

**New Jersey System of Public Research Universities
Review, Planning, and Implementation Steering Committee**

A Study of Human Resources Issues

FINAL DRAFT

**A White Paper Issued by the System-wide
Human Resources Issues Working Group**

October 7, 2003

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I. INTRODUCTION

In March 6, 2002, Governor McGreevey created the Commission on Health Science, Education and Training. He charged the Commission with assessing the status of medical and health care training in the state and formulating recommendations to:

- Enhance the quality of education
- Increase overall competitiveness of institutions of health care learning
- Foster healthy synergy among the institutions.

As a result of its study, on October 14, 2003 the Commission recommended the creation of a single New Jersey research university system that builds on the collective strengths of NJIT, Rutgers and UMDNJ and provides an effective platform for excellence in both health and non-health disciplines.

The Governor issued Executive Order 42 on December 10, 2002 establishing a Review, Planning and Implementation Steering Committee to:

- Review the impact of the Commission's recommendation to create a comprehensive plan for restructuring New Jersey's public research universities
- Facilitate the collection of information pertaining to the restructuring
- Examine and prioritize specific strategies to restructure the three public research universities
- Outline a proposed work plan
- Deliver an assessment and implementation interim report to the Governor that includes, for the various stages of implementation, the actions required, a timeline for those actions, specific milestones, and responsibilities.

The Steering Committee created several working groups to undertake the planning effort. This White Paper has been issued by one of the working groups—the System-wide Human Resources Issues Working Group.

The purpose of the System-wide Human Resources Issues Working Group was to:

- Study the human resources function at each of the three existing universities, including:
 - Pay structures
 - Benefit and retirement programs
 - Faculty appointment and tenure
 - Collective bargaining contracts
 - Training programs

- Gain an understanding of issues to be addressed while restructuring three separate human resources functions into the new university structure
- Analyze the future human resource needs of the New Jersey System of Public Research Universities and formulate conclusions about strategic directions

Major work steps undertaken by the group were:

- Identified information needs and collected data from each of the three existing universities
- Transmitted survey questionnaires to union leaders and managers
- Analyzed and summarized data collected from existing universities
- Identified preliminary issues
- Summarized and reviewed responses to manager and union leader survey questionnaire
- Developed this White Paper

The purpose of the White Paper is to compile and present information to be used to develop the human resources action plan leading to the creation of the New Jersey System of Public Research Universities.

The White Paper consists of three major sections:

- The Importance of People: Examines the importance of people in the creation of a major research university system and the need to invest in them in order to be competitive.
- Potential Transition Issues for the Proposed Major Research University System. Describes the potential human resources issues that will need to be managed during the transition to the new major research university structure.
- Human Resources System-wide Working Group Planning Recommendations and Proposed Action Plan: Delineates key actions and major work steps required to address human resources issues effectively.

The White Paper closes with an overarching conclusion relative to human resources planning considerations.

II. THE IMPORTANCE OF PEOPLE

The largest, most valuable asset of any organization is its people. The largest single cost of any organization is its people. All organizational goals will be met, or will fail to be met, by its people.

Highly competitive research universities must be able to attract, motivate, reward and retain a world-class faculty, supported by an outstanding staff, administered by exceptionally capable managers, and led by seasoned, well-respected, and highly competent leaders. The competition for such talent is intense. The costs of acquiring, maintaining, and continuously improving the quality of such a workforce are very high.

The ability to attract and retain high-quality faculty that can attract research funds; to attract and retain high-quality staff to support enhanced faculty efforts; and to attract outstanding undergraduate, professional, and graduate students is critical to the success of a major research university.

Even well-established, highly-regarded research universities can lose their edge quickly when or if the morale and/or the quality of the faculty, staff and/or administration begin to erode. A state committed to creating a system of public research universities is compelled to attend carefully to the people issues implied by such aspirations. The seeds of success (or failure) are sowed well before the restructuring begins. The strategic importance of people management cannot be underestimated.

In order to optimize the potential of human resources in the new system of public research universities, it is critical to assess needs and identify and strategically address major issues during the planning phase. The next section summarizes significant issues identified by the System-wide Human Resources Issues Working Group.

III. POTENTIAL TRANSITION ISSUES FOR THE PROPOSED MAJOR PUBLIC RESEARCH UNIVERSITY SYSTEM

The following table presents the significant planning issues that have been identified along with a description of the nature of the work required during the transition to a new model.

Human Resources Issues to be Addressed¹

Human Resources Issue	Description
Communication	An effective means must be found by which all employees and union leaders may be regularly informed of the status of planning and implementation for the new system. The uncertainty that derives from lack of information spawns rumors and increases apprehension. Effective communication can build momentum for change. ²
Organizational culture	The blending of the several organizational cultures into the three restructured research universities of the new system will be a major challenge. Special care will need to be taken to ensure success in this area. Priority should be given to identifying institutional differences in philosophy, policy, and practice in order that they may be considered as new institutional cultures are developed.
Job security	Growing concern about job security will need to be addressed. A determination will need to be made with regard to whether and what type of assurances of continued employment may be made.
Tenure Protection	Tenured faculty and faculty on the tenure track will need clarification with regard to their future status.
Staffing	During periods of uncertainty, current faculty and staff as well as prospective recruits will need clarification and assurances with regard to their future status.
Labor Agreements	Each labor agreement will need to be examined to determine if planned changes are permitted under the existing contract. Specific plans will need to be developed, in concert with union leadership and administrative representatives of the institutions involved, for determining representation rights while encouraging cooperation among locals of the same union and among different unions; for determining the most appropriate representation of employees in the restructured universities; and for pre-negotiation identification of changes in labor agreements which are mutually agreed to be necessary and/or desirable.
Personnel Policies	Personnel policies, covering non-aligned employees, differ by institution. A gap analysis needs to be conducted on all policies, procedures and practices to determine how to proceed as a university system.
Shared Governance	Faculty involvement in academic governance varies by institution. A determination needs to be made as to the nature of shared governance in the new research university system and in each of its universities.

¹ See Attachment A for more detailed information and analysis of human resources issues.

² See Attachment B which summarizes the responses received from a survey of university managers and union leaders conducted during Spring, 2003. The need for effective communications is a theme throughout the responses.

Human Resources Issue	Description
Pay Structures and Pay Levels	Current plans and pay levels differ from institution to institution. A thorough analysis of the pay structures, pay levels, and pay practices must be done in order to develop a salary administration plan that is perceived as fair and equitable. A determination will need to be made as to whether the approach to salary administration will be local or system-wide or a combination. The issue of pay is very complex and of critical importance to employees.
Benefit and Retirement Plans	All basic plans are provided by the State and do not differ by institution. Practices at each university will need to be examined to determine to what extent supplemental programs have been developed and what should be the disposition of each. Early and/or phased retirement programs will also need to be identified and analyzed.
Training and Organizational Development Programs	Training and organizational development professionals will need to be partners in change management. Current capabilities and programs should be inventoried to determine the degree to which additional resources may be needed in this area.
Human Resources Departments	Human Resources (HR) professionals must be key partners in the process and management of change. Current resources and expertise should be carefully examined to determine whether they are sufficient. During the transition, existing staff will need to handle normal day-to-day responsibilities. A dedicated transition team, in addition to some existing staff, will be needed to focus exclusively on implementing the action plan. Chief Human Resources Officers should be intimately involved throughout the planning and implementation process.
Human Resources Information Systems	Human Resources Information Systems (HRIS) are the backbone of the modern HR Department, permitting HR departments to move from paper-processing to serving as consultants for their organizations. Current HRIS systems at each of the institutions need to be examined and a determination made as to how the needs of the university system for human resources information will be met.

IV. HUMAN RESOURCES SYSTEM-WIDE WORKING GROUP PLANNING RECOMMENDATIONS AND ACTION PLAN

Based on the key planning issues identified in Section III, above, we recommend that the following actions be taken, quarter by quarter, during the year-long Phase II of this project, devoted to organizational and operational planning and designing.

Proposed Action Plan

Recommended Action	Major Steps	Timeframe	Responsible Entity
1. Develop an effective communication plan to reach all employees and union leaders with timely information about the planning and implementation of the new system.	<ul style="list-style-type: none"> • Identify a single communications strategist responsible for designing and carrying out the necessary communications to all locations. • Design a homepage as a major communications tool; conduct town meetings; provide a mechanism for submitting questions and expressing opinions. 	1 st Quarter	The Presidents of the three universities, in consultation with the Steering Committee, the Chief Human Resources Officers and Chief Academic Officers
2. Analyze the current institutional cultures and develop a strategy for blending them in the new universities.	<ul style="list-style-type: none"> • Identify the key differences among the institutional cultures, including management style, organizational style, history, and related elements. • Develop a strategic plan for assisting management and employees to develop and accommodate to a new organizational culture. 	2 nd through 4 th Quarter	Chief Human Resources Officers, in consultation with top management, faculty, staff and union leaders
3. Determine how job security issues will be addressed.	<ul style="list-style-type: none"> • Determine the degree to which assurances of continued employment can be given. • Develop a plan for dealing with vacant positions; for identifying workforce needs at each new university; for ensuring appropriate minority and female representation at every level; for relocating employees if necessary. • Develop a plan for assisting displaced employees to find employment within and outside of the university system. • Consider developing a Career Center to provide job counseling, resume preparation, honing of interviewing skills and online job searching. 	1 st through 3 rd Quarter	Chief Human Resources Officers, in consultation with Presidents

Recommended Action	Major Steps	Timeframe	Responsible Entity
4. Determine how faculty tenure matters will be addressed.	<ul style="list-style-type: none"> • Determine the degree to which assurances of tenure protection can be given. • Develop a plan for handling tenure decisions during the transition. • Develop a plan for assisting faculty who will relocate as a result of the restructuring. 	1 st and 2 nd Quarter	Chancellor and Presidents in consultation with Chief Academic Officers and Chief Human Resources Officers
5. Develop staffing models for the new universities.	<ul style="list-style-type: none"> • Conduct an analysis of each university's current workforce. • Determine the staffing needs of each new university. 	1 st through 4 th Quarter	Vice Presidents, Deans, with assistance from Chief Human Resources Officers
6. Develop a labor relations strategy.	<ul style="list-style-type: none"> • Analyze current contracts to determine differences in provisions that cover the same or similar types of jobs at different universities. • Develop a strategic plan for reaching labor agreements that accommodate the restructuring. 	1 st and 2 nd Quarters	Chief Human Resources Officers, Chief Labor Relations Officers, in consultation with top management and union leaders
7. Determine how personnel policy matters for non-aligned employees will be handled.	<ul style="list-style-type: none"> • Conduct an analysis of current personnel policies, procedures and practices of each of the universities. • Determine the degree to which there will be uniformity in policy and procedure in the new system. • Develop the appropriate policy manuals and a strategy for informing affected employees. 	1 st and 2 nd Quarters	Chief Human Resources Officers, in consultation with Presidents
8. Develop a shared governance plan.	<ul style="list-style-type: none"> • Analyze current faculty involvement in governance at each university. • Develop a model of shared governance for the new system. 	1 st and 2 nd Quarters	Presidents, Chief Academic Officers, Deans, in consultation with faculty and faculty union leaders

Recommended Action	Major Steps	Timeframe	Responsible Entity
9. Develop compensation plans.	<ul style="list-style-type: none"> • Analyze current pay structures, pay levels, position titles, pay grades and related elements of compensation of all employees at the three universities. • Determine the degree to which compensation policies will be system-wide, local or a combination of both and for what types of jobs. • Develop new compensation plans. • Slot employees into new pay structures, position titles, pay levels, and/or pay grades, as appropriate. • Develop a strategic plan for informing employees of the new compensation plan(s) and of their status in it, including rights of appeal. 	2 nd through 4 th Quarters	Chief Human Resources Officers and Chief Academic Officers, in consultation with Presidents
10. Determine differences in supplemental benefits and/or retirement plans among universities.	<ul style="list-style-type: none"> • Identify differences which may currently exist. • Develop a plan for preserving, extending, and/or eliminating various types of supplemental plans that may exist. 	2 nd Quarter	Chief Human Resources Officers, in consultation with Presidents
11. Develop a strategic change-management plan.	<ul style="list-style-type: none"> • Analyze current resources in training and organizational development. • Develop a plan for adding resources, as necessary, on a temporary or permanent basis to assist during the transition period and beyond. • Develop a plan for leadership development; assisting faculty and staff to adjust to new environments, new responsibilities, and new technologies; and for developing skills needed in the new settings. 	2 nd and 3 rd Quarters	Chief Training Officers in consultation with Chief Human Resources Officers

Recommended Action	Major Steps	Timeframe	Responsible Entity
12. Develop a strategic plan for assisting employees to manage change before, during and after the restructuring	<ul style="list-style-type: none"> • Assess current programs at the three universities that assist employees with performance, behavioral, psychological, financial and other work-related or personal problems that affect their performance and productivity on the job. • Identify the resources needed to assist employees with these problems throughout the restructuring. • Develop a strategic plan for informing employees of the opportunities provided. 	3 rd and 4 th Quarters	Chief Human Resources Officers, in consultation with Presidents and Chief Academic Officers
13. Develop the necessary Human Resources infrastructure to support the restructuring ³ .	<ul style="list-style-type: none"> • Assess the current strengths of existing HR departments. • Identify resources needed to accomplish everything necessary to support the restructuring. • Develop a plan for acquiring, training and deploying HR resources in support of the restructuring. 	1 st Quarter	Chief Human Resources Officers, in consultation with Presidents

V. CONCLUSION

The variety and complexity of human resources issues that must be addressed before, during and after the restructuring are daunting. In this White Paper, we have described the most significant human resources planning considerations and work steps to be accomplished in order to move to the new model of the New Jersey System of Public Research Universities and to realize the opportunities presented by the restructuring.

We believe that strategic people management is crucial to the success of the new public research university before, during, and after restructuring.

³ See Attachment C for summary data on the employee workforce and Human Resources department staffing of the three universities.

ATTACHMENT A

**A SUMMARY ANALYSIS OF HUMAN RESOURCES DATA FROM NJIT,
RUTGERS AND UMDNJ**

**NEW JERSEY SYSTEM OF PUBLIC RESEARCH UNIVERSITIES
SYSTEM PLANNING PROJECT**

**A Summary Analysis of Human Resources Data
from NJIT, RUTGERS and UMDNJ**

I. INTRODUCTION AND PURPOSE

An essential part of the overall public university system planning project is the collection of pertinent human resources data from each of the existing universities. The purpose of analyzing the data collected is to determine similarities and differences between and among the universities and to indicate potential opportunities and obstacles as the planning goes forward. The documents and information supplied in June, 2003 by each university have been analyzed by the Pappas Consulting Group Inc. The summary analysis of the data is presented below in the following categories:

- Labor Contracts
- Personnel Policies
- Shared Governance and Tenure
- Pay Structures
- Benefit and Retirement Plans
- Training Programs.

II. LABOR CONTRACTS

There are a total of 29 labor agreements covering employees of the three universities. Twelve different union organizations have won the right to represent and negotiate terms and conditions of employment for faculty and staff at the three institutions.

A. FACULTY AND OTHER ACADEMIC PERSONNEL

Faculty at the three institutions are represented by different chapters of the American Association of University Professors (AAUP). At Rutgers, the AAUP represents regular faculty and members of the research, library, general extension, and cooperative extension staffs who hold equivalent faculty rank; faculty members engaged more than half time in teaching and/or research and who hold the title of assistant or associate dean, assistant to dean or academic director; graduate assistants and teaching assistants; part-time lecturers (Part-Time Lecturer Faculty Chapter); and EOF counselors (Educational Opportunity Fund Chapter). At UMDNJ, the AAUP represents medical, dental and nursing faculty and librarians. At NJIT, the AAUP (Professional Staff Association or PSA) represents full- and part-time faculty and librarians except those at the School of Health Related Professions (SHRP faculty are represented by the NJEA).

B. STAFF

Staff at the three universities are represented by a variety of unions, including:

1. Doctors Council, Service Employees International Union (SEIU) at Rutgers, which represents staff physicians in the Rutgers University Health Service;
2. International Union of Operating Engineers (IUOE), local 68-68A, which represents operating engineers, energy management operators, and cogen operating technicians at Rutgers and local 68-68A-68B, representing operating engineers, operating technicians, and energy management operators at UMDNJ;
3. American Federation of State, County and Municipal Employees (AFSCME), which represents employees at Rutgers and NJIT. At Rutgers, local 888 represents a variety of staff titles including crafts, service and maintenance workers; local 1761 represents a wide variety of staff titles including clerical, office, technical, and laboratory workers. At NJIT, Council 52 represents all operations and maintenance, department technical staff, and special services employees.
4. Fraternal Order of Police (FOP) represents employees at all three universities. FOP Primary Unit (FOP-P) represents university police officers at Rutgers while FOP-Superior Officers Association (FOP-S) represents sergeants, senior sergeants, detectives, senior detectives, and lieutenants in the Police Department. FOP Lodge 93 represents police officers at NJIT. At UMDNJ, FOP Lodge 74 represents police officers and FOP Lodge 155 represents sergeants.
5. Office Professional Employees International Union (OPEIU), local 153 represents security officers and public safety dispatchers at UMDNJ. At NJIT, OPEIU local 32 represents a variety of titles including clerical, library staff, and other administrative personnel.
6. The Housestaff Organization of the University of Dentistry of New Jersey, an affiliate of the Committee of Interns and Residents (HOUMDNJ/CIR) represents full- and regular part-time physicians and dentists titled interns, residents and fellows at UMDNJ.
7. Academic Supervisors Association/New Jersey Education Association (NJEA) represents all full- and regular part-time program directors at the UMDNJ School of Health Related Professions.

8. Health Related Professions Faculty Association/New Jersey Education Association (NJEA) represents all full- and regular part-time teaching and/or research faculty at the UMDNJ School of Health Related Professions.
9. Health Professionals and Allied Employees, local 5089, represents registered nurses at UMDNJ. Local 5094 represents the professional staff of UMDNJ.
10. UMDNJ Supervisors Association, International Association of EMTs and Paramedics, NAGE (IAEP local 100) represents these employees at UMDNJ.
11. Communications Workers of America (CWA), local 1031, represents a variety of administrative, technical, professional and supervisory personnel at UMDNJ.
12. Teamsters, local 97, represents licensed practical nurses, clerical staff, health care and services staff, and operations, maintenance and service staff at UMDNJ.

C. STATUS OF CONTRACTS

Based on information received from the three universities, the status of labor contracts is as follows:

- Rutgers: all labor contracts were for a period of four years ending June 30, 2003. All contracts are currently under negotiation.
- UMDNJ: 11 of the 15 contracts are in place and will expire in 2004 (AAUP, NJEA-SHRP); 2005 (EMS supervisors/IAEP; CWA); and 2006 (OPEIU, Teamsters). Contract negotiations are on-going with the FOP and Health Professionals and Allied Employees' unions.
- NJIT: AAUP/PSA, AFSCME and OPEIU contracts ended June 30, 2003. Both FOP and Superior Officers' contracts expire June 30, 2004.

D. SUBSTANCE OF CONTRACTS

Issues related to negotiations and labor contracts are exceedingly complex. Each of the current universities has many bargaining units. The types of jobs covered by the contracts and the agreements reached about terms and conditions of employment at each location are substantially different at the three universities, even when the same national agency or labor organization represents all three (e.g. AAUP, AFSCME, IUOE, FOP, OPEIU). Employees performing the same or similar job functions at each of the three universities are represented by different unions or not represented at all.

III. PERSONNEL POLICIES

Although a substantial majority of jobs at the three existing universities are covered by labor agreements, not all are. Confidential employees and employees in jobs that are deemed to be part of management are not covered by union contracts. In addition, some employees have not chosen union representation. Personnel policies, issued at each of the three universities, specify the terms and conditions of employment for these employees.⁴ (The universities use the term “non-aligned” to describe the status of employees in jobs not covered by a labor agreement.)

Each of the three universities issues its own set of personnel policies for non-aligned employees. These policies cover such areas as employment, job classification, compensation, benefits other than health and pension, job security, and dispute resolution. Because many personnel policies must comply with federal and/or state laws and regulations (e.g., overtime policies), many of the three universities’ personnel policies are the same in substance if not in format or style. Where there is no such federal or state requirement, policies may differ and they do.

To illustrate, following are examples of some differences in current personnel policies for regular full-time non-aligned staff at each of the three universities:

1. Sick Leave Policy

Rutgers: New staff employees receive one day of sick time for each full calendar month worked from the date of employment to the end of the fiscal year. Thereafter employees receive 1-1/4 day for each full calendar month worked (up to 15 per year).

UMDNJ: Hired on or after 7/01/93, 1 day/month (hired before 7/01/73, 1-1/6 days/month, i.e., 14 days/year).

NJIT: Paid sick leave days are earned by new staff members on the basis of one day per month during the first calendar year of employment and 15 days per calendar year thereafter.

⁴ For example, as of June, 2003, at Rutgers, 3337 employees in the Executive, Administrative, Professional, and Supervisory employee groups are non-aligned while 6,268 employees are covered by nine different union agreements.

2. Vacation Policy⁵

Rutgers: Accrual at the rate of 1 day/month begins with the first complete calendar month worked and is based on years of continuous employment as a regularly appointed staff member. Non-exempt employees' accrual rate increases, at 12 years of service, to 1.66 days/month and, at 20 years of service, to 2.1 days/month; exempt employees' accrual rate increases to 1.66 days/month after 4 years of service and 2.1 days/month after 19 years of service.

UMDNJ: From date of employment to completion of 10 years: 1-1/4 days/month; from start of 11th year to completion of 20 years, 1- 2/3 days/month; completion of 20 years or more, 2-1/12 days/month.

3. Holiday Policy

Rutgers: 12 holidays	UMDNJ: 15 holidays	NJIT: 12 holidays
<ul style="list-style-type: none"> • New Year's Day • Martin Luther King's Birthday • Memorial Day • Independence Day • Labor Day • Thanksgiving Day • Day after Thanksgiving • Christmas Day • (4) Floating Holidays 	<ul style="list-style-type: none"> • New Year's Day • Martin Luther King's Birthday • Good Friday • Memorial Day • Independence Day • Labor Day • Thanksgiving Day • Day after Thanksgiving • Christmas Day • (6) Floating Holidays 	<ul style="list-style-type: none"> • New Year's Day • Washington's Birthday • Good Friday • Memorial Day • Independence Day • Labor Day • Thanksgiving Day • Day after Thanksgiving • Christmas Day • (3) Administrative days

4. Probationary Period Policy

Rutgers: Administrative, professional and supervisory employees are probationary for first 90 calendar days of their initial employment; probation may be extended, due to the cyclical or complex nature of the job, but not beyond 180 calendar days.

UMDNJ: A regular staff member who is transferred or promoted into a confidential position must serve a one hundred eighty (180) calendar day introductory period and may be extended an additional ninety (90) calendar days.

NJIT: For supporting, technical, non-administrative and clerical staff the probationary period is 3 months. For professional and administrative staff, probation is for a period of one year.

⁵ The Vacation Policy for NJIT was inadvertently omitted from the materials received and is not available on-line.

IV. SHARED GOVERNANCE AND TENURE

A. SHARED GOVERNANCE

Traditionally, faculty prerogatives include establishment of requirements for admission; criteria and procedures for selection of students; design, approval, implementation, evaluation and revision of the curriculum; the academic calendar; standards for examinations, grading, academic standing, honors in courses, and attendance; establishment of requirements for degrees and certificates; recommending those candidates who have fulfilled the requirements for degrees and certificates; establishment of regulations and procedures under which the faculty operates.⁶ Faculty are also significantly involved in appointment, promotion and tenure decisions.

The powers and prerogatives of the faculty are time-honored and critical to the educational mission of universities. The American Association of University Professors recognizes and strongly supports this system of shared governance in universities. The labor agreements between the AAUP and each of the three universities serve as a system of checks and balances to ensure that the faculty have these rights and that neither Trustees nor administrators trample on them.

There are, as would be expected, differences among the three universities in some of the provisions and components, and in the clarity of statements of the definitions, of authority of the faculty within shared governance. In each of the new universities, it will be necessary to define a shared governance system.

B. TENURE

The issue of tenure is complex and potentially volatile. The criteria for the awarding of tenure include considerations of faculty accomplishment and university need, normally in the context of a specific academic unit. Once awarded, tenure is rarely revoked and only with very good cause. The creation of three new universities may raise the issue of where tenure will reside for some tenured and tenure-track faculty.

The establishment of new departments and/or new configurations of academic units will require reassignment of existing faculty and may require that issues of rank, tenure and salary be addressed. Those faculty on track to be considered for tenure in their current departments will be confronted, potentially, with new colleagues whose views of their accomplishments may differ from those of their former colleagues. Assistant professors judged to have been making good progress toward tenure may find themselves in less favorable circumstances.

⁶ Adapted from "Bylaws for the Governance of the University of Medicine and Dentistry of New Jersey (UMDNJ) September 14, 1999," pages 7-8. A similar statement of responsibility for students, curriculum, academic standards, and peer review are contained in the Faculty Handbook issued by NJIT.

Time to tenure is another issue to be addressed. Currently, differences exist, as shown below.

NJIT: The Faculty Handbook states that appointments of faculty are one-year renewable not to exceed 7 years unless tenure is granted. At NJIT, there is an intensive review during year 3, eligibility for tenure during year 5, and a final tenure review at year 6 (with a terminal year appointment if tenure is not granted).

UMDNJ: Tenure track appointments are for at least 3 years and reappointments are at least 2 years except that reappointments after the 9th year on the tenure track may be for one year. Assistant professors appointed to the tenure track have a formal review for tenure no later than the 10th year after the appointment to the tenure track.

Rutgers: Tenure track appointees are ordinarily considered for academic tenure during the 6th and final year of the probationary period, but the tenure review may occur at any time during the probationary period.

A related, but different, issue is the determination of which of the new universities is the appropriate one for the assignment of those faculty who currently teach in more than one location if those locations will be in different universities in the new system of higher education.

V. PAY STRUCTURES

A. FACULTY PAY STRUCTURES

Faculty pay structures at each of the three existing universities differ substantially in design. Rutgers has a range and step system that covers all professorial levels (Assistant Professor, Associate Professor, Professor I and II). NJIT has a salary matrix system using steps only, covering the ranks of Assistant Professor, Associate Professor, Professor, and Distinguished Professor. UMDNJ uses a traditional system of salary ranges with a specified range minimum, midpoint and maximum at each level of the professorial ranks. Pay structures and market adjustments to pay structures are subject to negotiation.

To illustrate, labor contracts at each of the universities reflect the following:

Rutgers:

For the period 7/1/02 through 7/1/03, at the Assistant and Associate Professor ranks, there are 6 range levels at each rank and each range level has 46 steps. At the rank of Professor I, there are 5 range levels, each with 46 steps. At the Professor II level, there are 3 range levels; the first 2 levels each have 41 steps, the third and highest level has 39 steps.

For faculty paid on an academic year basis, the Academic Salary Structure effective 7/1/02 through 7/1/03 establishes the following minimum and maximum salary amounts:

Rank	Minimum	Maximum
Assistant Professor	\$37,869	\$65,875
Associate Professor	\$45,741	\$79,784
Professor I	\$57,803	\$96,849
Professor II	\$79,484	\$117,251

There are additional academic salary schedules for some specific disciplines, as well as extended faculty salary schedules for faculty in all disciplines, as follows:

	Range Maximum at Professor II level
Business	\$157,624
Engineering and Computer Science	\$146,319
Law faculty	\$171,396
Special professorial titles	\$146,054

NJIT:

For the period January 5, 2003 through June 30, 2003, each of the academic ranks (Assistant Professor, Associate Professor, Professor, and Distinguished Professor) has 91 steps. The NJIT/PSA Salary Matrices establish the following minimum and maximum salary amounts:

Rank	Minimum	Maximum
Assistant Professor	\$39,364	\$90,124
Associate Professor	\$47,848	\$109,588
Professor	\$61,072	\$133,162
Distinguished Professor	\$70,698	\$161,868

UMDNJ:

Pay structures and salary schedules at UMDNJ reflect the particular needs of its medical education, research, and healthcare mission and cannot properly be compared to those of either Rutgers or NJIT. Due to the nature of the workforce and relevant markets, there are separate salary schedules for medical and dental regular faculty, nursing faculty, librarians, and public health regular faculty.

Within the category of Medical and Dental Regular Faculty, there are four types of appointments: Basic Science, Clinical Dental (12 months), Clinical Medical, and Clinical Dental (10 months).

Effective 9/7/03, the salary schedule for Medical and Dental Regular Faculty in the Basic Science category is as follows:

Rank	Minimum	Maximum
Assistant Professor	\$68,362	\$109,235
Associate Professor	\$81,089	\$129,699
Professor	\$94,508	\$151,167

B. STAFF PAY STRUCTURES

1. Methodology

The standard methodology employers in general, and higher education institutions in particular, use to establish employee pay scales is a consideration of ability to compete in the relevant labor market for the type of competencies and skills needed, combined with the organization's ability to pay. For employees covered by labor agreements, these matters are subject to negotiation.

2. Aligned Employees (Represented by a labor organization)

As noted in section II, above, currently the majority of staff employees at the three universities are represented by a variety of different labor organizations. Even when the same national or international labor organization represents employees at one location, at a different location that organization may represent a different mix of job functions. Likewise, different labor organizations may represent essentially the same job functions at different universities. For example, clerical staff at Rutgers are represented by AFSCME, local 1761, while at NJIT, OPEIU, local 32, represents clerical staff. In contrast, the FOP represents Police Officers at each of the three universities.

In addition to the complexities described above, these three universities operate in a variety of different labor markets. An example of labor market differences is illustrated with data acquired from Salary.com⁷ for two generic job functions, Administrative Assistant I and Computer Operator I.

Administrative Assistant I		
	New Brunswick	Newark
Base pay (median)	\$31,545	\$30,988
Total cash (base pay plus bonus)	\$31,956	\$31,391
Total compensation (total cash plus benefits ⁸)	\$46,253	\$45,531

Computer Operator I		
	New Brunswick	Newark
Base pay (median)	\$33,179	\$32,593
Total cash (base pay plus bonus)	\$33,542	\$32,948
Total compensation (total cash plus benefits)	\$48,281	\$47,522

Because the Fraternal Order of Police represents Police Officers at all three of the existing universities, it is illustrative to examine the pay structures that have been negotiated. In order to present comparable data, salary scales for the year beginning July 1, 2002 are used.

	Rutgers Salary Guide ⁹ (Hired before 10/15/01)	Rutgers Salary Guide (Hired on or after 10/15/01)	UMDNJ Salary Scale ¹⁰	NJIT Salary Schedule
Step 1	\$42,887	\$32,000	\$45,905.60	\$38,228
Step 2	\$44,601	\$35,500	\$48,089.60	\$40,138
Step 3	\$46,318	\$39,000	\$50,252.80	\$42,050
Step 4	\$48,028	\$42,500	\$52,436.80	\$43,960
Step 5	\$49,743	\$46,000	\$55,390.40 ¹¹	\$45,871
Step 6	\$51,459	\$49,500		\$47,782
Step 7	\$54,740	\$53,000		\$49,692
Step 8	\$56,504 ¹²	\$56,504		\$51,603
Step 9				\$53,523 ¹³

⁷ Information extracted from <<http://www.salary.com>> on July 9, 2003 using the “create basic report” function at that site. The compensation reflected is an aggregate of all employers in the specific geographic area.

⁸ Benefits include Social Security, 401k/403b, disability, healthcare, pension, and time off.

⁹ Rutgers has a salary guide for “Officers Entering the Unit Prior to October 15, 2001” and a lower salary guide for “Officers Entering the Unit On or After October 15, 2001.” Neither NJIT nor UMDNJ makes such distinctions.

¹⁰ The UMDNJ salary scale is expressed in hourly rates for a 40 hour work week. We have converted the rates to annual for comparison purposes.

¹¹ This is the highest step in the UMDNJ salary scale.

¹² This is the highest step in both Rutgers’ salary guides. Rutgers calls it “Senior Step” rather than Step 8.

This table reveals that differences exist in pay structures even when the same labor organization represents the same job function at different universities.

3. Non-aligned Employees (not represented by a labor organization)

Pay practices and pay structures for employees not represented by unions are determined by university management. At each of the three universities, the types of job functions that are not represented and the pay plans for each differ, as do the negotiated pay plans for represented employees. Changes to pay plans of non-aligned employees must consider not only ability of the universities to pay and ability to compete in the external marketplace, but also internal equity issues including the pay relationships between aligned and non-aligned employees.

VI. BENEFIT AND RETIREMENT PLANS

The benefit and retirement plans of the three universities are those provided and administered by the State of New Jersey.

A. HEALTH BENEFITS

The New Jersey State Health Benefits Program is the health benefit program at all three universities. Eligibility criteria, coverage, and costs are established by the State's Department of the Treasury, Division of Pensions and Benefits. The health benefits program available to eligible employees of the three universities includes medical, dental, prescription drug, and vision care plans. Long-term care insurance plans are available from the State to all eligible university employees; participation is voluntary.

B. RETIREMENT

Participation by eligible university employees in a state-administered retirement system is mandated by state law. The pension plans established are: Public Employees' Retirement System (PERS); Alternate Benefit Program (ABP); and Police and Firemen's Retirement System (PFRS). The pension plans are designed to provide eligible university employees, as a condition of employment, with a retirement allowance based on years of service (PERS and PFRS) and an annual income (or investment returns) and a retirement allowance in the event of total and permanent disability.

Participation in the Public Employees Retirement System (a defined benefit plan) is compulsory upon employment, provided the staff member is *not*: a member of any other State or local retirement system; a retired member of any other public retirement system in New Jersey; a temporary or seasonal staff member; in a position covered by Social Security; paid less than \$1500 per year; or on an F or J visa.

¹³ This is the highest step in the NJIT salary schedule.

Participation in the Alternate Benefit Program (a defined contribution plan) is compulsory upon appointment, based on Department of Higher Education approval of job titles which require at least a bachelor's degree which includes the preponderance of all administrative, professional and supervisory positions, and all faculty positions of at least 50% time.

Participation in the State Employees' Deferred Compensation Plan (IRC 457) is open to members of a State-administered retirement system (Public Employees' Retirement System, Police and Firemen's Retirement System, or Alternate Benefit Program), or any permanent or temporary employee with at least 12 continuous months of employment. The Tax-Sheltered Plan (IRC 403b) is available to eligible members of the Public Employees Retirement System and members of the Police and Firemen's Retirement System.

C. OBLIGATION TO NEGOTIATE

All terms and conditions of employment of employees represented by labor organizations are subject to negotiation. The scope of collective negotiations is set forth in the New Jersey Employer-Employee Relations Act, as interpreted by the Public Employment Relations Committee (PERC) and the courts.

VII. TRAINING PROGRAMS

Professional development, organizational development and training programs offered by universities provide faculty, staff, management, departments, and units with the skills and knowledge that promote enhanced job performance, continuous learning, and professional growth. A variety of such programs are offered at Rutgers and UMDNJ.¹⁴ Scheduled programs and classes are offered by Rutgers at the following locations: New Brunswick, Newark, and Camden. UMDNJ offers programs at New Brunswick, Newark, and Stratford. Courses and programs are open to employees of the respective universities.

The University Human Resources Professional Development Program was established at Rutgers in 2001. It is comprised of 2 full-time employees and 1 part-time temporary employee. Customized departmental training and facilitation services are available in addition to on-line e-courses, coaching services, open-enrollment workshops, a new supervisor development program, a professional work skills program, a business/accounting certificate program, and a weekly new employee welcome and benefit orientation session.

¹⁴ Neither the materials submitted for this review by NJIT nor the NJIT Human Resources website provide evidence of a professional development and/or training program and thus no mention of a program which may be established there is made in this paper.

The Office of Training and Organizational Development within UMDNJ's Human Resources Department offers a well-developed and broad-ranging menu of programs and courses, including classroom, web-based, and web-assisted offerings. Customized programs are designed and conducted to meet the specific needs of a department or unit. The program has a staff of seven. Nine Management Development courses, 21 Professional Development courses, and 2 new and special courses are offered in the current course catalog. The majority of the programs are offered each semester and on the three major campuses. In addition, new hire orientation sessions are offered each week.

ATTACHMENT B

**MANAGERS' AND UNION LEADERS' SURVEY RESPONSES
SUMMARY**

**NEW JERSEY SYSTEM OF PUBLIC RESEARCH UNIVERSITIES
SYSTEM PLANNING PROJECT**

**MANAGERS' AND UNION LEADERS' SURVEY RESPONSES
SUMMARY**

I. INTRODUCTION AND PURPOSE

In support of the initial phase of planning for the proposed new system of public research universities in New Jersey, and the commitment of the project Steering Committee to include the meaningful participation of multiple constituencies, survey questionnaires were developed by the Pappas Consulting Group (PCG)¹⁵.

Each of the three universities selected a group of university managers and union leaders to receive the survey. The group thus selected totaled 32 managers and 31 union leaders. In addition, members of the Human Resources Issues Working Group were invited to complete the survey questionnaire if they had not already received one. PCG received a total of 23 responses: 15 managers and 8 union leaders.

The purpose of this survey was to obtain preliminary ideas and comments related to planning the new system of public research universities. Respondents were assured that their responses would be held in confidence, and that nothing they said would be for attribution. After receiving all responses, the Pappas Consulting Group Inc. has prepared this summary report for the Human Resources Issues Working Group.

This survey is non-scientific and should be considered a sampling of opinion. The responses, however, do provide insight into the thinking of some of those who will be affected by the results of this planning effort and to their desire to be informed throughout the process.

II. SUMMARY REPORT METHODOLOGY

This summary contains the questions that were asked in the survey, followed by the responses received. Managers' responses are presented first, followed by responses from Union Leaders. The first two questions of the survey were forced-choice questions combined with the opportunity to explain the choice made. The remaining seven questions were open-ended.

Each respondent has been assigned a number in order for the reader to distinguish the responses from each individual. For example, in Section III, Responses from Managers, below, in responding to Question 1, respondent #1 chose "I know very little about this project" from among the forced-choice options and explained that choice by saying, "After the initial correspondence from the university about a possible merger I have not heard of any meetings or progress."

¹⁵ See Attachment I, Managers Survey, and Attachment II, Union Leaders Survey.

In order to protect confidentiality, responses have been redacted to omit references that might allow the reader to identify the respondent or his/her institutional affiliation.

III. RESPONSES FROM MANAGERS

Question 1

Which of the following statements best describes how well-informed you are at this point about the planning process currently underway for developing New Jersey's public research university system? Please check the statement that best describes you and explain why you chose it.

I know as much as I need and want to know.	3, 4, 5, 10, 13, 14	40.0%
I know something about what's going on, but not enough.	6, 7, 8, 12, 15	33.0%
I know very little about this project.	1, 2, 9, 11	27.0%

Comments Explaining Responses Above:

1. After the initial correspondence from the university about a possible merger I have not heard of any meetings or progress.
2. Very little information internal since initial headlines.
3. _____'s emails and web-site have been informative. I also hear things by way of mouth and, of course, through newspaper articles. I do admit to a certain curiosity and eagerness to know more, but given the three choices above, the first is most accurate for me.
4. President _____ has been very good at keeping the staff informed.
5. No explanation given.
6. There is insufficient public information about the reconfiguration work that is going on. The information that I get comes largely from hearsay as opposed to formal communications. Those formal communications that do exist are high level and somewhat vague. For example, we are told that different working groups have been formed. But we don't know what the agenda of each working group is, who the working group members are, or what timetables they have been given to complete their work.
7. The University administration has provided periodic feedback on the progress of developing a public research university system. Communications include e-mails, meetings, and a website. However, there is a lot of misinformation being circulated between campuses and the media, which shrouds the true direction this system is heading. I believe periodic communication from the Steering Committee to the employees on the status of this new structure would be beneficial and clarify the direction this process is heading.

8. I believe our President communicates quite well what is happening with the restructuring study. He has period meetings with the campus community and keeps us informed through e-mail communication, as well as, provides us reference to published documents on the restructuring proposals. However, as far as the actual planning process, information is very limited.
9. I read the Vagelos report from the web, but do not know anything else or where the project currently stands.
10. No explanation given.
11. No real info has been shared.
12. I understand the first issues being addressed are academic therefore I do not know what kinds of issues related to the administrative side are currently underway for developing New Jersey's public research university system. I fully appreciate that academics comes first, however, given the diverse none-integrated systems at the various campuses, it would be wise to have committees studying the administrative feasibility side of this process. In light of the fact that there are many changing variables and the time horizon is long, if the assumption is that New Jersey is going to have one public research university system, then it behooves us to have a vision to guide us from now to the eventual reality. It would be both cost effective and cohesive to study what is there now and how we can all bring it together administratively as we proceed towards the goal of planning a New Jersey's public research university system.
13. The memos from the President keep the university community informed.
14. As a senior officer of my institution and as a member of the HR working issues committee, I am well informed of the current process. I would like to know where the other committees stand though.
15. I have a very broad sense about the Vagelos Commission and the basic restructuring plan but [I am] asked a great deal of questions and know little to adequately respond to questions. It would be helpful to get a sense of what the Commission is looking at the general plan, etc. but we do not need to know very specific information since this plan has not even been submitted to the state legislature.

Question 2:

How well-informed do you believe your colleagues and employees are about the current planning process?

They are very well informed.	4, 5, 13	20.0%
They know something about the project, but not enough,	2, 3, 6, 7, 8, 12	40.0%
They know very little about the project.	1, 9, 10, 11, 14, 15	40.0%

Comments Explaining Responses Above:

1. Unless my colleagues are directly involved or work for someone directly involved I am not sure how they would have any knowledge.
2. No explanation given.
3. _____'s emails and web-site are informative, but don't present the whole picture. My best answer would be "They know as much as they need and want to know." One's knowledge is somewhat dependent on who you know.
4. No explanation given.
5. See response to #1, above.
6. I believe that my colleagues and employees feel the same way I do.
7. The answer depends on whom you talk to about the plan. Some employees have been following the campus-wide emails and website, and are relatively informed while others have a very laissez-faire attitude. Thus, as in my answer to question 1, periodic communication from the Steering Committee to all employees would clarify the status of the plan.
8. I do not know anymore than my employees.
9. When this topic comes up, the faculty and staff in my unit don't seem to know what is going on yet either.
10. No explanation given.
11. See response to #1, above.
12. I believe my colleagues on the administrative side do not know any more than the fact that various committees have been set-up to look at the feasibility of academically developing one NJ public research university system. My employees do not know much either except what I am able to share with them and that is limited as answered above in #1.
13. Same as answer to #1, assuming they all read the memos from the President.
14. Because there has been very little to report, information has not been shared with my campus. Most employees and colleagues simply know that a merger has been proposed but they do not know where it stands or where it might be going at this time.

15. This response varies based on the level of the position one holds and where they are in the organization structure. Below director level and outside of the schools employees know very little. The schools seem more plugged into it than the ... front-line staff in Central Administration. Employees need to have a general sense of what is happening (more than they currently know). However, too much information may raise concerns and unnecessary fears. This is a preliminary planning piece that may never pass the legislature so to what extent do we share information that may never materialize.

Question 3

What information about the process and intended result of this planning do you need? Please be specific.

1. Since it sounds like this was more like a directive versus an analysis of a merger, a timeline for when the merger will occur. If we had some idea what the new administrative structure and offices are going to be then we may be able to provide some feedback on whether we think it may work.
2. Impact on [specific academic discipline] landscape.
3. More frequent updates on the progress of the various committees.
4. A big thought is that this is a lot of legwork for something that many people see as a futile effort. Furthermore, I work in a duplicated department, that some positions, including my own will be eliminated, and we will not be around to see this through
5. None specifically. President _____ has done an exceptional job in keeping the university community updated on the progress of the initiative.
6. Is the initial reconfiguration plan still in existence, or has it been changed? What is the status of reconfiguration work? Is the reconfiguration work moving rapidly or slowly? How many people are working on reconfiguration? Are they full time or part time? Who are the people working on reconfiguration, and what are their qualifications to work on this project? Is there any significant opposition to reconfiguration that could cause it to not become a reality? What significant milestones exist in the reconfiguration process? What is the timetable for completion of the reconfiguration? What will happen to the employees of the three institutions involved? Who will decide? What are the plans for the leadership of the reconfigured universities? When will that leadership be announced?
7. Steering Committee communications should provide periodic updates on the status of their recommendations and the resulting impact on public research universities. For instance, impact on computing systems; impact on educational mission at each university; impact on funding levels supporting the new structure; impact on campus identity; impact on employees.

8. A complete outline on the organizational structure of the planning process – and who is representing what aspects of the planning. Also, how does one get involved in the planning process? Is it a political appointment process as to WHO is to do the planning? Or, will there be opportunity for individuals who have interest to be involved?
9. What is the intended end result, and then keep me informed of what is happening and give the university community a forum for input. People spend time on committees (like _____) and then the Steering committees do what they please and the units that use the [result] end up suffering. Then the attitude of “it’s always like this at _____ surfaces again”. I’m relatively new, but I can see what they mean! The work is done by the units and it would do the university a lot of good if they would listen to their customers....faculty staff and students. Work flow analysis should be done!
10. I need to know the process through which the results of the planning are made public before they are final; and the procedure which will permit me to review and react to the preliminary results in a way which ensures that my voice and other reviewers’ voices can be taken into account.
11. Where in the process we are. What is the time frame?
12. I would like to know if the different administrative processes at the various institutions are being reviewed in light of student services. I would like to know what the goal is, in that, are we keeping the different financial and student accounting systems? If we are, how is planning to integrate them going. Is there an organizational chart—abstract or concrete—envisioned so there is some delineation as to what we are working towards. If the administrative systems are not working then it results in a lot of frustration for the staff and students which only adds fuel to the fire of “vast bureaucratic systems”.
13. Information about how the [specific] area will be structured.
14. Need to have more specific information about the future to begin discussing with staff employees.
15. What is the Commission actually looking for? What process are they using to gather information from the three schools? What are their goals? The action plan with time frames. Quarterly updates or status reports

Question 4

In your view, what is/are the best means of providing that information to you?

1. Web-site, e-mail and open meetings.
2. Email updates would be a good start.
3. More frequent updates on the progress of the various committees.
4. It's not really worth discussing, because [specific department] is so far removed from what really needs to be done at this stage. When the time comes, I am sure I will be brought in for discussion.
5. President _____'s current updates are more than sufficient.
6. Public communication via media such as the [specific newspaper]; direct communication with the university communities via newsletters, e-mails, etc.
7. Through e-mail.
8. Usually e-mail or at a designated website.
9. Town meetings to voice our opinions about issues and processes and email from _____ or President. Reorg of this magnitude is very important.
10. Distribution via email or print of preliminary results in advance of live and/or webcast discussions of preliminary findings and provision for recipients to provide written or verbal responses.
11. Email updates.
12. The best means of providing information on the administrative planning process to create a New Jersey public university system is to have managing administrators involved in the planning process meetings so there can be discussions of our needs and a clearer understanding of our goals so we become process owners thereby influencing the staff in the eventual devolution/merger.
13. Keeping the major players involved (at some point) in the planning process of this specific area.
14. Email updates, committee reports, overview by Dr. Vagelos or the Governor.
15. Email.

Question 5

What, in your opinion, is the single most important thing about the current configuration of universities that should be preserved as the system of higher education in this state is restructured? Why?

1. Since we rely so heavily on state funding I feel it is critical that we don't have the Presidents report to a Governor appointed Director of Higher Education.
2. Brand is power.
3. The quality of the institution: faculty, students, administrators. NJ residents deserve the availability of top-notch instruction within the state. Those of us who work at _____ or attend classes here deserve the best quality. We need to maintain our _____ status.
4. The separation of the three universities--although I like the geographic setup that is proposed better than what we have.
5. Keeping their individual names, that are specific to particular disciplines (e.g. engineering, architecture, etc.) or specific to the whole institution (NJIT, NJ Medical School, NJ School of Architecture).
6. I believe that each of the reconfigured universities should be independent of the other two. This will allow each university to set and pursue its own vision, thereby providing a more diverse Higher Education climate in the State, and greater choice to the students who want to go to school here.
7. The history of each university must be maintained as planning continues. It's important to recognize the rich history and strong feelings alumni have toward their university. Potential changes to the organization adversely affect fundraising efforts.
8. If the system is regionalized (North, Central & South) as earlier proposed, I believe that it is important to provide autonomy for each of the regions.
9. Accountability and control in the Schools and Colleges where appropriate work is done. Keep and reward the employees that are progressive thinkers. I find most of the "upper level central management" think they "know" what we need in the units. They don't supervise their units well enough to keep the university current and running in the 21st century! Our current _____ at _____ has done a very good job in this area, thankfully.
10. Student-centered learning experiences for enrollees and environment that encourages research.
11. I'm not qualified to answer this question, and neither did the Vagelos report.
12. Access, affordability in terms of economics, to a solid education is the single most important thing about the current configuration of universities that should be preserved as the system of higher education in this state. With reasonable access, NJ can truly boast of providing public education to those who want an education.

13. I do not quite agree with the merging. So I do not know if I can be objective in answering this question but I will try my best. The name of the Institution has a lot of meaning to many people (students, alumni, present employees and past employees) so somehow that should be preserved. After all who would like to loose its identity?
14. The autonomy of each of the three new institutions from each other and good names that can be branded, not the current “Northern Campus” concept.
15. Decentralize administrative functions according to the organizations’ missions not necessarily by campus location. For example, trying to have the same financial systems to support a hospital and behavioral healthcare system as well as an educational institution can be problematic. [Some] schools and units are already looking to decentralize and adding another layer to the process could be even less efficient.

Question 6

What is the single most important thing about the current configuration of universities that should be changed in the restructured university? Why?

1. No response given.
2. No response given.
3. It is important that administrators listen hard to faculty and students. Some bureaucracy is expected, but the paramount concern should be the needs of the faculty and students. I believe that _____ and _____ are doing an excellent job advocating this approach.
4. The geographic location—why we have two separate universities right across the street from each other, is draining on resources, and makes us compete for what is relatively the same potential student. We both have strengths and weaknesses that the other can cure.
5. Do not label the Newark-based institution either “Rutgers---“, “Rutgers-North”, or “the University of Northern---“. Leave geographic designations out of the titles—give distinctive names that reflect the mission of the institution (technology-research, comprehensive-research, and teaching).
6. The central _____ administration in _____ with control over the _____ and _____ campuses appears to inhibit their ability to grow into other areas of interest. There should be no central administration of the reconfigured entity that can direct the activities and functions of each of the reconfigured entities.
7. A review of academic programs should occur to streamline the delivery of educational services. Currently, there are similar programs offered at multiple sites. The funds required to run these programs could be re-allocated to new academic initiatives, or to supplement existing academic programs. The re-configuration should focus on each campus’s strengths while re-aligning programs into the best-suited campus.

8. Each of the Universities need to look at this as an opportunity to improve the higher education system in NJ, which is paramount.
9. Simplify all processes and work flow. One stop shopping, training in the units to keep things moving _____ everything electronic! New blood in central offices that make the rank and file work make sense and become customer service oriented. Again, the new blood in _____ has revitalized the place and made it a pleasure to work with!
10. Reduction in duplication of effort in academic programming
11. See response to #5, above.
12. The single most important thing about the current configuration of universities that should be changed in the restructured university is true integration within and between different universities, colleges department etc.
13. Again I will try to be objective. I do not know that much about the organizational structure of the other two Universities, but I do think that organizational structure should change not only to accommodate the needs of the new configuration but also to maximize efficiency.
14. Duplicative services, duplicative academic departments and programs and nonaligned academic calendars.
15. Less intervention from the state. We seem to never be able to accomplish anything since every four years the administration can change and the interference and change in political environment can be an obstacle to progress.

Question 7

What do you see as the two or three most important issues that should be addressed during this planning process? Why?

1. The committees look at administration and the services provided not just the merging of faculty and academic departments.
2. Budget and undergrad learning experience.
3. Maintaining the high reputation of the non-science departments; strengthening ties between _____' science departments, the medical-related schools, and the science-related corporations. Why? It is important that non-science departments not get lost in the shuffle. Strengthening ties should provide more training opportunities for students and post-docs, more interaction between experts, more equipment and other resources, more advancement in medical research.
4. Cost effectiveness, and potential reinvestment to make better universities; maintaining academic quality; identity with alumni, and keeping their support- the schools names will be a hurdle.

5. Definition of 1) uniqueness and application to specific state needs—technical, scientific, comprehensive-research, teaching universities; 2) assure that each institution has the same programs, activities that will be merged without loss of people, facilities and funding.
6. What are the State’s long-term goals for Higher Education in New Jersey? Who are the people best qualified to lead the State’s universities toward achievement of those goals? The answer to these questions would provide clear direction as to whether reconfiguration is appropriate and, if it is, whether the current proposal is the most viable one. Additionally, identifying the new leadership and putting it in place would be a significant step toward achievement of an improved Higher Education environment in New Jersey.
7. Funding—in order for this major new initiative to be successful, significant additional State investment has to occur, including operating, technical and capital fund requirements. This must include appropriations to support existing costs, as well as an agreement to fully fund the future programmatic and developmental requirements of a major public research university. Academic Program Review—see comments to question 6. Impact on Employees—thousands of employees have made working at one of these research universities their career. Currently, there are a lot of false rumors circulating regarding the proposed new system, which is having a dramatic impact on employee morale. Thus, on-going communication from the steering committee is essential; informing these many dedicated employees of the future structure for these research universities, and the impact on their career.
8. Inclusion of well-represented individuals at various levels who have accountability to keep their campuses/respective divisions or departments updated and involved.
9. Simplify, Simplify, Simplify everything and repeat it again and again to the University community. How did _____ get to be such a cumbersome fiasco????????? Simplify the HR appointment process! Why all these types and ways of appointing people? Why all the forms for summer salary? You need a degree in personnel just to pay someone correctly! Correct payroll encumbrances for payroll on the _____ system. IT IS USELESS!
10. Ways to attract top faculty to NJ research universities; ways to attract top students to NJ research universities for undergraduate and graduate education
11. Human resources, purchasing duplicity and long range planning. (I’m not an academic).
12. Three most important issues that should be addressed during the planning process are: understanding what there is today; setting a goal as to where we want to go academically and administratively; planning ahead between now and then to devolve/merge systematically with seamless migration.
13. Structure—important to move forward, come up with a new structure so that no one feels offended by it; name—not to lose identity (difficult to accomplish); mission—besides education and research, what other benefits the reconfiguration brings to the State (primarily to the economy).

14. Adequate funding, protecting employee jobs and benefits, grandfathering current employees, equalizing without losing benefits where differences between the institutions occur. Using “best practices” in restructuring the three institutions.
15. Coming from the private sector I was amazed at the somewhat archaic systems in our state colleges and universities but in some areas [we are] far more progressive. I work for both _____ and _____ and am familiar with both administrative operations. Both Universities have room for improving their processes but it is important to look closely at all three schools to determine what works well and what doesn't. It would certainly be valuable to talk with both service providers and customers than working off paper. A primary component of UMDNJ's mission is to provide community service re: health related issues which is very different from Rutgers and NJIT. The ratio of faculty, staff, and students almost is so different that administrative support needs are far greater for faculty and staff. Given the diverse health care environment the Human Resources issues and needs at UMDNJ far more complex. For instance, Labor Relations (13 fairly strong unions), compensation (survey a much wider array of external markets), recruitment (finding qualified clinical and support staff in healthcare), employment and training/development service needs are all far greater.

Question 8

What do you believe your colleagues see as the two or three most important issues that should be addressed during this planning process? Why?

1. It is not a topic of conversation because no information is being provided to generate discussion.
2. Re-aligning research missions.
3. Maintain quality. Heard by word of mouth.
4. See response to #7, above.
5. See response to #7, above.
6. Appropriateness of the stated reconfiguration plan. Is there a better way to do it? Human Resource issues. What will be the impact on each of them? I believe that my colleagues share my concern that the end product of the reconfiguration be a system of universities that best serves the needs of the State's students. Of course, neither they nor I would be human if we were not concerned about what will happen to each of us individually as a result of the reconfiguration.
7. Computing systems are different at the three universities and migrating to a similar system for reporting purposes will be an extremely costly and arduous task. Maintaining a campus identity, as discussed previously. Establishing a realistic implementation schedule and identifying significant budget resources to support this process. The concern is the implementation process will be forced to move much quicker than the existing funding allows, which will result in confusion and waste.

8. Honestly, we really don't speak about this much anymore. The process is moving too slowly to keep people interested. Frankly, the receipt of this survey is not very timely. When it was originally announced, there was a lot of discussion. At that time, mainly individuals were concerned about their jobs.
9. No response given.
10. No response given.
11. I do not know. It's not a topic that really comes up.
12. Information as to where we are in the planning process.
13. It is hard to express a point of view since not much discussion occurs between colleagues.
14. Keeping [my institution's] name and reputation.
15. I think it depends on which colleague and from what division. Clearly those folks in the academic side want to ensure their programs are intact and their achievements and contributions are considered. That a fair and equitable process that makes sense for all is used in decision making.

Question 9

We are gathering information to assist the Human Resources Issues Working Group and the Steering Committee to whom they report. What additional comments and/or advice do you have for these groups that you have not had the opportunity to express in your above responses?

1. Without an increase in funding this project has no chance of success. My concern is that the committees and Governor will conclude the merger finalized and the university will be left with a mess to fix with a lot less money.
2. No response given.
3. People like to be informed. People trust _____ and like it that he is the one disseminating the information.
4. I agree with the concept, but I think some of the hurdles especially with what will be set up in the south are not going to be able to overcome. I think Newark should be one campus, and called NJIT, as well as new Brunswick being one place and keep the name Rutgers. Rutgers Camden should remain part of Rutgers, and the UMDNJ site should stay with UMDNJ in Newark. I see the south being the hardest to satisfy, because the two schools seem incompatible
5. Allow as much time and coordination effort for operational managers to talk, develop ideas and forecast the future of the initiative as the upper-levels groups have had, to date.

6. There are many intelligent, hard-working, committed people working in Rutgers, UMDNJ and NJIT who want any reconfiguration to make sense and to be successful. To date, as far as I can tell, there has been little to no outreach to the university communities, other than at the highest levels, for input into the reconfiguration plans or process. Getting the university communities involved will not only yield valuable insights that might otherwise be missed, but it will also engage them and make them more supportive of the reconfiguration.
7. I hope my responses to your survey assist in your monumental task.
8. No response given.
9. No response given.
10. The planning process should expressly concern itself with maximizing the use of educational technology in the learning process as a means both of insuring that our students: (1) can acquire new knowledge more rapidly (given the ever increasing volume of what they have to learn) and (2) are empowered by the technology to comprehend this new knowledge more deeply and from broader perspectives
11. What are these two groups?
12. Get management involved so we can participate in the process. I can get our staffs prepared to embrace the whole devolution/merger unless I know what I am talking about. Fear of the unknown is not difficult to conquer if I can share timely and accurate information with my staff and colleagues.
13. Please take a look at the overall picture and measure the benefits of this merger against the present situation (be realistic).
14. As a committee we need to know the current HR capacity of each of the institutions.
15. The opportunity to speak with the service providers from all three schools as well as their customers may add value to your process. Use a fair and equitable process in developing your recommendations. Consider the varying missions of the three institutions and how best to serve all three. Consider _____'s commitment to the community and the services it provides which is very different from the other two institutions.

IV. RESPONSES FROM UNION LEADERS

Question 1

Which of the following statements best describes how well-informed you are at this point about the planning process currently underway for developing New Jersey's public research university system? Please check the statement that best describes you and explain why you chose it.

I know as much as I need and want to know.		00.0%
I know something about what's going on, but not enough.	1, 2, 3, 5, 6, 7, 8	87.5%
I know very little about this project.	4	12.5%

Comments Explaining Responses Above:

1. Information disseminated about the details of the process has been sufficiently accessible or complete.
2. I am a member of the _____. The purpose of this committee is not clear. It is made up of four or five constituencies that have little interest or understanding of what others are talking about which has little to do with the formation of new universities.
3. No explanation given.
4. What I know about this project is based on newspaper coverage and informal discussions at professional gatherings. Neither I, nor anyone in our bargaining unit, received any official communication about this project before this survey and my appointment to the _____. Although members of our unit are responsible for _____ statewide, we have been uninformed and uninvolved in the planning process. We are intensely interested in any restructuring of the University and understand we may be seriously impacted by any proposed changes, yet we have received no official contact.
5. Still many unanswered questions.
6. There are meetings held that we are not part of. The information from these meetings are not public.
7. All that I know is what I learned from the 9/18/02 Public Meeting of the Vagelos Commission, and the two briefings from Frank De Marzo, Member of the Executive Advisory Committee. The information I have is spotty at best.
8. We have been told that the Vagelos Comm. has decided to create three centers of research excellence. This does not seem possible given the fact that Rutgers Camden has no PhD programs. A full set of PhD programs could be instituted at Camden, however, the cost of such an endeavor would be enormous. In addition, the reason for the break-up of Rutgers into three "Centers of Excellence" has not been adequately justified. I believe that one University with three campuses, all part of one University, makes significantly more sense.

Question 2

How well-informed do you believe your union leadership and members are about the current planning process?

They are very well informed.		00.0%
They know something about the project, but not enough,	1, 2, 3, 5, 7, 8	66.6%
They know very little about the project.	1 ¹⁶ , 4, 6	33.3%

¹⁶ Respondent #1 checked two of the three optional answers in Question 2.

1. The leaders know something, the members know very little. Same reason as in question 1. Also for the members there is to some extent a head-in-the-sand mentality.
2. Same as above in question #1. I am part of the union leadership.
3. No explanation given.
4. See answer to question 1– it refers to all of us, leaders and members.
5. They know what I know.
6. There has been no information transmitted by the State to our membership. The information we receive is vague and non-committal.
7. Many of our members know only what they read in the papers. We have provided as much information as possible. But what we don't know, we can't tell them.
8. We have been told about the “vision” behind these three new entities but little about how they will work and what will be gained by the break-up ... into three separate units. The effect on alumni support has also been neglected along with a host of new problems such as the “cost savings” of creating the separate administrations.

Question 3

What information about the process and intended result of this planning do you need? Please be specific.

1. The identity and membership of all the groups, the reporting relationships, the schedule, the next step, the contemplated end product, and to whom and in what manner it will be transmitted and promulgated.
2. Everything. We seem to be in the position of trying to read tea leaves from what little happens and what doesn't happen. The formation of committees is moving very slowly. If there are meetings of other committees, we are not informed of when or what transpires. Rumors abound. This survey is the proof that communication is lacking.
3. How will this impact me at _____. Will we still fall under a different facility? Will the merger also effect my retirement?
4. We need to know how the planning committees are constituted, how the faculty (both part-time and full-time) and other employees will be ensured participation in the planning process, and how well protected the status of the collective bargaining agents will be. Being involved in the planning process, rather than simply being informed of its progress, is crucial to the project's success and our unit's well-being.
5. Structure, timetable for decisions and actions, impact of merger on jobs, bargaining units and contracts. Copy of the enabling legislation. Reports and minutes from Steering Committee.
6. When and if meaningful meetings are held, we will be able to comment.
7. We need to know what information is needed, how it is to be collected, and how it is to be used. We need to know how we fit in the process.
8. Have some question and answer sessions between the concerned faculty and the commission. Right now, everything seems to be a rumor.

Question 4

In your view, what is/are the best means of providing that information to you?

1. Electronic communication is best and is also most easily disseminated to all our members.
2. Notices of meetings, agendas, minutes of all meetings should be circulated by e-mail. Meetings should be public.
3. Simply answer the questions.
4. Representatives of the collective bargaining agents should be involved at every level of the planning process. More communication opportunities (written and in person) should be afforded such representatives, rather than relying on simple information supply. Opportunities for input, feedback, and participation should be ensured.
5. Documents can be sent by Electronic mail. Presentations would be better.
6. In person in an open forum with those making the decisions.
7. A written "game plan" clearly describing the process would be the best way to convey the needed information.
8. See answer to question #3, above.

Question 5

What, in your opinion, is the single most important thing about the current configuration of universities that should be preserved as the system of higher education in this state is restructured? Why?

1. An identifiable flagship State University. It would make it easy to provide a focus of development and for the citizens of the State to identify with higher education.
2. Shared governance as it is the backbone of the universities. The names and history of the colleges that make up the universities.
3. The independence of the universities.
4. It's difficult to emphasize one single thing, but assuming that statewide bargaining units will remain in tact with consistent, systematic representation and equity for part-time faculty, then the single most important factor in maintaining quality education would be the preservation of faculty governance and academic freedom. Excellence in research, teaching, and service cannot be pursued without these basics. In fact, part-time faculty need to be brought further into the circle of these protections given the growing portion of the educational process assigned to them. Of course, continuity of the _____ name is also essential to maintaining the history and reputation of the institution.
5. The quantity and quality of services and research not be diminished. This includes assurance that the needs of the community to who _____ serves are paramount. Further that funding for research and proper workload limitations are met. Rights and best interests (job, seniority, salaries, benefits, etc.) of the workers are protected through their current collective bargaining representation.

6. I do not see a need for a change. The need has never been presented or explained.
7. At this point, I am not entirely convinced that the universities should be restructured at all. I am sure that the people protecting the universities have a good knowledge of the needs of the communities they now serve. This relationship between the officers and the communities must be preserved to continue to provide good service. What this means is that for an Example, a Police Officer from Rutgers-Camden could not be transferred to UMDNJ-Newark, and be expected to do as good of a job as an officer who has worked at UMDNJ-Newark for a number of years, and who has an intimate knowledge of the security needs of the community.
8. The single University concept with three campuses; each being given the resources needed for moving them on their way to excellence.

Question 6

What is the single most important thing about the current configuration of universities that should be changed in the restructured university? Why?

1. The lack of protection from political influence and interference.
2. The funding mechanism for higher ed by the State. If not, nothing will change.
3. Eliminate the duplication of services.
4. State funding for higher education must increase and changes in the funding mechanisms may also be in order. This is by far the major, over-riding concern. Without increased funding, how is any restructuring possible? Enhanced communication and coordination without administrative duplication may be an admirable goal, but funding is necessary for any changes. This issue then relates to all other issues as discussed below in #7.
5. No central authority and no ability to respond quickly to needs and change. Poorly functioning Labor Relations causing excessive delay and failure to address violations of employee rights and contracts.
6. Please see answer to question 5, above.
7. As I stated previously, I am not convinced that restructuring is needed or even desirable. If it does happen, I suppose some top ranking officials could be eliminated.
8. The New Brunswick, Camden, and Newark campuses of Rutgers would benefit somewhat from a merger with the UMDNJ, and Camden and Newark each needs a School of Engineering. I have already discussed the need for graduate programs at Camden, I am not sure of the needs of Newark but I assume that this will be looked at.

Question 7

What do you see as the two or three most important issues that should be addressed during this planning process? Why?

1. Budget, governance, independence. Our goal is quality. To achieve quality requires resources and leadership. Political interference in the affairs of the University from those in State government can do serious harm to the University.
2. The structure of the new system. How higher ed is going to be funded. Protection of employees in the system.
3. Will the merger actually work? What will the cost be? Will the cost be worth the effort to merger?
4. The planning process will naturally address the structure of a new system, but the funding for that restructuring and the protection of employees should be central to the discussion. Protecting the status of existing bargaining units, encouraging faculty input in the planning process, and stressing the importance of faculty governance and equity for part-time faculty should all be serious considerations.
5. See response to question #5, above.
6. Impact on Work Force, impact on Collective Bargaining, impact on existing contracts.
7. Current staffing must not be diminished.
8. The first issue is to not break-up ... into three separate Universities—it makes no sense. The second issue is providing a stable source of funding for the University. Currently, the State provides a continuously decreasing amount of funding to _____. As we observed during the boom times of the last 10 years, the percent of _____ funding from the State decreased while the percent from tuition increased. Now that times are bad, the percent of _____ funding from the State also decreased with a corresponding increase in the percent paid by students. This is an intolerable situation.

Question 8

What do you believe your members see as the two or three most important issues that should be addressed during this planning process? Why?

1. See response to question #7.
2. Since it is not clear exactly what is happening, most are focusing on what will happen to them.
3. The cost and the reason behind the merger, why and what will it accomplish.

4. In addition to the concerns outlined above, our members are interested in issues affecting part-time faculty. That means collective bargaining protections, equity issues, and input in the restructuring process. Part-time faculty are an increasing proportion of the faculty, responsible for a growing portion of coursework at the universities, yet they are unrecognized and uncompensated for the most part. Any restructuring project must address how part-time faculty will be used and not exploited, how current inequities will be addressed, and generally how such an important teaching resource can be fairly treated for students continued benefit and as a respectable model for the teaching profession.
5. See response to question #5, above.
6. Job security, maintenance of bargaining units and contracts
7. No diminished staffing, no loss of jobs.
8. That _____ not be broken-up. That the other schools ... join _____ and form a greater University with three strong campuses. That funding be provided to lift all areas of the "Greater" _____ to the appropriate level of excellence. That the humanities and social sciences not be left behind as we move towards a research oriented university. Sometimes, when I hear Commission members discuss where we are going and how much research money we will bring in, I fear that we will produce excellent engineers and scientists who are illiterate with respect to the world they live in.

Question 9

We are gathering information to assist the Human Resources Issues Working Group and the Steering Committee to whom they report. What additional comments and/or advice do you have for these groups that you have not had the opportunity to express in your above responses?

1. Any organizational change must be put in place in a way that does not cause unnecessary anxiety or hardship for the work force.
2. [Specific union] has forwarded their thoughts on the governance and collective bargaining issues that must be addressed. In addition, an open dialogue is needed on these and other issues that will be raised.
3. No response given.
4. The [specific union] has submitted to the Executive Advisory Committee an outline of concerns relating to governance and collective bargaining. These can form the basis of future discussion. Open dialogue on any of these issues is essential to a successful process.
5. The issues stated in #5 need to be addressed up front and not as an afterthought in the process. There is a great risk that we will lose valued, experienced staff if they believe their job is not protected or that they may suffer a reduction in the current level of benefits.

6. The issue of bargaining units and collective bargaining agreements should be addressed by people in the field.
7. We cannot cooperate unless we know what is wanted from us. The Working Group will get better cooperation if we get better information, clearer information, and more honest information than we have gotten thus far.
8. I believe that giving the faculty of the respective institutions little say regarding the future of their institutions is a grave mistake. The faculty must see concrete reasons to buy into the concepts presented to them, especially when we are being told, not asked, about the future configuration of Rutgers/UMDNJ/NJIT.

**NEW JERSEY SYSTEM OF PUBLIC RESEARCH UNIVERSITIES
SYSTEM PLANNING PROJECT**

MANAGERS' SURVEY

Introduction and Purpose

The initial phase of planning for the proposed new system of public research universities in New Jersey is underway. The project Steering Committee, under the leadership of Dr. Roy Vagelos, is committed to a planning process that includes the meaningful participation of multiple constituencies, internal and external to the existing universities. As a member of University management, you are invited to respond to the following series of questions related to important issues currently under consideration by the Steering Committee.

The purpose of this survey is to obtain preliminary ideas and comments related to planning the new system of public research universities. Your responses will be confidential, and nothing you say will be for attribution. After receiving all responses, the Pappas Consulting Group Inc. (PCG) will prepare a summary report for the Human Resources Issues Working Group of the Steering Committee.

Thank you, in advance, for participating in this important survey.

Directions for Completing this Questionnaire

- Please read all questions before beginning to respond.
- Use as much space as you need, but please be as specific in your responses as possible.
- Please be as constructive in your responses as possible. Your views count!
- Please complete the questionnaire and submit it electronically to PCG at the following email address: Pappas01@aol.com
- If you wish to print the questionnaire and complete it by hand, please mail hard copy responses to:

Pappas Consulting Group Inc.
One Stamford Landing, Suite #116
68 Southfield Avenue
Stamford, CT 06902

- In order to be assured that your views will be considered and reflected in the summary report, your completed questionnaire must be received by PCG no later than July 15, 2003.

Questions

1. Which of the following statements best describes how well-informed you are at this point about the planning process currently underway for developing New Jersey's public research university system? Please check the statement that best describes you and explain why you chose it.

	I know as much as I need and want to know.
	I know something about what's going on, but not enough.
	I know very little about this project.
Please explain:	

2. How well-informed do you believe your colleagues and employees are about the current planning process?

	They are very well informed.
	They know something about the project, but not enough.
	They know very little about the project.
Please explain:	

3. What information about the process and intended result of this planning do you need? Please be specific.

--

4. In your view, what is/are the best means of providing that information to you?

--

5. What, in your opinion, is the single most important thing about the current configuration of universities that should be preserved as the system of higher education in this state is restructured? Why?

6. What is the single most important thing about the current configuration of universities that should be changed in the restructured university? Why?

7. What do you see as the two or three most important issues that should be addressed during this planning process? Why?

8. What do you believe your colleagues see as the two or three most important issues that should be addressed during this planning process? Why?

9. We are gathering information to assist the Human Resources Issues Working Group and the Steering Committee to whom they report. What additional comments and/or advice do you have for these groups that you have not had the opportunity to express in your above responses?

**NEW JERSEY SYSTEM OF PUBLIC RESEARCH UNIVERSITIES
SYSTEM PLANNING PROJECT**

UNION LEADERS' SURVEY

Introduction and Purpose

The initial phase of planning for the proposed new system of public research universities in New Jersey is underway. The project Steering Committee, under the leadership of Dr. Roy Vagelos, is committed to a planning process that includes the meaningful participation of multiple constituencies, internal and external to the existing universities. As a key union leader, you are invited to respond to the following series of questions related to important issues currently under consideration by the Steering Committee.

The purpose of this survey is to obtain preliminary ideas and comments related to planning the new system of public research universities. Your responses will be confidential, and nothing you say will be for attribution. After receiving all responses, the Pappas Consulting Group Inc. (PCG) will prepare a summary report for the Human Resources Issues Working Group of the Steering Committee.

Thank you, in advance, for participating in this important survey.

Directions for Completing this Questionnaire

- Please read all questions before beginning to respond.
- Use as much space as you need, but please be as specific in your responses as possible.
- Please be as constructive in your responses as possible. Your views count!
- Please complete the questionnaire and submit it electronically to PCG at the following email address: Pappas01@aol.com
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- In order to be assured that your views will be considered and reflected in the summary report, your completed questionnaire must be received by PCG no later than July 15, 2003.

Questions

1. Which of the following statements best describes how well-informed you are at this point about the planning process currently underway for developing New Jersey's public research university system? Please check the statement that best describes you and explain why you chose it.

	I know as much as I need and want to know.
	I know something about what's going on, but not enough.
	I know very little about this project.
Please explain:	

2. How well-informed do you believe your union leadership and members are about the current planning process?

	They are very well informed.
	They know something about the project, but not enough.
	They know very little about the project.
Please explain:	

3. What information about the process and intended result of this planning do you need? Please be specific.

--

4. In your view, what is/are the best means of providing that information to you?

--

5. What, in your opinion, is the single most important thing about the current configuration of universities that should be preserved as the system of higher education in this state is restructured? Why?

6. What is the single most important thing about the current configuration of universities that should be changed in the restructured university? Why?

7. What do you see as the two or three most important issues that should be addressed during this planning process? Why?

8. What do you believe your members see as the two or three most important issues that should be addressed during this planning process? Why?

9. We are gathering information to assist the Human Resources Issues Working Group and the Steering Committee to whom they report. What additional comments and/or advice do you have for these groups that you have not had the opportunity to express in your above responses?

ATTACHMENT C

**EMPLOYEE AND HUMAN RESOURCES DEPARTMENT DATA
FROM NJIT, RUTGERS AND UMDNJ**

**NEW JERSEY SYSTEM OF PUBLIC RESEARCH UNIVERSITIES
SYSTEM PLANNING PROJECT**

**Employee and Human Resources Department Data
from NJIT, Rutgers and UMDNJ¹⁷**

I. INTRODUCTION

A major component of the work required to restructure the current universities into the New Jersey System of Public Research Universities will involve attention to people issues. Currently, NJIT, Rutgers and UMDNJ, together, have a full-time-equivalent employee population of over 23,000 (a headcount employee population exceeding 24,000).

The total employee population is approximately 20% academic employees, 80% staff employees. The Human Resources needs of many of the academic employees and all of the staff employees are served by a total Human Resources staff of just 130 (two-thirds professional staff, one-third clerical staff).¹⁸

Presented below are:

- Summary data (FTE) for employee populations and Human Resources departments of each of the three universities;
- A description of the current staffing of the Human Resources departments of NJIT, Rutgers and UMDNJ; and
- Employee data (FTE and headcount) for NJIT, Rutgers and UMDNJ.

II. SUMMARY OF EMPLOYEE DATA (FTE)

	NJIT	Rutgers	UMDNJ	Total
Academic	384	2,648.54	1,751	4,783.54
Staff	807	6,630.87	11,336 ¹⁹	18,773.87
Total	1191	9,279.41	13,087	23,557.41

¹⁷ Data submitted by Human Resources Directors, August-September, 2003

¹⁸ A well-established industry standard holds that the optimum ratio of Human Resources staff to employees is 1:100. The introduction of technology in Human Resources departments has, to some extent, assisted the staffs of Human Resources departments to accomplish the scope of their responsibilities more efficiently. It should be noted, however, that legal requirements as well as the needs of employees and their demand for Human Resources services have grown substantially in recent years. The restructuring, from planning to implementation and beyond, will make additional heavy demands on Human Resources staffs at the three New Jersey universities.

¹⁹ Includes 1,111 full-time housestaff and 990 full-time student employees.

III. SUMMARY OF HUMAN RESOURCES DEPARTMENTS DATA (FTE)

	NJIT ²⁰	Rutgers	UMDNJ	Total
Professional/exempt	5.0	32.0	49.0	86.0
Clerical/non-exempt	1.0	16.5	27.0	44.5
Total	6.0	48.5	76	130.5

IV. NJIT

A. Employee Data²¹:

Employee Type	Headcount	Full Time Equivalent (FTE)
Academic	404	384
Staff	832	807
Total	1236	1191

B. Human Resources Department Data²²:

Human Resources at NJIT has responsibility for both academic and staff employees. Benefits, which normally is part of an HR department, is in the Finance Department at NJIT. Labor Relations is separate from HR and is a part of the Office of Legal and Employment Affairs.

Human Resources is headed by the Assistant Vice President for Human Resources. The Assistant Vice President has six staff members, five exempt and one non-exempt²³. The HR Department is organized as follows:

- Employment: An employment manager with two direct reports, responsible for employment, compensation, classification, and the HRIS. A Senior Employment Analyst is responsible for the HRIS and employment; and a Compensation and Classification Analyst responsible for job descriptions, classifications, salary programs and salary surveys.
- Training and Organizational Development: There is a Manager of this function.
- Policy and Systems: There is a Manager, responsible for policies, procedures, reports and HR analyses.
- Reception: There is one receptionist.

²⁰ As noted below, some human resources functions are handled outside of the Human Resources Department at NJIT; a reorganization is underway which will require revising these data when the reorganization is complete.

²¹ These numbers do not include adjuncts, temporaries, etc.

²² The Human Resources, Labor Relations and Legal Departments at NJIT are currently in the process of reorganization which is expected to take effect in the Fall of 2003. These data reflect their current (i.e., pre-reorganization) status.

²³ “Exempt” and “non-exempt” are terms established by the Fair Labor Standards Act. As used in this paper, the terms “exempt” and “professional” are interchangeable, as are the terms “non-exempt” and “clerical.”

The separate Labor Relations function has a staff of two, both exempt, a Manager of Labor Relations/Assistant Counsel who is responsible for day-to-day labor relations including grievances and negotiations. The Manager is assisted by a Labor Relations Analyst responsible for analysis, administration and coordination of labor contracts and labor relations programs. The Manager of Labor Relations reports to the Associate General Counsel/Assistant Vice President who is responsible for all labor relations matters including negotiations and administration along with employee relations and development, including dispute resolution.

The Human Resources, Legal and Labor Relations functions currently share office space and work closely together. The Legal department has two clerical support positions which also provide services to Human Resources.

V. RUTGERS

A. Employee Data²⁴:

Employee Type	Headcount	Full Time Equivalent (FTE)
Academic	2686	2648.54
Staff	6712	6630.87
Total	9398	9279.41

B. Human Resources Department Data:

Human Resources at Rutgers has full responsibility for staff and partial responsibility for academic employees. Responsibility for academic employees is limited to record-keeping, salary implementation and other operational processes and counseling, advisement and facilitation with regard to benefits and retirement. Academic labor relations and academic human resources are the responsibility of the Office of the Executive Vice President for Academic Affairs. Staff labor relations is part of Human Resources.

Human Resources is headed by an Interim Associate Vice President for Human Resources, with a staff of 31 (FTE) professional employees and 16.5 (FTE) clerical employees. The HR Department at the New Brunswick campus is organized as follows:

- Compensation and Staffing: seven professionals and one clerical
- Benefits: three professionals
- Information Technology: four professionals
- Operations: two professionals and nine clericals
- Professional Development: two professionals and .5 clerical

²⁴ There are also teaching assistants/graduate assistants, defined as students who are employed by the University normally working 15 hours/week (HC: 1900, FTE: 1892.75); part-time lecturers, defined as per course instructors appointed on a semester-by-semester basis (HC: 1215); and, at any point in time, the University's payroll may include a significant number of students and casual, temporary staff.

- Faculty and Staff Assistance Program: 2.5 professionals and one clerical
- Labor Relations: four professionals and one clerical
- Center for Organization Development and Leadership: two professionals and two clericals
- Harassment Compliance and Equity: three professionals and one clerical

The Provost Office on the Newark campus has approximately five staff that provide on-site HR support. Significant support is currently provided to the Newark campus by the New Brunswick-based HR group. Camden staff are served by the New Brunswick HR group; there are no local HR staff at Camden.

VI. UMDNJ

A. Employee Data:

Employee Type	Headcount	Full Time Equivalent (FTE)
Academic	2,027	1,751
Staff	11,507	11,336
Total	13,534	13,087

B. Human Resources Department Data:

Human Resources at UMDNJ has full responsibility for staff and partial responsibility for academic employees. Responsibility for academic employees includes processing all personnel transactions; counseling and advisement with regard to benefits and retirement; and labor agreement negotiations. At UMDNJ, Affirmative Action reports to the President rather than, as in some universities, to Human Resources.

Human Resources is headed by the Vice President for Human Resources. Including the Vice President, UMDNJ has a total Human Resources staff of 76. All UMDNJ Human Resources staff are full-time, therefore headcount (HC) and full-time equivalent (FTE) totals are the same.

The Vice President's Office is organized as follows:

- Labor Relations: a Director (professional) with a staff of one clerical
- Training and Organizational Development: a Director with a staff of six (six professionals, one clerical)
- Special Projects: a Coordinator (professional)
- Compensation and Benefits: a Director with a staff of eight (six professionals, three clericals)
- HRIS: a Manager and a Coordinator (both professional)
- Administration: an Administrative Coordinator (professional)

In addition, each of the campus Human Resources offices is headed by a Director who reports to the Vice President.

At the Newark campus, there are a total of 27 Human Resources staff, 14 professional and 13 clerical employees. The Piscataway/New Brunswick/Scotch Plains campus has a total of 20 employees in Human Resources, 14 professionals and six clericals. At the Camden/Stratford campus, the Human Resources office has a total of six HR employees, three professionals and three clericals.

The Newark campus, with an employee population of 7,545 (HC: academic, 1,056; staff, 6,489), has an on-site Human Resources staff of 27, is organized as follows:

- Director's Office: one professional, one clerical
- Employment: seven professionals and five clericals
- Benefits: four professionals and one clerical
- Compensation: one professional and two clericals
- Labor Relations: one professional, one clerical
- Data Administration: three clericals

The Piscataway/New Brunswick/Scotch Plains campus, with an employee population of 4,802 (HC: academic, 732; staff, 4,070), has an on-site Human Resources staff of 20, organized as follows:

- Director's Office: one professional, one clerical
- Employment: seven professionals, one clerical
- Benefits: three professionals
- Compensation: two professionals and two clericals
- Labor Relations: one professional
- Data Administration: two clericals

The Camden/Stratford campus, with an employee population of 1,214 (HC: academic, 256; staff, 958), has an on-site Human Resources staff of 6, organized as follows:

- Director's Office: one professional, one clerical
- Employment: one professional
- Benefits: one professional, one clerical
- Data Administration: one clerical

Overall, UMDNJ's staffing of the major functional areas of Human Resources is as follows:

- Compensation and Benefits: 27 (17 professionals, 10 clericals)
- Employment: 21 (15 professionals, 6 clericals)
- HRIS and Data Administration: 8 (2 professionals, 6 clericals)
- Training and Organizational Development: 7 (6 professionals, 1 clerical)
- Labor Relations: 5 (3 professionals, 2 clericals)

APPENDIX

**Invited Papers
Commenting on the Restructuring**

**Submitted by
Union and Management Members
of the
System-wide Human Resources Issues Working Group**

**INVITED PAPERS COMMENTING ON THE RESTRUCTURING SUBMITTED
BY UNION AND MANAGEMENT MEMBERS OF THE SYSTEM-WIDE
HUMAN RESOURCES ISSUES WORKING GROUP**

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I. Introduction

Members of the System-wide Human Resources Issues Working Group were invited to submit papers commenting on the planned restructuring. Five union leaders submitted comments on behalf of their members; the Chief Human Resources Officer at UMDNJ also submitted comments.

The unedited and unabridged papers are reproduced here in order to carry the ideas and recommendations presented in them to the next planning phase. The papers were circulated to all members of the System-wide Human Resources Issues Working Group for information only.

While no formal action on the part of the Working Group was requested or taken with regard to the invited papers themselves, many of the ideas and suggestions contained in the invited papers were incorporated into the Human Resources White Paper.

II. Invited Papers

1. AAUP Chapters at NJIT, Rutgers U., UMDNJ & the State Conference

Shared Governance

Shared governance is a hallmark of higher education where faculty and administration work cooperatively to create policy and procedures to further the goals and operation of the university.

Shared governance currently exists at the three universities. The shared governance is expressed at each institution by a series of documents that define the role of the faculty in the operation of the respective universities.

The three chapters of AAUP have studied the governance systems to see how each university approaches the various components of governance. The principal points of governance are essentially the same at the three universities although the details vary.

Three new universities will be formed from the three existing universities upon acceptance of the completed implementation report. Each of the new universities will need a governance system in place when it is formed. Any attempt to form a new governance system from the current systems would be very complex and time consuming.

It is recommended that the current governance structure at Rutgers University become the basis for the governance structure for the three new universities.

This recommendation is made for the following reasons:

- Rutgers is the most senior institution. It contains within itself, virtually, all of the academic components of the three institutions.
- It is a time-tested approach that produces a mature, well-functioning system.
- If this approach is accepted, small adjustments to make it compatible with the three new institutions could easily be accomplished.

There are some components in the Rutgers governance that do not conform to NJIT's or UMDNJ's governance, or national norms. These will be studied and changes recommended. Examples include formation of a faculty senate as contrasted to a senate with administration, alumni, and student input; a clear definition of the authority of the faculty within shared governance; the relationship between university regulations and faculty senate actions, etc.

Collective Bargaining

Collective bargaining issues are very complex. There are many bargaining units at each of the three existing universities. Certain job functions are represented by different agencies or not represented at all at the three institutions. Where Collective Bargaining Agreements (CBA's) exist, they are different at the three universities. The question of how to handle collective bargaining during the study period, the transition period and the permanent situation after the three new universities are formed must be addressed.

Consider the process to combine the existing unions, representing a particular job function such as faculty, into a single union for the new university system.

It is recommended that where a specialized unit currently exists at only one of the three universities and is represented in collective bargaining, that unit would continue to be represented by the same organization.

Where the similar units at the three existing universities are represented by the same bargaining organization(s), that bargaining organization continues to represent that unit in the new universities.

Currently, faculty are represented by the AAUP at NJIT, Rutgers and UMDNJ. AAUP would become the bargaining agent for the three new universities.

The three AAUP chapters would have the responsibility of organizing into one unit at each of the three new universities at the appropriate time.

It is possible that subsets of the entire faculty body may bargain separately on certain issues that are unique to that group, (e.g., medical faculty, medical clinicians, etc.)

It is recommended that the AAUP faculty from the three new universities act as the bargaining unit with the Chancellor's office on monetary and other system-wide issues and local issues would be bargained locally. The specific contract areas that are statewide and local will be part of a sidebar agreement between the Chancellor's office and the bargaining chapters and may be amended by agreement of both parties.

Where similar units at the three existing universities are not represented by the same bargaining organizations or one or more units are not represented at all, the situation is more complex. For example, this situation exists for professional staff. They are represented by the AAUP at NJIT, not represented at Rutgers and represented by CWA and HPAAE at UMDNJ. Current representation at what will be the northern university is AAUP at NJIT, none at Rutgers, and CWA and HPAAE at UMDNJ. Current representation at the central and southern universities is nonexistent.

It is recommended that the collective bargaining rights of existing professional staff at NJIT and UMDNJ be protected in the process. At the formation of the new universities, the existing bargaining units should be continued. They should bargain for their constituencies for a new contract. Other professional staff from non-represented groups should be allowed to join either the AAUP or CWA units. The two units should be encouraged to develop a cooperative-joint relationship. The period of time from the formation of the new universities until the end of the first negotiated contract should be used to see if the two bargaining chapters gain sufficient other members to meet the required membership minimum. Other bargaining agents should be barred from organizing during this period.

Part time faculty and graduate students are in a similar situation to the professional staff in that they are only represented at one institution. They, as well as any other unit should be treated as recommended above for professional staff.

During the implementation study, faculty and professional staff at the three universities will be concerned about their futures.

It is recommended that the policies regarding rank, tenure and salary of all faculty members will be continued in the new universities along with academic freedom as recognized nationwide by the AAUP Redbook.

Further, the current position and salary of all professional staff will be continued in the new universities.

During the Transition Period (the present time until CBA's are signed by the new universities), it would be counter-productive to expend energies negotiating new CBA's at the three current universities.

It is recommended to continue all existing contracts. The "ACROSS-THE-BOARD INCREASES" used would equal the state college negotiated "ACROSS-THE-BOARD INCREASES".

There are many unique situations that will need to be uncovered and solutions found. These will be studied over the following months during the implementation study. An example of these issues is the situation of the librarians at the current institutions. The librarians at NJIT and UMDNJ are professional staff. At Rutgers, librarians are tenured reflecting their research activities. Rutgers also has some professional staff positions as well.

It is recommended that those librarians with tenure would maintain that tenure in the new universities and those without tenure would likewise join the new universities without tenure. The untenured librarians would be allowed to seek tenure if they are qualified and so desire or remain in an untenured position if they so desire.

Another example would be the situation where a faculty member has classes in more than one location currently that would be in two different universities after the merger. The question arises as to where the faculty member will be placed post-merger. If the faculty member does not agree with the placement, what are their options?

It is recommended that a dispute resolution structure be established to hear such individual cases. That organization would have authority to resolve these cases. The dispute resolution group would be made up of administrators and collective bargaining representation. This process would not abrogate the grievance rights held by the individual involved.

2. Acting Vice President for Human Resources, University of Medicine and Dentistry of New Jersey

Price Pritchett says, “A merger [reshuffle] is a process – not an event” – in this case, the process is the product. How well we manage this process will determine the quality of the end product – Centers of academic and research excellence poised to attract increased funding and recognition. Since we know that the State wide University is to have centers in the Northern, Southern and Central parts of the State – and each center will have a President who will report to the Chancellor – and the Chancellor will report to the Board of Regents, the following recommendations are made from a Human Resources perspective.

Organizational Structure – At the heart of this change are issues relating to people. To ensure that appropriate attention is given to retention of talent, impact on morale, and productivity of faculty and staff, the Chief Human Resources Officers must be involved throughout the change process and should continue to report directly to the University President. Once the structure is operational, each campus – North, South and Central should operate in a decentralized mode but have consistent processes to enhance bench strength and for clarity. To accomplish this, the Chief Human Resources Officers should conduct a workflow analysis of all business practices, compare findings, identify bureaucracies and duplications – and together formulate a Human Resources structure and adopt practices that are flexible and will deliver high quality services to the University.

It is essential to establish funding levels for Human Resources that demonstrate its critical value to the University with staffing levels that are adequate to service the clients in an efficient and timely manner [the industry benchmark is one HR person to every 100 employees]. Today, UMDNJ operates with one HR person to every 177 employees.

Communications Strategy – In a “reshuffle”, every day new developments will occur. There must be quick, efficient ways to get periodic straightforward, accurate information or late breaking news to faculty and staff if we are to hold down propaganda and build momentum for change. An online homepage that addresses issues such as managing vacancies within each university, responding to questions about benefits and salary administration and articulating the process for selecting University Presidents should be considered. Other options include lunch and learn sessions on human resources issues, town meetings/problem caucuses and “rounding” regularly on all campuses with key human resources content experts along with senior management representatives. Visibility of senior leadership and having the opportunity to ask questions is important in an environment of significant change. Making an e-mail address available to faculty and staff to submit questions and express opinions is another option. Identify one senior communications strategist to lead the communications team with human resources representatives from each University as members – the senior communications strategist should construct a plan to keep everyone updated with the good, the bad and the ugly. While the human resources representatives should keep the team informed about HR developments at their respective Universities, the lead strategist should determine if and how the information is reported – and should be the only person to: (a) speak to the press; (b) approve all written communications including website; and (c) approve information released as a result of OPRA. For individuals who do not have computers, create several kiosks throughout the Universities – and produce the information in both Spanish and English. The goal is to keep ahead of the information flow and maintain authenticity.

Policies and Procedures – While each University produces its own set of personnel policies and procedures for “non-aligned” employees, a thorough gap analysis should be conducted on all policies, procedures and practices. This analysis will help determine how to proceed as “a single University” and will ensure that our faculty and staff receive more not less than they are currently eligible to receive – for example, UMDNJ provides fifteen (15) holidays, Rutgers and NJIT receive 12.

Compensation – This area will be among the most complex challenges we will face. An analysis of the compensation structures, position titles, grades and reclassifications must be done before an agreed upon approach to salary administration can be adopted. The philosophy should remain on attracting, retaining and motivating the best and brightest for a University focused on academic and research excellence – then the challenge of slotting employees into the new structure.

Staffing and Vacancies – As we determine how the University will be structured – senior management should work in collaboration with the Chief Human Resources Officer to develop a staffing model for their respective units and should help ensure that appropriate minority and female representation exist in senior faculty/staff leadership positions. Unfilled positions should be captured on a vacancy list that is shared among the Universities’ Human Resources teams and a decision should be made about outside recruitment, i.e., priority given to UMDNJ faculty/staff. UMDNJ utilizes Hodes iQ – an online applicant management system that allows internal and external applicants to search and apply for job opportunities – whether this system will be utilized in the new environment is an important decision that should be made early in the process.

A Career Center should exist on each campus to assist displaced employees in identifying employment opportunities within the University – including resume preparation, interviewing skills, online job searches. Correspondence should be sent to other healthcare facilities [North, South and Central] inviting them to interview displaced employees.

Employee Assistance – The need for this companion service should not be underestimated – many individuals including those who remain employed will experience a sense of loss as a result of the “reshuffle” – and the affect of the loss will manifest itself in many ways, i.e., reduced productivity. UMDNJ Behavioral Health Center has an experienced staff capable of providing these services.

Labor Relations – UMDNJ has thirteen (13) bargaining units covering ten thousand (10,000) employees. The bargaining units represent faculty, nurses, healthcare professionals, medical residents, police officers, security guards, and non-nursing supervisory staff, clerical, service and technical staff. UMDNJ has agreed to successor agreements with many of its bargaining units and the new contracts are not due to expire until 2006. With the exception of faculty, operating engineers and police unions, all of our other unions are different from those at Rutgers and NJIT. Unlike Rutgers and NJIT, UMDNJ is a healthcare facility and different market considerations need to be taken into account when negotiating future contracts with the union. Another challenge will be employees at the three institutions performing similar duties, but are represented by different bargaining agreements. Senior Labor Relations staff must work together with union leaders to appropriately make determinations.

Human Resources Information Systems – UMDNJ stores its payroll/personnel information in Banner – a complex, real time database. If Rutgers and NJIT do not operate on this system, decisions are needed about how existing employee data is mapped, converted, captured, stored and retrieved. Compatibility of other computing systems must also be addressed, i.e., age of hardware/software. To reduce redundancy and expedite service, an Employee Service Center should be created. In this center, routine administrative Human Resources questions can be answered 24/7 regardless of an employee’s campus location – UMDNJ’s Web for Employee product should be fully utilized since faculty and staff can gain access to personal information about benefits, pay, etc. without the intervention of a Human Resources Representative.

The use of technology in Human Resources is vital to improved services – and holds the key eliminating bureaucracy, transforming the delivery of real time information, moving human resources personnel away from routine administrative processes to more human resources consulting.

Human Resources Forms – While UMDNJ is in the process of placing all of its forms on the web for easy access – a review of all forms must be done and decisions around which will be retained and how access will be provided to the customer must be determined.

Training and Organizational Development – The importance of organizational leadership not management goes far beyond Human Resources. If we are to become “an Institution of academic and research excellence” – as UMDNJ says, “The Pride of New Jersey Today – The Pride of the Nation Tomorrow” – it will, without a doubt, require strong, visionary leadership at the helm of each campus and in its key senior leadership positions.

Core leadership competencies must be developed – and individuals should not be given positions because they occupy the jobs today – we should find other ways to utilize their talents if they do not possess the core leadership competencies. UMDNJ’s Training and Organizational Development Office is well equipped to facilitate this process, ensuring our competencies reflect our values and mission and that we select individuals who are capable of guiding the University, developing talent and building a stronger academic force positioned to attract increased research dollars into the State, positively impacting the quality of life for all New Jerseyans. This cannot happen when weak leadership influences our most valuable resource – our people.

As roles change, this team can also play a pivotal part in helping staff and faculty adjust to new responsibilities, using new technologies and providing skills training to align with core competencies we have developed. The need to regularly communicate and train individuals on the new environment, how to succeed in that environment along with how the human resources function can support the change is critical and should not be undermined during times of organizational change.

Institutional Differences -- A key challenge in the development of a State wide University will be recognition and accommodation of the various environments within which each of its constituent parts functions. While each part nominally will be an institution of higher learning, that does not imply a homogeneity of history, institutional culture or business environments. These factors may indeed be unique to each part of the system and it is imperative to fully understand why these differences exist if the success of the organization as a whole is to be assured. Within the context of the University of Medicine and Dentistry of New Jersey the following examples are offered for illustrative purposes only:

- 1) Because of the nature of the University, a greater number of highly compensated staff (e.g., Physician faculty) is employed than is likely the case in other institutions of higher learning. Consequently, UMDNJ established the Benefits Assistance Program, which provides supplemental pension and life insurance benefits to employees earning in excess of the limitation on pensionable income established by the Revenue Reconciliation Act. Continuation of this program is imperative if the University is to be able to recruit top-flight faculty.
- 2) The heterogeneous nature of UMDNJ (health care education, health care provider, research) requires the University to compete for talent within multiple markets (e.g., higher education, hospitals, general industry). This has necessitated the University taking a more businesslike and progressive approach to compensation issues than may be seen in some other higher education settings. For example, an incentive compensation component has been added to executive and higher level management positions. Additionally, the traditional "Step" system associated with most State positions has been negotiated away with a number of our unions. A return to the more traditional compensation structures typically associated with State affiliated institutions would clearly reduce UMDNJ's flexibility and ability to provide an incentive for goal oriented and creative management.

Clearly similar "special circumstances" exist at the institutions with which UMDNJ will be melded. Identification of these differences and development of an overarching approach to management which accommodates these needs may be the greatest challenge which will be faced as the merger moves forward. It is therefore recommended that priority be given to identification of variations in institutional philosophies, policies and practices so that these may be considered from the outset.

3. Communications Workers of America, AFL-CIO Local 1031

Representing workers at:

UMDNJ, Stockton State College, Rowan University, College of New Jersey (Trenton State), Thomas Edison State College, Kean University, Jersey City State University, Montclair University, William Paterson University, Ramapo College of New Jersey, Office of Student Assistance (OSA), Commission on Higher Education and Municipal Libraries.

Currently working on organizing the unorganized Administrative and Supervisory employees at Rutgers University.

Types of Workers Represented by CWA Local 1031:

- UMDNJ – Supervisory – Non Civil Service employees – Covered by the UMDNJ CWA contract
- State Colleges/Universities, OSA and Commission on Higher Education - Administrative/Clerical, Professional, Supervisory and Higher Level Supervisory - workers covered by Civil Service and State wide Contract
- Various Municipal Library and Township Employees within NJ – Municipal Employees – some units covered by Civil Service - Non Higher Educational employees

CWA Local 1031 Concerns:

State Colleges Involvement

CWA Local 1031 represents State Workers within the NJ State Higher Educational System as well as the Supervisors at UMDNJ. It is important to distinguish between State Workers and the Workers at UMDNJ, Rutgers and NJIT. The employees involved in the proposed restructuring are Public employees, not State employees. These institutions operate independently and without Civil Service rules and regulations. The State Colleges and Universities have gained a significant amount of autonomy in the last several years since Governor Whitman dismantled the Department of Higher Education and abolished the position of Chancellor, but they are still guided by Civil Service rules and regulations.

At one time there was speculation of including Montclair University and Rowan University into this restructuring. Should this be considered at any point, the differences between the State institutions and Public institutions will need to be explored. Civil Service entitlements, titles, salaries, benefits and contractual rights of the State employees are different from those of Public employees. CWA Local 1031 has brought this up several times and has been assured that this is not currently part of the plan. Should this change, we want to make it clear that the implications would be far reaching to our Local and our membership.

Chancellor Duties and Responsibilities

The current restructuring program proposes the creation of a Chancellor to which the North, Central and Southern campuses/universities would report. Would the duties of this Chancellor cover the NJ State Colleges and the Community Colleges, as was the previous practice?

CWA and other Union's Minimum Requirements

CWA represents the supervisors at UMDNJ. At NJIT they are represented by the AAUP. At Rutgers they are currently unrepresented and are now the target of layoffs. With this stated, it is important to understand that this is the case for many different unions. They represent the same group of workers at different Universities. None of the Unions wants to lose their membership, they do not want to fight to represent their current membership and they do not want to seek representational rights of the same membership at another institution. This presents a sticky problem for a restructuring or merging to happen. The Unions have met several times to discuss these very issues. We have agreed that none of the Unions want raiding of each others units or the eroding of current bargaining units. We are in the process of exploring the California restructuring and would appreciate more information about this process. How it was accomplished and how or if similar bargaining units represented by different Unions were 'merged'?

Additionally, we would require a "no layoff" policy for our bargaining units. This may seem unreasonable because after a 'merge' there will be duplication of services. In order for us to support this, we cannot agree to let our workers be laid off. Aside from their rights becoming fuzzy (ex. Layoff rights often have rights to a previous position, where would this be?) This is a main concern of our membership, that they will be eliminated and without a job. How we accomplish this is the question. My first suggestion would be to eliminate some of the managers. Here is a scenario: Purchasing – is currently coordinated at UMDNJ in New Brunswick. While I am not familiar with Rutgers and NJIT's Purchasing departments, they do exist. Are they run similar, will there be separate purchasing performed by geographic region (North, Central, and South)? Will staff need to be reduced?

The Coalition of Unions are also looking into the NJ Judiciary Unionization. To be brief, the NJ Judiciary employees were represented by several Unions, one of them CWA. They had different contracts, benefits, increases... The Unions banded together to get the employees benefits standardized. Same job titles, salaries, raises, rates, benefits... but maintained the current Union coverage. One contract is held, but if there is a grievance in a previously CWA represented area, CWA will represent that employee. While it sounds good on paper, it is difficult to represent workers in a cohesive manner. This should be explored with more detail. The previous head of the Judiciary group was employed by the CWA. His name is John

Loos. He has since retired and is a consultant. Should the HR subcommittee wish additional information about the Judiciary Unions merging into one contract, we can help you get in touch with Mr. Loos. He can provide in depth knowledge of the pros and cons of this approach.

Contractual and HR Concerns

- Benefits – Each University currently has the same health benefits and pensions. They have different holidays, sick days, and hours of work... This needs to be coordinated in a manner where no one loses any benefits. Recommendation: Employees will receive the maximum benefit on a uniform basis.
- Merging of departments causing duplication of work – stated above.
- Job titles – UMDNJ has many job titles. I am sure there are different titles at Rutgers and NJIT for similar duties. They are compensated at different levels and they have different hour requirements.
- Salaries – Different pay increases, different salary levels, ranges, steps need to be looked at.
- Holidays – Each University allows different holidays.
- Sick time – Each University has different allowances for sick time.
- Policies – Each University has different policies from tuition reimbursement, to dependant coverage, to lateness, to use of sick time for dependants. These need to be explored and compared. The policies should all be online.
- Job postings – As previously stated there are different titles, salary ranges, posting places... But if the restructuring occurs, how does a CWA UMDNJ employee bid on a Rutgers non union job? Do they move bargaining units? Is there a notification process to the Unions? A new job is created, what Union is the job in? Etc.
- Reporting structures – Same concerns as above. Who has the power?
- Parking issues – UMDNJ employees pay for parking. What about the other Universities? Do they pay, are there enough spots? Decals, access cards...
- Evaluations – Simply stated, there are different evaluation systems within UMDNJ with different meanings. UMDNJ Supervisors have a partial merit type evaluation process where part of an increase is linked to the evaluation rating. What would happen to this?
- Different Contracts – We have different negotiated and binding contracts. Different grievance, discipline procedures... How is this incorporated?

HR – Labor Relations Size and Duties

UMDNJ is understaffed in the HR and Labor Relations areas. It is difficult to get an answer or action followed through. The change in the top of this area has changed the atmosphere from anti-union to cooperative. With this stated, the understaffing has an impact on grievances, discipline and morale of employees. The structure and size of this department(s) needs to be evaluated.

Name Change

It is clear to me, a Rutgers Alumni, that the name should be Rutgers North, Rutgers Central and Rutgers South. I have spoken with many students as well as non students in NJ and I believe this is a strong consensus.

Impact on the Southern Campus

Based on attending the Advisory Meetings, it is not clear to me that the Southern Campus is a sustainable university. Plans to adjust for this or expand the Southern Campus need to be explored.

NJ Higher Education Funding

NJ does not adequately fund Higher Education. While the plan is to have more private funding and more federal funding, is state funding being explored? Will it be there to make the restructuring possible? Will this funding be at the cost of the State and County Colleges?

Public/Student Support

If the NJ Legislature supports the restructuring, it is important to have public support. A plan needs to be established.

4. Emergency Medical Services, Advanced Life Support

Concerns about the proposed merger of the three New Jersey Universities by EMS Supervisors Union, IAEP Local RU 200. For simplification we will call the three new campuses, Northern, Central and Southern, for lack of a better name for now.

Currently, University Hospital Emergency Medical Services, on the Northern campus, has a division based in Newark and the one in Camden. Under the new proposal, with which would the Camden EMS division now be absorbed by the southern University, or remain a part of UH EMS department.

Currently, University Hospital has one full time hearing officer for ten thousand employees. As the founder of the EMS Supervisors union, I have been involved in 100% of all grievances filed against members of this bargaining unit. In 100% of those cases it has taken the University a minimum of six months to hear these grievances. Because of this, members have had written warnings and suspensions listed in their annual evaluations that have negatively impacted their performance evaluations (including pay raise) and then those warnings and suspensions were overturned in the favor of the employee after the annual evaluation was given to the employee. These employees were forever harmed financially with no recourse. The concern is that with the merger of the three schools the HR hearing officers will not be increased and these atrocities will not only continue but also get worse. We currently have a side letter of agreement in our contract that states discipline will not be issued until a hearing for that discipline is scheduled.

Currently, with the exception of the EMS department, all department payrolls at UMDNJ are done by hand. Hard to believe that in the year 2003 that this practice still exists. No time clock, electrical or computer time recording. The payroll department is located in New Brunswick for all three University campuses. With the merger, how will payroll for all three universities be handled? Does NJIT and Rutgers have a more modern system of payroll, if so, how will UMDNJ be integrated. If they do not, how will a merged system handle payroll for all of these employees. Or will each entity continue to do their own payroll.

5. FOP Lodge 74-UMDNJ Police Officers and FOP Lodge 155-UMDNJ Sergeants

Public Safety Administration

Each of the three component universities in the restructured system should have its own Public Safety Division headed by an Assistant/Associate Vice President who should report directly to the campus President. The Public Safety Division should be comprised of a University Police Department, headed by a Chief of Police; and any other campus entities relating to public safety. These might possibly include a campus parking unit, a campus fire and safety unit, a campus radiation safety unit, or a campus locksmith unit. Personnel currently employed by the UMDNJ Department of Environmental and Occupational Health Safety Services and the Rutgers Department of Emergency Services should be included in the appropriate Public Safety Divisions. This organizational structure would provide a unified voice for public safety issues, and would facilitate cooperation, and the sharing of information, between the campus protective services.

In addition to the three Public Safety Departments, there should be an Assistant Chancellor for Public Safety, who should report to the Chancellor in Trenton. This official should inform and advise the Chancellor and the Regents about public safety issues and assist them with their oversight of the system; develop and update the system-wide police policy manual; and be responsible for system-wide public safety planning.

Reporting Arrangements

Each Assistant Vice President should submit a monthly report on the concerns and activities of his division to the campus President. A copy of this report should also be submitted to the Assistant Chancellor. The Assistant Chancellor should submit a monthly report, with information collected from the entire system, to the Chancellor. This arrangement will keep the officials with responsibility for public safety on the same page.

Policies

There should be one policy manual for all three of the University Police Departments. Policy for the University Police Departments should be set by the Assistant Chancellor, who should develop and maintain the policy manual. The three University Police Departments should develop their own procedures or post instructions according to the specific needs of their campuses. Other units within the Three Divisions of Public Safety should develop their own policies.

University Police Departments

Each of the three new University Police Departments must be a full time, full service police department. Each must continue to provide the full range of law enforcement and security activities and services now performed for their campus communities by the current university police departments.

No officer at the rank of Associate Director or Deputy Chief or below currently employed by UMDNJ, Rutgers, or NJIT should be deprived of any position, rank, pay, employment, benefit, or seniority, under the restructuring into the new University Police Departments. Officers and civilian executives above the rank of Associate Director or Deputy Chief may have to be decreased in rank for reasons of operational efficiency. But no affected officer should suffer any loss of pay or benefits. Any police officer currently assigned as a crime prevention officer, community policing officer, detective, or planning and research officer at UMDNJ, Rutgers, or NJIT should be permitted to continue in a similar assignment after the restructuring.

FOP representation

It is recommended that the various FOP lodges currently representing police personnel at UMDNJ, Rutgers, and NJIT form two lodges, one each for police officers and superior officers. These two lodges should represent police personnel at all of the three new University Police Departments.

Existing police contracts with UMDNJ, Rutgers, and NJIT should continue in force until they expire. New contracts, which will affect sworn personnel on all campuses of the new system, should then be negotiated between the new FOP lodges and the new University Police Departments.

Staffing

The number of police or security personnel should not be reduced below current levels on any campus. Police or security personnel employed by UMDNJ, Rutgers, and NJIT and assigned in any of the three proposed regional campus areas should not be involuntarily transferred to another campus area. Voluntary transfers between campuses should be permitted.

Certain departments of UMDNJ, Rutgers, and NJIT currently provide funding for security or police personnel for their areas. These departments or their successors should be permitted to continue to provide funding for staffing.

Common Features

After a short "phase in" period, all of the University Police Departments in the new system should have the same logo, uniform, shoulder patches, badges, sidearms, leather gear, and personal equipment. There should be a standardized system of radio call numbers, and the "ten-code" should be the same for all of the departments. As far as possible, paperwork should be standardized throughout the system.

Rank Structure

The police rank structures of the current public safety departments vary somewhat. After the expiration of current contracts, police ranks and pay scales should be standardized throughout the system. As much as possible, police ranks should mirror those of municipal police departments. The new university police ranks must be approved for coverage by the Police and Fire Retirement System (PFRS).

The institutions differ in the designation of detective. At UMDNJ, the term detective denotes an assignment rather than a rank; UMDNJ detectives rank as police officers. Rutgers detectives hold higher rank, and have essentially the same pay and promotional opportunities as sergeants. To eliminate confusion, in the new structure, current UMDNJ detectives should be upgraded, or, current Rutgers detectives should be redesignated as sergeants.

Personnel Administration

Hiring and promotional practices and procedures for police personnel vary between UMDNJ, Rutgers, and NJIT. Disciplinary practices also vary somewhat. Standardized practices should be adopted throughout the new system.

Currently, except for those at the three research universities, police at New Jersey's state colleges and universities are included in civil service. There is no logical reason why police for the new system should not be in civil services as well. If university police titles are included in civil service, procedures for hiring, entry level testing, promotional testing, and discipline will be uniform throughout the system.

The New Jersey State Police or municipal police departments now have the responsibility for conducting background investigations for entry-level campus police officers. This requirement was enacted in the early 1970's. University police departments are now quite capable of performing their own background investigations. Today, UMDNJ and Rutgers actually perform their own background investigations, and the State Police review and approve them. Each University Police Department in the new system should have the legal authority to conduct its own background investigations.

Security Personnel

All of the institutions have in-house, unarmed, uniformed security staffs which are important components of their public safety departments. At each institution, university security personnel are assigned to a variety of duties which would be cost efficient for police officers to perform. It is recommended that the security staff should be a component of each University Police Department. This arrangement will allow the department to properly coordinate the efforts of police and security officers, and will allow the department to control the hiring, background investigations, and training of security personnel.

Police officers and security officers are not interchangeable. Except in unusual circumstances, police officers should not be assigned to work at posts which are normally staffed by security officers. Security officers should not be assigned to exterior patrol.

Locksmith Personnel

At UMDNJ, the Locksmith Unit is an important component of the Department of Public Safety. In addition to performing regular locksmithing services, this unit also installs, repairs and maintains UMDNJ's access control and electronic security systems. The Locksmith Unit affords the Department of Public Safety control over the physical and electronic security apparatus at UMDNJ facilities.

The Locksmith Unit should be either a component of the University Police Department or a separate unit under the Public Safety Division at each of the new component universities.

University ID Cards and Card Access

Each of the three institutions now issues its own University ID card. Each of the three institutions also has its own card access system to permit entry into secured areas. The card access systems in place now are not compatible with each other.

The same university ID card and the same card access system should be used on all campuses in the new system, because faculty, staff, and students frequently make use of more than one campus. Each of the three University Police Departments should control the operation of the card access on its campus. In emergencies, the university system must have the ability to monitor and operate access control on any or all campuses from a single location.

Communications

Effective communications are essential to the success of nearly all law enforcement functions. There are now seven public safety communications offices on the various campuses of the existing institutions. Each institution uses different equipment. After restructuring, there should be three communications offices; one for each of the three campuses within the new system. The same equipment should be used for all of the communications offices.

The communications offices have to serve three important functions: first, they must afford the full range of typical police dispatching services; second, they must provide for the monitoring and operation of the card access system, alarms, and electronic security devices for university facilities; third, they must serve as emergency communications centers. In emergencies communications offices will be focal points for coordination of emergency response, and for the flow of vital information between the public safety department, other involved university departments, and other responding agencies. In emergencies, the system must be able to communicate on any or all campuses from a single location.

Parking

UMDNJ, Rutgers, and NJIT each has its own parking program, and makes its own parking regulations, sets its own fee schedule, and issues its own parking permits. Unlike UMDNJ, Rutgers issues and adjudicates in-house parking tickets. How parking will be handled in the restructured system is a complicated issue. A panel should be convened to study parking matters and make recommendations about how a comprehensive parking program encompassing the three new component universities could be implemented.

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6. Health Professionals and Allied Employees (HPAE)

Who We Are

Health Professionals and Allied Employees, AFT, AFL-CIO (HPAE) represents approximately 3,000 members at UMDNJ: 850 professional nurses (RNs) and 2,150 non-nursing professional staff. Most of the RNs work at University Hospital in Newark. The non-nursing professional staff works at all of UMDNJ's major campuses - Newark, New Brunswick/Piscataway, Stratford/Camden - and in a variety of other locations throughout the state. Some of the non-nursing professional job classifications represented by HPAE include pharmacists and social workers at University Hospital in Newark, bio-medical researchers at UMDNJ's medical and dental schools, mental health clinicians at University Behavioral Healthcare, professional administrative staff, and professional staff in information technology.

We are the second largest union at UMDNJ. IBT Local 97, which represents service, technical, and clerical employees at the University, is somewhat larger. The two unions combined represent over 80% of the non-faculty staff at UMDNJ.

HPAE represents more than 50% of professional employees at all three institutions combined.

Our Concerns

A. Contractual Issues

1. In the process of implementing a merger, unions must maintain their status as collective bargaining representatives and the current contracts honored until a new collective bargaining system is mutually agreed to by the unions and the state of New Jersey.
2. The current level of wages, benefits, and working conditions must be maintained. Employees must continue to participate in the state pension and health benefits system.
3. HPAE's preference is that contracts for the various bargaining units (professional, technical, service, skilled maintenance, etc.) be bargained on a system-wide, state level in order to insure equity, consistency, and high standards. There may be a need for bargaining over "local" issues with the regional universities, but the basic aspects of wages, benefits, and working conditions should be bargained on a system-wide basis.
4. Such system-wide bargaining has to take into account the following facts, however:
 - a. Except for the faculty and police units, more than one union represents employees in the same bargaining unit. For example, while HPAE represents the majority of professional employees in the three institutions combined, AAUP represents professional employees at NJIT and professionals are not represented at Rutgers at this time.
 - b. Contract provisions covering employees in the same type of bargaining unit are different in many respects.
 - c. Institutional policies vary as well, both with respect to unionized employees and general policies.
5. Given the above factors, the process of creating system-wide bargaining is likely to be complex and difficult. Prior to the implementation of any administrative restructuring, all issues regarding system-wide bargaining need to be resolved, including union representation and the development of uniform policies on key issues.

B. Human Resources and Labor Relations

1. In our view, there are serious problems with human resources and labor relations at UMDNJ. (We are not familiar enough with Rutgers or NJIT to make any overall generalizations.) In part, this is due to the failure of UMDNJ to view its employees and the UMDNJ unions as partners in fulfilling UMDNJ's mission of education, research, and service to the community. Although there have been minor improvements in the last year, labor relations at UMDNJ is still marked by conflict and frustration, rather than a constructive, problem-solving approach.
2. An equally important cause of human resources and labor relations problems is the lack of funds invested by UMDNJ in these functions. For example, with over 10,000 employees, most of whom are unionized, UMDNJ has only three people to handle all labor relations issues, including negotiations, grievances, and other work place issues. The lack of staff leads to long delays in grievance processing, the failure to respond to information requests, and frustratingly long negotiations. Employees are similarly frustrated in their dealings with Benefits, Employment, and other human resources functions. In general, because concerns and problems are not resolved on a timely basis, the vast majority of UMDNJ employees see the administration as uncaring and incompetent in their relationship with employees.
3. While much emphasis has been placed on the ways in which a merged institution would strengthen academic programs and increase research funding (especially from bio-tech and pharmaceutical companies), a merger should also be an opportunity to create better employee relations and improve staff morale. As numerous research studies have shown, there is a positive relationship between progressive human resources policies and employee productivity. With adequate funding and the identification of "best practices" HR models in other organizations, a merged institution could be a leader in union-management relations and staff development.