

Administrative Service and Productivity Task Forces & Steering Committee

Final Report to the University Community

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ADMINISTRATIVE SERVICE AND PRODUCTIVITY STEERING COMMITTEE

Submitted by: Kathleen O'Brien, Team Leader, Administrative Service and Productivity Steering Committee

Meredith Fox, Coordinator, Administrative Service and Productivity Steering Committee

Date: August 7, 2006

Introduction

In his inaugural address and at numerous points since, President Robert Bruininks has stated his aspiration that the University be known as much for its service and business innovation as for its high quality research, education, and outreach. The president recognizes that achievement of the University's overarching goal to be a top three public research university means that we must transform all segments of our institution, including administrative processes and cultural expectations. The University's service and support units have been engaged in continuous improvement projects over the last decade or more. The president has challenged the University to move beyond the commendable continuous improvement work that brought us this far, and move into an era of transformational change.

In order to achieve this change, hundreds of University citizens have contributed over the past 18 months to the creation of a transformational action plan for administrative operations. Each of the administrative task forces will wrap up their important planning and prioritization work by the fall of 2006. This report is a reflection of what was accomplished by the task forces and steering committee as well as recommendations for future action.

Background

Spring, 2005:

In January 2005, President Bruininks appointed an Administrative Strategic Planning Task Force to assess administrative support services and determine how best to align those services with the priorities and needs of the academic enterprise. The task force was co-chaired by Vice President Kathleen O'Brien and Executive Associate Vice President Alfred Sullivan and members included faculty representatives, administrators from central units, colleges, and coordinate campuses. The task force developed seven recommendations that built on a substantial body of continuous improvement work accomplished throughout the University over the past several years. The task force ensured that each recommendation aligned with one or more of the strategic positioning action strategies. Detailed descriptions of each of the seven major administrative recommendations were provided in the March 30, 2005 report to the president ([Steering Committee- Appendix A: Administrative Task Force Recommendations Report, March 30, 2005](#)) ([Steering Committee- Appendix B: Administrative Task Force Summary of Strategies, March 30, 2005](#)). A summary of the recommendations is outlined below:

1. Recognize the University of Minnesota, its campuses, colleges, departments, and units as a single enterprise. Establishing uniform standards and systems will help reduce duplication of administrative processes and their associated support structures.
2. Embrace and achieve a culture that is committed to excellence, service, and continuous improvement. A culture which is aligned with and encourages transformational behavior and outcomes is essential for the University to achieve its strategic vision.
3. Transform the “centralized vs. decentralized” administrative structure. A new model of how we organize and structure administrative support to the academic enterprise must be created so we can make the best use of all of our resources.

4. Adopt best-practice management tools throughout the University. Providing better information will support fact-based decision-making and will demonstrate successes, target areas for improvement and maximize the effective use of resources.
5. Focus administrative support on serving students, faculty, and academic units. Strengthening our understanding of the people we serve will allow administrative and support units to provide excellent services in alignment with their needs.
6. Maximize opportunities for the people of the University to grow, develop, and contribute. The University of Minnesota must transform its human resource system to foster creativity and innovation while enhancing effective, accountable administration. This means not only recruiting individuals at the top of their disciplines, but also providing individuals the means to develop new skills, once hired.
7. Optimize the use of the University's physical, financial, and technological resources. Strategic resource acquisition, management, and redeployment are essential if the University is to achieve its long-term goals and advance academic quality.

On March 30, 2005, the Administrative Strategic Positioning Task Force presented its recommendations for change to the president. The recommendations and associated strategies were comprehensive and far-reaching. The task force noted that the recommendations are inter-related and must be advanced together in order for transformational change to be possible. As outlined in that report, thoughtful work needed to occur to determine how the recommendations and strategies should be operationalized.

The president adopted the administrative task force proposal into his recommendations to the Board of Regents (Board). The Board endorsed the University's strategic positioning recommendations, "*Transforming the University of Minnesota*," on June 10, 2005. At point of endorsement, the seven administrative recommendations became action areas.

During the month of April, the task force began to work through the challenge of structuring an implementation, sequencing, and accountability plan for the action areas and supporting strategies. The May, 2005 "*Next Steps Report*" captured the task force's recommendations for making an administrative transformation at the University of Minnesota a reality. ([Steering Committee- Appendix C: Administrative Task Force Next Steps Report, May 2005](#))

To define the desired objective, the task force articulated an initial vision for the future of administrative operations at the University of Minnesota:

"We will provide quality administrative services at best value to support the education, research, and service missions of a top-ranked public research university. The University's administrative culture and services will be:

- ✓ *Aligned with and supportive of the academic, research, and outreach missions*
- ✓ *User-centered, focused on meeting the needs of faculty, staff, students, and the public*
- ✓ *Responsive, high quality, and efficient*
- ✓ *Easily understandable and simple to use*
- ✓ *Accountable for results and judicious with resources*
- ✓ *Continually improving*"

The task force also defined an implementation structure and project sequencing plan for the transformational work. The proposed administrative structure included executive owners (or chairs) for each of the seven recommendations, steering teams (or task forces) to support those chairs, and a steering committee for the overall administrative transformation made up of the seven task force chairs and a team leader. Four primary

categories were created to sort the projects: foundational; underway; immediate; and long-term. This sequencing structure provided a way to order the work to ensure it is done in a requisite order, avoid the need to redo the work, and to anticipate what is needed to complete other projects

Summer/Fall, 2005:

In August, 2005 the president charged Vice President Kathleen O'Brien to lead the next phase of the administrative transformation. In September, 2005, Vice President O'Brien charged seven University leaders to form and lead task forces to achieve success of the seven administrative action areas. In addition, each task force chair was invited to serve on the Administrative Service and Productivity Steering Committee. ([Steering Committee-Appendix D: Charge Letter, August 26, 2006](#))

The steering committee was composed of a team leader, the seven task force chairs, chairperson of the Senate Committee on Finance and Planning, and supported by the Office of Service and Continuous Improvement and a senior fellow at the Humphrey Institute of Public Affairs. The purpose of the committee was to ensure alignment and collaboration among the administrative and academic task forces, facilitate coordination among task forces, and coordinate the communication and consultation plans for the task forces and projects. In addition it was charged to identify cross task force issues and impacts, prioritize and sequence projects, define measures of success, leverage resources, and support the success of the administrative change effort. The steering committee met regularly through the summer of 2006.

Each of the seven administrative action areas was assigned to a system-wide task force. The task forces were made up of working groups that included faculty, collegiate staff, students and external representatives. Each task force was asked to review and refine the principles and goals for the action area, develop and execute a consultation and communication plan, develop a portfolio of projects with an associated roadmap for completion. In addition, four of the administrative action areas (single enterprise, culture, structure, and best practices) were responsible for achieving success of major, foundational projects that were immediately essential to achieving the transformation of administrative services.

Winter, 2006:

In January 2006, the administrative task forces reported to the steering committee on their work to date, next steps, and their envisioned products. In order to give the University community a comprehensive picture of the transformation, the steering committee made the decision to present a unified report that provided a status report on task force work and identified the priority projects essential to the transformation of the administrative services. The report consolidated the work to date into a blueprint for change--*transformational change*-- in the ways we organize, support, and serve the University of Minnesota. ([Steering Committee- Appendix E: Progress and Implementation Priorities Report, March 24, 2006](#))

One of the most important products to come out of this phase of the work was a refined vision for the future of administrative operations at the University of Minnesota:

"In support the University's academic mission, we must achieve administrative operations that are the best among our peers; focused on service to faculty, students, staff, units, and the public; and driven by performance objectives and defined results."

The plan for implementation of this transformative agenda was organized under four primary themes: People, Organization/Structure, Information, and Culture. The steering committee decided that a targeted focus on these four areas would ultimately achieve a premier administrative operation that is integrated, results-based, and nimble. Each of the seven administrative task forces had a role to play in facilitating success of one or more of these frameworks.

As a result of reviewing the seven interim task force progress reports in early January, the steering committee decided to select a series of projects from the task force portfolios that would be most transformative and drive success of the strategic positioning action strategies. In effect, these selected projects are the first in a series of transformational work efforts that together will take administrative operations to the next level. These projects included:

People

I. Strengthen the leadership skills of our managers, supervisors, and leaders

This project will strengthen managerial and leadership capabilities by identifying, agreeing upon, and implementing key competencies for supervisors, managers and leaders. These competencies will be used in the selection, training, and performance assessments of individuals.

II. Invest in a “strong start” for all employees

This effort will ensure that all new employees begin their employment at the University with a strong start. All employees must receive appropriate support, assistance, and information to orient them to the university as a community, acquaint them with critical resources, and heighten understanding of what is expected of them in their new positions.

III. Improve performance management systems for staff

This effort will improve performance management systems so that every employee receives regular feedback on their performance and understands the expectation to continuously upgrade their skills and knowledge. This project will promote the idea that all University supervisors should reward and recognize achievement, actively support the development of their staff, and deal appropriately with underachieving employees.

IV. Enhance classification and compensation systems across all job families

In order to continue enhancing the competitiveness of the University, classifications and compensation systems will be updated to ensure that pay philosophies for each employee group are clearly articulated, internal and external market compensation information is up-to-date and accessible, and job classifications for each employee group are simplified and current. All managers will be trained to use these systems as designed.

Information

V. Single Enterprise / Best Practice Identification and Advancement Process

This project is creating a process to nimbly and systematically identify, analyze, and advance single enterprise and best practice tools, techniques, and systems. In addition, a review process will be put in place to assess the ongoing effectiveness of these systems.

VI. Internal Budget Model

This project is building a transparent and responsive budget model that supports the stated values of the institution, allows for long-term financial investments, and addresses the overhead needs of the University, while providing reliable, stable and predictable incentives for sound financial planning and strong fiscal management. The model creates appropriate incentives and disincentives to enhance the University’s excellence and optimize the use of resources.

VII. Enterprise Financial System

The new financial system replaces aged technology as well as overhauls many University financial processes and reporting mechanisms. Improvements in processes, quality, and quantity of information will occur through uniformity, consistency, automation, and ease of use. One key objective of the project is to provide the University more data gathering flexibility in an increasingly complex and

demanding internal and external reporting environment. An overarching goal is to ensure that each financial business process, and by extension the financial system as a whole, supports a strong and transparent control environment.

VIII. Strengthen Compact Process to Integrate Planning, Performance, and Budgets

This effort will strengthen the existing Compact process to integrate planning, decision making, resource allocation, and performance metrics into a comprehensive system for all colleges, campuses, and units. It will place accountability at the appropriate leadership levels throughout the University and reward improved performance.

IX. Reliable Management Data Support

In order to standardize definitions and promote accessibility, this project will review management and operational performance data needs of University decision-makers and implement necessary changes. In addition, the functions of the offices that provide this data will be assessed to determine how these units might be best optimized to provide better information for planning and decision-making.

Organization/Structure

X: New Administrative Services Model

This effort is developing a new model for administrative services that (1) clearly defines the responsibilities and authorities of central units, colleges, and departments; (2) identifies areas for sharing and clustering administrative services to support multiple units; (3) integrates the delivery of administrative services from central to colleges to departments; and (4) delineates system roles and responsibilities.

XI. Administrative Policy Review and Simplification

In order to reduce over-regulation and complexity, increase consistency and compliance, and empower individuals to make decisions, administrative policies and process will be overhauled. This will include clarifying delegations of authority, eliminating conflicts between internal policies or with external regulatory requirements, redrafting administrative policies in a consistent and easily accessible format, and communicating them clearly and understandably to faculty, staff, students, and the public.

XII. Facilities Management Transformation

To achieve the University's strategic goal, space and services must genuinely meet the needs of faculty, staff, students, and academic units. Facilities Management will move from managing buildings to providing services and facilities to serve the faculty, staff, students, and academic programs that utilize those facilities.

Culture

XIII: Define and Foster a Culture that Propels and Reflects the University's Aspiration

This effort will define, communicate, and foster a culture that propels and reflects the University's aspiration to be a top three public research university by: (1) creating a clear statement of the University's desired culture; and (2) developing a comprehensive plan to transform the University's culture. Next steps include executing strategies and developing appropriate measures to gauge culture change.

Current Status

In June, 2006, the steering committee reflected back on what has been accomplished thus far in achieving a transformation of administrative operations:

- ✓ Defined our goal with greater clarity.
 - Refined the vision for administrative operations to specifically reflect our ideal state and compelling for all members of the University community. It reads: "*To support the University's academic mission, we must achieve administrative operations that are the best among our peers; focused on service to faculty, students, staff, units, and the public; and driven by performance objectives and defined results.*"
 - Developed four primary strategies that all implementation efforts have been and will continue to be organized around. These strategies include: People, Organization/Structure, Information/Decision Making, and Culture.
- ✓ Developed a guiding coalition for the administrative transformation.
 - Developed an integrated administrative leadership team that will continue into the future as a standing sub-committee of the president's executive team. Administrative leaders have strengthened their relationships to one another and created a space to address administrative issues that cut across management system boundaries.
 - Engaged dozens of individuals on task forces and project teams. Task force and project team members have included faculty, staff, students, and external stakeholders. ([Steering Committee- Appendix F: Membership and Consultation](#))
 - Engaged President's Emerging Leaders (PEL) and Transformational Leadership Program (TLP) teams on critical administrative projects. ([Steering Committee- Appendix F Membership and Consultation](#))
 - Consulted broadly throughout the University community. ([Steering Committee- Appendix F Membership and Consultation](#))
 - Developed an excitement and belief among the University community that change can and will happen. People are bringing their ideas forward and want to be a part of the change and the future.
- ✓ Developed shared language and concepts that are already guiding implementation.
 - The redesigned colleges used "shared-service administrative structure" principles to design their new administrative structures.
 - The Enterprise Financial System is using "single enterprise" and "shared-service administrative structure" principles to inform decisions, achieve standardized business process, accomplish administrative tasks more efficiently, and design a risk-based simplification of policies and procedures.
 - The Facilities Management Transformation utilized the "shared-service administrative structure" principles to keep service delivery as close to users as possible while capturing economies of scale and using core competencies to provide quality assurance.
 - A President's Emerging Leaders team developed a model to assess the extent to which the University is affecting transformational change. ([Steering Committee- Appendix G: PEL Team Report on Organizational Transformational Models, Summer 2006](#))
- ✓ Made decisions and achieved early results.
 - Developed and began implementation of a "best practice/single enterprise identification and advancement process" ([Jump to Single Enterprise Task Force report](#))
 - Developed and began implementation of a "shared-service administrative structure" ([Jump to Administrative Structure Task Force report](#))

- Developed and began implementation of enterprise-wide operational metrics that develop greater accountability and transparency of central management units and administrative functions within colleges and units. ([Jump to Best Practice Management Tools Task Force report](#))
- Conducted rigorous and inclusive assessment process to understand the current university culture ([Jump to Culture Task Force report](#))
- Developed implementation plans to meaningfully engage employees and utilize performance management systems to ensure continuous development of university faculty and staff. ([Jump to People Task Force report](#))
- Developed a new “service philosophy” for the University and began several exciting service enhancement initiatives. ([Jump to Services Task Force report](#))
- Implemented the new Internal Budget Model which creates appropriate incentives and disincentives to optimize the use of resources, achieved purchasing efficiencies, and continued to optimize our financial and physical assets. ([Jump to Optimize Resources Task Force report](#))
- Began implementation of standardized methodology to measure the impact of our work – impacts of our implementation will be:
 - Improving productivity and/or efficiency
 - Reducing costs
 - Enhancing revenues
 - Improving service and/or product quality
 - Engaging employees

Future Action

The administrative task forces will wrap up their work by July, 2006. The Culture Task Force will continue working through October, 2006. The Administrative Service and Productivity Steering Committee will end in its current form during the summer of 2006.

To build on all of the work that has come before and to ensure achievement of service and support operations that are best among our peers, an ongoing administrative team will be created. The team will be a standing sub-committee of the president’s executive committee. The Administrative Team will oversee the successful completion of the first wave of thirteen projects, ensure the task force recommendations are implemented, and identify and oversee implementation of future administrative transformational projects. In addition, the Administrative Team will:

- Direct critical enterprise administrative processes such as the best practice/single enterprise identification and advancement process
- Bring University leadership into discussion as issues dictate
- Bring requisite decisions to the president and appropriate academic officers and communicate decisions to impacted groups
- Consult with university governance groups and communicate with the University Community as appropriate
- Maintain accountability for the measurement of administrative operations, strategy, and project impacts

Major areas of future focus for the Administrative Team will include:

- Space optimization and asset optimization
- Purchasing efficiencies
- Implementation of culture change strategies
- Implementation of system-wide operational metrics
- Implementation of a best practice/single enterprise identification and assessment process

STEERING COMMITTEE APPENDICES

- [Appendix A Administrative Task Force Recommendations Report- March 30, 2005](#)
- [Appendix B: Administrative Task Force Summary of Strategies- March 30, 2005](#)
- [Appendix C: Administrative Task Force Next Steps Report, May 2005](#)
- [Appendix D: Charge Letter, August 26, 2006](#)
- [Appendix E: Progress and Implementation Priorities Report, March 24, 2006](#)
- [Appendix F: Membership and Consultation \(task force membership, PEL teams, TLP leaders, consultation list\)](#)
- [Appendix G: PEL Team Report on Organizational Transformational Models, Summer 2006](#)
- [Appendix H: Project List --- Working Draft, August 3, 2006](#)

TASK FORCE REPORTS

- [Single Enterprise Task Force Report](#)
- [Culture Task Force Report](#)
- [Administrative Structure Task Force Report](#)
- [Best Practice Management Tools Task Force Report](#)
- [Services Task Force Report](#)
- [People Task Force Report](#)
- [Optimize Resources Task Force Report](#)

SINGLE ENTERPRISE

Submitted by: Gail Klatt, Chair, Single Enterprise Task Force
Date: June 27, 2006

Charge to the Single Enterprise Task Force

In his inaugural address, President Robert Bruininks envisioned a University "...known as much for its service and business innovation as for its high quality research, education, and public service." As part of his broad Strategic Positioning Initiative to encourage academic and administrative change, he created the Administrative Service and Productivity Task Force to lead administrative innovation. In fall 2005, the Administrative Task force charged the Single Enterprise Task Force as one of four administrative foundational task forces to create an overarching structure to drive innovation and propel the University of Minnesota toward the vision of becoming one of the top three research institutions in the world.

The Single Enterprise Task Force was asked to "develop a practical and effective set of operating practices to promote and facilitate enterprise based decision making for the purpose of achieving economies and efficiencies available to the University because of its enterprise breadth." With the recognition that the campuses, colleges, departments, and units together comprise the single enterprise that is **The University of Minnesota**, the goal of the Task Force was to develop a structure that could establish uniform standards and systems that will help reduce duplication of administrative processes and their associated support structures while creating institutional cohesion.

The Single Enterprise Task Force was given four specific deliverables: determine if a single enterprise policy is necessary, develop criteria to identify and evaluate single enterprise projects, create a process to act upon enterprise opportunities, and determine when exceptions for participation may be made.

Guiding this work was the vision articulated in the May 2005 Administrative Task Force Next Steps Report that the University's administrative culture and services would be:

- Aligned with and supportive of the academic, research, and outreach missions
- User centered, focused on meeting the needs of faculty, staff, students, and the public
- Responsive, high quality, and efficient
- Easily understandable and simple to use
- Accountable for results and judicious with resources
- Continually improving.

Compelling Case for Change

The Why: Transformational Goal

The March 30, 2005 Administrative Strategic Planning Task Force Report to the president made a strong case for recognizing the University of Minnesota, its campuses, colleges, departments, and units as a single enterprise. To become one of the three best public research universities in the world requires institutional focus and a fundamental transformation of both administrative operations and cultural expectations across all University campuses. Operating as a single enterprise can further both of these efforts.

The University needs to strive to optimize the outcomes of the effort that its staff and faculty expend each day. There is a need to establish uniform standards and systems across the University that will reduce duplicative and multiple processes that create high cost, unnecessarily consume institutional energy, and produce inconsistent results. Standardizing institutional processes and technologies, reducing redundant systems and processes, and creating consistency in institutional practices offers the opportunity to reduce complexity,

achieve significant cost savings and/or better outcomes, and allow faculty, staff and students to focus their energies on their primary activities without having to navigate an operational labyrinth. Leveraging the breadth and size of the University in areas such as procurement can also accrue significant improvements in the cost and quality of the goods and services obtained.

The Single Enterprise Task Force determined there is an equally compelling case for recognizing the University as a single enterprise for the purpose of transforming its culture and moving the institution toward the University's strategic objectives. While members of the University community recognized the advantages of "operating" as a single enterprise, it was the idea of creating a culture where the vision and goals of the University transcend those of individual units that was most energizing. Having the common face of a single enterprise will put the University in an even stronger position to recruit excellent students and faculty.

Evolution of the Process in the Last Six Months

In order to transform the University culture so that staff and faculty members think creatively about how to foster improvement not only in their own units but also explore ways to advance the whole system, the task force initiated a foundational project to develop a Single Enterprise tool that (1) establishes a simple process to encourage and welcome new ideas from individuals and departments, (2) provides support for analyzing proposals, (3) promotes a clear and transparent decision-making process that is overseen by senior University officers, (4) conducts quality assurance reviews during implementation, and (5) allows for opting-out of system-wide innovations only with the approval of senior officers.

The Single Enterprise Task Force worked closely with the Best Practices Task Force to develop similar processes for identifying and implementing excellent new ideas. The goal of both task forces is to advance individual single enterprise and best practice initiatives with the result that faculty, staff, students, and external constituents recognize and feel that the University is operating more efficiently and effectively. The University needs to be known for using its resources wisely and judiciously, and serving its students and the community well. The University can measure how its constituents view its general progress through the internal and external surveys it regularly conducts.

Critical Themes and Issues

Early in its work, the task force adopted the following definition to guide its efforts.

A single enterprise is an organizational philosophy that recognizes the University of Minnesota most effectively and efficiently serves its mission when acting as a single endeavor with due regard to the individual strengths and challenges of its campuses, colleges, units, and departments.

Single enterprise solutions will be utilized by similar units across the institution. In most cases, innovations will be adopted system-wide, but it is possible that others will be applicable only to campuses or specific units. A single enterprise solution differs from a best practice solution in that the single enterprise will be designed for broad use, while a best practice solution could be used by only a few units where it is applicable. However, it is possible that best practices may serve as pilot projects for ideas that will later become single enterprise solutions.

The Task Force also arrived at the following premises which have served to guide its work:

Premise # 1: The overarching purpose of adopting a single enterprise philosophy is to advance the essence of the University of Minnesota and its defining attributes (including those envisioned for its administrative culture and services). While specific application of the philosophy may result in cost savings; this is a secondary benefit.

Premise #2: Single enterprise opportunities fall into two distinct categories: those which create consistency in operating methods to enhance the quality of outcomes and/or provide significant cost savings; and secondly, those which help move the institution as a whole forward in a desired direction. Both types of opportunities are seen by the Task Force as serving important purposes in achieving the University's vision of being one of the top three research universities in the world.

Premise #3: While adoption of a single enterprise philosophy offers the University many benefits, it must co-exist with and complement a culture which also actively encourages and fosters innovation if the institution is going to achieve its goal of continually improving.

Premise #4: The single enterprise concept can be applicable at the system, campus or functional level and the proposed methodology and process must be scalable at all of these levels.

Premise #5: The single enterprise philosophy is not intended to detract from the distinguishing and differentiating characteristics of individual campuses, colleges, departments, etc. However, the Task Force also acknowledged that in its pursuit of becoming one of the top three research universities in the world, the University may find that some of these "differences" impede its progress towards this goal.

Impacts and Measures of Success

Extensive consultation with University officials and stakeholders inside and outside of the University provided insight into whether a single enterprise philosophy would be accepted and what impact it would have on the University. It also helped establish measures for success.

Institutional Readiness: The Task Force was somewhat surprised that there is a fairly wide degree of acceptance of the single enterprise philosophy and the benefits of looking at the University of Minnesota as a single enterprise. The majority of those consulted saw both operational and reputational benefits and acknowledged that the needs of individual units may, at times, need to be subordinated to those of the University as a whole. The benefits of having a collective solution to common problems, versus solving the same problem multiple times over, was broadly accepted, and many saw this "reinvention of the wheel" as unnecessarily costly and widely variable in the quality of outcome. Interestingly, the two most often mentioned areas where single enterprise approaches were considered to have the greatest potential were in the leveraging of technology and in the University's culture itself.

While acceptance of the single enterprise philosophy is present, it also was clear from the Task Force's listening that barriers do exist. Most frequently mentioned was the concern that the distinguishing characteristics of individual campuses, colleges, and units would be sacrificed in the process. Similarly, there is some cynicism that the "University as an enterprise" will actually mean "the Twin Cities campus as the enterprise" or "central as the enterprise."

Single Enterprise Critical Success Factors: The key factor for success cited most frequently by those who have successfully advanced single enterprise projects is the engagement and sponsorship of senior leaders. Their involvement was felt to enhance the credibility of the process and reinforce its significance to the organization. The second most cited success factor was having very clear decision making authority. Finally, an engaged and empowered governance system that makes policy and operational decisions to adopt single enterprise solutions was consistently cited as a critical success factor. The most successful models accomplish all three of these factors by having their senior leaders involved in single enterprise governance.

Lastly, the organizations which have successfully adopted single enterprise solutions all benefited from having an efficient, transparent, and well understood process for capturing single enterprise opportunities, evaluating these opportunities, and escalating them for consideration by the governance group.

In addition to the success factors identified by others, the Task Force also feels that it is important for the University of Minnesota's model to include a quality assurance mechanism so that single enterprise solutions, once adopted, are periodically evaluated to ensure they continue to achieve the expected quality of outcomes.

Role of Policy: When the task force consulted with senior leaders about whether it was necessary to adopt a single enterprise policy, it found them eager to engage in the single enterprise process, but they felt a new policy was not needed. Their view was that making decisions about major projects was part of their role, and they were comfortable leading the effort. Therefore, the task force did not pursue a new policy, but instead concentrated on developing an easily understood process and guiding principles for its application.

Connections with Other Task Forces: The Single Enterprise Task Force is foundational in nature. While it has created and considered a portfolio of examples of enterprise-wide solutions which have been or may be fruitful, as a strategic planning task force its role is limited to developing a process by which such opportunities can be advanced. Many of the single enterprise opportunities identified are already included in the work of other Strategic Positioning task forces as well as the work plans of individual units. This further lends support to the University's readiness to embrace a single enterprise philosophy.

As mentioned earlier, the Single Enterprise Task Force worked with the Best Practices Task Force to develop a similar process for bringing ideas to fruition.

In terms of organizational readiness, the Task Force also noted throughout its work that both the task force on Services for Students, Faculty, and Staff and the task force on People have a significant number of projects in their respective portfolios which are of a Single Enterprise nature, and several of them would be considered "early wins" that exemplify the benefits of the Single Enterprise concept.

This appetite for new single enterprise solutions illustrates the institution's readiness to accept a new way of thinking. The large scale of President Bruinink's Strategic Positioning Initiative that has involved faculty and staff across the system has generated a positive atmosphere. This would seem to be a perfect time for the Culture Task Force to harness this energy and build on people's enthusiasm to further foster a culture that propels the University towards its aspirations.

The need for additional/better/more effective communication within the University has also been a repeated theme in the Task Force's conversations. Task Force members were often surprised that resources, processes and practices which already exist were often not widely known within the University community. The Task Force worked to incorporate a communication plan when it designed the single enterprise process.

Measures of Success: Having a well defined and understood process for identifying, evaluating, and adopting single enterprise solutions will be the first measure of success. Secondly, the successful advancement of individual single enterprise initiatives will further demonstrate the University's acculturation of the single enterprise philosophy. Finally, the cumulative effect of single enterprise projects and other best practices projects that result from the Strategic Positioning initiative will ultimately be measured by how faculty, staff, students, and external constituents recognize and feel that the University is operating more efficiently and effectively. The goal is that the University will be well known for using its resources wisely and judiciously, and serving its students and the community well. The University can measure how its constituents view its general progress through the internal and external surveys it regularly conducts.

Single Enterprise Task Force Summary

Single Enterprise Task Force Members

Gail Klatt, Chair Associate Vice President, Internal Audit	Laurie Scheich Associate Vice President, Auxiliary Services Administration
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Matt Larson Coordinator Office of Service & Continuous Improvement	Sue Van Voorhis Director Office of the Registrar
Joyce Wascoe Project Coordinator	

Task Force Process

The Single Enterprise Task Force researched how single enterprise decisions have been successfully advanced before, both internally and externally, to identify common themes and critical success factors. The Task Force also consulted broadly across the organization to assess the degree of readiness and acceptance of the single enterprise concept and to solicit ideas as to where opportunities exist to further this concept internally and what barriers might need to be overcome.

The wide acceptance of the single enterprise philosophy and the keen anticipation that the University of Minnesota can reap rewards if it operates as a single enterprise means the time is right for introduction of a single enterprise process. The majority of those consulted saw both operational and reputational benefits and acknowledged that the needs of individual units may, at times, need to be subordinated to those of the University as a whole.

Consultation

The Single Enterprise Task Force conducted extensive background research to learn what makes single enterprise projects successful:

- Researched current literature on enterprise solutions (A list of materials consulted is in Appendix A)
- Discussed with internal and external parties who have successfully advanced single enterprise solutions (A list of individuals with whom the task force consulted is in Appendix B)
- Compiled and analyzed a list of single enterprise solutions at the University of Minnesota, including those which have been adopted, those in progress, and those which have future potential
- Consulted with faculty and staff on all campuses as well as external experts
- Evaluated existing University processes that could serve as a model for the single enterprise process
- Identified the type of information needed for senior leaders to make single enterprise decisions
- Reviewed models for business cases currently used at the University
- Held joint discussions with the Best Practices Task Force to discuss developing a joint process

Foundational Project Completed

The Single Enterprise Task Force's foundational project was to develop a process to stimulate, evaluate, and recommend for implementation new ideas that will enhance the operation of the University.

RECOMMENDATION: The Single Enterprise Task Force recommends that the University adopt the Single Enterprise Principles, Criteria, and Process.

Single Enterprise Principles

The following principles will determine whether a proposed idea has the potential to be a single enterprise solution.

Advance the Institution: Adopting single enterprise solutions and nurturing a single enterprise culture enhance the ability of the University of Minnesota to meet its mission of teaching, research and service and to attain its goal of becoming one of the top three public research institutions. Single enterprise solutions will strive to accomplish a majority of the following:

- Advance the best interests of the University as a whole
- Contribute to the ability to provide excellent education and to foster new research
- Improve services for students, staff, faculty, and the public
- Enhance the reputation of the University
- Build the University's relationship with stakeholders and the public
- Realize cost savings through utilizing economies of scale and eliminating redundancies
- Reduce complexity through the adoption of consistent institutional practices
- Promote compliance with laws and policies through adoption of uniform systems
- Improve the quality of outcomes by streamlining processes
- Respond to problems or opportunities
- Address systemic challenges across the institution

Align with Strategic Objectives: Single enterprise solutions support strategic University objectives that further its mission and goals. The University will:

- Develop internal governance processes and systems to ensure effective communication between University leadership responsible for the University's strategic objectives and those who identify, evaluate, and implement single enterprise projects.
- Assign knowledgeable single enterprise project leaders and vest them with authority to implement single enterprise proposals.
- Evaluate single enterprise proposals on their ability to advance the University's strategic objectives.
- Reward individuals and units that propose, develop, and adopt single enterprise solutions.
- Create administrative structures and budget models that promote and encourage a commitment to adopting single enterprise solutions.
- Ensure appropriate consultation with representative units and stakeholders that will be affected by a single enterprise solution during the proposal and implementation stages.

Serve a Common Good: Enterprise activities enhance the University as a whole and do not unduly burden any constituent part.

- Single enterprise solutions will be implemented by units across the University system whenever possible, unless a unit can demonstrate that there would be undue harm or interference with its operation.
- Units that do not adopt single enterprise solutions will be required to bear the cost of operating their own systems.
- Barriers in administrative structures, policies, and process that unduly interfere with the University's ability to implement common solutions will be eliminated.

Improve Performance: Single enterprise projects will be evaluated to ensure that they meet the University's goal of more effectively and efficiently carrying out its mission and of becoming one of the top three research institutions. Single enterprise projects will:

- Undergo review and evaluation through the identification, implementation, and post implementation phases.
- Include meaningful consultation with units affected by an enterprise solution.
- Yield benefits for the University as a whole that will outweigh any new burdens for individual units.
- Be justified by strong business cases demonstrating that projected benefits and cost savings outweigh implementation costs, including initial investment costs and human capital costs.
- Improve outcomes measured by the effectiveness or efficiency in delivering primary activities (research, teaching, outreach) or those activities which support primary activities (administrative support, facilities, services).

Single Enterprise Criteria

The following factors should be considered to determine whether an activity is a single "enterprise" activity. All potential single enterprise initiatives should demonstrate evaluation of these criteria.

Single Enterprise projects or initiatives need not meet all criteria, but should be supported by the overwhelming balance of factors.

Alignment. Aligns with the University strategic initiative and action strategies, as well as its mission, vision and values;

General Applicability. Generally applies across similarly-situated units of the University system;

Economies of Scale. Leverages the University's size, and/or it would be cost prohibitive or technically infeasible to replicate on each campus or across colleges, departments, and units;

Net Gain on Cost/Benefit Analysis. Clearly demonstrates a net gain after analysis of all costs/burdens and gains/benefits associated with adoption and implementation; factors to consider include:

- ***Benefits***
 - Financial savings/return on investment
 - Service improvements
 - Improved end-user/beneficiary satisfaction
 - Greater efficiencies
 - Ability to recapture costs
 - Improved outcomes
 - Improved University reputation

- Improved competency
- Benefits to U community members (faculty, staff, students, others)
- Cost avoidance
- ***Costs***
 - Financial costs, including development, implementation, and sustainability/maintenance
 - Human resource costs
 - Potential for interference with University goals
 - Potential for interference with the desired distinguishing features of particular units
 - Level of institutional effort to implement
 - Negative impact on related/dependent systems
 - Inconvenience/harm to U community members (faculty, staff, students, others)

Risk Reduction. Reduces risk associated with achieving University objectives. Risks to consider include:

- Financial
- Operational
- Reputation
- Regulatory/compliance
- People/ human capital

People/ Human Capital. Improves work life for University employees:

- Leverages, or enhances, the core competencies of employees
- Enhances employee engagement and institutional loyalty
- Improves quality of work life through training and professional development

Stakeholder Buy-In. Demonstrates substantial buy-in though appropriate consultation with University stakeholders

Validation Process. Includes clearly defined outcomes and a validation process to assure outcomes achieved and/or process modified to achieve them

Single Enterprise Process

The single enterprise process is a systematic method for tracking single enterprise ideas from the suggestion stage through implementation and review. It is an open and transparent system with clear decision points. The required analysis and measurement enables University decision makers to carefully evaluate potential solutions. Continuing quality assurance review enables the University to communicate successes when it adopts innovative ideas.

A key critical success factor is the close involvement of high level University officers in the selection and approval of single enterprise proposals. The single enterprise process involves two committees: 1) Ongoing Administrative Steering Team and 2) president and academic vice presidents.

The Steering Team will be made up of vice presidents whose functional areas of responsibility would benefit from single enterprise and best practice innovations. The committee may also include other high-level University officers.

Ongoing Administrative Steering Team. The Steering Team has the primary responsibility for the single enterprise and best practices process, including supervising the work of the Office of Service and Continuous Improvement, project owners, and others while they are involved in this process. It will evaluate proposals as they move through the various steps. It will have the authority to reject or adopt proposals with notification to

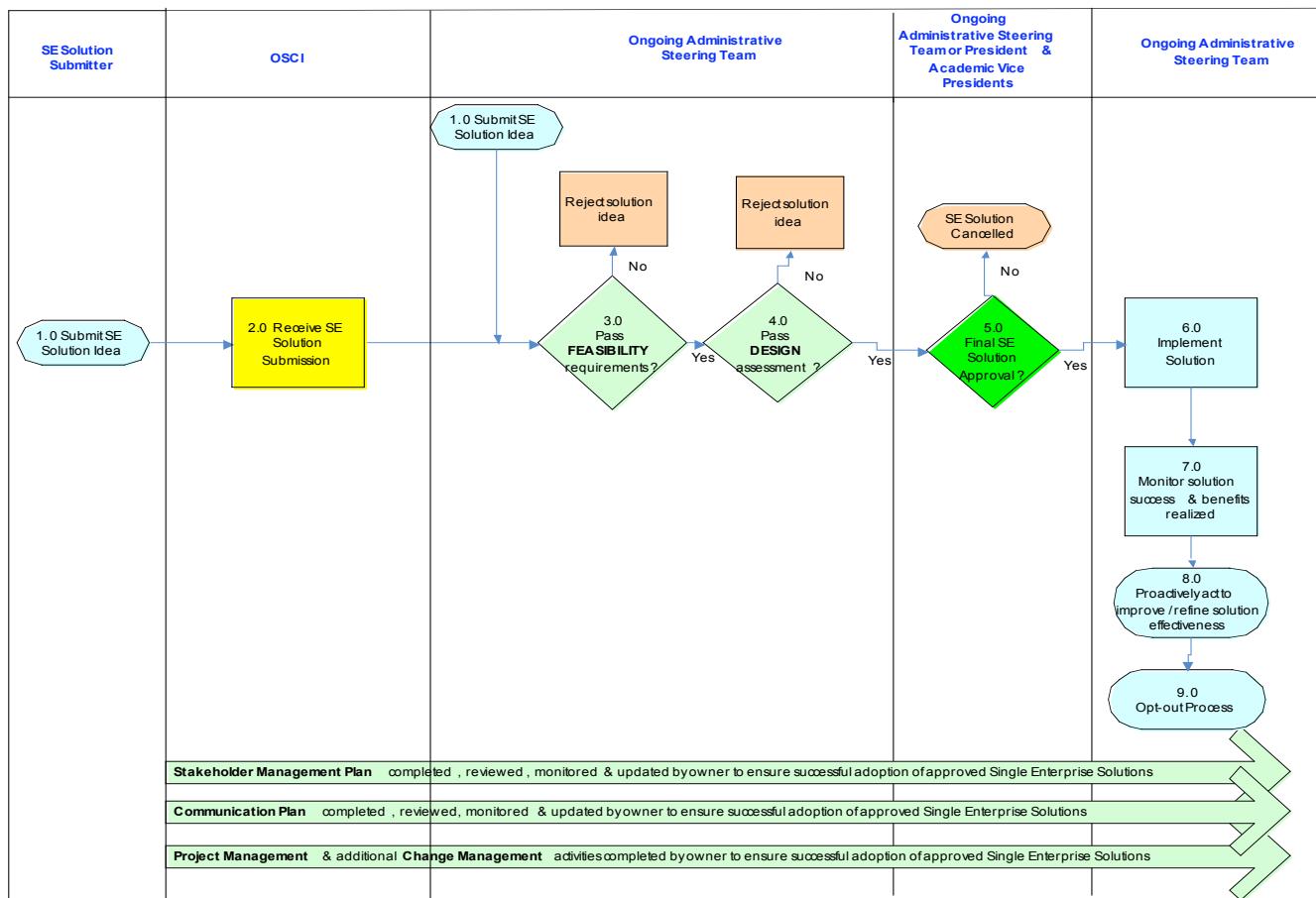
the president and academic vice presidents. It may also recommend proposals to the president and academic vice presidents for their consideration.

The Administrative Service and Productivity Steering Committee that has overseen the Administrative Strategic Positioning task forces is a good model for such a committee, but the membership of the new Steering Team has not been determined. It is expected that the president will appoint and charge the team.

Feasibility and design assessments of single enterprise opportunities will require resources. The Steering Team will provide appropriate levels of funding when needed. The OSCI strategic development budget, the University Budget and Finance Office, or a designated pool of funding held by the Steering Team are possible sources for these funds.

President and Academic Vice Presidents Committee. The president and the academic vice presidents will comprise the committee that has overall responsibility for the single enterprise process and final authority. Much of the work of the process will be delegated to the Steering Team.

Single enterprise process steps are illustrated in the following diagram. (Diagrams detailing each step can be found in the appendix.)



Step 1.0 Submissions

The single enterprise process begins when an individual or a unit has a suggestion for a new single enterprise solution. The individual or unit would submit the idea on a simple form (see draft of the submission form in Appendix D). The form asks for a description of the solution and the problem it addresses, benefits the solution would produce or how it would make University life easier, improve the work of the University, the University strategies it supports or with which it aligns, and how it relates to single enterprise solution principles.

The form can be submitted via a website, e-mail, or hard copy. A website will be established that will request and encourage submissions. The same website will be used to submit best practices suggestions as well. A complementary University TLP project is currently underway to develop a tool to evaluate and report on the impact of all strategic projects. Because similar information will be needed, the TLP project team will examine and refine the submission form draft as well as forms proposed by other task forces to ensure consistency in the information requested, language and format. The TLP project will also create a standard Business Case Template with uniform language and measurement tools to be used in the cost/benefit analysis of single enterprise projects.

It is often the case that departments or units have single enterprise or best practice ideas that they have been working on with their own resources for some time. These proposals may start in Step 3.0 for evaluation by the Steering Team.

Step 2.0 Administration and Consultation

The Office of Service and Continuous Improvement (OSCI) will be asked to receive single enterprise and best practice proposals, administer the single enterprise and best practice processes, and provide consultation services to aid analysis of the solutions. The office will be charged with several responsibilities:

- Encourage individuals and departments to submit single enterprise and best practice proposals;
- Design a single enterprise/best practices website;
- Accept submissions via website, e-mail, or hard copy;
- Determine whether appropriate information has been submitted and work with submitters to gather additional background;
- Make initial evaluations of proposals to determine whether they fit the single enterprise or best practices principles and criteria;
- Advance proposals to the Administrative Steering Team;
- Communicate decisions about whether projects are advanced or not to the submitter;
- Provide project consultation services;
- Provide tracking, administrative, and clerical support;
- Track and communicate the status of single enterprise submissions to the Administrative Steering Team; and
- Communicate successes to the University community.

Step 3.0 Feasibility Assessment

When determined to be viable by the Administrative Steering Team, it will identify and assign a project solution owner to the complete a feasibility assessment. This owner (usually a functional vice president) may involve the individual or unit that submitted the proposal if appropriate, and can utilize the services of the Office of Service and Continuous Improvement. The following tasks are expected to be completed as part of the assessment:

- Clarify and verify reasons change is required;
- Develop a stakeholder management plan that identifies individuals and units that would be affected by the single enterprise proposal; identify issues and questions, resistance or barriers;
- Develop a communication plan for obtaining the perspectives from direct stakeholders and others in the University who may have an interest or would be affected by the proposal; identify the audiences; communicate clear objectives; select communication channels and schedule; provide ongoing and periodic communication; evaluate feedback;
- Execute the stakeholder management and communication plans;

- Complete an initial cost benefit analysis using a standard Business Case Template, (the template is being developed by the TLP project team);
- Make a recommendation to the Steering Team whether to pursue the single enterprise solution, and if so, in what form.

The Steering Team will determine at this point, based on the project's individual merit and its impact on other University priorities, whether to reject the proposal or continue analysis in Step 4.0 Design Assessment.

Step 4.0 Design Assessment

Tasks involved in Step 4.0 Design Assessment will be carried out by the project owner.

- Assess the resources needed to carry out the design assessment; the Steering Team will determine the appropriate level of resources needed and will obtain and assign resources;
- Complete proposal evaluation and solution deployment due diligence; complete a business case that defines the scope of the project with cost and effort estimates, schedule for implementation, and impact analysis.
- Complete evaluation of the solution's impacts;
- Execute the final cost benefit analysis with the University Budget and Finance office;
- Identify all pros and cons;
- Make a final recommendation to the Administrative Steering Team as to whether to pursue the single enterprise solution, and if so, in what form.

Step 5.0 Solution Approval

Utilizing the feasibility and design assessments completed in Step 4.0, the single enterprise idea is either rejected or gets final approval and is implemented. This involves several stages:

- The Administrative Steering Team will make a recommendation to the president and academic vice presidents to implement a single enterprise solution.
- The president and academic vice presidents will evaluate proposals recommended by the Steering Team and make final decisions to approve or reject single enterprise implementation plans.
- The president may delegate the authority to make single enterprise decisions within certain parameters to the Administrative Steering Team
- In all cases, the Steering Team will make quarterly reports to the president and academic vice presidents about all single enterprise and best practice proposals, their status, and whether the proposals have been accepted or rejected. This gives the president and academic vice presidents the opportunity to put projects on a fast track, to eliminate them early in the process, to review the Steering Team decisions, and to evaluate proposals recommended by the vice presidents.
- If a proposal is approved, the Steering Team in consultation with the president and academic vice presidents will assign a solution implementation owner to carry out the implementation.
- The Administrative Steering Team and the implementation owner will ensure appropriate resources are budgeted for implementation and ongoing operations and maintenance.
- University budget decisions will be made to provide resources for implementation.
- The solution implementation owner will complete the detailed implementation deployment plans.

Step 6.0 Implement Solution

The solution implementation owner will implement the solution.

Step 7.0 Monitor Solution

Quality assurance is very important to this process to ensure that the single enterprise solutions provide the expected benefits. The Steering Team will review and evaluate the ongoing effectiveness of implemented single enterprise solutions on a regular basis to assure they continue to meet the needs of the University.

Step 8.0 Improve Solution Effectiveness

The Steering Team can recommend changes to the implementation plan or provide assistance if necessary to facilitate the implementation and help guarantee success.

Step 9.0 Opt-Out Process

When a single enterprise decision is made, it is expected that all units in the University system will participate. Opting-out is strongly discouraged because it undermines the principle of operating efficiently and effectively as a single enterprise. The Administrative Steering Team has the authority to allow a unit to opt-out of participation in the single enterprise solution when there is a strong and compelling academic or administrative reason which precludes participation. Exceptions are expected to be rare. Units which are provided exceptions will be expected to pay unit, and any central costs, associated with maintaining alternative processes. Requests for an opt-out should be sent directly to the Administrative Steering Team. Units requesting to opt out and the Administrative Steering Team's decision will be reported to the president and academic vice presidents.

Adoption of single enterprise solutions will also be measured, monitored, and reported for consideration in the compact process's accountability mechanisms.

Next Steps

The Administrative Strategic Planning Task Force will review the recommendations in this report and if approved will forward them to the president. With his approval, these are the necessary action steps:

- The president will endorse the adoption of the Single Enterprise principles, criteria, and process.
- The president will create the Administrative Steering Team and charge the Team with responsibility for overseeing the single enterprise process.
- The president will assign the Office of Service and Continuous Improvement to act as the administrator of the process.

Examples of Projects

Near Term Projects:

Occupational Health and Safety

A review of Occupational Health and Safety is currently underway to determine how to create a more effective system-wide service to protect the health and safety of staff, faculty, students, visitors and the community who participate in University activities. The report is expected to be finished this summer.

Credentialing/Security ID Card

The Credentialing/Security ID Card project proposes to institute a single identity card that would be worn by University employees.

Enterprise Ticketing System

This project proposes to adopt a single electronic ticketing system for all Twin Cities based units that have ticketing and customer management needs with the expectation that it will increase revenues, increase customer service, and capture more meaningful customer information.

E-mail and Calendaring

The University is in the process of rolling out a new email and calendaring system which is expected to eventually be used system-wide.

Recently Completed Projects:

On-line Application System

The Office of Human Resources recently went live with an on-line employee application system that automates the application process providing faster processing and placement of new employees.

Employment Verification and Background Checks

Human Resources has recently created a system-wide method for handling employee verification and background checks.

Travel Expenses Per Diem Policy

The Controller's Office has instituted a travel expense per diem policy that will streamline the process and result in faster turn-around time for reimbursements and will eliminate paperwork.

Departmental Room Scheduling System

R25 was recently identified as the enterprise scheduling system and will now provide automated scheduling for departmental classrooms on the Twin Cities campus in addition to the 300 general purpose/central classrooms. This will reduce duplication of administrative processes and simplify room scheduling, expedite the flow of course scheduling information to systems, staff, and students, and prevent double-booking of department space.

Future Projects Identified:

- Single IT Network
- Consolidated Data Center Strategy
- Portal Development for System Use
- Web CTVista Course Management System
- New Air Travel Service
- New E-mail Marketing Tool
- Branding and Marketing for University Promotion
- Food and Beverage RFP
- GRAD Planner
- Advising Tool
- Customer Relationship Management System
- Credit Card Tuition Payment
- IMS Software Implementation in partnership with MnSCU
- Learning Abroad Center Admissions System
- Automated Interuniversity Transfer Process
- Universal Admission Application
- On-line course guides

Twin Cities projects with Single Enterprise potential:

- Scholarship Database
- Gold Pass Recruiting Program
- Student Engagement Planner

SINGLE ENTERPRISE APPENDICES

- [Appendix A: Materials Consulted / Consultations](#)
- [Appendix B: Process Diagrams & Submission Form Draft](#)

CULTURE

Submitted by: Linda Thrane, Chair, Culture Task Force
Date: June 7, 2006

Executive summary

Culture is a manifestation of behaviors and actions that are driven by aspirations, expectations, values, systems and programs. It characterizes institutions but is embodied by the humans who populate them. It is a net result of leadership, human resources and communications – repeated and engrained over time.

A culture of excellence, service and receptivity to change is critical to the University of Minnesota's aspiration to be one of the top three public research universities in the world within the next decade. The university that emerges from the strategic positioning process will need to embrace and project a clear vision and identity that motivates from within and projects its leadership to the world. In many ways, the University of Minnesota today is an accumulation of many cultures. The question – and challenge – is whether the pieces add up to a larger whole that unites all aspects of this institution into one community with the drive and ability to become world-class.

Based on work to date, some of those unifying, ennobling characteristics might be:

- Shared recognition of the university's responsibilities to the state of Minnesota.
- Commitment to fulfill the university's education, research and public service mission in ways that improve peoples' lives here and around the world.
- Dedication to the good of the institution, with individual, unit, department and college goals serving those of the university.

In the transformed university, all employees would embrace those principles and see alignment of their individual interests and success with those of the institution. The alignment would be in the following areas:

- Promoting a sense of community that fortifies the university's vision, mission and goals.
- Pursing the mission with clear goals and measurements.
- Promoting, enabling and rewarding excellence across the spectrum of university activities, including research, teaching, public service and administrative support.
- Operating with integrity and complying with ethical practices.
- Respecting and valuing individual dignity and diversity of ideas and experiences.
- Recruiting and supporting high performance/high potential faculty, students and staff.
- Valuing leadership, and identifying and training future leaders.
- Encouraging and rewarding accountability at all levels.
- Encouraging and enabling cooperation and collaboration.
- Encouraging and rewarding risk-taking.

We also have certain characteristics that affect our culture, and that are unlikely to change. We have to optimize the advantages of each of these factors while minimizing their disadvantages. We are:

- In a Midwestern cultural environment
- In a small state with limited resources
- Large – including one of the largest urban campuses in the country
- Public land grant: teaching, research and public service mission
- Multi-campus, statewide
- Civil service, unionized, tenured
- One part of a bifurcated public post secondary system

To understand where we are, and to enlist the ideas and eventual support of the university community, we undertook an exhaustive information-collecting process. That included focus groups, individual interviews and accessing other university reports and data sources. We built culture questions into the annual Pulse survey, studied the university's annual external market survey and incorporated work from the University Relations marketing and branding initiative. We also coordinated our work with the faculty culture task force and other administrative task forces such as People and Single Enterprise.

Our inquiries focused on these areas:

- What describes the culture of the top-rated universities? Can we borrow from them, or do we need to travel a separate path that serves our distinctive strengths and needs?
- We are already a top-ranked public research university. What strengths have raised us to that level? What behaviors prevent us from rising higher?
- What are the expectations of our internal and external stakeholders?
- What external forces — financial, political, demographic, geographic — shape our culture?

We are still mining all the information we have collected for insights, themes and directions that will shape our recommendations. But common threads emerged:

- We value the discovery of new knowledge.
- We value the education of the young and the inculcation of a lifetime pursuit of learning.
- We value the application of our knowledge and talents to the needs of society.
- We value the individual dignity of every member of our university community; we respect and prize diversity of ideas, life experiences and cultures.
- We are proud of our work for and connection to the University of Minnesota and all it stands for.
- We seek to create a sense of community dedicated to our shared values.

As we complete our analysis, we will begin to craft recommendations for culture change and an implementation plan for achieving them. Based on our widespread discussions, we see some broad approaches:

- Search for transformational rather than incremental change. Major transformation should emerge from strong leadership direction, clear communications, major administrative actions such as reorganization, new budget models, performance management and compensation systems.
- Draw on the work of other task forces. We do not presume to tell the experts how to do their jobs — to tell our human resources experts, for example, how to craft recruitment, performance management or compensation program. However, we do hope to provide themes that unite all these activities behind the U's top three goal.
- Choose a limited number of values or behaviors to work on and report the results.
- Acutely understand the difficulty of changing behaviors, values and culture and set realistic timeframes. This will be a marathon, not a dash.

We also see five major tools for change:

- Senior Leadership
 - Goals
 - Modeling
 - Resource allocation
- Organization
 - Academic
 - Administration
 - Single enterprise
 - Centralized vs. decentralized

- Budget model
- HR policies
 - Hiring
 - Performance management
 - Reviews
 - Compensation
 - Promotion
 - Training
 - Skills
 - Management/leadership
- Management practices
 - Best practices
 - Continuous improvement
 - Systemwide policies and practices
- Communication programs
 - Strong marketing and brand management
 - Common messages
 - Audience targeting
 - Communication organization, vehicles, resources
 - Stronger central themes

We move into the final stages of our work acutely aware of the sensitivities within an institution with 156 years of history and tradition. Frequent areas of concern included the inherent conflict between the priorities given to research vs. teaching; the divisions caused by job class, college, discipline, location, geography; the detachment of some faculty from the larger institution and its goals; the lack of accountability – for poor performance or bad behavior. The university is in many ways a conservative culture averse to change; as an educational institution, people tend to talk rather than listen.

Individuals will change their culture when they see it is in their own interest. Hence, the university's leadership must make every effort to seek the alignment of the interests of all members of the University and those of the university itself. Not an easy task, but critical to change.

The more information we gather, the more convinced we are that university leadership and the university community at large know, and have known for some time, the major issues that inhibit our ability to be better than we are. In that sense, perhaps, our route to higher rankings is a matter of focus and implementation rather than a significant shift in strategy or culture. A track record of successful implementation will by itself change our current culture. Communicating expectations and achievements with more regularity and force will help.

Following is a progress report by the Culture Task Force.

Charge to the task force

Our charge is to define and recommend the ways and means to implement a culture that will assist the University in achieving its goal of becoming one of the top three public research universities in the world.

That poses four questions:

1. What is the culture of the University of Minnesota today – values, behaviors, strengths, weaknesses, missing elements?
2. How does our culture differ from that of the world's leading public research universities and should we emulate aspects of those cultures?
3. In an organization as large and diverse as the University of Minnesota, is there something that unites all of its parts into a larger whole and that engages everyone associated with the U in a higher and better cause?
4. How do we create a culture that achieves the University's aspirations for excellence and world-class leadership?

The task force has invested considerable time in consultation and discussion about the scope of its charge and how its work can both inform, and be informed by, the work being done under the auspices of several other task forces, including Faculty Culture, People, Single Enterprise and Diversity.

Because cultural change must both come from the top and grow from the ranks, the Culture Task Force will offer recommendations for a systemwide cultural statement or theme that unites and ignites the entire university. It will suggest core values that can influence the individual and collective behaviors that embody a culture. And it will offer recommendations that can be incorporated into systems and programs for three key areas – leadership, human resources programs and communications.

Compelling case for change

The University of Minnesota made a bold statement in articulating the strategic goal of becoming one of the top three public research universities in the world. That was the first step towards achieving a culture of excellence and receptivity to change, as is charged by one of the five strategic positioning action strategies. In the May 2005 Administrative Strategic Task Force Next Steps Report to the president, the authors made a strong case that culture is an integral component as the University is transformed into something greater than it already is. The vision was expressed as such:

“A culture that is aligned with and encourages transformational behavior and outcomes is essential for the University to achieve its strategic vision. While each academic and administrative unit will, and should, retain the culture and values that support its excellence and uniqueness, the University must provide a compelling vision of the behavior, policy and practices that must be adopted to achieve our strategic goal.”

To carry out its charge, the foundational project of the Task Force included several components: (1) mine current University data about culture, including surveys and other reports; (2) conduct communications audit to assess publications, newsletters and other communications vehicles that can be used to drive cultural change; (3) conduct focus groups; (4) benchmark peer universities; (5) gauge public attitudes through the annual University Relations market survey; (6) assess the reports of the other Strategic Positioning task forces to incorporate their findings and recommendations; and (7) align with the marketing and branding work underway in University Relations.

As the project progressed, it became apparent that though it was important to respect the efforts of those who had written in the past about culture, the bulk of the work did not directly speak to the current situation. So, new vehicles to collect such information were needed. In addition, the University community welcomed the

opportunity to become involved and remain engaged in the process of transformation through focus groups, interviews and other interaction. The challenge will be to effect change while the enthusiasm level of University constituents remains high. The next steps in the project are to continue analyzing results from the focus groups, senior administrator interviews and 2006 Pulse survey, while developing a more concrete culture statement for the University and implementation strategies.

Deliverables of the Culture Task Force:

- Clear statement of the University's desired culture
- Comprehensive plan to transform the University's culture
- Execution of strategies
- Appropriate measures to gauge culture change

Measures of Success:

Short Term

- Baseline measurement of perceptions, attitudes and behaviors as tangible manifestations of the culture of the University of Minnesota via the Pulse survey (scheduled implementation - February 2007) and external market research, as well as other measures

Long Term

- Implementation of communications, leadership, management training, compensation and other human resources systems that support the desired culture – with much of the administrative work driven by the People and other administrative task forces
- Demonstrated increase in ownership and recognition of desired culture, based on internal and external market research, including Pulse survey
- Progress toward desired culture reflects and indicates progress toward the University's goal and is captured in the measures and metrics that track progress to the top three goal

Task force mechanics

The Culture Task Force is comprised of members from inside and outside the University. Bringing many perspectives, they have informally consulted with their peers and colleagues about culture and the charge of the task force. Also, the electronic feedback mechanism on the Strategic Positioning Process Web site, *Transforming the U*, has provided additional valuable questions and input to the process.

Realizing that the Culture Task Force consists of mostly University of Minnesota staff, with a few faculty members and students, an effort was made to consult with faculty, early in the process, to capture a larger academic perspective.

President Robert Bruininks

Provost Tom Sullivan

Regent Dave Larson

Vice President and Chief of Staff Kathryn Brown

Vice President Carol Carrier

Dean Shirley Baugher, past chair of the Twin Cities Deans Council

Dean Jeff Klausner, current chair of the Twin Cities Deans Council

Dean Steven Rosenstone, College of Liberal Arts

The Faculty Consultative Committee (at its retreat)

Professor Sara Evans, history

Professor Elaine May, American studies

Professor Robert Holt, political sciences

Professor Ron Phillips, agronomy and plant genetics

Professor Ken Keller, Humphrey Institute and chemical engineering

Professor John Adams, history

Professor Judith Martin, geography
Andrea Walsh, Executive Vice President and Chief Marketing Officer, Health Partners
Faculty Culture Task Force
People Task Force
Services Task Force

Overall, the task force members and staff, along with the President's Emerging Leaders team, have dedicated significant time and energy to the process. The members are:

Linda Thrane, Chair, Vice President, University Relations
John Adams, Faculty, College of Liberal Arts
Amy Anderson (former member), External-Himle Horner
Jan Batt, Administration, College of Human Ecology
Lynn Casey (consultant), External-Alumni Association board member
Chuck Denny, Jr., External-Chair, Humphrey Advisory Council
Dana Donatucci, Civil Service, Facilities Management
Theresa Glomb, Faculty, Carlson School, and organizational development expert
Wokie Grigsby (task force coordinator), University Relations
Diana Harvey, Communications Director, School of Public Health
Nancy Hugg, Administration, General College
Sandy Korlath (task force staff), University Relations
Allison Ling (from 5/06-present), Student; Minnesota Student Association; Twin Cities Student Unions Board of Governors
Vince Magnuson, Vice Chancellor, U of M, Duluth
Scott Martens, Service and Continuous Improvement
Maria Pabon (member from 9/05-12/05), Ph.D. candidate in Social Psychology
Jessica Phillips, External-Alumni Association board; former undergrad; former Regent
Regina Sullivan, Intercollegiate Athletics
Maggie Towle, Director, Twin Cities Student Unions & Activities
Tom Zearley (member 9/05-5/06), Student; past president, Minnesota Student Association
Beth Zemsky, Human Resources

President's Emerging Leaders:
Kari Branjord, Enterprise Application and Web Development
Erin George, University Libraries
Twila Jensen, Energy Mgmt. & Accounting Svcs., University Services
Emily Johnston, College of Biological Sciences
Shelley Carthen Watson, Office of the General Counsel

Foundational projects

1. University Data Mining

Goal: Conduct analysis of University data sources to define current culture (status quo).

Work Plan:

- Identify four key groups to incorporate into data mining:
 - ✓ students
 - ✓ faculty
 - ✓ staff
 - ✓ community
- Brainstorm ideas on current resources available on campus

- Contact Office of Measurement Services and Office of Institutional Research and Reporting regarding Pulse, student and other surveys; senior exit surveys; review information available in portal
- Obtain and review recent accreditation report; contact Student Affairs; review information on Penn State Web site (referenced by benchmarking subcommittee)
- Contact Office of Human Resources for relevant information (exit interviews, other data); collect existing rankings and ratings on U of M
- Contact University of Minnesota Alumni Association and University Relations on surveys and information; check with Patents and Technology on information related to innovative research produced by University
- Contact Council of Academic Professionals and Administrators, union and civil service representatives on relevant information; contact Faculty Senate and/or other faculty groups
- Attend Faculty Culture Task Force open forum on 28 November 2005

Status: The data mining is complete.¹ For the most part, the data available did not directly speak to culture. So, the subcommittee recommended that items, tailored to collect information about culture, be appended to the 2006 University-wide Pulse Survey.

Preliminary results from the Pulse Survey suggest that in general, faculty and staff believe that the University encourages and/or displays several cultural attributes that are considered important to carry out the mission of research and discovery, teaching and learning, and outreach and public service. Some of these are: excellence in research; excellence in teaching; innovation; and continuous improvement. The results also suggest that there is room for improvement on several other dimensions: risk-taking among employees; rewards and recognition for achievement; and promoting a sense of a common University community.²

Additional analysis of the Pulse Survey Culture items is underway.

2. Communications Audit

Goal: To identify and quantify the internal and external publications, newsletters and other vehicles that communicate about the University and that can serve as vehicles for communicating the information, stories and values that can help drive cultural change.

Work Plan:

- Draw from University Relations audit of existing magazines and publications
- Work with University Relations to do a systemwide survey of publications, newsletters and resources spent on producing them, including use of outside vendors
- Use that information in developing communication recommendations and implementation plans

Status: The audit of print and electronic publications is complete. The results suggest that University campuses, colleges, and administrative units are creating an expansive set of communications that includes more than 600 periodicals at a cost of more than \$3.8 million annually.³ Quality and readership impact are uneven; messaging and content lack focus and consistency. University Relations plans to follow up with a broader communications audit to determine readership and impact as part of a plan to expand the university's internal communications capacity and effectiveness.

3. Focus Groups

Goal: Conduct focus groups with individuals representing key University groups on the issue of culture.

¹ The full Data Mining Summary Report is attached in Culture- Appendix B(i.)

² The preliminary results from the Pulse Survey are attached in Culture- Appendix B(ii.)

³ See Culture- Appendix B(iii) for an expanded summary from the Communications Audit Report

Work Plan:

- Develop a structured focus group protocol with items that will generate information on (1) current culture (2) behaviors required to move to desired culture (3) areas or practices that are currently in place that move us toward desired culture (4) obstacles that prevent us from moving toward desired culture (5) behavior changes needed to move to desired culture⁴
- Train PEL teams in conducting focus groups
- Draw representative sample⁵
- Recruit and schedule participants; schedule meeting space
- Conduct 11 focus groups and individual interviews with 23 senior administrators
- Code information from focus group discussions
- Analyze information from focus group discussions

Status:

- Focus groups complete
- Senior interviews complete
- Initial analysis complete

In an effort to ensure accuracy and reliability of results, the data will be cross validated by a different set of trained researchers. This process is now underway and is expected to be completed by July 31, 2006.

The initial summary of the focus group results conveyed that the over-arching attitude and the closest observed to a unifying thread for the focus groups is the idea that the **people who work at the University are working toward the future**. They have an impact on the lives of students and on the citizens of Minnesota. The University vision is to improve the human condition through the advancement of knowledge, and the participants conveyed ownership of this vision.⁶

In addition, the general sense of the culture among senior administrator interviewees was that while the University is diverse and vibrant, it is also fragmented, risk averse, diffuse in its vision and lacking a performance-driven rewards system.⁷

4. Benchmark Peer Universities

Goal: Study the cultures, and the way those cultures are communicated and supported, of peer universities and other entities, including corporations. Obtain insight into the successes and challenges of other universities undergoing culture transformation.

Work Plan: The group discussed how culture is expressed and instilled in a top-down corporate culture, and how the process works in a large business organization. This business approach was compared with the highly decentralized University, and similarities and differences were identified.

Fifteen major U.S. public research universities with which the U of M competes (Big Ten, plus UCLA, Texas, North Carolina, UC-Berkeley, Washington) were identified. Their Web sites were explored for public statements describing who they are, what they are trying to do, and the values and beliefs that underlie their stated mission (Complete).

In a preliminary examination of the Web sites, the working group found that individual colleges and centers within the 15 target institutions were much more specific about culture, values and beliefs than were the universities themselves.

⁴ See attached focus group protocol in Culture- Appendix B(iv)

⁵ See Culture- Appendix B(v), Focus Group Sampling Plan

⁶ The Focus Group Initial Summary is included in Culture- Appendix B(vi.)

⁷ The Senior Administrator Interviews Summary is in Culture- Appendix B(vii)

The next step was to try to elicit from faculty and staff at those universities their sense of the alignment between “what they say” as an institution, and “what they do” to carry out the mission and the values and beliefs that underlie their mission. This step was undertaken in two ways. Members of the PEL group communicated with their contacts in the 15 universities, and team leader John Adams communicated with faculty leaders in the senates of those universities.

Those contacted were asked the following:

“We’re in the middle of a strategic planning process here at Minnesota, and in the course of our work we took a close look at your university’s Web site. We were especially interested in noting how your school specifies its central institutional values, and how those values help shape your school’s mission.

- 1) “Has your school engaged in a strategic planning effort recently?
- 2) “What are your impressions of how that effort has been working in terms of clarifying values, and making measurable progress on the main parts of your mission?”

The final step was to compare the responses with what the Web site of each school asserts that their culture and strategic positioning process is about. The results of that comparison are attached in Appendix I.

5. Gauge Public Attitudes and Engagement

Goal: Utilizing the annual market survey conducted by University Relations, incorporate questions that capture the public’s perception of the culture of the University of Minnesota.

Work Plan: Review previous years’ market research survey questions and give input prior to the 2005 survey implementation.

Status: The Culture Task Force was able to review the market research survey questions and provide input. Additional vehicles were used by University Relations to gather information regarding perceptions about the University of Minnesota. A key finding was that while specific information about strategic positioning and the value of a research university was low, once it was explained there was overwhelming support. A follow-up step in the process is to leverage the findings from that research to develop implementation strategies.

6. Assess Reports of the Other 33 Task Forces

Goal: Ensure alignment of Culture Task Force work with that of the other 33 task forces. Glean knowledge from reports. Incorporate findings and recommendations into those of the task force.

Work Plan:

- Liaise with task forces and attend public forums and meetings, as available
- Gather interim data and reports, as available
- Review final reports of the 33 task forces
- Incorporate applicable findings and recommendations into Culture Task Force process

Status: Culture Task Force members have been assigned as liaisons to other task forces. They regularly communicate with chairs of the task forces and other members. In the initial scan of the various task force reports, several recurring areas were highlighted as challenges to achieving a culture of excellence and receptivity to change. They were: 1) communication; 2) infrastructure; 3) recruitment, retention and development of faculty, staff and students; and 4) environment and community.⁸

Foundational next steps

⁸ A summary of the task force report scan is attached in Culture- Appendix B(ix).

7. Create University of Minnesota Culture Statement

Goal: To develop a culture statement incorporating the big-picture theme plus key features of the desired University of Minnesota culture.

Work Plan:

- Review report *The University of Minnesota: Advancing the Public Good* presented to the Board of Regents (January, 2005) and use “Values” section to distill cultural values (complete)
- Create a draft culture statement based on cultural values outlined in this report (complete)
- Revise statement based on group discussion (ongoing)
- Continue to revise statement as information from other aspects of the task force work becomes available (e.g., focus groups, benchmarking)

Status: Working draft of value statement written based on primary input from *The University of Minnesota: Advancing the Public Good* document and Culture Task Force discussions and research.⁹ Final language for the overarching cultural theme will be developed by Aug. 31, 2006.

8. Develop Implementation Strategies

Goal: Make recommendations regarding internal systems – management, human resources (training, job descriptions, work plans, performance reviews, incentives), budget – that reinforce the behaviors and performance that contribute to a top three culture. Develop integrated communications strategies to transform the culture of the U of M.

Work Plan:

- Review Communications Audit to determine different vehicles to communicate strategies
- Work with University Relations to incorporate culture statement and support values and behaviors in systemwide university communications, including marketing, media relations, Web content and other internal and external communications
- Develop an extensive and inclusive communication/consultation plan
- Incorporate recommendations and implementation strategies of the People and other task forces that help communicate and instill the desired culture and supporting values and behaviors
- Build ongoing measurements through Pulse, student surveys, the University Relations external research to assess awareness and support of desired culture and supporting attributes
- Develop a portfolio of projects to facilitate implementation strategies

Status: These strategies will be informed by the results of the Pulse survey, focus groups, senior administrator interviews and other data sources. Strategies will be developed by Oct. 15, 2006.¹⁰

Other projects

These projects address specific themes related to culture, such as excellence, innovation, and service orientation. They can be used as prime examples of the tangible behaviors and activities that may be desired within a top research university. A more thorough portfolio of additional projects will be developed during the implementation phase of the foundational project.

Project 1: Spotlight of Success on the U of M Web site

⁹ See Culture- Appendix B(x) for draft value statement

¹⁰ See Culture- Appendix C for updated timeline.

Objective: Feature and highlight stories that demonstrate and celebrate the excellent teaching, research, and outreach of a world-class research university. This will foster a culture that recognizes contributions by faculty, staff and students.

Project Leader: Grant Moos, University Relations

Project Status: Complete. This work will continue as part of the ongoing publication of stories on the University's Web site, *Brief M*, news releases and other communications. One indicator of progress toward common themes is the repurposing of these stories in collegiate, departmental and other unit magazines and newsletters.

Project 2: Improvement Liaison Group

Objective: Focus on continuous improvement by linking units to tools, trainings, resources and partnership opportunities. Liaisons meet quarterly to explore improvement themes such as change management, service excellence, and metrics. The Improvement Liaison Group is positioned as support infrastructure to help drive success of Strategic Positioning and beyond.

Project Leader: Meredith Fox, Office for Service and Continuous Improvement

Project Status: Complete. The group will continue to meet quarterly.

Project 3: Transformational Leadership Program

Objective: Develop and deploy talented staff as project leaders for critical strategic initiatives and continue their leadership development through involvement in an intensive process improvement training program.

Project Leader: Matthew Larson, Office for Service and Continuous Improvement

Project Timeline:

March 2006

- Complete formal training

September 2006

- Complete projects

Project 4: Innovation Researchers on Campus (iRoc)

Objective: Provide a framework and process for innovative ideas and products in the technology arena to be field-tested, reviewed and, where appropriate, implemented at the University of Minnesota. It is designed to foster new ideas and products that improve productivity, save money, enhance teaching and learning and delivery of services at the University of Minnesota.

Project Leader: Shih-Pau Yen, Deputy Chief Information Officer, Office of Information Technology

Project Status: Complete

October 2005

- Kickoff Meeting

Bi-monthly

- Meetings to share information about innovative devices, software, hardware, and ideas.

Ongoing

- Submissions of requests to try new products, devices, and software

Annually

- Innovation award will be presented to the person with the best idea or product that has been implemented University-wide

Project 5: Student Learning Communities

Objective: Provide an engaging way of linking together two or more courses around a common interest or theme. Students explore challenging material and have increased interaction with faculty members and peers. Research has shown that learning communities help students become more involved in their learning, leading to improved performance. It is also a great way to get to know professors and other students and create a smaller, more intimate learning environment within a large university.

Project Leader: Assistant Professor Rashne Jehangir, General College

Project Status: Complete

Project 6: Enterprise Financial Systems (EFS) Culture Change

Objective: Provide integration between the people, the content and technology to ensure a smooth implementation of the new financial system. Educate employees and prepare them for implementation of the new system: training, financial competencies and communications. Change Management is an integral part of the overall EFS project and represents the human side of the system.

Project Leader: Carolie Carlson, manager of EFS Change Management and Communications

Project Timeline: The schedule for implementation of the new financial system will be extended with the addition of the Grants, Projects, and Contracts PeopleSoft modules. However, a final decision on adding these modules to the project will not be decided until May 2006 by University leadership. If approved, "go-live" will occur in July 2008; the new system can only be implemented at the beginning of the fiscal year.

Project 7: Developing a University Services Employee Engagement Program

Objective: Increase engagement among University Services employees as measured by the Pulse Survey and other internal survey tools. The goal is to create a workforce that is best among peers, focused on service to faculty, students, staff and units, and driven by performance objectives and defined results. Activities will include training for employees, supervisors, and managers, performance management, increased communication opportunities that transcend the traditional 'chain of command.'

Project Leader: Leslie Krueger, University Services

Project Timeline:

June 30, 2006

- Catalog of current initiatives across University Services
- Review of PULSE results
- Key areas of employee engagement for University Services

August 31, 2006

- Report on organizational readiness
- Strategies for measurement
- Priority projects in each key area identified
- Leadership, memberships and charges for working groups for each key area of the program.

December 31 2006

- Focus groups 25% complete
- Working groups compile reports

- 2007 calendar year plan for Employee Engagement activities

June 30, 2007

- Focus groups completed
- Working group reports completed
- Initial activities implemented and evaluated
- Process evaluation completed

University Services has received a fiscal year 2006 University of Minnesota Service and Process Improvement Fund Grant to complete the project.

Project 8: Develop a targeted, comprehensive marketing communication campaign for the University of Minnesota

Objective: This comprehensive branding and marketing initiative is the first of its kind for the University of Minnesota. It will be focused, imaginative and true to the heart and soul of the University. It will make an emotional connection with the general public, faculty, staff, students, donors, alumni, the media, the Legislature and other audiences. This undertaking will help to articulate the University's journey to its future among the top three public research universities. The emerging theme – Driven to Discover – may well become the unifying battle cry for the new university culture.

Project Leader: Ann Aronson, University Relations

Project Timeline:

August 2006

- Preview at Minnesota State Fair

September 2006

- Media launch

CULTURE APPENDICES

- [Appendix A: Task Force Charge Letter](#)
- [Appendix B: Research and Findings](#)
 - (i) Data Mining Summary Report
 - (ii) Pulse Survey Preliminary Results
 - (iii) Excerpt from Communications Audit Report
 - (iv) Focus Group Interview Protocol
 - (v) Focus Group Sampling Plan
 - (vi) Focus Group Initial Summary
 - (vii) Senior Administrator Interviews Initial Summary
 - (viii) Benchmarking Results
 - (ix) Initial Scan of Task Force Reports
 - (x) University of Minnesota Culture Statement – Draft
- [Appendix C: Culture Task Force Foundational Project Timeline](#)

ADMINISTRATIVE STRUCTURE

Submitted by: Terry Bock, Chair, Administrative Structure Task Force
Date: June 7, 2006

The Need for Change

If the University is to achieve its vision of being a top ranked research university, a new model of administrative support to the academic enterprise must be created. The University's historically poorly defined and unstructured approach of providing administrative support is outmoded. Our goal for the University's administrative operations is to be the best among peers, focused on service, and driven by performance.

The new model must:

- Clearly define roles and responsibilities of academic and administrative units and fully align authority, responsibility, and accountability. Doing so is critical to facilitate decision making – to support implementation of the University's strategic positioning initiatives and to enhance on-going operational support of academic programs.
- Maximize value and improve the quality and efficiency of administrative support for academic programs.
- Respond more quickly to changing needs and to dynamic external factors such as changes in state funding, sponsored research, and the market place (education, health care, etc).

A New Administrative Services Model

The new model must (1) clearly define the responsibilities and authorities of central units, colleges, and departments; (2) identify areas for sharing and clustering administrative services to support multiple units; and (3) integrate the delivery of administrative services from central to colleges and local units.

The University is a large, complex organization with each academic unit having different needs, operating in different competitive environments, and responding to different external forces. The new model must reflect this reality. At the same time, however, many education, research and service programs are becoming more integrated, interdisciplinary, and interdependent. These linkages are the result of advances in knowledge, the breaking down of traditional disciplinary boundaries, and increased funding for multi-disciplinary and multi-institutional research.

The restructuring goal is to deliver services as close to users as possible but to provide shared or consolidated services where there are significant economies of scale, where there is a critical mass of expertise required to provide effective services, and where emerging issues can be addressed effectively only by pooling resources across schools or units. While one model will not fit all, administrative services must be integrated. Without this integration and commonality, we cannot compete against other educational and research institutions and cannot otherwise effectively leverage limited resources.

Task Force Members

Administrative Structure task force members come from a broad range of backgrounds and experience:

Terry Bock, Chair, Associate Vice President and Chief of Staff, Academic Health Center
Suzanne Bardouche, Finance Director, College of Pharmacy
Daniel Feeney, Professor, College of Veterinary Medicine
Leslie Krueger, Chief of Staff, University Services

Robert McMaster, Head, Department of Geography, College of Liberal Arts
Jill Merriam, Finance Director, Office of the Senior Vice President for Academic Affairs and Provost
Jerry Pepper, Associate Dean, College of Liberal Arts, University of Minnesota, Duluth
Karen Wolterstorff, Associate to the Dean, Institute of Technology
Jay Kiedrowski, Senior Fellow, Humphrey Institute, Special Advisor
Ross Janssen, Associate to the Chief of Staff, Academic Health Center, staff to task force.

The Task Force Charge

The task force's charge was two-fold: developing a foundational framework – an integrated, distributed model for administrative services at the University and then identifying, endorsing, and supporting near-term initiatives that build on that framework.

The task force began its work in Fall 2005 by developing a working draft of principles and guidelines for restructuring of University administrative services based on the new vision for administrative services. The working draft was shared with the Administrative Services Steering Committee and other task forces for input. The task force met with the heads of the University's major administrative units in January, February, and March to discuss how the principles and guidelines can be applied in human resources, finance, information technology, communications, facilities management and other University Services, research administration, student support services, institutional reporting and research, and development.

Administrative Reorganization at the University

While many colleges and central units have restructured themselves over the years, there has not been a comprehensive organization-wide examination of administrative structure at the University in recent history. There are two general trends.

Over the past decade there has been considerable decentralization of administrative authority and services. The factors have been many. Some decentralization occurred as:

- Part of plans to move services closer to users, or
- Consequences of budget cuts in central units that shifted work to local units
- A result of new systems that redefined work and shifted it to local units – PeopleSoft HR and Student Systems
- A result of technology that has allowed us to distribute work over time and space.
- A result of IMG and demands on local units to raise more of their own revenues to supplement O&M
- The desire of local units to maintain control
- The result of the local units needing to better manage the increasing complexity of finances, administrative services, and regulatory compliance
- A result of local units' dissatisfaction with central services.

Recently there has been a trend to cluster, consolidate, and share administrative services to improve quality, increase efficiency, and reduce costs. Examples include the AHC administrative offices, the Medical School administrative centers, and the clustering of financial and information technology services in the College of Liberal Arts.

Challenges Facing the University

The University faces intense competition as it strives to become a top ranked research university, requiring us to reexamine how we can better organize our administrative services in support of the academic mission. In an organization as large and as complex as the University, there is no single administrative model that fits all. The key is to develop overarching principles to guide the restructuring, which needs to be tailored to meet the needs

of individual units while providing overall strategic direction and management to the institution. Reorganization will not be easy, but it can be done if done thoughtfully, collaboratively, with purpose and commitment.

An Integrated Administrative Services Framework

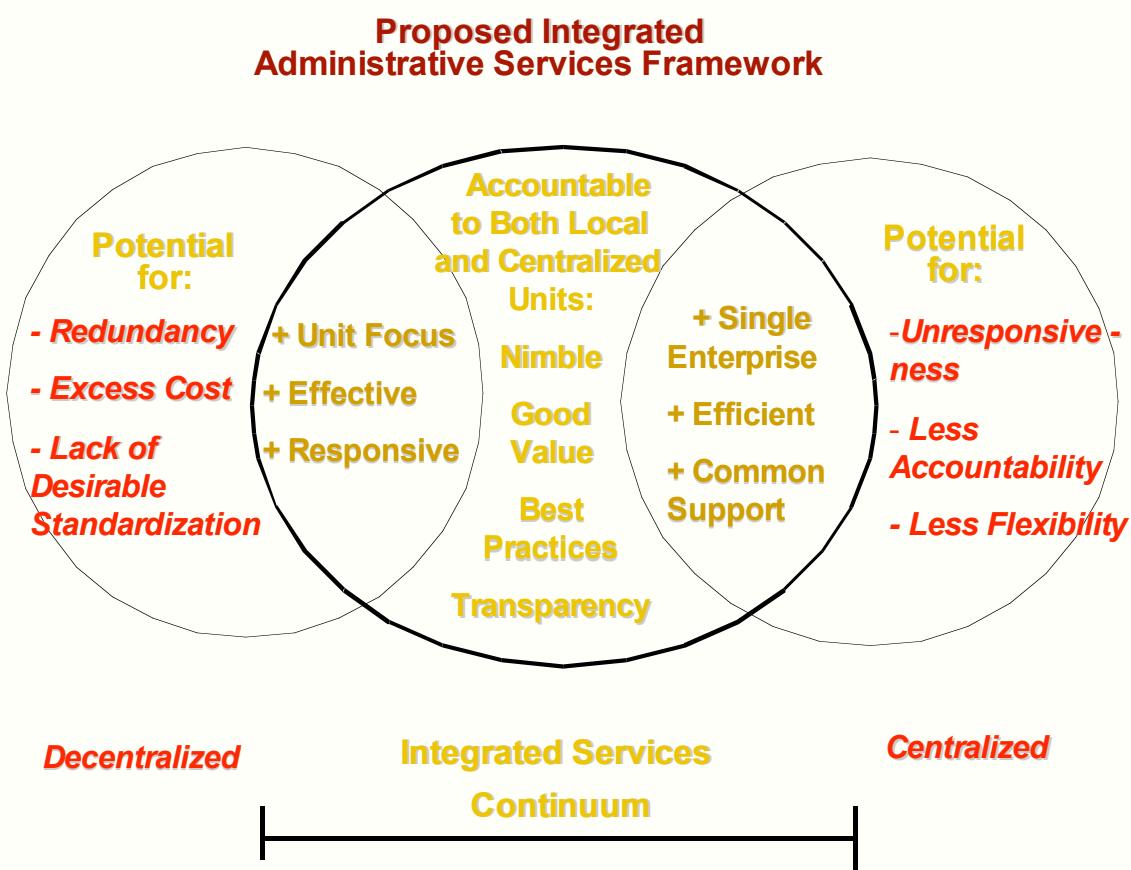
General Principles:

1. The University is a **single enterprise**.
2. Administrative services are provided and delivered in **partnership** with academic leaders and faculty in support of the University's academic missions of education, research, and outreach.
3. Administrative services must be **integrated** from central to colleges to departments using clearly defined responsibilities and authorities at each level. Services must be **seamless** to users.
4. Administrative services must be **transparent** and **understandable**.
5. Administrative services must be **nimble**, **dynamic**, and **robust** enough to be able to respond to changing needs of academic programs and external factors.
6. Administrative services must be **efficient**, of **high quality**, and provide the **best value** to support the education, research, and service missions.

Design Guidelines:

7. University-wide policies, standards, systems, plans, strategies, and services are to be defined centrally, in consultation with the users of those administrative services.
 - a. Business practices are to be standardized with user input.
 - b. There must be regular, interactive, timely, and face to face communication between central administrative service staff and collegiate or unit staff to share information; to develop and change university-wide policies, service standards, plans, and strategies; and to resolve urgent problems.
 - c. There must be a strong working partnership between academic and administrative staff.
8. Services are to be delivered as close to users as practicable either by central or local units – weighing customer service, cost, and (the extent to which providers need to know the collegiate discipline/field to provide effective service).
9. The number of levels between users and decision-makers is to be kept as small as possible while keeping the number of direct reports manageable.
10. Shared administrative services are to be used where there are significant economies of scale, where special expertise is required, or where emerging issues can only be addressed effectively by pooling resources across schools or units.
11. Local administrative service roles must be defined centrally in terms of standard classifications, competencies, skills, training, and expectations. Collegiate/unit service directors are accountable both to the deans and central administrative service heads.
12. A base level of administrative service support will be provided to all units but units may purchase or provide higher levels of service. Service contracts should be used to define expectations.

13. Working together, central administrative services and collegiate and other units must develop methods for measuring service performance, ensuring quality, and holding each other accountable for administrative services.
14. We will increase our use of technology and continually upgrade systems to provide and integrate administrative services, including automating more routine transactional work and creating more self help services where appropriate.
15. Working together, central administrative services and collegiate and other units must create a comprehensive system of oversight and accountability to ensure compliance with federal/state laws and University-wide policy.



Recommendations:

1. We recommend that each administrative function develop a **clear definition of roles, authorities and responsibilities for central, collegiate and local units**, using the principles and guidelines outlined above. The central role is strategic leadership and management; policy development and oversight; management of institutional risk; and the provision of services requiring centralization where there are significant economies of scale, where highly specialized resources and expertise are required, where it would be cost prohibitive or technically infeasible to replicate the services locally, and where centralization greatly enhances customer service. The collegiate and local role is service delivery and execution tailored for the college's academic programs and culture and where local expertise and resources are required to provide effective administrative services.

While it is important to define the respective roles for all administrative functions, the task force believes that the following are the areas most in need of immediate attention:

1. Human Resources – because personnel are the University’s principal asset and account for nearly 70% of the University’s budget
2. Facilities Management – because operating and maintaining facilities is a major University expense, second only to personnel
3. Information Technology – because of the potential for significant cost reductions and service improvements
4. Financial services – to capitalize on changes underway as part of the new Enterprise Financial System and because of the importance to the budgeting and compact process
5. Communications – to strategically align the University’s disparate communications resources.

Work on the other administrative functions would follow.

Objectives: Facilitate decision making; streamline service delivery; reduce duplication; leverage resources; improve quality.

Responsible Administrators: University service heads working with collegiate staff, deans, and senior academic officers.

Approach: To be effective, University service heads as well as deans and senior academic officials must be fully engaged in the delineation of roles, responsibilities and authorities. Small working groups of central and collegiate staff should be appointed by each University service head, to develop a draft for review and approval by the University service head and the University’s senior academic officers, after consultation with the deans.

Possible Timeline: Initial drafts of the delineated roles, responsibilities, and authorities should be completed by December 2006 and finalized by June 2007.

Costs: At a minimum, neutral. Some possible transition costs; reallocations may be necessary; potential for cost savings.

2. We recommend a **new model for organizing and structuring collegiate administrative services**. The key elements are these:

- Each dean would appoint a **chief administrative officer** to manage the college’s administrative services and operations in support of the academic mission, providing decision support and implementation. While the exact duties of the chief administrative officer might vary by college, the range of administrative services and operations includes finance, human resources, information technology, facilities, communications, institutional reporting and research, grants management, and the college’s internal and external business organizations (ISO’s/ESO’s). Operational support for development might also be included. Academic human resources work such as promotion and tenure would be the responsibility of an academic officer in the college.

The chief administrative officer would be an individual with significant management training and experience, who, as a member of the college’s leadership team, would work with the dean, the college’s senior academic officers, and department heads to ensure quality administrative support for the faculty. In smaller colleges, the chief administrative officer and chief financial officer positions could be combined and/or shared.

- Colleges would **consolidate their administrative services** so that there are full-time staff, trained in their respective administrative disciplines, providing them. The University can no longer rely on office generalists to provide the level of expert financial, human resources, information technology, and other

administrative support needed by colleges. Practically, this means that for many colleges, administrative services would be consolidated into college-wide units. In larger colleges, administrative services could be consolidated into clusters serving multiple departments (but reporting to the chief administrative officer of the college – or his/her designee). In smaller colleges, administrative services could be shared with other colleges or provided by central units. **Sharing or clustering of administrative staff doesn't change the decision making authority; deans and department heads still make the decisions.**

Objectives: Provide more responsive, higher quality administrative support; reduce duplication; leverage resources; better coordinate central and collegiate services; free academic leaders to grow the academic programs.

Responsible Administrators: The Academic Senior Vice Presidents working with the deans and the heads of the University's administrative services.

Approach: Build on the lessons from the restructuring of the Wave 1 colleges: pull together a group of functional experts from across the University, who can work with colleges in restructuring their administrative services.

Possible Timeline: Two year schedule for colleges to restructure their administrative services, beginning in July 2006.

Cost: At a minimum, neutral with the possibility of significant cost savings from consolidating administrative services over time. The savings could be reallocated by colleges to higher priority administrative services or academic programs.

3. A key step in restructuring administrative services as well as implementing the University's new internal budget model is to **define the base line services** to be provided by central units and the services that are expected to be provided by colleges. We recommend that base line services be detailed in **written service agreements** between central units and colleges, with clear service standards and measures, regular reporting of results, and clear, simple mechanisms for feedback and accountability.

Objectives: Provide a clear definition of services and performance standards; build mutual accountability for service quality and cost.

Responsible Administrators: The heads of the University's administrative services working with the deans and senior academic officers.

Approach: For each major administrative function, appoint a short-term work group of central and collegiate staff to develop a master service agreement that could be modified as needed for individual colleges. (This work needs to be tied to the work under Recommendation 1.) There would be a service agreement for each major administrative function, signed by the dean and the head of the University service. In case of a disagreement, the matter would be referred to the respective academic senior vice president for resolution.

Possible Timeline: Master service agreements need to be developed by December 2006 in time for FY 2008 budget planning. Signed service agreements must be in place no later than July 2007.

Cost: None

4. We recommend that **collegiate administrative directors be accountable to both the dean (or chief administrative officer) and to the University service head.** At a minimum, it means that the central University administrative service head:

- Participates in the selection of a new college/unit director:
 - Approves the appropriate classification and compensation of the collegiate position in consultation with the dean or chief administrative officer;
 - Interviews finalist(s) and/or designates a representative to serve on the search committee;
 - Provides input to and consults with the dean or chief administrative officer before dean or CAO makes a final selection.
- Participates in the orientation of new collegiate service directors:
 - Central administrative units should develop structured orientation plans for new service directors.
- Participates in the annual review of collegiate service directors:
 - Provides feedback, in writing or verbally, to the dean or CAO on the performance, annual compensation increases, and development needs of the collegiate service director. Provides input into the director's annual work plan.
- Provides feedback to and consults with the dean or chief administrative officer before the dean or CAO dismisses a collegiate service director or eliminates the position.

With mutual agreement between the dean and University service head, there could be dual reporting and joint funding of the collegiate director (such as is done in development).

Objectives: Integrate service delivery; align strategic and operational priorities; build mutual accountability for service quality and cost.

Responsible Administrators: University service heads working with the deans and senior academic officers.

Approach: Incorporate into colleges' plans for restructuring of their administrative services.

Possible Timeline: By June 2007

Cost: None

5. We recommend that the University aggressively pursue opportunities for units to share administrative services and staff. There are many models for **shared services**: departmental clusters such as those in the Medical School and College of Liberal Arts; services shared between colleges; regional clusters such as those in the Academic Health Center; and services and staff shared between central and local units. As part of the redesign of administrative functions, central and collegiate units need to identify where services can be shared. Opportunities exist where there are significant economies of scale, where special expertise is required or where emerging issues can only be addressed effectively by pooling resources.

Objectives: Reduce duplication, leverage resources, improve quality.

Responsible Administrators: University service heads, deans, and senior academic officers.

Approach: Senior academic officers should set this expectation for each of their respective colleges as the colleges redesign their administrative services.

Possible Timeline: Two years with significant progress by June 2007.

Costs: At a minimum, neutral. Some possible transition costs; reallocations may be necessary; potential for cost savings.

6. Critical steps in implementing a new design for administrative services are to clarify the **skills, competencies, and performance** expected of staff; to refine or develop new **standard job classifications** if necessary; and to develop **staffing models**. A comprehensive review of all University administrative positions would be lengthy so we recommend starting with collegiate and local units and key central positions.

Objectives: Clarify expectations of staff; develop standards for administrative staffing; align administrative staffing with workload.

Responsible Administrators: Vice President for Human Resources working with University service heads and the deans or their designees.

Approach: Build on the lessons from the restructuring of the Wave 1 colleges. Pull together small work groups of central and collegiate staff in each functional area, working with the Office of Human Resources, to develop model position descriptions and standard classifications for collegiate service heads, standard staffing models for collegiate/local services, and organizational charts. The heads of University services should also identify key positions or units in their organizations that need skills and competencies clarified and new standard staffing models developed.

Possible Timeline: Initial drafts of collegiate/local unit position descriptions; standard classifications, and staffing models by December 2006. Implementation underway by June 2007. Similar timeline for key central positions.

Costs: Neutral

7. Effective **communication and consultation** between central and collegiate staff is key to improving administrative services. While most University services have regular meetings with collegiate and local staff, the effectiveness of the communication and consultation varies and can be improved. At many of these meetings, there are too many attendees for effective interaction, and communication is often top-down. Smaller group meetings and alternative means for communicating and consulting are needed.

Objectives: Strengthen the partnership between central and collegiate staff; build mutual accountability for service quality and cost.

Responsible Administrators: University service heads in consultation with collegiate staff.

Approach: University service heads, in consultation with collegiate staff, will develop plans for strengthening communications and consultation.

Possible Timeline: We recommend that plans for improving communications and consultation be developed and implemented by September 2006.

Costs: Neutral

8. The University needs to continually examine ways to **streamline and simplify administrative practices**, in particular those practices that significantly affect staffing requirements and structure. We recommend that every University service organization's work plan include initiatives to:
 - Simplify policies
 - Streamline and standardize business processes with user input
 - Use technology to automate more routine transactional work and to create more self-help services.

Objectives: Improve service quality and reduce costs.

Responsible Administrators: University and collegiate service heads

Approach: Incorporate these initiatives into annual work plans and compacts; provide assistance through the Office of Service and Continuous Improvement; share best practices; implement staffing and structural changes based on the changing work and workload.

Possible Timeline: Beginning July 2006.

Costs: Some potential upfront costs; savings over the long-term.

9. We recommend that the University further **delineate system responsibilities**. The University has long struggled how to balance responsibilities for the Twin Cities and coordinate campuses. The “system” is too small to justify a full set of administrative officers and staff to deal with system-wide issues. Assigning responsibilities for the coordinate campuses to a single senior vice president and building a matrixed relationship with the chancellors and other central University officers and service units seems a viable solution but needs further delineation. There is great opportunity to leverage the expertise on the Twin Cities and coordinate campuses in support of the entire system. Rather than each campus trying to replicate services and staffs, there are opportunities to share resources and expertise.

Objectives: Leverage resources; improve services; reduce costs.

Responsible Administrators: The Senior Vice President for System Administration in consultation with the chancellors and University service heads.

Approach: Pull together a working group of Twin Cities and coordinate campus officials to identify services and staff than can be shared system-wide and to identify areas where respective administrative responsibilities and authorities need to be further clarified.

Possible Timeline: Draft report for Presidential review by December 2006 with implementation by July 2007.

Costs: None

10. While many of recommendations speak specifically to the relationship between central administration and colleges, they apply also to **centers, coordinate campuses, academic support units, and major administrative units**.

Furthermore, we believe these recommendations as well as those from the other administrative task forces will require central administrative units to examine their own internal structures to ensure that they are organized as efficiently and effectively as possible. The delineation of central, collegiate, and local roles; the definition of base line services; the creation of written service agreements and performance measures; the development of shared services; the delineation of skills, competencies and performance expectations; the development of staffing models; improved communication and consultation; the streamlining and simplification of administrative practices; and our other recommendations will impact all University units – central, collegiate, and local.

Next Steps

The task force, in its recommendations, has laid out an aggressive work plan for administrative restructuring over the next two years, beginning with important foundational work over the next six to twelve months. We understand that reorganization cannot be done overnight. In fact, overnight reorganizations seldom succeed. Reorganizations need to be planned, phased, and broken into doable projects. Best practices and the lessons learned must be shared.

In the meantime, a number of reorganization efforts are already underway, and we endorse them. They are consistent with our principles and guidelines.

These near term projects include:

- Complete the administrative restructuring of the Wave 1 Colleges
- Restructure administrative services for the academic support and administrative units of the Provost's Office, President's Office, and Office of the Senior Vice President for System Administration.
- Develop a strategy for shared data service centers and pilot a shared center in the Academic Health Center.
- Transform Facilities Management
- Restructure the University's occupational safety and health programs.

More detailed descriptions of these projects can be found in Appendix A.

ADMINISTRATIVE STRUCTURE APPENDICES

- [Appendix A: Examples of Near Term Projects](#)

BEST PRACTICE MANAGEMENT TOOLS

Submitted by: Steve Cawley, Chair, Best Practice Management Tools Task Force
Date: July 25, 2006

Compelling Case for Change

The Best Practices Management Tools (BPMT) Task Force was charged to create a sustainable framework to support the University of Minnesota's operational and service units' need to embrace and continually improve through the University-wide adoption of best practice management tools and techniques. Measurement of this improvement will be accomplished through the ability to make data-driven decisions in the context of common performance metrics.

Information based decision making is essential to increasing the performance and accountability of the University's operational and service related activities. Benchmarking these activities, along with costs and outcomes will provide an accurate assessment of how we compare to our peers and other external organizations. Furthermore, continuous improvement requires identifying and appropriately adopting best practices from both higher education and the private sector. Accurate timely information will result in prioritization capabilities that will lead to the most impact, and at the same time, maximize the use of the institution's existing resources and leveraged economies of scale.

The BPMT task force believes that these goals and the criteria for measuring their success are predicated on an operational and service discipline based on a rigorous organizational continuous improvement structure and resulting culture that is not yet in place at the University of Minnesota. The process of implementing this structure forms the basis for this task force's work plan and project portfolio.

This work plan and project portfolio status document will outline the foundational projects (and complimentary sub-projects) that are needed to establish this desired climate and structure at the University of Minnesota. Project descriptions, measures for success, current implementation status, additional information and accompanying supplementary material related to these crucial initiatives are also included. Recommendations for looking ahead toward an ideal state are also included.

This task force's deliverables to the institution are a portfolio of projects that would lead to a sustainable framework and action plan upon which continuous improvement becomes part of the University's operational and service day-to-day modus operandi, leading to a culture which both seeks and embraces change on the path toward excellence and the goal of becoming one of the top three public research universities in the world. Therefore, completed projects in the context of this report, are those that the task force has charged to an appropriate project owner and/or group for implementation – which means that the role of the task force has changed to one of oversight. As the reader will see, this report will demonstrate that two of these projects have made significant progress, with the single remaining project on the verge of implementation.

Task Force Mechanics

The Best Practice Management Tools task force met weekly from September 2005 through March 2006 and consulted with other task forces, subject matter experts and the Administrative Steering Team.

- Steve Cawley, Office of Information Technology (Chair)
- John Fossum, Carlson School of Management
- Bernard Gulacheck, Office of Information Technology
- Steve Levin, University Services
- Linda Lokensgard, Law School
- Scott Martens, Office of Service and Continuous Improvement

- Bill Roberts, Fleet Services
- Tom Schumacher, Office of Compliance
- John Sonnack, College of Human Ecology

Foundational Projects Completed

The BPMT Task Force's foundational projects are designed to form the construct for a sustainable continuous service improvement discipline in operational and service units and in support of the goals and strategies outlined in the previous section. What follows are those foundational projects that are currently being implemented as a result of task force charge to an appropriate project owner / organization:

- ***Project I: Administrative Policy Review and Simplification***

Description: The purpose of this project is to restructure administrative policies so that they appropriately guide the activities of the institution by ensuring appropriate authority or delegation from the Board of Regents and President, eliminating conflict with other internal policies or external regulatory requirements, presenting in a consistent, recognizable and accessible format, and communicating clearly and understandably to faculty, staff, students, and the public. Reduced over-regulation and complexity, increased consistency and compliance, and empowered on-the-line decision-makers will result through this project.

Measures for Success: Fewer, rather than more policies that lead to shorter process cycle times, higher service quality resulting in resource savings.

Project Implementation Status: This project was charged to Kathryn Brown, Vice-President and Chief of Staff, and Michael Volna, Associate Vice President and Controller, in October 2005. The project team is currently in the first of two phases, collecting and analyzing data for the purpose of improving the policy framework/infrastructure to better support the University's mission and strategic direction. Details of this project can be found in the attached Policy Project Charge Letter and the Project's brief status report.

- ***Project II: Best Practice Management Tools Identification, Assessment, and Implementation Process***

Description: This project will create a process where identification and appropriate adoption of best practice management tools is a continuous responsibility of an operational / service unit – and a component of the unit's performance measures. This project will also recommend incentives and disincentives for adopting best practices and place accountability on process/service owners for identifying and promoting best practices related to their management discipline. Collaboration the Single Enterprise and Culture task forces in addition to others will be critical to the success of this project. The ideal outcome of this project will be an environment where continuous identification and appropriate adoption of best practices is part of the cultural norm for each and every person within the institution.

Measures for Success: The number of established best- and single enterprise-practices for all management disciplines throughout the institution and the percentage of organizational units who have adopted best practices and are in compliance with single enterprise practices.

Project Implementation Status: The BPMT task force charged Scott Martens and the Office of Service and Continuous Improvement (OSCI), in April 2006, to develop a sustainable process in the spirit of the goals stated above and in alignment with the task force's preliminary recommendations. This project team has been assembled and components (i.e.: cost benefit analysis tool, etc.) of the best practice and single

enterprise process are currently in development. Details, including the task force charge and modeled matrixes designed to use as alignment tools, etc... are attached.

- ***Sub-Project: Identify Several Best Practice Management Tools and/or Techniques.***

Sub-Project Description: Identify, assess, implement and promote several best- and single enterprise-practices and by leveraging the newly created process described above.

Measures for Success: Several established best practices in many management disciplines and corresponding strategies for unit adoption. Single enterprise promotion and compliance.

Sub-Project Implementation Status: As an outcome of the process described above, OSCI (and the functional leaders to which they are accountable) will initiate a review of several best practice or single enterprise suggestions that include: electronic calendaring, classroom scheduling, organizational performance management disciplines, web content management, project/initiative tracking...etc. (See attached incomplete list...)

Next Step Foundational Projects

- ***Project III: Administrative, Operational, and Service Unit Leading Indicator Measures***

Description: Identify key outcome-based measurements by which service units use to measure their performance and benchmark their activities. Alignment of the University's overall operational and service metrics to the measures developed in the Metrics and Measurements task force is a very key objective. Key performance measures include: Service Quality, Organizational Productivity, Staff Development and Improvement Processes. These metrics are specifically intended to measure the performance of common administrative/operational activities that occur at a variety of organizational levels throughout the institution. They are positioned in the context of other measures such as: the University's top-level metrics, Academic Units' Compact Scorecard metrics, unique unit metrics, and strategic initiative measures – all of which are not in this project's scope (see attached *Capturing Project Impacts* diagram for a visual representation of the relationship of these measures). This project is designed to create and utilize information for operational and service performance related decision-making. It will be used for benchmarking these activities, along with costs and outcomes to provide an accurate assessment of how we compare to our peers and other external organizations. This information will also result in prioritization capabilities that will maximize the use of the institution's existing resources and economies of scale. Ideally, the outcome of this project will enable any operational or service unit employee to understand the value of their specific work-role in relationship to the leading indicator measures.

Measures for Success: The creation of measures that are few in number and in alignment with the Metrics and Measurement Task Force – but that simply and accurately reflect the operational and service related activities, values, and priorities of the University.

Project Implementation Status: The BPMT task force developed a set of performance measures in April 2006. These measures were recommended to the Administrative Steering Team in April, slightly modified, and subsequently discussed at additional steering team meetings since then. A steering team decision is needed for this project to move into an analysis and implementation phase. These measures are detailed in the attached *University Operational Measures Development* document along with other supplemental performance measure material. Timing on this project is crucial because integration with the Metrics & Measurement's overall task force work and upcoming compacts is not only strategic, but essential to lay the

foundational consultation with units. This project's next steps are further articulated in the next section of this document.

Additional Ideas for Projects / Future Action

Administrative, Operational, and Service Unit Leading Indicator Measures. Administrative Steering Team action is required prior to proceeding with this project. Specifically, the Administrative Steering Team needs to:

- Agree that the current measures under discussion are the right ones to focus on as the project moves to the next phase – which is analysis that will determine feasibility. A preliminary high-level (SWAG) feasibility analysis suggests that mechanisms and tools exist for capturing and reporting some of the data. Other pieces of the data could potentially come from other projects currently underway (i.e.: Enterprise Financial System Implementation reports, Single Enterprise/Best Practice Management Tools Implementation, ...etc.), as well as other existing tools/systems that not uniformly and systematically used. Additional data may be accumulated through the development of new Compact tools.
- Determine the strategy(ies) that should be used to integrate these performance measures into the work product of the Metrics & Measurements task force.
- Determine the ongoing ownership of administrative/operations and service unit performance measurement related activities and the corresponding ongoing role of the Administrative Steering Team.

Potential Sub-Projects:

The following projects serve as ideas for the Administrative Steering Team's consideration as it begins to determine how to develop the performance measures referred to in the previous section.

- *Service Quality Performance Metric Project.* Although not clearly defined, this project would result in the development of this metric, its components and the system that would arrive at these components.
- *Organizational Productivity Metric Project.* This project would be enveloped into the reporting projects that are part of the Enterprise Financial System Implementation reporting efforts. High-level preliminary feasibility analysis indicates that *some* of the components of this measure are already within the scope of the planned efforts.
- *Staff Development Performance Metric Project.* Preliminary, high-level analysis indicates that most of the component measures of the staff development metric can be gathered by using existing processes and/or systems and tools that aren't currently optimized or used uniformly and consistently by all units. This project would clarify this preliminary analysis in addition to determining the system(s) that will be used to arrive at the staff development components and overall metric.
- *Improvement Processes Metric Project.* A natural outcome of the Best Practice Management Tools Identification, Assessment, and Implementation Process project, currently charged to Scott Martens and OSCI, may be the reporting system that will be used to arrive at this performance measure. Although this work product may implicitly be included in the charge, it should be explicitly stated as an outcome.

BEST PRACTICE MANAGEMENT TOOLS APPENDICES

- [Appendix A: Policy Project](#)
 - University Administrative Policy Improvement charge letter
 - University Administrative Policy Improvement Project Work Plan
 - University Administrative Policy Improvement Update
- [Appendix B: Best Practice / Single Enterprise Process](#)
 - Task Force's *Best Practice Management Tools Identification / Assessment / Implementation Process* description document and flow chart.
 - Running, incomplete list of Best Practice Management Tools suggestions
 - University Best Practice Management Tools Process Implementation Project charge letter
- [Appendix C: Performance Measures](#)

- University Operational Measures Development
- Operational Measures overview slide
- Organizational Productivity Matrix Illustration
- Capturing Project Impacts
- Appendix D: Task Force Communication / Consultation
 - Best Practice Management Tools communications and consultation plan
 - Best Practice Management Tools task force stakeholder analysis

SERVICES

Submitted by: Jerry Rinehart, Chair, Services Task Force
Date: July 31, 2006

Overview

The work of the Task Force on Administrative Services for Students, Faculty and Staff this fall has been guided by the vision for administrative services articulated in the May 2005 Administrative Task Force Next Steps report:

“...The University’s administrative culture and services will be:

- Aligned with and supportive of the academic, research, and outreach missions
- User-centered, focused on meeting the needs of faculty, staff, students, and the public
- Responsive, high quality, and efficient
- Easily understandable and simple to use
- Accountable for results and judicious with resources
- Continually improving”

In the first portion of its work, the Services Task Force reviewed a variety of projects and initiatives recently completely or underway which reflected this vision. The “early wins” included the following:

- Creation of the Conference and Events Service department to streamline and simplify the process by which external groups can make arrangements to use University facilities in conjunction with conferences, conventions, and other special events;
- Adoption of Resource 25 Classroom Scheduling tool across campus;
- Development of the Graduation Planner as a tool to allow students to explore academic options and track progress toward degree and career outcomes;
- Expanded and integrated web site for the Office of Human Resources’ one-stop services (Jan. 06 launch).

With its primary charge being to explore opportunities to create “streamlined business services for faculty[/staff] and students,” the Services Task Force reviewed areas for improvement which were alluded to in the Administrative Task Force Reports in 2005. Several of the primary recommendations identified in those documents (e.g. enhanced support for academic and career advising) were moved to the Academic Task Forces working with undergraduate and graduate student services and the System Task Force on Diversity.

The remaining areas ranged from very specific “irritants” (e.g. the necessity of inputting basic identifying information on University forms when this data could come automatically from the x.500 system) to much broader areas of concerns, particularly the need for broader exposure to and adoption of a quality service philosophy.

When the Task Force’s Phase I report was reviewed by the Administrative Services Steering Committee in January 2006, it was concluded that many of the projects in the portfolio were, in fact, technical, not “strategic.” In further discussion with Task Force Committee members, it was agreed that it would be inappropriate and inefficient to devote significant task force time to operational issues where members had no particular expertise. Those projects are listed in the appendix: several of these projects are underway with the leadership of the appropriate unit managers (e.g. U Card enhancements; Facilities Management restructuring); others are listed with the understanding that individuals with the appropriate technical/professional expertise will address them in the future.

The addition of two teams of Presidents Emerging Leaders to the Task Force, however, allowed the group to focus attention on problem areas that relate directly to the “service philosophy and orientation” of the University. These areas were 1) the effectiveness of email communication with students; and 2) the sufficiency of the hours of operation of business and support services important to students, faculty and staff.

In Spring 2006, the Task Force met to review and provide feedback/direction for the two PEL teams addressing these problem areas. In addition, the Task Force considered the issues associated with developing “service philosophy” for the University. The Services Task Force appendix includes the executive summaries of the two PEL team projects (attachments A and B), and a draft statement regarding Service Philosophy (attachment C).

Committee Members:

Chair: Jerry Rinehart, Student Affairs

Staff Support: Connie LeMire: Twin Cities Student Unions

Tim Church, Public Health

Will Durfee, Mechanical Engineering

George Green, Graduate School, History

Laurie McLaughlin, Housing and Residential Life

Steve Spehn , Facilities Management

Denny Olsen, Twin Cities Student Unions

Sandy Olson-Loy, Student Affairs--Morris

Bill Van Essendelft , Continuing Education and Extension

Lori-Anne Williams, Auxiliary Services

Steve Wang, Student

President's Emerging Leaders

Renee Fawcett

Beth Koepke

Heather Powell

Dan Sward

Bob Utke

Lori Ann Vicich

Maria Vuldjva

Projects and Impact Areas

Criteria → ↓ Project	Student experience	Faculty/ Staff experience	Organizational Culture	Utilization of Resources	Communication/Public Engagement
1. Electronic communications	X			X	X
2. Hours of operation	X	X	X	X	
3. Transfer Student experience	X				
4. Housing options for grad/prof students	X				X
5. Business practices: Fees	X		X		

6. Business practices: Simplifying form completion	X	X		X	
7. U Card Enhancements	X	X		X	
8. FM Property Mgmt.		X	X	X	
9. Customer Service Philosophy and Training	X	X	X	X	X

Projects underway in appropriate management unit:

Project	Primary Owner/Lead Partner
#3. Transfer Student Experience	New Student Programs Office, VP Undergraduate Education
#4. Housing Options for Grad/Prof Students	Housing and Residential Life, the Graduate School
#7. Facilities Management Property Mgmt Model	Facilities Management
#8. U Card Enhancements	Auxiliary Services-U Card Office
#9. Customer Service Philosophy and Training	Human Resources, Auxiliary Services, Continuous Improvement

SERVICES APPENDICES

- [Appendix A: Effectiveness of Email Communication with Students: PEL Team Executive Summary](#)
- [Appendix B: House of Operation: PEL Team Executive Summary](#)
- [Appendix C: Culture of Service- draft](#)

PEOPLE

Submitted by: Carol Carrier, Chair, People Task Force
Date: July 27, 2006

People practices are critical to the University's success in meeting the goals and challenges of our aspirations, evidenced in part by the fact that 70% of the University's expenditures are people related. The human resources system at the University of Minnesota is the entire set of operations used to recruit, retain, develop, assess, and manage our human capital. It includes policies, practices, and technologies; the work of professionals and offices throughout the university who perform human resource functions; the deans and other senior leaders who set the tone; and the implicit institutional values and cultural norms that influence behaviors and attitudes. To become one of the top three public research universities in the next ten years, the University of Minnesota must continue to transform its human resources system to foster and develop the creativity and innovation of our faculty and staff, while providing a healthy and productive work environment.

As the work of the People Task Force progressed, the Administrative Steering Committee endorsed several sub themes on which the Task Force decided to focus in more depth. Several subgroups within the task force then analyzed the following themes for presentation to the larger task force, with resulting reports (attached) and recommendations on each area:

- Create a "strong start" for new employees;
 - Develop leaders at all levels of the organization;
 - Promote healthy, productive work environments;
 - Strengthen staff performance management; and
 - Strengthen classification and compensation systems
- (Under review by a separate project team, no individual report)

In the following pages, excerpts from four subgroup reports are used to provide the context for each subtheme, and provide a set of corresponding recommendations endorsed by the People Task Force.

Overall Conclusions and Recommendations

The work of the People Task Force and its subgroups has raised a number of values and recommendations which cross all of the topics considered. These commonalities can be best summarized in the following observations:

- Great leadership, at all levels of the institution, will be needed to model, endorse and reward great people practices.
- All levels of management need to endorse the right values regarding employee development. Training and mandatory enforcement are tools to encourage the use of best practices in employee development, but are most effective when managers own this responsibility as a value.
- The performance reviews of every supervisor, manager, and leader must include an explicit review of their focus on, and demonstrated competencies in, the execution of these important people practices, such as performance management and employee development. Rewards for effectiveness in this area should be as prominent as in other areas of the individual's work.
- Greater consistency in the application of key HR policies and practices at the unit level will enhance employees' sense of fairness, and therefore their engagement as a university employee.

- Great people practices can only result from a shared vision and effective day-to-day working partnerships between the Central offices and the collegiate/campus/business units.
- Allowing units to opt out of those components we consider core to a healthy and productive workplace—whether it be managerial accountability, employee development, or respectful behaviors—is not acceptable.
- Metrics that measure our success on people practices should be modest in number but powerful in impact.

Creating a “strong start” for new employees

New employees bring new talent and fresh perspectives and it is clear that a strong and positive onboarding experience provides a foundation for employees’ understanding of their own importance and potential for contribution to the organization in addition to their level of job satisfaction, engagement, and career progress. Effective orientation and onboarding will lay the foundation for strong University citizenship. These early moments in many employees’ tenure are a time when a tone is established and the values that are communicated can form long-lasting impressions regarding what can be expected from their employer—the University of Minnesota. Our onboarding of employees should provide a broad overview of the University to include its history, mission, values, organization and leadership as well as the privileges and employee resources available. Finally, a successful onboarding program will develop and foster an understanding of and commitment to the responsibilities of being a University citizen. In contrast, a failed or poor orientation may reflect on the supervisor or manager responsible for an individual unit, but the impression left on the employee will be an impression of the University.

Without a doubt, this is a powerful opportunity for the University of Minnesota.

Recommendations

1. Underscoring all our recommendations is the necessity that leadership at the University’s highest levels (President, Executive Committee, and Deans) must send a consistently strong message to new employees of their value to the institution.
2. We recommend that supervisors have mandatory training and development for onboarding as part of the OHR Keys to Supervision and the Core Supervisory Training programs.
3. We recommend that the University leverage the best practices, from internal and external sources, to develop an onboarding program that ensures employees have the tools and support that ensure the strongest start in their career at the University of Minnesota
4. Onboarding programs should be jointly owned by the Office of Human Resources (OHR) and the leaders of collegiate/administrative units and that key human resources leadership in the collegiate/administrative units work with OHR to develop the re-envisioned University onboarding program
5. The implementation of college and administrative unit programs should be considered mandatory.
6. Parts of onboarding programs should be structured to reflect differences in positions and individual employees.
7. Particular attention should be paid to the onboarding of deans and others hired into senior leadership positions.

8. Onboarding should be delivered in multiple formats
9. Mentors/coaches should be an integral component of the onboarding program.
10. The University should consider implementing a web-based onboarding site similar to NYU's "Onboarding and Orienting Your New Employee."

Leadership Development

The university must enhance the vitality of the institution's faculty and staff employees through continual investment in their ongoing development. Developing knowledge, skills, and abilities that enhance position competence, management, and leadership expertise and university citizenship is an expectation for every employee. Supporting faculty and staff to address this expectation is the responsibility of every supervisor and manager. The form of development will vary widely and will be appropriate to the particular position or role. The development of excellent leadership is viewed as essential to achieving our aspirations.

As defined by Kouzes and Posner in *The Leadership Challenge* (Jossey-Bass, 1987), leadership is "the art of mobilizing others to want to struggle for shared aspirations." The shared aspiration of making the University one of the top three public research universities in the world requires an acceleration of our leadership-development efforts. Leadership connects directly to all the agenda areas of the People Task Force and impacts every aspect of the employee life cycle: recruitment and retention; education, training and development; compensation, recognition, performance management, and succession management. Leadership is crucial to determining appropriate goals for units of the University and attaining them efficiently. We believe that leadership, to be effective, must be exercised at all levels throughout the University. We agree with Warren Bennis and Burt Nanus when they assert that "effective leadership can move organizations from current to future states, create visions of potential opportunities for organizations, instill within employees commitment to change and instill new cultures and strategies in organizations that mobilize and focus energy and resources" (*Leaders* [Harper & Row, 1985]).

We believe that leadership is the most critical factor in determining our institution's success. In order to gain the powerful competitive advantage to which we aspire, the University must invest in human capital, work to develop and retain valued employees, assess outcomes, and hold people accountable for that investment. Wise investment in people and leadership has the desired effects of improving financial performance, accelerating institutional learning, and limiting the loss of human capital. While we seek to improve leadership throughout the University we should pay special attention to the high achievers who will provide the greatest return on investment. We must apply rigorous efforts and programs to identify, test, and support a continuous pipeline of leadership talent.

Ultimately, leadership is not a position in a hierarchy, but a form of action. As a result, both organizational managers and individual contributors can display leadership profiles and provide *thought leadership* and/or *people leadership* competencies. Leadership is also multi-dimensional. Great leaders have a broad and deep skill set and a special talent for cooperating with people. Leadership is both taking effective action and behaving in ways that engage and optimize the development of knowledge and relationship connections. Becoming a great leader depends on developing appropriate qualities and skills and applying lessons learned from experience. Since much real learning happens on the job, great leaders both aggressively seek out growth assignments for themselves and create growth assignments for others. By challenging themselves with on-the-job opportunities to stretch themselves, great leaders learn to manage through difficulties and adversity. They find ways to succeed in spite of external obstacles, and to overcome their own limitations.

1. The University must encourage the top leaders currently in place to mentor and coach those subordinates on whom they depend most immediately, so as to develop in them the ability to lead the University in the next few years and beyond. (We note, too, that such a coaching role at the top can have the beneficial side-effect

of making the current leaders of the University reflective and conscious of their own qualities as leaders and aware of areas in which they can improve, thus furthering their own continuing leadership development.)

2. The success of our various leadership development programs should be assessed to identify best practices that can be applied more broadly. While current programs are excellent, they only reach a small portion of the leadership population. Our leadership development programs need to be far-reaching and more broadly available at varying levels of the organization. These programs need to undergo further development to reach beyond the baseline of information that is currently delivered.
3. The Office of Human Resources and the Office of the Provost should take this opportunity to coordinate their leadership development programs and publicize them more effectively across the University.
4. A program should be developed to identify leadership promise and achievement motivation in employees, and to provide appropriate coaching, including information about actual opportunities at the University for the development and application of leadership competencies.
5. To increase the effectiveness of our leadership and reinforce the “Single Enterprise” platform that is set out by the Administrative Service and Productivity Steering Team in their report, we recommend the University’s leadership-development programs should instill and teach the enterprise’s core missions and values, and that such instruction should be required for all leadership positions. There needs to be a balance between selective, voluntary leadership training, and broadly required leadership training or development.
6. To achieve the Single Enterprise goal, provision should be made to have high-potential leaders in central administration and in each of the colleges spend some time in varying rotational assignments.
7. The University should identify the many dozens of groups of upper- and mid-level leaders in the University who meet on a regular basis to discuss matters of common interest—for example, the Twin Cities Deans; the Council of Research Associate Deans (CRAD); the College of Liberal Arts Council of Chairs; the Human Resources Pro Group; the Financial Services User Network (FSUN); the Council of Academic Professionals and Administrators—and that the University work with these groups to identify needs, opportunities, and best practices for leadership development for which they are responsible or from which they can benefit.
8. The University should identify the many external professional organizations to which staff and faculty belong that provide coaching in leadership and determine the role they play in a comprehensive leadership development program. (For example, under the auspices of the Modern Language Association, the Association of Departments of English and the Association of Departments of Foreign Languages both offer two Summer Seminars each year, each of which includes a day-long workshop for new chairs.
9. The University should engage the resources of the Carlson School of Management to help identify and evaluate the leadership-development programs that are already in place in the current top-three public research universities, to determine what best practices found there can be implemented in the University of Minnesota.
10. All managers of people should be evaluated on the quality, the effort, and the results that they contribute for growing employee talents and leadership potential. Talent development should be a specified job responsibility, subject to regular performance evaluations to insure accountability for all managers of people. Furthermore, higher-level managers should be explicitly reviewed with reference to the leadership skills they are developing within their workforce, and the status of their succession plans for staffing leadership positions both in the short term as well as the long term. In addition, each unit should conduct annual organization-wide leadership talent reviews in order to identify high performers, invest in their accelerated development, and create visibility for broader promotional opportunities across the University.

11. A set of leadership competencies should be identified and communicated across the University. These competencies will create standards and promote consistency in the assessment of leadership talent across units, and ensure alignment between leadership attributes and behaviors with the University's mission. There are many possible leadership competencies to consider, and it is beyond the scope of our project to identify them all. However, we do recommend that such competencies be identified and be scaled for different leadership levels (for example, manager of individual contributors versus manager of managers), in order to incorporate the differences in scope, complexity, and decision-making challenge that are associated with different levels of management accountability.
12. The University should assess the total annual costs of the internal leadership-development programs that are currently available. Are we investing too much? Is it too little to reach top-tier status? Given the importance of leadership development to the success of the University, we strongly recommend that sufficient resources be budgeted and appropriately distributed to support the establishment and operation of a comprehensive, high profile program on an ongoing basis.
13. A program should be established to develop leadership skills with reference to established leadership competencies, and that it incorporate a variety of curriculum components and on-the-job stretch assignments.
14. The officers of the University should express, model, and reinforce excellent leadership: communicating expectations clearly, highlighting the importance of leadership at every opportunity; demonstrating best-practice leadership behaviors; and identifying and rewarding excellent leadership.

Staff Performance Management

To ensure effective management of the institution, a strong performance management system for all types of employees is an essential tool. The following model provides a framework for displaying the critical elements that should comprise the performance management system for staff employees.

Performance Management is a shared process that includes assessing, managing, planning, and improving an employee's performance to promote development that serves both the individual and the organization. Eight guiding principles were identified from our literature review, and can be used as guidelines for constructing the framework of an effective performance management system.

A system vs. point-in-time approach

Performance management is an ongoing process that begins with an appropriate position description and hiring process that leads to the hiring of the person most capable to do the job. Ongoing performance management of that person includes setting goals, checking in and monitoring the work, and evaluating the performance.

In a system approach, the employee does not receive feedback for the first time at an annual performance review. Feedback is given as a regular part of the dialogue between supervisors and direct reports.

Linkages to mission

The visible link between organizational and individual goals, which determines what needs to get done. Tools include setting an organization's mission, vision, values, and expectations.

Accountability and management support

Organizational leaders need to regard performance management as being core to the operations of the enterprise. The amount of "buy-in" that senior managers hold in a system has a direct effect on the success or failure of the system.

Credibility of system

Employees must see the relationship between the coaching provided and desirable outcomes. Additionally, employees should see a positive relationship between the coaching process and other human resource systems, including staffing and training, as well as the effective implementation of the team's, division's and organization's strategic plans. System credibility may be impaired by mistrust of managers and their abilities.

Management training and coaching

Managers must be sufficiently trained to prepare for and perform employee evaluations. If a manager is trained improperly to do performance reviews/appraisals, the likelihood of rater bias increases. A feedback process to evaluate how the work is being done is beneficial for both the employee and the manager. Examples of tools include yearly reviews, periodic reviews, 360-degree evaluations, coaching and mentoring.

Utilization of technology

Technology may be a useful tool for assistance in implementing the performance management process. Technology can assist with the standardization of performance management systems and measurement of compliance. Over utilization of technology may interfere with an effective performance management system.

Competency-based versus behavioral-based appraisals

Whether an organization focuses on a set of system-wide competencies or on a set of individual behaviors relative to a specific role, performance management systems, when appropriately applied, may be extremely useful. Competency-based systems provide a clearly defined path toward professional advancement and successful job performance. Behavioral-based models provide a mechanism for continuous feedback from managers, where employees understand what specific and measurable behaviors are expected within a given role.

Relationship to compensation varies

Although compensation is an important motivator in employee performance, it is not the only motivator. Employees are also motivated by professional development opportunities (e.g. talent management) and the ability to relate their role to the context of the organization as a whole.

Recommendations

1. Adopt a performance management system based on the eight guiding principles listed above, and administer the system using the roles identified below.
 - Gain buy in from senior leaders and the Board of Regents
 - Adopt recommendations from Civil Service Task Force
2. Office of Human Resources is the 'keeper' of the system:
 - Develop and implement performance management system guidelines
 - Establish University-wide core competencies to select employees, measure their performance, and identify growth and development opportunities
 - Determine the set of necessary skills for Human Resource expertise within each college, department, and unit
 - Provide an appraisal form that can be used across the University and tailored by units
 - Consider technology-based tools to facilitate delivery of the system and monitor reporting (i.e., creation of tools, guidelines, information)
3. Leaders must buy into the system to effectively 'lead' the system
 - Continue senior leadership performance review process
 - Deans and department leaders must lead the way or the system will fail; they must be held accountable for compliance of the system
 - Leaders must value the work of their human resource staff and supervisors and allow time for them to do the necessary work for the performance management process to be successful

4. Create Human Resource expertise within colleges, departments, and units and empower the Human Resource liaisons to be effective ‘managers’ of the system
 - Human Resource expertise would be determined and/or hired at the local level using the set of skills determined by OHR
 - Human Resource staff must be adequately trained to implement and monitor the system within their colleges, departments, and units
 - The HR liaison would interface between the Office of Human Resources, the deans/directors, supervisors and employees to drive the system at the local levels
5. Supervisors must be valued for their role as ‘implementers’ of the system
 - Adequately train supervisors in areas including, but not limited to, general talent management, performance management guidelines, conflict resolution, coaching and feedback, et cetera
 - Support and value the time that it takes to effectively conduct performance management and coach employees
 - The role of the supervisor must:
 - a. Set clear goals and expectations for each employee
 - b. Value employees’ contributions through active recognition and other appropriate efforts
 - c. Foster an environment of two-way communications
6. Employees need clear expectations, continuous communication and feedback to be effective ‘contributors’ to the system
 - Train employees on the benefits of the performance management process
 - Empower employees to be active participants in the performance management process
 - Provide time and money so employees can utilize professional development opportunities to improve their skills and develop in new areas

Healthy, Productive Work Environment

Supporting work environments that provide resources and opportunities to enhance productivity, support individual and group successes, are responsibly managed, and foster inclusiveness, employee well-being and the assurance of safety is a daunting challenge in any large, complex organization.

Developing and maintaining consistency in work environments throughout all campuses of the University of Minnesota is admittedly difficult. Even principles that may be accepted across campus will be implemented in different ways given the demands of the various units. This is an important risk management concept, as many work environment policies are not voluntary (i.e. labor laws regarding parental and FMLA leaves, non-retaliation laws for domestic violence victims seeking order of protections, non-discrimination laws, etc.) Claims frequently result from inappropriate treatment by supervisors, based on misunderstanding or lack of knowledge about policies, or inconsistent application of standards. As we improve consistency, we also recognize the need for flexibility in the way employees are managed and lead.

A reasonable statement of the desired University of Minnesota work environment includes the following points:

At the University of Minnesota, faculty and staff fulfill their ambitions around learning, scholarship and sharing knowledge by:

- demonstrating respect,
- valuing multiple perspectives,
- engaging with public concerns, and
- supporting each employee’s ability to contribute their maximum energy in ways that fit their life and work roles.

The University's unique mission as a public institution of higher education brings associated pride and prestige, which is valued by many employees. **Guiding principles** of a supportive work environment include the following:

Supervisor/Administrator Responsibility: Every University employee with responsibility for other employees, including faculty who operate laboratories or hire research assistants, must be cognizant of their role in creating an inclusive and supportive work environment. Leaders of large and small units must actively demonstrate and implement respectful interactions and value multiple perspectives. They must know about relevant University policies and resources, and be accountable for their use.

Flexibility: The University should be a leader, not a responder, in providing appropriate flexibility in work hours and location. The number of people coming into the workplace is decreasing, and their expectations for flexibility are increasing. Youth, people with disabilities, religious beliefs, and family obligations bring expectations and/or needs for flexibility. Employees (especially the newest generations of employees) no longer expect or want a lifetime job, and will leave if they do not get what they need. Elder care initiatives were raised as a priority in the focus groups used to identify the need for a Work Life program. We encourage the University to look at the 'life course' of employees.

We recognize that the ability to provide flexibility varies considerably across work units and employee groups. In some instances there is little flexibility in schedules and work location. For example, some faculty have considerable flexibility outside of class hours, while others who provide medical or dental services in clinics are obligated to be in their clinics during certain days and hours. In these units there may need to be adjustments in the compensation or other benefits (e.g. vacation or professional development) in order to make these positions attractive. We also believe that 'family friendly' – or better yet 'life course friendly' – policies for faculty can also be 'research friendly' policies to avoid exacerbation of a gender gap in those fields.

Skilled Conflict Management: Conflict is inevitable in a workplace that values differing opinions and experiences. We know that conflict is likely to increase as we provide more flexibility and increasing generational, international, racial and other diversity in the workforce with differing attitudes towards conflict. Employee exit interviews, and the PULSE survey, identify conflict management as an area needing attention. All employees need training on conflict management, and academic administrators, supervisors, and managers need additional training to address conflict in their units.

Positive Intercultural Relations: The University already consists of people who represent a great diversity of races and ethnicities, cultures, with and without disabilities, sexual orientations, religions, etc. Most of us were not raised in such a setting, and often have not developed the knowledge and skills to interact fully and successfully. Faculty can not engage with communities outside the University without understanding the differing communities within the University of Minnesota. We suggest cultural audits of units, perhaps using tools such as MAP-IT, and the Intercultural Development Inventory, to begin assessments.

Communication: Employees want to know what is happening, and why, in a regular, timely manner. If an employer (the University of Minnesota) expects commitment, then employees expect a commitment from the employer to inform and include them. They also expect an opportunity to contribute to decisions when appropriate. Similarly, employees want regular feedback on their performance, both in formal annual evaluations and in frequent, day-to-day operational interactions.

Recommendations

This set of guiding principles suggests at least seven areas of recommendations that will enhance the quality of our work environments.

1. Examine and improve existing policies. This refers to the need to ensure that the assumptions which underlie policies related to employees' well being are accurate, adequately address the varying needs of our different employee groups, and are utilized in consistent ways.
2. Employee selection and orientation. This area refers to the need for selection criteria to be used in selecting supervisors, manager and leaders that reflect skills and attitudes that will promote healthy work environments. New employees who are individual contributors must be acculturated into this healthy work environment from the beginning, through messages and communication that signals the University's commitment to respect, effective conflict management, and positive intercultural relations.
3. Leadership accountability. This area stresses the importance of ensuring prepared and savvy leaders in creating great work environments. They must be selected, prepared and trained, developed, and assessed on their skill and success in leading environments that are both productive and healthy.
4. Institutional branding and commitment. This area addresses strategies and tactics to encourage the public acceptance of the University as a great place to work. It can take many forms but will certainly include the continued use of technology and strong communication messages that promote our environment.
5. Recognition of success. Providing many forms of public recognition for those leaders and units that demonstrate the culturally supportive, flexible, and healthy workplaces is an important strategy.
6. Flexibility in the workplace. The awareness of the importance of flexibility in terms of when and where work is accomplished in order to support work life balance must continue to be enhanced. We know that the strongest talent will come and stay only if they see the university as a place to help them accomplish their work and have a good life outside of work.
7. Ongoing assessment. The University must continue to regularly assess the health of its work environments through tools such as the PULSE and exit interviews. In addition, benchmarking our policies and practices against other peer organizations nationally and internationally will be an important form of feedback regarding our ability to compete for talent.

Strengthening classification and compensation systems for staff

Two subtopics emerged from the People Task Force discussions related to this theme and led to recommendations to endorse work that has begun. One was to endorse the Merit-Based Pay Project for Civil Service staff and the second was to endorse the Classification and Compensation Project regarding P&A classifications. While neither of these two projects resulted from the work of the People Task Force alone, both projects were presented and endorsed by our Task Force.

In the past 25 years, the P&A employee group has grown to over 4,000 employees, and includes over 100 job classes. In addition, many of the positions have duties that appear to overlap duties in other job classes and other employee groups, increasing the potential for inequity and complicating the ability to market price the positions. To further complicate matters, P&A job classes are broad-banded, and job descriptions are customized by department, depending on need. As a result, an "Assistant to" in the Office of Human Resources may perform duties significantly different to those performed by an "Assistant to" in the College of Liberal

Arts. All of these issues combine to create a program that is difficult to administer, difficult to understand and has the potential for inequities, both between units and colleges and between employee classes.

The University must encourage the recognition of excellent performance and achievement through the use of merit pay and rewards. When administered and communicated effectively, reward and recognition are important parts of a total compensation program. Two key principles of the university's compensation philosophy is to be competitive within the relevant comparable labor market for base pay and to recognize outstanding performance and organizational contributions through the use of merit pay and other reward mechanisms.

Recommendations

1. Reexamine P&A job classifications and market-price them from a total compensation perspective. Positions will be compared internally to other positions at the University, as well as externally to similar positions at other universities in the top-30 group of public institutions. Consideration will be given to cash compensation as well as benefit packages.
2. Implement improvements in current compensation processes/practices in order to reduce duplication of effort, inequity, and poor pay decisions.
3. Establish pay processes/practices that are effective in attracting, developing, rewarding and retaining employees that are committed to excellence and continuous improvement.
4. Regarding merit pay for Civil Service staff:
 - develop principles and procedures
 - create templates
 - provide training programs and communication
 - develop criteria for approval of merit pay plans
 - develop audit procedures for merit pay plans

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OPTIMIZE RESOURCES

Submitted by: Richard Pfutzenreuter, Chair, Optimize Resources Task Force
Date: August 4, 2006

Strategic resource acquisition, management, and redeployment are essential if the University is to achieve its long-term goals and advance academic quality. Substantial opportunities exist to align and optimize administrative systems and areas that manage University physical, financial, and technological resources to better serve the academic units they support.

As a public institution, the University must be a good steward of the land, buildings, equipment, tuition revenues, state and federal monies, private donations, and other resources entrusted to its management. Stewardship goes beyond due diligence, efficiency, and effectiveness in managing resources. It also includes strategic pruning, redeployment, and investment. Resource optimization means making decisions with a long-term, often multi-generational, perspective.

Past successes in this area include:

- *Facility Condition Assessment*

This inspection based survey of all University buildings provides sound information for investment of capital funds.

- *Regents' Sustainability and Energy Efficiency Policy*

The University is committed to using sustainability principles to guide campus operations, integrating environmental, social, and economic goals with the balanced use of all resources.

- *Financial FormsNirvana*

Dramatically reduced the time needed for document entry, which has translated to central staffing reductions, time savings, and cost savings.

- *Contract vendor program*

Saved millions of dollars by negotiating deep discounts with over 150 vendors.

- *St. Paul campus space audit*

Resulted in common agreements about more efficient and collaborative use of space and avoided costly new construction through effective reassignment of existing space.

- *Capital Project Delivery Model*

This new project delivery method developed in collaboration with over 50 customers and partners, positions Capital Planning and Project Management to provide high quality service to the University community by meeting each project's scope, quality, schedule, and budget. This model will result in a reduction of overall project risk to the University.

Projects currently in process include:

- *Enterprise Financial System*

Project Objective: The new financial system is a project that replaces old technology and introduces transformational change to the culture of financial management at the university. The project will replace the current financial system, including an array of homegrown grants management tools. The expected project outcomes are better tools for financial management, better information for management decision-making, and enhanced skills among the staff who will be using the system. In addition, improvements in processes will occur through process simplification and standardization. Some key objectives of the project include providing the University with enhanced data analysis capabilities to support the need for better management reporting and decision-making, and to ensure that the new financial system supports a strong but cost-effective internal control environment. Finally, the system is being implemented in a manner that will support the organizational and administrative goals of other strategic positioning efforts.

Project Process and Timeline: The functional and technical design of the system began in April, followed by building technical code, system and user acceptance testing, and rollout. The new system will go live in July 2008. Project clean-up will be the final stage following a successful implementation.

Project Owner: Richard Pfutzenreuter, Vice President and CFO

Project Measures of Success: (1) the system is implemented on-time and under budget (2) the degree to which the system supports data-driven financial management and decision-making

Resources Required: Resources have been committed and the project is well underway. Resources needed to support the system post-implementation will be identified as the project progresses.

- *Internal Budget Model*

Project Objective: This project's goal is to build a transparent and responsive budget model that supports the stated values of the institution, allows for long-term financial investments, and addresses the overhead needs of the University, while providing reliable, stable and predictable incentives for sound financial planning and strong fiscal management. The model should create appropriate incentives and disincentives to enhance the University's excellence and optimize the use of resources.

Project Process and Timeline: Implementation began with the development of the FY 2007 budget. The model will continue to be monitored and revised as necessary.

Project Owner: Richard Pfutzenreuter, Vice President and CFO & Frank Cerra, Senior Vice President, AHC

Project Measures of Success:

- The degree to which vice presidents, chancellors, and deans are satisfied with the information available to make effective resource management decisions.
- The degree to which units begin to focus activities on strategy aligned with missions and goals.
- The level to which the University can measure efficiencies and cost controls through the incentives provided by this model.
- The level to which revenues are enhanced by incentives in the model.
- Simplicity: the financial/accounting administrative and transactional activity efficiencies gained in the model's simplicity and understanding.
- The degree to which investments can be prioritized and reallocated.
- Information: The degree to which fact-based decisions can be made based on costs and service levels.

Resources Required: Resources are currently applied to the project. Continuing evaluation of this project may surface additional project resource needs.

- *Utility Cost Controls*

Project Objective: By diversifying fuel sources (such as biomass / oat hulls), increasing fuel conservation efforts, and utilizing more market based fuel purchasing tools, the University will reduce its operational dependence upon any given fuel; increase the predictability of its fuel costs by limiting price spikes; and reduce its anticipated cost of operations.

Impacts/Measures of Success: Utility costs are already being controlled through: conservation; futures purchasing; renewable energy sources such as the Morris wind turbine and biomass at the SE steam plant. In addition, cooperation between operations and the academy are strengthened.

- *Purchasing Strategies*

Objective: Implement innovative purchasing strategies to effectively manage the University's purchasing expenditures. Current strategies include e-auctions, expanding supplier locator abilities, purchasing alliances with state and higher education partners, streamlining of purchasing processes for users, and strategic management of major purchasing categories such as printers and copiers.

Process/Timeline: Implementation of these strategies is ongoing.

Owner: Karen Triplett, Director of Purchasing Services, Mike Volna, University Controller, and Richard Pfutzenreuter, Vice President and CFO

Impacts/Measures of Success: Streamlined processes, reduced costs

- *Updating the U's Master Plan and Process*

Objective: To produce an updated master plan that will guide the University's campus planning and development over the next ten years. Specific objectives include:

1. Align and integrate the Master Plan with University core processes such as strategic positioning, academic planning and funding;
2. Take full advantage of the major initiatives scheduled for the next decade;
3. Focus on "growing a campus" rather than building buildings;
4. Instill the principles of sustainability, so that the new plan leaves the campus better for future students, staff, and faculty
5. Optimize the distinction of being the largest research University that bridges the Mississippi River;
6. Increase ownership of the Master Plan by the University community, and ensure broad and meaningful consultation with key constituencies.

Process/Timeline: The Master Plan Steering Committee has identified five work groups to address specific issue areas of the Master Plan: Movement and Access; Natural Features and Open Spaces; Community Connections, Collaborative Ventures, and Safety, Enhancing the Campus, Design and Preservation.

- September 2006 – September 2007 Work Teams address issue areas; consultation throughout the process
- Fall 2007 – Steering committee integrates work of work teams
- Winter 2007-08 – Final consultation
- Spring 2008 – Final review and action by Board of Regents

Owner: Master Plan Steering Committee Co-Chairs Vice President Kathleen O'Brien and Professor Judith Martin

Project Impacts/Measures of Success:

- Increased ownership by the University Community
- A plan that is aligned with University operations and that drives strategic decision-making

Resources:

- Human Resources—Participation from faculty, staff and students throughout the University
- Financial Resources -- \$400,000

Future initiatives will include:

- *Space utilization*

The cost of space can be controlled only by managing its use and limiting the creation of new space. This initiative will:

- Build a user-friendly, comprehensive space inventory/geographic information system to manage space usage
- Integrate accountability for effective space usage into University planning at all levels
- Provide incentives for units to focus on effective uses of appropriate, well equipped and well supported space (quality), rather than amount of space (quantity.)

- *Asset optimization*

The University must manage physical assets strategically, including the disposition and use of real estate holdings. Evaluate the costs and benefits of holding, developing, and selling each real estate asset.

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