;

- Tuition waiver and reimbursement programs for individuals and family members;

- Wellness programs;

- Work/life and family-friendly programs including tenure clock extension policies;

- Sabbaticals;

- Dual career policies;

- Professional partner programs; and

- Employee engagement.

All of these areas will benefit from the application of HR expertise in the design of program parameters, development of guidelines and policies, and ongoing administration (see Evans and Chun, 2012 for review). Taken together, total rewards programs support the creation of high-performance organizations characterized by openness, flexibility, and interdependence that foster an atmosphere characterized by psychological safety and greater commitment that translates into enhanced performance (Edmondson, 2008).

The Total Rewards Study undertaken by the board of trustees of the University System of New Hampshire for its four constituent institutions to increase effectiveness in

recruiting, retention, and cost control is a prominent best practice example (Report on Total Rewards, 2011). A multi-year plan was designed to optimize resources through the development of a new baseline that aligns with the mission, vision, and values of the university system ("Report on Total Rewards," 2011).

Organization Development

Organization development refers to planned, systemic, and long-range efforts to increase organizational effectiveness and sustainability. In the area of faculty workforce strategy, HR's expertise in the areas of cultural change and professional development, employee relations, and employee assistance programs can contribute to accelerating the processes of innovation and adaptation to changing environmental conditions. HR professionals possess expertise that will help overcome the cultural gridlock that stiffens the invisible architecture of the organization and results in ossification of mental models, processes, and decision-making capabilities (Foster and Kaplan, 2009). In collaboration with Academic Affairs, HR can help create a cultural "reset" and build a shared mindset that reflects the vision, mission, and values of the institution.

Examples of innovative HR practices in the area of organization development include the University of Pittsburgh's HR Faculty and Staff Development Program (FSDP) that provides a comprehensive range of services including organization analysis, process mapping, and performance management. A number of tracks in this program offer the opportunity to expand leadership skills, understand requirements for federally sponsored research, enhance workplace competencies, and strengthen knowledge of university policies. In addition, the University of Washington's HR department's Organization Development program includes a university consulting alliance that provides more than fifty specialized external consultants available for a consulting fee (see Evans and Chun, 2012 for review). While few examples exist today, HR can work to create robust professional development programs for faculty related to workplace culture, communication, technology, and career advancement. Such programs will benefit from collaboration with Academic Affairs and centers for teaching and learning on campus. HR can play an integrative role in linking these jointly-developed programs into an overall strategy.

The Process of Building a Winning Faculty Workforce Strategy

The process of building a winning faculty workforce strategy can be captured in ten core themes that derive from the observations and examples cited in this paper. Together these themes provide a framework based on tested HR constructs for a holistic approach to faculty recruitment and retention. This holistic approach addresses shifting

employment conditions and will help create a differentiated, employee value proposition that responds to the evolving needs of a rapidly changing student population.

1. *Actively engage faculty in rethinking HR's role.* As primary stakeholders in the development of talent strategies, create opportunities for faculty, department chairs, and deans to recalibrate HR's role and identify specific opportunities for HR's collaboration. The partnership between Academic Affairs and HR is central to this collaborative process. In some instances, endorsement by the president may be needed to accelerate efforts to overcome bifurcated organizational structures and siloed operations.

2. *Create faculty leadership in HR initiatives.* On a number of campuses, faculty leadership has been involved in HR-related taskforces such as committee work related to the development of an online recruitment and employment system or creation of department chair training. This leadership will lend greater credence to HR's expanded role and help overcome stereotypes about HR's lack of academic credentials or level of understanding of the faculty realm.

3. *Give HR a seat at the presidential table.* Whether reporting directly to the chief executive or not, HR leaders can add value to the president's executive team in areas of strategic planning, forecasting, policy development, and programmatic initiatives. Examples of HR contributions include the design of early retirement programs, strategic wellness initiatives, and labor relations planning. We have noted earlier that most HR leaders do not report to the president or chancellor, limiting their ability to participate in strategic planning and provide important perspectives on NTT faculty. And since data is critical to an understanding of NTT faculty, important developments such as the increase in adjunct numbers or turnover rates can be overlooked or simply not rise to the presidential level of attention.

4. *Strengthen the relationship of HR to the academic governance process.* Build a collaborative bridge between HR and the governance process through taskforces and initiatives that utilize HR's specific expertise and foster increased communication between administration and faculty. This bridge will solidify HR's access to and understanding of academic processes and also strengthen HR's credibility in the academic realm.

5. *Leverage HR's capacity to analyze gaps in employment conditions and deploy analytical processes to address total rewards strategy objectives.* As we have discussed, HR's expertise in compensation and data analysis coupled with its grasp of components of the employee value proposition will assist institutions in developing competitive total rewards packages.

6. *Promote systematic HR organizational learning programs that enable a cultural shift from micro-climates to an inclusive institutional macro-climate.* Provide leadership support and organizational resources for a comprehensive array of HR professional development programs that enhance the development of an inclusive climate and shared values. The facilitation of climate studies is a prime example of HR's ability to collect and analyze meaningful qualitative and quantitative data for consideration by campus leadership. We also have discussed leadership programs and policy-related training. For example, the University of North Carolina at Greensboro (UNCG) has established a Leadership Institute that brings together faculty, department chairs and heads, administrators, and staff in a year-long program that involves a mentoring component and a team-based research project presented to university leadership

7. *Build accountability for HR practices within the academic hierarchy.* Since HR co-owns human resource processes with department heads and line managers, strengthen accountability for HR practices among departmental leadership. Provide professional development in specific HR practices that include leave management, institutional policies, and legal and statutory requirements.

8. *Focus on the link between HR systems and student success.* Frequently, HR programs are decoupled from student success without recognizing the mediating link that HR provides between talent processes and student outcomes. Whether in hiring practices, search committee mentoring, employee relations, work/life initiatives, or initiatives that contribute to inclusive departmental climates, HR can contribute to the quality of students' experiences of the academic institution.

9. *Tap into HR's skills in communication with the campus community.* HR departments frequently create communication programs such as listening posts, open forums, and discussion groups. These skills become particularly important in developing a community of inclusion and openness and can be used to help enhance faculty engagement and retention.

10. *Ensure appropriate bench strength to enable HR to deploy both strategic and transactional capabilities.* With the shrinking of institutional resources, some HR programs may be viewed as extraneous to the institution's core mission. Professional development programs are frequently cut despite the fact that these programs have great potential to calibrate workforce strategy with institutional mission. An ongoing resource base of permanent funding and sufficient staffing resources will ensure HR's ability to respond to the multiplicity and complexity of organizational needs.

Taken together, these ten core themes will provide a solid institutional groundwork for the transformation of HR from the transactional backwater to a strategic operation that adds sustainable value to the academic enterprise and contributes to the evolution of responsive and innovative faculty workforce strategies.

Conclusion

In light of dramatically constricted funding realities, colleges and universities have had to re-examine budget priorities, trim enrollment, and implement tuition hikes while simultaneously realigning teaching resources to fulfill their academic missions and maintain academic quality. The significant change in faculty models over the last three decades due to economic constraints and rapidly evolving university needs has been made without significant involvement of HR.

Higher education has been slower than private industry to realize the potential strategic contributions of HR. Nonetheless, the current economic and workforce conditions represent an urgent call to action for governing boards and presidents. In fact, higher education has reached a tipping point in which rethinking HR's role in the academy has assumed even greater urgency (Evans and Chun, 2012). Given diminishing resources and the needs of a new generation of students, higher education cannot return to the way things were. At this critical juncture, the contributions of strategic HR are essential to designing new approaches to address the human capital needs of the academy.

For the most part, academicians view the HR department as a site of bureaucratic hurdles rather than as an institutional asset (Wolf-Wendel, 2012). In the words of Lisa Wolf-Wendel:

> ...most of the time, from a faculty member perspective, I see the HR office as adding a layer of bureaucracy to an already complicated system. At best, I don't think much about it. At worst, I see it as a necessary evil (Wolf-Wendel, 2012 p. xi).

This perspective, in and of itself, mandates that HR transform itself and prepare to assume a more elevated role. The challenge for HR leaders is obtain the necessary credentials and competencies that will enable them to successfully navigate within the academic domain.

Finally, there is a dearth of research on how to transform HR in the academy. While we have cited several notable best practice examples, most HR operations function in a circumscribed capacity in terms of organizational structure and defined responsibilities. As a result, much work needs to be done to support HR in the transition process through allocation of resources as well as professional development opportunities that strengthen credentials and expertise. Clearly, the expansion of HR to a strategic operation that serves the entire institution is no longer a luxury but a necessity that will yield substantial return-on-investment for institutions of higher education in the ongoing effort to sustain academic quality through winning faculty talent strategies.

About the Authors

Edna Chun is associate vice chancellor for human resources at the University of North Carolina at Greensboro and **Alvin Evans** serves as Higher Education Practice Leader for *HigherEd Talent*, a HR and diversity consulting firm. Chun and Evans have extensive experience in complex, multicampus systems of higher education. Two of their books, *Are the Walls Really Down? Behavioral and Organizational Barriers to Faculty and Staff Diversity* (Jossey-Bass, 2007) and *Bridging the Diversity Divide: Globalization and Reciprocal Empowerment in Higher Education* (Jossey-Bass, 2009), are recipients of the Kathryn G. Hansen Publication Award by the national College and University Professional Association for Human Resources.

Recent publications include *Diverse Administrators in Peril: The New Indentured Class in Higher Education* (Paradigm, 2012), the first in-depth examination of the work experiences of minority, female, and lesbian, gay, bisexual, and transgender administrators in higher education, and *Creating a Tipping Point: Strategic Human Resources in Higher Education* (Jossey Bass, 2012), a research-based approach to the development of strategic HR talent management practices in higher education. Their book, *The New Talent Acquisition Frontier: Integrating HR and Diversity Strategy in the Private and Public Sectors and Higher Education* (Stylus, 2014), received a silver medal in the 2014 Axiom Business Book Awards. Their newest book, *The Department Chair as Transformative Diversity Leaders: Building Inclusive Learning Environments in Higher Education* (Stylus, 2014) will be released in November 2014. Evans and Chun also have published a number of journal articles in leading HR and diversity journals on talent management and diversity strategies.

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