



[In these minutes: Committee reports, Leadership Mining presentation with Senior Vice President and Dean Frank Cerra]

CAPA MEETING
Friday, January 15, 2010

PRESENT

Representatives: Sarah Waldemar (chair), Neil Anderson, Brenda Carriere, Will Craig, Stephanie Dilworth, Susan Doerr, Frank Douma, Pamela Enrici, Michael Fridgen, Scott Gilbert, Shawn Haag, Ann Hagen, Dawn Hoover, Kirsten Jamsen, Jessica Kuecker Grotjohn, Scott Madill, Caitrin Mullan, William Patrek, Steven Pearthree, Rand Rasmussen, Bill Roberts, Caroline Rosen, Laura Seifert, Roger Wareham, Sheryl Weber-Paxton, Julie Westlund,

Alternates: Dana Bacon, Mary Jetter, Karen Lilley, Rebecca Moss, Holly Schuveiller, Kimberly Simon, Leslie Zenk.

ABSENT/REGRETS

Regrets: Christine DeZelar-Tiedman, Barbara Jensen, David Nicolai, Meg Stephenson, Andrew Swain, Travis Trautman, Patrice Webster.

Absent: John Borchert, Richard Brown, Elaine Challacombe, Laurene Christensen, Amber Fox, Jaime Gearhart, Cynthia Hagley, Kendra Weber, Pamela Wilson.

1. COMMITTEE REPORTS

Benefits and Compensation (B&C)

Steven Pearthree stated that the Benefits & Compensation Committee met on January 6. Topics from the agenda included an update from the Benefits Advisory Committee, the impact of the pending federal health bills on the University's health plans, 27 pay periods, personal holidays left floating or assigned by campus, vacation balance reports in real-time, comparing the University's retirement waiting period to other comparable institutions, and initial feedback on revisions to the Recruitment and Selection of Faculty and Academic Professional and Administrative Employees policy.

Communications

Susan Doerr noted that the P&A Staff News was sent last night and included an article on the 27 pay period issue with links to the spreadsheets. She asked that representatives let her know if they receive questions from their constituents. Awards for P&A will be an article in the January newsletter.

Professional Development and Recognition (PD&R)

Mary Jetter said the January brown bag lunch was held yesterday. After that session, Carolyn Chalmers agreed to create an article for an upcoming P&A newsletter and post her session's handouts on the web. The February 11 brown bag will feature Julie Tonneson and the University's budget request. The committee will meet next week and continue discussing

revisions to the unit award criteria. Vague language is being replaced by a focus on governance, leadership, and P&A support for the University's mission.

Representation and Governance (R&G)

William Roberts reported that the committee met last week to discuss the proposal for a P&A Senate. A project profile has been created with a proposed completion by May, but R&G feels that more time might be needed. If anyone from CAPA is interested in working on this topic, please contact Chair Waldemar. Members also discussed more connection to the P&A that are serving on Senate committees. A monthly email asking for a report is being developed.

CAPA then discussed naming P&A Senate committee members ex officio members of CAPA so that there would be a responsibility for two-way communication.

Lastly R&G discussed the annual constitutional review process and emailing current representatives and alternates to find out how they are elected in their units. This information would help the committee during this year's election process.

2. LEADERSHIP MINING DISCUSSION WITH SENIOR VICE PRESIDENT AND DEAN FRANK CERRA

Chair Waldemar then introduced this month's speaker on leadership, Frank Cerra, Senior Vice President for the Health Sciences and Dean of the Medical School.

Dr. Cerra said that there will be several high-level transitions at the University in the next few years which makes leadership a key component now and for the future. He would like to provide some general observations on this topic without linking to a specific action or position. It is hard to provide a concrete definition of leadership, but the most simplistic definition of leadership is the ability to create followers. There are books on the topic, but all that books can provide is tools, not what leadership really is. Instead it is one of the concepts that a person knows when he or she sees it.

Successful leaders usually have a grasp of the same basic attributes. One is the ability to listen and observe their community. A leader needs to learn the context of these observations to understand the underlying meaning. Another attribute is the ability to take information from diverse sources and create a uniform vision. The best way to do this is to have a dialogue with the people who will be involved in any change.

Leadership has two dynamics, rate and direction, so a third attribute is the ability to step out onto the point and take the heat in decisions. This aspect is harder with new methods of communication, such as twitter, since information on the change travels to everyone much faster. A leader also needs to be cognizant of the current created by moving forward with change and knowing which groups will be early adopters and those who will oppose the change.

Leadership is always about change - if a leader is standing still then he or she is falling behind. Leaders also need to realize early that they will never solve every problem since for each one that is resolved, at least one more new one arises. Therefore leaders must like problem-solving, be able to state the problem and potential solutions, and finally adapt, adopt, and use new tools on one's feet.

Dr. Cerra said that leaders need to like diversity in people, responses, and thinking. They need to understand that once in a leadership position, it is no longer about their agenda, but instead helping everyone else reach their goals, which in turn moves the organization forward. To do

this, leaders need to carry a large amount of information in their heads and be willing to share this information with community members.

Lastly, leaders need to be transparent so that people trust the leader and can rely on his or her word. The process in public institutions is all about the community so they need to believe in the change to participate. This is very different from the process in private institutions which have much more vertical authority.

Q: How does leadership work in the Academic Health Center (AHC) when it appears that everyone is going in a different direction and there is no mutual goal?

A: While it might appear that there are many differences in the AHC, he noted that there are a few key commonalities that tie everyone together. The first is that everyone is working to create the next health professionals. Second is that everyone is doing research to improve health through protecting and preventing. Third is an imposed culture from the NIH. Fourth is a duty to meet the health care needs of the state, even as this becomes more difficult with decreased state funding. Fifth is that the state's industrial base relies on the AHC for new technology development.

For the AHC to move forward there needs to be agreement on four issues: mission, vision, values, and a plan. There is a process underway in the AHC to develop six large pathways for the next two to five years. From this, three or four key goals will be identified for each path. This process is being lead by the constituents, bottom up. Once it is created, the administration needs to make it operational through meetings and communication, alignment around the goals for all workers, developing a timeline, and assigning accountable people who can do the job.

A leader cannot do this type of project on their own, but instead needs to delegate the responsibility and then follow-up on the progress. A leader needs to know how to establish people and pick people with skills who complement those that the leader possesses. Even when the responsibility is delegated, the leader remains as the person ultimately responsible

Q: The University has a goal to become a top three public research institution. What is the AHC doing to achieve this goal?

A: The AHC is working to achieve this goal through scholarship, reputation, and work environment. First, the AHC is developing a state-wide educational network to reach communities across the state by providing direct contact between the community and the next generation of health care providers. Second is by improving the University's research portfolio through increased interdisciplinary studies between the AHC and other areas of the University. Third is through clinical enterprises and direct care. The University already has one of the top five schools of public health in terms of preventive care. This is closely linked to state agencies and the federal government.

The AHC is working to transform how it educates today's students, who are very different and strongly vote with their feet. The AHC needs to listen to the students and respond to their needs, such as by providing electronic educational learning that is more effective and efficient.

The AHC also needs to keep pace with competition for top faculty, since they are the ones with the high-dollar research grants, and pay more attention to the general work environment for all employees, which has not been a top priority. Everyone will be part of the University achieving its goal, so everyone needs to feel rewarded when making changes.

Q: What does a leader need to know when a decision is being managed top-down?

A: A leader needs to hold to their same principles, but it is even more important to have a crystal clear message when the process starts. Then a leader needs to tap into the community's energy and mold it into the direction needed to achieve the goal. Lastly is learning the art of dialogue when in conversation with community members.

Q: How do P&A participate in governance within the AHC? There is currently no representative from the AHC or the Medical School on CAPA. What can be done to encourage a representative from each unit?

A: P&A are members of his dean's council and operations meetings, and are encouraged to bring issues. His view is that it is not who is right, but what is right in a situation. Non-faculty groups are also pulled to solve issues. He is always willing to work with individual people if they have knowledge in a situation, regardless of whether they are a dean or a maintenance worker. A leader cannot get bogged down by status as it is his or her job to listen to everyone.

As for the CAPA positions, he will help to fill them.

Q: How does health care reform affect the AHC?

A: The AHC lives in a constant state of reform as it is in the marketplace like other private businesses. AHC administrators need to know this topic to hold these positions.

Another aspect of his position is responsibility for the University's health plans. In this role, he has to be prepared to plant his feet and say 'no'. Sometimes a leader needs to take a stand and defend that position if it is in the best interest of the community.

Q: In your positions as Senior Vice President and Dean, is leadership the same?

A: Leadership principles are the same and he needs to understand the options at each level, but there are organizational issues. Holding two positions can create real conflicts of interest, so he needs to make distinctions. As dean, he takes responsibility for strategic planning, public policy, and budget issues while leaving the day-to-day management operations to his Executive Dean Mark Paller. When he meets with the deans, Executive Dean Paller represents the Medical School.

3. EXECUTIVE COMMITTEE REPORT

Chair Waldemar said that that nomination forms for all CAPA positions have been revised and R&G will be looking for members for the annual Nominating Committee. Regent Allen will be speaking on leadership in March. If CAPA members have ideas for a speaker in February, please email her. The P&A Women's Council held a retreat, which she attended. A discussion was held on more involvement between the Council and CAPA to help each other with governance and women's advocacy issues. A resolution on P&A participation in governance is being written by her and Randy Croce. It will be brought to CAPA for approval before it goes to the Faculty Senate.

On the issue of 27 pay periods, she did not receive any further questions from CAPA members after the discussion in December. When the administration has made a decision, Vice Presidents Pfitzenreuter and Carrier agreed to return to CAPA for another discussion.

4. OTHER BUSINESS

Dana Bacon provided an update on the state's higher education budget request. The University requested funding for five buildings and HEAPR. The Senate's initial proposal is the full \$100

million for HEAPR and \$150 million for the building requests, with a total state expenditure of \$1 billion. The Governor's recommendation is likely to be less for the University with a total state cap of \$750 million.

The state is also anticipating a deficit of \$1.2 billion. This will likely lead to further unallotments, but the University is slightly cushioned since the state can only cut so much before affecting its stimulus funds.

Finally, the University's Legislative Briefing will be held on January 27 and people can still RSVP for the event.

With no further business, Chair Waldemar thanked the members for attending and adjourned the meeting.

Becky Hippert
University Senate Office