

# Faculty Recruitment and Retention Task Force Report

University of Colorado at Boulder  
30 May 2001

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## Executive Summary:

The major factors contributing to faculty recruitment and retention are salaries, benefits, startup and ongoing resources for research, supportive environments, and partner/spouse employment opportunities. To overcome deficiencies at CU-Boulder in these areas, a significant investment in new funds will be required. The key recommendations include:

- ◆ A proactive (pre-emptive vs. counter-measures) approach to faculty retention should be taken, including provision of approximately 0.15% annually of the total salary pool for market-based salary adjustments at the campus/college/school level.
- ◆ Annual total raise pools should be targeted at approximately inflation plus 2-2.5%, to keep pace with competitors and reward both exceptional and ordinary merit.
- ◆ A significant portion of the raise pool (e.g., approximately 1% annually of the total salary pool) could be provided by self-funding, including the use of grant funds, endowments, and a portion of the salary differentials between departing faculty and new hires.
- ◆ The Special Opportunities Program should be expanded, with consideration of the increased need for spousal hires.
- ◆ Campus funds for startup packages should be increased to approximately \$3 M per year from Academic Affairs, in addition to continuing and increasing the startup funds currently provided through colleges and units.
- ◆ Faculty benefits should be improved by increasing the employer contribution to the family health plan by approximately \$75-100 per month per employee, expanding the new housing assistance program, developing a competitive dependent-tuition plan, and providing additional child-care and family-leave options.
- ◆ Additional funding from the State, indirect-costs return, the Colorado Tobacco Research Program, and other sources should be sought to at least double available funds for research and creative work.
- ◆ Colleges and departments should develop plans to promote faculty workload flexibility and to recognize outstanding faculty contributions in teaching, research and creative work, and service.

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# Faculty Recruitment and Retention Task Force Report

## 1. Introduction and Background

The Task Force met on 8 February 2001 and received the charge from Provost Phil DiStefano to develop a set of recommendations by the end of the semester that will assist the Chancellor, Provost, and Deans in recruiting and retaining a high quality, diverse faculty. The task force was asked to look at resource issues (such as salaries, startup packages, and research space), climate issues (such as mentoring and workload), and administrative issues (such as retention strategies and salary procedures). The task force was formed to address concerns that salaries and other resources at CU-Boulder lag those of competing institutions, leading to difficulties in recruiting and retaining top faculty.

Members of the task force gathered information which includes prior reports, interviews of deans, chairs and faculty, and data on salaries, benefits, and startup packages. Summaries of this information are provided in the Appendices, as listed in the Table of Contents. The committee met three additional times during the Spring 2001 semester to discuss the findings and recommendations.

## 2. Findings

### 2.1 Salaries and Benefits Data

*Finding #1 – CU Boulder faculty salaries lag those of an AAU public peer group by an average of about 6%.*

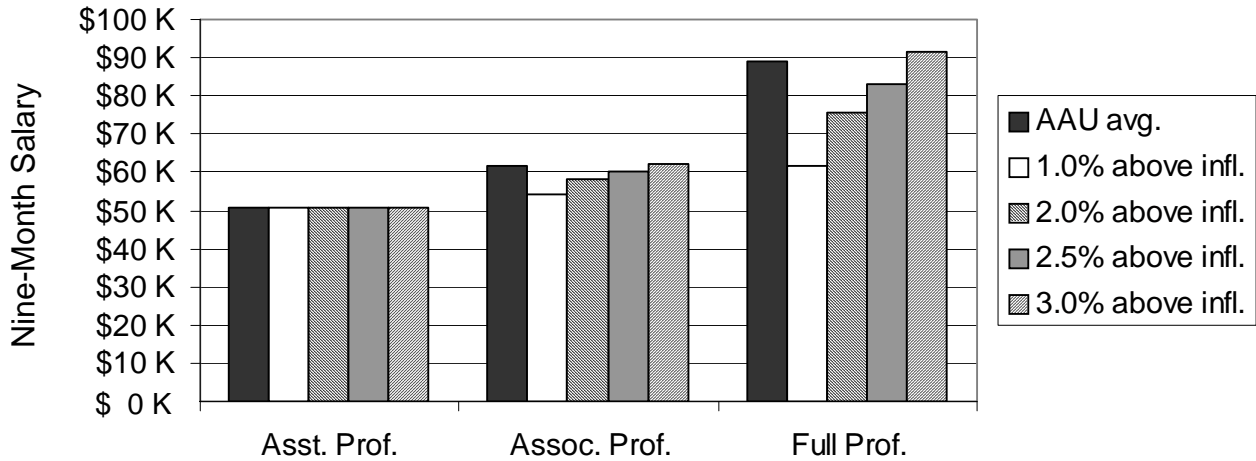
Table 1 shows that CU-Boulder average faculty salaries lag those of a peer group of public universities from the American association of Universities (AAU), with an overall difference of –6.0% in 2000-01. The problem is most acute for Full Professors, where the current difference is –6.9%. Moreover, the salary differential has increased in magnitude by approximately 1% in each of the past two years, despite the commitment by CU-Boulder to provide average raises of at least inflation plus 1%.

**Table 1** – Weighted average faculty salary differentials between CU-Boulder and AAU public peer group over the past five years (source: Office of Planning, Budget and Analysis).

Rank/Year	1996-97	1997-98	1998-99	1999-00	2000-01
Full Professors	–4.6%	–4.7%	–4.6%	–5.5%	–6.9%
Assoc. Professors	+0.9%	–1.8%	–2.4%	–3.9%	–3.1%
Assist. Professors	–1.0%	–3.4%	–2.7%	–6.3%	–5.2%
All Ranks	–2.1%	–3.8%	–3.7%	–5.2%	–6.0%

**Finding #2** – Average raises of inflation plus 1% are insufficient to keep pace with competition.

An additional illustration that average raises of inflation plus 1% are insufficient to keep up with the AAU public peer group is shown in Figure 1. Here, the AAU average salaries for 1999-2000 are plotted versus the years of service, assuming that the average length of service is 3, 10, and 23 years for Assistant Professors, Associate Professors, and Full Professors, respectively. The 1999-2000 AAU average salaries of \$61,696 and \$88,965 for Associate Professors and Full Professors, respectively, are 21.5% and 75.3% higher than the 1999-2000 AAU average salary of \$50,761 for Assistant Professors. To achieve these increases (in constant dollars) of 21% in seven years and 75% in 20 years, average raises of inflation plus 2.8% are required. Otherwise, if the overall raise pool is at or only slightly above inflation, and faculty with extraordinary merit get raises well above inflation, then faculty with ordinary merit will get raises below inflation.



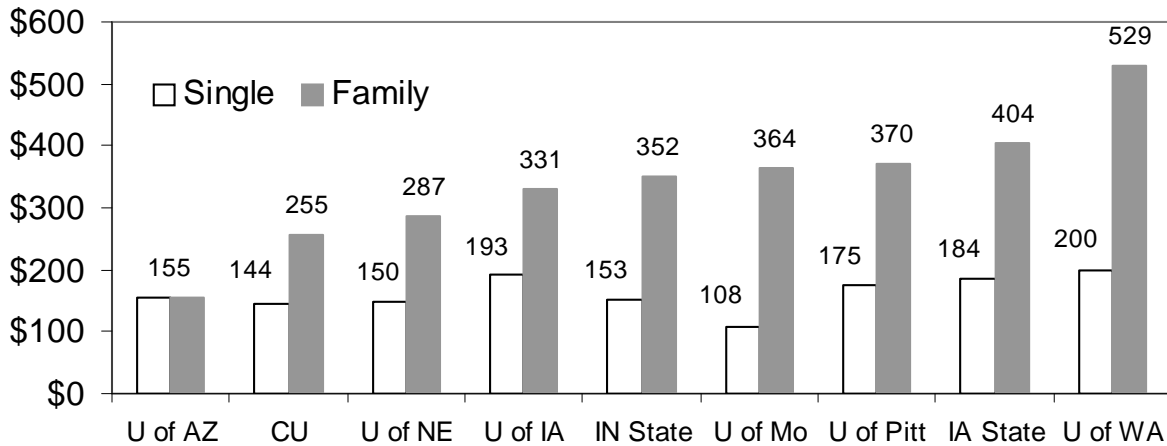
**Figure 1** – Average 1999-2000 salary versus rank for the AAU public peer group, and the average salaries in constant dollars for different *post-inflation* average raises after seven years for Associate Professors and after 20 years for Full Professors, starting with the AAU average salary for Assistant Professors (source of data: Office of Budget, Planning and Analysis).

**Finding #3** – CU Boulder faculty benefits lag those of the peer group by approximately 1% of the salary pool.

Table 2 shows that CU-Boulder average faculty compensation (salaries plus benefits) lag even further behind those of the AAU public peer groups, with an overall difference of -6.8% in 2000-01. These data indicate that the benefits of CU-Boulder faculty lag those of the AAU public peer group by 0.8%, despite the 1% increase in retirement contributions by the campus over the past four years. The chart in Figure 2 shows that the 1999 health benefit employee contribution by CU was the second lowest among nine public universities studied, for both single-employee coverage and family coverage. For the latter, the monthly amount provided by CU (\$255) is 25% below the average (\$339) for the group, with the nine-month difference of \$756 representing 1.1% of the CU-Boulder 1999-2000 average salary.

**Table 2** – Weighted average faculty compensation (salary plus benefits) differential between CU-Boulder and AAU public peer group over the past five years (source: Office of Planning, Budget and Analysis).

Rank/Year	1996-97	1997-98	1998-99	1999-2000	2000-2001
Full Professors	-4.1%	-5.0%	-5.3%	-6.1%	-7.7%
Assoc. Professors	-0.1%	-2.7%	-3.9%	-4.9%	-4.8%
Assist. Professors	-2.7%	-4.9%	-4.7%	-6.1%	-6.5%
All Ranks	-2.8%	-4.4%	-4.8%	-5.8%	-6.8%



**Figure 2** – Health benefit employer contributions for 1999 (source: CU University Benefits Advisory Board, Winter 2000 Newsletter).

**Finding #4** – *The differentials in both current and starting salaries between CU Boulder and our main competitors are even greater than implied by comparison with the AAU public peer group.*

Additional data on faculty salaries, including breakdowns by individual schools, colleges, and departments, may be found at <http://www.colorado.edu/pbal/facstaff/facsal/index.htm> and in Appendix A (note that the data in Appendix A differ slightly from those in Table 1 of this report, because of differences in the peer group and how salaries are weighted, as explained in the website). The analysis in Appendix A shows that starting salaries, as well as current salaries, at CU-Boulder are low compared to the AAU public peer group, especially at the rank of Full Professor. Moreover, Appendix B shows that a “marketplace” study in 1998 found that the universities which CU-Boulder competes against for faculty hiring and retention can be characterized as AAU private institutions and the upper two-thirds of the AAU public institutions; the salary differentials between CU-Boulder and these competitors are even greater than the salary differentials between CU-Boulder and the AAU public peer group reported by the Office of Budget, Planning and Analysis and used in this report.

## **2.2 Faculty Retention Surveys and Interviews**

In this subsection, we report the key findings of exit interviews of departing faculty, interviews of individual chairs and faculty regarding successful and unsuccessful retention cases, an interview of the Boulder Faculty Assembly (BFA) Faculty Affairs Committee, and a meeting of Junior and Senior Women's Faculty Focus Groups. Further details are provided in Appendices C-F.

***Finding #5*** – *Noncompetitive salaries represent the most-cited factor in faculty retention, especially among male faculty.*

As seen in Appendix C, 12 of 14 male faculty but only 4 of 13 female faculty cited noncompetitive salaries as a very important (4 or 5 on a 5-point scale) factor in their decision to leave CU Boulder. From the data in Appendix D, 5 of 9 unsuccessful retention cases and 13 of 17 successful retention cases in the humanities cited salary as prominent in their consideration of outside offers. Faculty salaries relative to peer institutions were also the most frequently cited issue in interviews of science faculty, engineering faculty, and the BFA Faculty Affairs Committee (Appendices D and F). Senior women faculty but not junior women faculty expressed concern over salaries and gender equity (Appendix F).

***Finding #6*** – *Lack of research support (financial, library holdings, travel, graduate research assistants) is the second-most-cited factor in faculty retention cases.*

From the Faculty Exit Questionnaire (Appendix C), 12 of 27 faculty cited insufficient financial support for research or creative work as an important factor in their decisions to leave CU-Boulder. Lack of research support was also cited in 3 of 10 unsuccessful retention cases and in 8 of 17 successful retention cases in the humanities, and the need for high-quality graduate students and for matching and infrastructural funds for equipment, facilities and special initiatives was noted by physical-science and engineering faculty (Appendix D).

***Finding #7*** – *A sense of professional isolation, including a lack of supportive and friendly colleagues, is an important concern, for both male and female faculty, and it is the third-most-cited factor in retention cases.*

Five of 13 female faculty and seven of 14 male faculty indicated in the exit questionnaire that a sense of professional isolation was an important factor in their decisions to leave CU-Boulder (Appendix C). The Women's Faculty Focus Group noted that professional isolation includes a lack of friendly colleagues and inclusion in their primary unit, and unsympathetic/rude students in classes.

***Finding #8*** – *Partner/spouse employment is the fourth-most-cited factor in faculty retention, especially among female faculty.*

Five of 13 female faculty (all with academic partners) and three of 14 male faculty cited employment situations for their significant others or spouses as a very important factor in their decisions to leave CU-Boulder (Appendix C). Amongst humanities retention cases, four of ten faculty who departed and three of 17 faculty who stayed noted that spouse/partner opportunities

were important factors in their consideration of outside offers (Appendix D). The importance of spousal hires is even more important for junior faculty, figuring prominently in approximately 50% of the recent retention cases in arts and humanities for untenured faculty (Appendix D).

***Finding #9*** – *Other, less frequently cited factors in faculty retention cases include lack of financial support for teaching activities, insufficient housing assistance programs, noncompetitive benefits (health insurance, retirement, dependent tuition), insufficient staff support, increased administrative burden on faculty, poor quality office and laboratory space, and the need for flexibility in workload and childcare options.*

### **2.3 Current Recruitment and Retention Strategies**

Interviews were held by task-force members with the Deans of Business (Appendix G), the Dean of Education (Appendix H), the Dean of Law (Appendix I), the Deans, Chairs, and Program Directors of Engineering (Appendix J), Science Chairs and the CIRES Director (Appendix K), and the Deans of Arts and Sciences (Appendix L). While these interviews identified the same key issues (salaries, resources for research, professional isolation, spouse/partner employment) as cited by the faculty interviewed, the administrators also raised additional issues related to strategies for faculty recruitment and retention, as summarized below.

***Finding #10*** – *A supportive environment is critical in faculty recruitment and retention.*

Faculty, like all people, desire a sense of appreciation and respect in a community. By engaging with faculty, the chairs, deans, and other administrators can help build this sense of belonging and better know the individual faculty member and his or her needs.

***Finding #11*** – *A range of resources (salary adjustment, reduction in teaching or service load, research support, laboratory facilities, etc.) can be used in faculty recruitment and retention cases, tailored to the individual situation.*

***Finding #12*** – *Faculty retention is handled on a case-by-case basis, with pre-emptive adjustments more effective than responses to outside offers.*

When a faculty member is dissatisfied and has taken the steps to secure an outside offer, it is difficult (but not impossible) to retain him or her. Pre-emptive action when a faculty member is vulnerable to looking around and being courted elsewhere is often more effective and less costly. It is important that the chairs and deans are engaged with their faculty and recognize situations where pre-emptive action is needed. Flexibility to address retention cases throughout the year (with salary commitments implemented at the normal raise time) and the ability to respond to external market forces are also important. Also, retention raises given directly from the unit salary pool may create difficulties in intradepartmental relationships.

***Finding #13*** – *In faculty recruiting, primary reasons for losing recruits include higher salaries, larger startup packages, housing subsidies, better benefits including dependent tuition, better office and laboratory facilities, more opportunities for spouse/partner employment, and higher reputation or ranking of competing institutions.*

## 2.4 Startup Packages

**Finding #14** – *Competitive startup packages are critical in faculty recruitment, and yet insufficient funds are available for startup packages at CU-Boulder.*

In interviews by task-force members of the BFA Faculty Affairs Committee (Appendix E), the Education Dean (Appendix H), the Engineering Deans and Chairs (Appendix J), and Science Chairs and Directors (Appendix K), the need for larger startup packages was prominent in the discussions of faculty recruiting. The 2/18/00 CU-Boulder Research and Creative Works Task Force Report (summarized in Appendix M) noted that many units are asked to come up with 50% or more of faculty startup funds. Moreover, annual college budgets for startup funds have not changed significantly in a decade. In this section, we present data to help estimate the magnitude of the need for faculty startup packages.

In a survey by the CU-Boulder Research and Creative Works Task Force in November 1999, the chief research officers at the AAU public peer institutions were asked to estimate the range of startup packages in different fields. The median values for the schools which responded are given in Table 3.

**Table 3** – Median ranges (low to high) of startup packages reported in a 1999 survey of the chief research officers at AAU public peer institutions (source: 2/18/00 CU-Boulder Research and Creative Works Task Force Report).

<b>Field</b>	<b>Low</b>	<b>High</b>
Arts	\$ 5,000	\$ 10,000
Humanities	\$ 5,000	\$ 10,000
Social Science	\$10,000	\$ 20,000
Natural Science	\$25,000	\$425,000
Engineering	\$50,000	\$300,000

More detailed data on individual startup packages for specific disciplines for new hires starting in 2000-01 are available in the 2000-2001 Council of Colleges of Arts & Sciences New Hires Survey. Average startup packages for Assistant Professors from this survey, as well as from the 2000 Big 10+ Chemical Engineering Chairs Survey, are provided for selected disciplines in Table 4. It is felt that these startup packages are low, in part because CU-Boulder competes for faculty recruitment with institutions above the average of R1 public universities and in part because many of the schools surveyed did not report the nonequipment (such as graduate students, postdocs, and summer salary) part of startup packages.

**Table 4**—Average startup packages for Assistant Professors in selected fields starting in 2000-01 at public R1 (Research 1) universities (sources: 2000-2001 Council of Colleges of Arts & Sciences New Hires Survey and 2000 Big 10+ Chemical Engineering Chairs Survey).

<b>Field</b>	<b>Startup Equipment</b>	<b>Other Support*</b>	<b>Moving Allowance</b>	<b>Total Startup</b>
Biology	\$190,000	\$ 27,000	\$4,000	\$221,000
Chem. Eng.	\$225,000	\$164,000	\$5,000	\$394,000
Chem./Biochem.	\$231,000	\$ 14,000	\$5,000	\$250,000
Communications	\$ 8,000	\$ 2,000	\$3,000	\$ 13,000
Comp. Sci.	\$ 51,000	\$ 35,000	\$4,000	\$ 90,000
Economics	\$ 6,000	\$ 17,000	\$5,000	\$ 28,000
English	\$ 3,000	\$ 3,000	\$3,000	\$ 9,000
Geology	\$119,000	\$ 0	\$4,000	\$123,000
History	\$ 3,000	\$ 2,000	\$3,000	\$ 8,000
Philosophy	\$ 4,000	\$ 3,000	\$3,000	\$ 10,000
Physics	\$156,000	\$ 20,000	\$4,000	\$180,000
Political Science	\$ 4,000	\$ 5,000	\$3,000	\$ 12,000
Psychology	\$ 35,000	\$ 9,000	\$3,000	\$ 47,000
Sociology	\$ 5,000	\$ 4,000	\$4,000	\$ 13,000

\*includes graduate student support (\$140,000) and summer salary (\$24,000) for chemical engineering; other disciplines also include postdoc support, renovations, and travel, but many schools left off such 'other support' in the survey

The above data show that typical startup packages in engineering and natural sciences are very large ( $\approx$ \$200-400 K), those in selected other technical fields (such as computer science, geology, and psychology) are moderately large ( $\approx$ \$50-150 K), and those in arts, humanities, and social sciences are relatively small ( $\approx$ \$10-20 K). At CU-Boulder, there is a substantial need for additional startup funds to be provided at the college and campus levels, especially when considering that CU-Boulder's competitors for faculty hiring are well above the average of public universities (Appendix B). For example, the College of Engineering and Applied Science currently provides \$40 K startup per new faculty member, plus an additional \$20 K from the new pool of startup funds provided by Academic Affairs; these amounts represent only 10% and 5%, respectively, of the total startup package required in Chemical Engineering to be competitive with Big 10+ institutions. Moreover, interviews with the BFA Faculty Affairs Committee (Appendix E) reveal that the current startup packages in arts, humanities, and social sciences are too small, with approximately \$30,000 needed for computers, summer salary, professional travel, relocation, research assistants, and library collections.

## **2.5 Additional Reports**

The Task force also reviewed several prior reports which address issues relevant to faculty recruitment and retention. Summaries of these reports are provided in the following appendices:

Appendix M – 2/18/00 CU-Boulder Research and Creative Works Task Force Report

Appendix N – 12/10/99 CU-Boulder Graduate Education Task Force Report

Appendix O – CU-Boulder Arts and Sciences Council Report on Retention, Career Management, and Academic Community

Appendix P – CU Boulder Status of Women Report 2000 by the Chancellor's Committee on Women

- Appendix Q – 10/28/97 CU-Boulder Arts and Sciences Report on Retention of Faculty of Color
- Appendix R – 5/8/00 Memo from Faculty Affairs on CU-Boulder Faculty Demographics
- Appendix S – 2/5/01 Chemical & Engineering News Article on Gender Equity: Promises Made
- Appendix T – 3/13/01 CU System Diversity Symposium
- Appendix U – 4/10/01 CU-Boulder Arts and Sciences Council Report on Faculty Raises

The reports cited above support the primary findings of the current report on faculty recruitment and retention, including the key roles of faculty salaries and benefits, research support, startup packages, partner/spouse employment, and a supportive environment. Appendix U, in particular, notes the demoralizing effect on faculty when the overall raise pool is insufficient to reward both faculty with “exceptional” merit (and/or outside offers) and faculty with “ordinary” merit with adequate raises. In addition, these reports raise the following related issues:

***Finding #15*** – *In supporting faculty research and creative work, there is a need for increased campus funding for internal grants, graduate-student support, proposal matching, library collections, and administrative and clerical support (Appendices M and N).*

***Finding #16*** – *State support for higher education is relatively low in Colorado, and there is a need for state-supported grants and for state matching of major educational and research proposals (Appendix M).*

***Finding #17*** – *Graduate enrollments at CU-Boulder have declined by more than 10% in the past decade, and there is a need for financial incentives (such as higher stipends and reduced tuition for appointed graduate students) to increase the pool of graduate students (Appendix N).*

***Finding #18*** – *A faculty recruitment, retention, and benefits website and office are needed to provide coordinated information on faculty issues such as benefits, dependent care, housing assistance, spouse/partner employment, dependent tuition, leave policies, promotion and tenure, and mentoring (Appendix O).*

***Finding #19*** – *Gender-based job segregation (e.g., 74% of faculty and 80% of campus officers are male) and salary disparities exist at CU-Boulder (Appendix P). Similar national trends were discussed at the Presidents Workshop on Gender Equity in Academic Science & Engineering, held 1/29/01 at MIT, with the participants agreeing to work toward diversity, equity, and recognition of individuals with family responsibilities (Appendix S).*

***Finding #20*** – *African American, Hispanic, and Native American Faculty at CU-Boulder are underrepresented relative to their respective population percentages in Colorado and the Nation (Appendix Q).*

***Finding #21*** – *Contrary to reported national trends, the projected number of faculty retirements from CU-Boulder (campus-wide, with likely variations by college or discipline) is not expected to increase significantly over the next 20 years (Appendix R).*

***Finding #22*** – *The CU-Boulder faculty resignation rate (not including retirements) increased to 3.4% in 1999 from 2.0% over the previous five years, exceeding the recent resignation rate of 2.2% reported by the University of California (Appendix R).*

***Finding #23*** – *Similar to national trends, a higher portion of women than men left CU-Boulder, with women representing 25% of the total faculty in 1998-99 but 48% of the departing faculty for the previous five years (Appendix R). Moreover, Assistant Professors left at by far the highest rate, with 32.8% of all CU-Boulder Assistant Professors departing voluntarily over a five-year period, compared to only 3.3% and 4.5% for Associate Professors and Full Professors, respectively.*

***Finding #24*** – *In general, replacement costs are much greater than retention costs, and yet continuing budgets for faculty retention packages are lacking. For example, the startup costs to replace a faculty member are \$200-400 K, or more, in natural sciences and engineering (see Table 4), whereas a fraction of these costs would go a long way in providing research assistance, laboratory renovations, travel funds, and/or a faculty fellowship to help retain a current faculty member. Moreover, a productive faculty member may bring to the University about \$100 K per year in indirect costs on research grants, but it would take several years for a new faculty member to generate the same level of external support.*

### **3. Recommendations**

The recommendations below include several which are adapted from the previous reports cited in the Appendices. Additional recommendations may also be found in the reports described in Appendices O, P, Q, T, and U, in particular. Many of the recommendations require additional funding, and the administration is encouraged to pursue sources of new funds (and not just reallocation of existing funds) to help recruit and retain the best possible faculty. Where possible, an estimate of the amount of funds required for each recommendation is provided.

**Recommendation #1** – A proactive versus counter-measures approach should be used for faculty retention. Waiting to respond until faculty have outside offers can create morale problems and be expensive or ineffective. Funds should be provided for addressing market-based and retention-based salary adjustments for faculty with extraordinary individual merit. The process for making the salary adjustments should be established by the Deans and Provost. It should be efficient and informal, because a formal process with deadlines might be too slow, have less flexibility, and raise false expectations. It should allow for mid-year commitments, although implementation of the adjustments may be delayed to coincide with the annual raise cycle. This market-based salary-adjustment process will differ from the current salary-grievance process, as the latter is based on internal comparisons while the former is based on external comparisons. By focusing on individual faculty with high merit, this process will complement unit-merit salary increases. It is suggested that the funding level be approximately 0.15% annually of the total salary pool, based on the provision of one-time raises of 15% to 1% of the faculty each year.

**Recommendation #2** – The unit-merit process is helping to close the gap in salaries between CU-Boulder and peer institutions for selected units. It should be continued, but it is suggested that a two-year cycle be considered, as the latter will allow some of the larger problems to be addressed over two budget periods and for programs which just missed in one year to receive unit merit in the following year without preparing a new application. It is further suggested that this fund be approximately 0.45% annually of the total salary pool, based on closing the current average gap of 5.5% over a 12-year period.

**Recommendation #3** – The recent decision by the College of Arts and Sciences to provide promotion-based raises (\$2000 for Associate Professor and \$3000 for Full Professor) provides important financial and psychological boosts at key points in a faculty career, and some faculty feel the amounts should be even greater. On the other hand, the funds for these raises come from the overall pool, and so they slightly lower the raises for faculty not being promoted in a given year. Unless a special campus pool (e.g., endowment, special increase in continuing funds from the State) can be developed for promotion-based raises, it is recommended that each college examine its merit-based raise procedures and philosophy to decide the amounts of promotion-based raises, if any, with consideration of the large gap in average salaries at the full-professor level between CU-Boulder and the AAU public peer group for some disciplines.

**Recommendation #4** – Overall raise pools of inflation plus 1% are not enough to keep up with salaries at peer institutions and for meritorious faculty to achieve satisfactory growth in salary over their careers. A target of inflation plus 2-2.5% is recommended for the total raise pool (regular merit, unit merit, special merit, promotion-based raises, gender equity, etc.) If possible, inflation plus at least 1% should be provided for the regular-merit pool alone.

**Recommendation #5** – One source of funds to provide the recommended raises beyond inflation plus 1% is self-funding by the Colleges. Tapping into operating budgets is not a satisfactory solution. For the long term, a portion of the salary differentials between departing faculty and new hires should be put into the raise pool as self funding. For example, if 4% of the faculty retire or depart each year with a salary differential (above an entry-level replacement) which is 50% of the average salary (note: the 1999-2000 average CU-Boulder salary difference between Full Professors and Assistant Professors is 48.2% of the overall average salary, while that for the AAU peer group is 61.9%), then the combined differential is 2% of the overall salary pool. It is recommended that policies be considered whereby approximately one-half of the salary differentials (between departing faculty and the same number of entry-level hires) be put into the raise pool for current faculty, with the remainder used to upgrade positions to the mid-career or senior level or for pooling to create new positions or to reconstitute cannibalized or recharged positions.

**Recommendation #6** – Another recommendation for providing raises beyond inflation plus 1% is to develop mechanisms and procedures which allow individual faculty salaries to be supplemented by alternative sources such as grant funds and endowments. One possible mechanism for providing these supplements could be implemented by reducing a faculty member's appointment on the general-fund salary pool to 90-95% (without changing the amount), and then supplementing this amount up to a 100% appointment with the alternative sources. However, supplements which are temporary or based on the faculty member raising soft money should not be used to reduce his or her raise amount on permanent or continuing funds.

**Recommendation #7** – The original 2X rule (whereby departments demonstrate their support for a special merit award by giving at least twice the average raise to the awardee) in the College of Arts and Sciences provides a mechanism for departmental support and costsharing of special merit awards, but it can create morale problems and undue hardship on smaller departments and those with multiple recipients. Thus, the modified 2X rule (whereby a department must give twice the average raise of the remaining faculty in the unit to the special merit awardees) which recognizes these factors is supported, and it is recommended that other colleges develop policies for appropriate costsharing of special merit raises.

**Recommendation #8** – Special Opportunities Positions (SOPs) are used for hiring additional faculty from underrepresented groups, hiring extraordinary faculty with unique accomplishments and potential, and assisting with spousal hires. The SOP program should be continued and expanded, with consideration of the increased need for spousal hires. For the latter, cost-sharing by the colleges and schools involved might be considered.

**Recommendation #9** – Campus funds for startup packages should be continued and increased. Approximately \$3 million per year from Academic Affairs are needed, based on 20 hires with \$350,000 startup, and 40 hires with \$50,000 startup, with Academic Affairs providing one third of the total and the colleges and units providing the other two thirds of the total. Mechanisms are also needed to increase the budgeted startup funds for the colleges and departments.

**Recommendation #10** – Expand the new program for housing loans, and develop rapid-screening procedures so that guaranteed participation in this program may be included in offer letters. A modest subsidy should be provided, so that the interest rates are at least 1% below market. It is also recommended that units be allowed to include housing-assistance funds for down payments and other closing costs in offer letters.

**Recommendation #11** – Use additional ICR and state funds to at least double the campus support for research and creative work through internal granting institutions such as the Council on Research and Creative Work and the Graduate Committee on Arts and Humanities. One possibility is to earmark one-half of all new ICR revenues (above current levels) for this fund until the goal is reached.

**Recommendation #12** – Work with CCHE, the Colorado Tobacco Research Program, and the Colorado Legislature to increase state support for individual projects, matching of major proposals for initiatives in education and research, and facilities.

**Recommendation #13** – Develop a web page and handout which lists key contact information for faculty issues (e.g., benefits, housing, promotion and tenure, child care, leave policies, sabbatical internal funding sources), and include this list with each offer letter. Provide chair training and new faculty orientation on these issues.

**Recommendation #14** – Consider hiring or contracting a part-time “conciierge” who assists with faculty recruitment and retention by providing information and assistance on benefits, employment, schools, housing, etc. in the Boulder area. Assistance with non-academic spousal employment is a particular need. The conciierge office could provide the coordination of retention initiatives recommended by the 2/14/01 CU-Boulder Arts and Sciences Council Report on Retention, Career Management, and Academic Community, including serving as a conduit for faculty to bring problems to the attention of the administration beyond the department level.

**Recommendation #15** – Within broad campus/college guidelines, ask each unit to develop procedures which promote workload flexibility. Examples might include course banking, faculty fellowships, family leaves, part-time or shared appointments, joint appointments, and extended tenure clocks.

**Recommendation #16** – Develop on-campus or near-campus child care options, including infant care and pay-as-you-go drop-in care.

**Recommendation #17** – A fund for tuition support for faculty dependents attending CU, or possibly other schools, should be established. Such an investment will often come at a critical, mid-career time in a faculty member's career, when he or she is most vulnerable to other opportunities.

**Recommendation #18** – The employer contribution to health plans with family or spouse/partner coverage should be increased by approximately \$75-100 per month, possibly phased in over 3-4 years.

**Recommendation #19** – Colleges and departments should develop strategic plans to recognize outstanding faculty contributions in teaching, research and creative work, and service, with goals to endow awards, chairs and fellowships through fundraising efforts in collaboration with the CU Foundation. Such recognition by one's immediate peers, in addition to the monetary support involved, is an important strategy for retention and encouraging outstanding work.

**Recommendation #20** – Colleges and departments should also make every effort to recruit and support a diverse faculty, including community building (faculty retreats, internal seminars, lunches, receptions, etc.) and mentoring of not only junior faculty but also those who feel professionally isolated or in need of assistance in teaching or research and scholarly work. Strategic hiring of faculty with common interests should also be encouraged.

**Recommendation #21** – Besides salaries and benefits, faculty retention strategies should include ones which have broad benefit to the unit and colleagues of the faculty member (e.g., renovation or establishment of shared facilities, allocation of faculty lines in related areas). These strategies will help improve morale among the colleagues of the retained faculty.

**Recommendation #22** – Continuing funds should be provided for nonsalary faculty retention packages. The campus need might be approximately \$500,000 per year, based on 10 retention packages at an average of \$50,000.

**Recommendation #23** – Additional state funds and streamlined mechanisms for office and laboratory renovations and expansions should be pursued by the university administration.

**Recommendation #24** – To help meet the faculty need for additional, high-quality graduate students, increased stipends for teaching assistants and a reduced tuition rate for nonresident graduate students on appointment should be implemented.