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MISSION**

**A REVIEW OF TWIN CITIES CAMPUS SUPPORT
AND SERVICE UNITS**

**Report to the Senate Consultative Committee and the
Acting Provost and Vice President for Academic Affairs
by the Task Force for Review of Twin Cities Campus
Support and Service Units**

May, 1989

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May 31, 1989

To: Deans, Directors and Department Heads
Directors and Unit Heads of Support and Service Units

From: Shirley M. Clark, Acting Provost and Vice President
for Academic Affairs *Shirley M. Clark*

Mark L. Brenner, Chair, Senate Consultative Committee *Mark L. Brenner*

Attached is a report from the faculty-student-staff Task Force for the Review of Twin Cities Campus Support and Service Units. This Task Force was appointed jointly by Academic Affairs and the Senate Consultative Committee.

The report and its recommendations are currently under review by the Senate Consultative Committee and central administration. Within central administration, there will be careful consideration of the facts brought out by the report, the appropriateness of the recommendations, and, if needed, other alternatives that might better address the Task Force's concerns. And, like academic program review processes, the units reviewed will be afforded full opportunity to comment before implementation steps will be taken through the proper consultative, administrative, and governance processes.

If you wish to comment on any section of this report, please send written comments to Mark Brenner by June 30. He has agreed to collect your responses and assist in formulating administrative responses to the report. Service and support unit administrators should also send copies of any comments to the administrators to whom you report, for forwarding to the appropriate vice president.

:cb

Enclosure

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EXECUTIVE SUMMARY

A task force of seven faculty members, two staff members, one undergraduate student, and five graduate assistants examined nine service units on the Twin Cities campus. The units were chosen for their potential impact on academic programs and the lives of students. **The operating premise of the Task Force was that service and support units exist to serve the academic mission of the University.**

The recommendations do not represent an action agenda, but are presented to the Senate Consultative Committee, and to the Twin Cities campus provost and academic vice president for consideration and potential action.

The Task Force developed seven recommendations that should apply to all University service units. Many units are already doing some or all of these currently:

1. Develop mission statements and objectives that reflect the unit's commitment to supporting the University's academic mission.
2. Conduct periodic financial audits.
3. Conduct in-depth reviews, using internal and external reviewers, on a five-year cycle.
4. Form faculty/user consultative committees to help develop general policies and identify fundamental problems.
5. Conduct regular surveys to assess user satisfaction.
6. Provide clear information about services to potential users.
7. Establish systems of rewards and training to encourage employees to provide the best possible service.

Brief summaries of the individual unit reviews follow:

Men's and Women's Intercollegiate Athletics (12 recommendations)

Athletics has become separated from the rest of campus life. The gap stems both from widespread indifference on the part of faculty and insufficient effort by the athletic departments to become more integrated with the academic community. Athletic and academic personnel need more opportunities to meet each other and to work together.

Review of Service Units

Task Force surveys show faculty are disturbed about the potential of athletics to compromise academic values, even though grade point averages for athletes have improved since 1984.

Recruitment of athletes should focus on individuals who will be adequate students from the outset because participating in sports doesn't allow sufficient time for remedial education; coaches and athletic administrators should be judged in part on the academic success of athletes; and administrative control of athletics should be strengthened.

Personnel Department (13 recommendations)

The Personnel Department isn't sufficiently responsive to the academic mission of the University. Its pattern of consultation suggests that Personnel views its clients to be civil service employees rather than program administrators. A committee drawn from academic units should be formed to aid in developing strategy and policies for the department.

Other recommendations are to take an active role in recruiting and training qualified minority applicants; streamline and increase effectiveness of job classifications and hiring procedures; to move responsibility for setting student wage rates to the Personnel Department; to foster career development; and to continue the excellent services on resolving workplace conflicts, employee discipline, and office organization.

Physical Planning (10 recommendations)

The Task Force found Physical Planning to have significant communication, coordination and management problems. Building use plans appear to be considered apart from academic priorities. Communication with Physical Plant Operations, which maintains the buildings developed by Physical Planning, is terrible. Surveys of users indicate dissatisfaction with costs, delays, and poor communication. Physical Planning is hampered by a clumsy organizational structure, which results in unnecessary bureaucracy and poor internal communication.

Executive Summary

Physical Plant Operations (PPO) (17 recommendations)

Management of PPO has not fully utilized supervisors and other managers and has not provided adequate training, support, or guidance. The Senior Vice President for Finance and Operations should address the management crisis.

Surveys conducted by the Task Force show that users were generally positive about the quality of PPO's services. On the other hand, cost of services was a significant concern. Since the unit has a monopoly on campus, it's imperative that their costs be reasonable. A clear, consistent, and equitable rate policy should be developed.

The specialized labor force of PPO is more expensive than similar operations elsewhere. Current work rules and the requirement to pay prevailing wage rates should be addressed in the next contract negotiations.

Purchasing and Materials Management (2 recommendations)

An excellent unit. A 1981 study found its cost was the lowest of 18 peer institutions. Task Force surveys found an unusually high level of current satisfaction with service from Purchasing.

Student Support Services (9 recommendations)

While doing a good job, Student Support Services seems in danger of being isolated from the rest of the University. Despite the communication difficulties posed by the technical nature of admissions, registrations, and student financial aid, the unit could use more involvement from faculty and academic programs across the University.

Costs within the unit are a concern. This may be because the unit provides a wider range of services than are typically provided elsewhere or because of position and wage inflation within the unit. Reviews of the unit's mission, position classifications, and wage rates are among the recommendations.

Support Services and Operations (6 recommendations)

This diverse group of services -- including housing, food services, book stores, printing, duplicating, intercampus buses, flight facilities, and the laundry -- is generally well regarded by its clients, according to Task Force surveys. Average prices tend to be comparable to or less than services avail-

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able from outside vendors. Parking is the chief complaint and deserves attention.

Planning and performance in all units is evaluated by using a strong management by objectives system. The service unit managers are adept at juggling two hats: a business hat and a university hat. Recommendations are for increased academic participation in strategic planning and significant constraints on transfers of funds across units.

University Police (3 recommendations)

Task Force surveys indicate general satisfaction with the services provided by University Police. New programs, such as presentations on personal safety to new students and their parents, are helping to integrate the police into campus life. That aim could be strengthened by establishing a user consultative committee. The mission of the department needs to be examined in light of fiscal constraints and the proximity of the Minneapolis and St. Paul municipal police.

Personal security and building security are the greatest concerns of the survey respondents. The first task of a consultative committee should be developing policies for improving campus security.

University Relations (3 recommendations)

Although a steady supplier of communications of high quality, the unit has had problems of mission and leadership.

University Relations needs to be more active in communicating the accomplishments of the University and in solving University communication problems with the people of Minnesota. As the University's central office for professional communication, University Relations should establish an all-University communications council to help set policy and to supply public relations practices and expertise to individual academic units.

INTRODUCTION

Support and service units on the Twin Cities campus account for 40 percent of the total campus budget.¹ The overall effectiveness of the academic enterprise is determined to a significant degree by how these units define their function, on how adequately they are funded to do their job, and on how well they carry it out. Yet despite their central role in supporting academic programs, at least in recent memory their academic customers have provided no review of their operations.

It was intended that *Strategy for Focus* correct that oversight; support and service units provided plans in the Spring of 1987 similar to those provided by academic units, to be reviewed by the Advisory Task Force on Planning. But the planning effort produced more documents and raised more issues than one task force could cope with, and the review of support and service units was deferred until now.

COMPOSITION OF THE TASK FORCE

The Task Force on Support and Service Units was constituted in late 1988, appointed, like its predecessor Advisory Task Force on Planning, jointly by the provost and the chair of the Senate Consultative Committee. Membership (listed above) was drawn from Twin Cities academic units; they included seven faculty members, two staff members, and three students. Unfortunately two of the student members could not serve and replacements could not be found; but the student point of view was also represented by five graduate assistants who served as staff to the Task Force in its work. In addition, Academic Affairs and Management Planning and Information Services were each represented by an ex officio member, and Academic Affairs provided an executive assistant.

CHARGE

The reason for appointment of the Task Force was to evaluate service units from the vantage point of the academic programs and the individual clients that they serve. Because of the wide scope of units under review, the charge asked the Task Force to help to define its own role by choosing those issues that it considered to be most important:

"It will be more helpful to the University if you undertake a careful review within a limited scope than if you undertake a broad but superficial

¹The hospital accounts for about half of this sum -- over \$200 million.

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survey of all issues... The Task Force is also invited to be selective in choosing which units to review..."

The main issue that the Task Force was asked to consider was

"To examine the effectiveness of the support and service units. Are they setting the appropriate priorities? Are units attempting to improve the academic programs? Do the units properly communicate to the other support or service units having similar or related functions? In order to improve efficiency or effectiveness, should some responsibilities be transferred or merged? Is there appropriate communication between the respective support or service units and academic programs or other clientele groups? Are there appropriate instructional programs for new and continuing users of the services?"

The Task Force was also invited to consider whether the University might be better served by higher levels of service in some areas at the expense of lower levels elsewhere, and to make a general assessment of management. These issues were given lower emphasis in the charge because thorough analysis would require technical and managerial expertise that an academic task force would not have except by coincidence; the unique contribution to be made by such a group is to evaluate the quality of service to academic programs and to individual students and staff members.

SCOPE OF THE REVIEW

Appendix 1 shows the list of support and service units that submitted *Strategy for Focus* planning documents in 1987. In choosing which of these units to review in detail, the Task Force used as its main criteria the potential impact of the unit on the effective functioning of academic programs, and on the lives of students. Based on those two criteria, it selected these programs for review:

- Mens' and Womens' Intercollegiate Athletics
- Personnel
- Physical Planning
- Physical Plant Operations
- Police
- Purchasing and Materials Management
- Student Support Services
- Support Services and Operations: Bookstores, Food Services, General

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Services (including Parking, Technical Shops and others), Housing
Services, and Printing and Graphic Arts
University Relations

PROCESS

The Task Force did the bulk of its work between January and April. It was divided into four subcommittees, each responsible for reviewing 2 or 3 of the units listed above, and each assigned a graduate assistant for support. In addition, the full Task Force met approximately weekly to discuss issues to be addressed, the design of questionnaires, findings, the report to be produced, and to interview providers and users of the services.

The information on which the report is based comes from the units' 1987 planning documents and 1989 revisions to those documents; various audits, senate committee reports and other external evaluations; discussions with deans, vice presidents, and other academic administrators; interviews with the directors and other administrators of units under review; an extensive series of written questionnaires distributed to the University community; responses to advertisements published in the *Minnesota Daily*; and, of course, the personal experiences of the members and staff to the Task Force over university careers ranging from less than two years to over thirty years.

Different questionnaires were distributed to different audiences. Table 1, below, summarizes the distribution.

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TABLE 1. DISTRIBUTION OF QUESTIONNAIRES

Questionnaires sent to:	Deans, Directors Dept. Heads	Principal Investigators•	Faculty°	Professional & Admin.†
Athletics	✓		✓	✓
Personnel	✓	✓		
Phys. Planning, Phys. Plant	✓	✓		
Police	✓		✓	✓
Purchasing	✓	✓		
Support Svcs. & Operations	✓		✓	✓
Univ. Relations	✓			
Number sent:	450	411	750	500
No. returned+:	152	157	396	273

•Faculty identified as principal investigators on externally funded grants or contracts.

°All persons with faculty appointments; persons sampled might be Principal Investigators or hold administrative appointments.

† Academic personnel without faculty appointments (P&A staff).

+ Some respondents did not answer all parts of the questionnaires. "No. returned" is measured for the part with the largest number of responses, in each case.

GENERAL POLICIES FOR SERVICE AND SUPPORT UNITS

Service and support units exist to serve the academic mission of the University. The size and complexity of the University of Minnesota makes identifying and providing needed services a complicated task. Although the Task Force only examined nine service units in depth, our work suggests several overarching principles that should guide planning, budgeting, and management for all service units.

In its review, the Task Force identified several areas of general concern. Although by no means were all of the units studied deficient in these areas, each was deemed sufficiently important to highlight in this section:

- lack of or inappropriate mission statements
- ineffective user input
- insufficient control by central administration
- minimum accountability to academic units
- little faculty involvement in advisory committees
- unclear charge to advisory committees
- lack of coordination among service units
- passing on of service and support unit retrenchments as increased costs to academic units
- failure to compare prices with off-campus services

The following recommendations should be implemented for all service and support units to improve the quality of service and the commitment of these units to serve the academic mission of the University.

Recommendation 1: Develop mission statements and management objectives to clearly articulate commitment to the academic mission of the University.

- Note: Service unit managers should provide their objectives to appropriate vice presidents annually for evaluation.

Recommendation 2: Conduct periodic financial audits.

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- Note: Audits of financial practices must be performed on a regular basis. Some units, such as Intercollegiate Athletics, should have frequent financial audits (every 6 to 12 months) while other units should have in-depth financial audits every 3 to 5 years.

Recommendation 3: Conduct periodic in-depth reviews, consistent with the President's plan.

- Note: This endorses in-depth reviews of service and support units, similar to those conducted by the Graduate School, conducted continually on a 5-year cycle using internal and external reviewers. Results of these reviews should be forwarded to appropriate vice presidents and the Senate Consultative Committee who should give full consideration to recommendations of the review teams. These reviews should include evaluations of:
 - Mission statements
 - Management objectives
 - Financial audits and financial management procedures
 - Management audits and management procedures
 - Procedures for identifying needed new services and services no longer required
 - Procedures used to monitor comparable services from external agencies--cost, quality and convenience assessment
 - Effectiveness of consultative committee

Recommendation 4: Properly empower faculty/user consultative committees.

- Note: Identifying needed and appropriate services should be the responsibility of both the unit manager and faculty/user consultative committees. Unit managers must have the final authority to make and implement policies since they are ultimately accountable for the performance of their units. Faculty/user committees should discuss policies for all service units, and identify fundamental problems concerning how a service unit perceives its contributions to the academic mission of the University.

General Policies

- Each consultative committee should participate in strategic planning and formulating broad operating policies. All policies of the unit must be reviewed by every committee.
- Consultative committees should be comprised of faculty and other users, not staff of the service units. Service and support unit staff may serve as ex-officio members of consultative committees, but they should play a staff role.
- Clear lines of reporting and definition of responsibilities must exist for all consultative committees. Each committee must meet with the appropriate vice president, and submit reports to the vice president and the Senate Consultative Committee.
- Logically related units supporting the same academic needs should be reviewed by the same consultative committee.

Recommendation 5: Survey user and potential user satisfaction and provide results to consultative committees.

- Note: The Task Force was surprised to discover that regular surveys of service and support users are not made by all units. In some instances, surveying was used to measure satisfaction with small parts of a unit's operations without addressing overall satisfaction with the unit's provision of services. Surveys should question users on which services they like and dislike, what services not offered they would like offered, and what levels of service (low cost vs. increased quality of services) should be offered. Surveys should be targetted to potential users on campus not currently using a unit's services. Surveys should be conducted in a manner that provides valid information.

Recommendation 6: Provide information about services to potential users.

- Note: Surveys and interviews completed by the Task Force suggest that many potential campus users do not know about services provided by specific service units. A support unit may provide a service and a potential user may assume that the needed service can only be provided by an outside vendor. Information that briefly describes services provided by service and support units, how to access these units, and where to call to resolve problems, should be generally available (e.g., published in the student-staff telephone directory).

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Recommendation 7: Initiate appropriate personnel training procedures and institute recognition and rewards for employees who provide exceptional service.

- Note: Service units must ensure that employees are fully trained to provide appropriate and courteous service to users. To encourage employees to provide the best possible service, establishment of reward systems in all service units is encouraged.

MEN'S AND WOMEN'S INTERCOLLEGIATE ATHLETICS

I. OVERVIEW

The Women's Intercollegiate Athletics Department (WICA) operates programs in nine sports and in seven support areas (e.g., ticket sales). Its annual revenue was \$2.63 million in 1987-88, of which 89% comes from state appropriations. Its personnel includes 26 full-time employees and 9 part-time employees.

The Men's Intercollegiate Athletics Department (MICA) operates programs in ten sports and in six support areas (e.g., sports information). Its annual revenue was \$8.08 million in 1987-88, of which none comes from the State. Its personnel includes 78 full-time employees and 51 part-time employees.

In addition, an Academic Counseling Unit established in 1983 assists both WICA and MICA. Its annual budget was \$530 thousand in 1987-88, of which nearly half came from Central Administration and the remainder from WICA and MICA, proportionate to usage. Its personnel includes 9 full-time employees and 93 part-time tutors. Other 0100 funds go to support fifth-year aid to tendered athletes.

The Task Force decided to restrict its purview to the relations between academic programs and athletics rather than to encompass the financial and business aspects too. The Athletic departments are audited annually by the Peat, Marwick firm per NCAA regulations; in addition, the University occasionally audits the departments.

II. PROCESS

Interviews were conducted with Athletic Department personnel at the director level and with faculty involved in oversight of athletics. The 1987 *Strategy for Focus* document for the women's department was reviewed as was its 1989 update; no document was available for men's athletics either from 1987 or 1989. NCAA reports, financial audits, and academic audits were reviewed. Another source of information was the recommendations of the President's Task Force on Intercollegiate Athletics issued in May 1986. According to a report to the Board of Regents in October 1988, 38 of the 52 proposals have been implemented.

Surveys were done of three groups: a random sample of 750 faculty; the universe of professional administrative employees (PA's = 500); the universe of Deans, Directors, and Department Heads (DDD's = 450). Response rate

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was as follows: faculty, 47%; PA's, 51%; DDD's, 27%. Overall, we have 731 responses, 43% of those surveyed. Tables in Appendix 3 report the responses to individual questions.

III. OBSERVATIONS, CONCLUSIONS AND RECOMMENDATIONS

A. Distance between athletics and academics

University faculty and administrative personnel show relatively little involvement in intercollegiate athletics either as spectators or as instructors. Over 70% of faculty and PA's say they never or rarely attend games. Deans, Directors and Department Heads, perhaps because they are longer-term employees, are slightly more involved.

About three-quarters of the faculty say they never or rarely have had athletes enrolled in their classes. Fewer than 1% of the faculty have been involved in athletics by serving on committees, recruiting, mentoring, advising, or participating in other special programs.

The academic community has minimal interest in becoming more involved in athletics. Over half of the administrative staff expressed an unwillingness to participate in special programs for student athletes; nearly two-thirds of the faculty expressed a similar unwillingness. Thus, more contact cannot be anticipated on the part of academic personnel without active effort on the part of academic and athletic administrators.

The athletic staff concurs in the perception of a gulf. The ACIA recognizes it as do the athletic directors and apparently the coaches. Both AD's are working to overcome the distance between faculty and athletics.

Recommendation 1: Involve coaches and athletic staff more in the University community.

- Note: Both athletic directors expressed a willingness to have coaches serve on university committees, as appropriate, as a means of contributing to the larger university. Also AD's and coaches could schedule more on-campus talks, e.g., coaches could talk at the Campus Club after the game, not just at the M Club luncheon.

Recommendation 2: Provide opportunities to academics to become a part of the athletic programs.

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- Note: ACIA should expand involvement of faculty in recruiting of athletes. Perhaps establish a faculty contact in each academic department so that relevant expertise can be obtained when needed. Coaches should continue and expand "guest coach" programs (where a faculty member is invited to be with a team during a game situation). Coaches should continue and expand faculty mentor programs where a faculty member acts as adviser/mentor to an individual athlete.

B. Attitudes toward intercollegiate athletics

There is considerable disapproval of intercollegiate athletics, concern over special privileges, and embarrassment about recent scandals. There is not only a distance between the athletics and academics, there is disillusion with the role of athletics on this campus. We believe this feeling is directed more at men's athletics than at women's athletics.

Academic personnel were asked to agree or disagree with a series of statements about intercollegiate athletics at the University of Minnesota. The strongest area of agreement was with the proposition that scandals are embarrassing (over 80% agreed or strongly agreed with this statement), presumably referring to events of the last few years, ranging from sexual assault to vandalism in the dorms to secret payments. In contrast, only 16% of the faculty felt that losing teams are embarrassing. Thus, the academic community is much less concerned about winning than about scandalous behavior.

Other areas of high agreement were that athletics distorts priorities away from academic values, lowers academic standards by admitting poor students, and provides special privileges (over two-thirds agreed here). In other words, the academic personnel feel that core academic values and standards are compromised by athletics. Moreover, they feel that equity is diminished by special treatment of athletes.

In terms of the advantages of athletics, academic personnel selected entertainment value, school spirit, building community identification, and bringing people to campus as the chief virtues of athletic programs. Over three-quarters agreed with these statements. Rated at the bottom were features that spill over into the rest of the University such as recruiting faculty and students.

The negative attitude toward athletics was most apparent in the open-ended responses to a question about improving the relationship between academic programs and athletic programs. Over three hundred people (N= 312) took

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the time to write comments. The responses could be loosely broken down as follows:

Three quarters of the respondents argued for modest reforms. Some gave answers that were sympathetic to the situation of scholar-athletes, e.g., "accept the fact that athletes are different and treat them accordingly." Even so, many of these comments had an academic emphasis (e.g., publicize those athletes with high gradepoints) rather than an athletic emphasis.

A much larger group (72% of the "modest reformers") displayed a "get tough" attitude, i.e., they want to see admission standards higher, special privileges (e.g., training tables, special dorm sections, early registration) for athletes reduced.

One quarter of the respondents argued for "radical reform", namely eliminating athletics altogether, moving to Division III, having only intramurals, or paying athletes as professionals. In other words, these respondents see no way academics and Division I athletics can peacefully coexist.

In summary, if we include the "radical reformers" and the "get tough" modest reformers together, three-quarters of those responding to the open-ended question are frustrated with the status quo and want to reassert academic values. They want to expect more from athletes in the classroom. Less than a quarter of academics are willing to make further accommodations to athletes.

Interviews with athletic department staff indicate that, regardless of the sentiment expressed above, they find individual faculty members generally helpful when asked to make accommodation for athletes' missed classes. There are, however, a few faculty who refuse to allow makeup exams for absences excused under the Senate and ACIA policy. Faculty members were especially unhelpful when the Men's NCAA basketball tournament and the Women's NCAA swim tournament occurred during exam week.

Recommendation 3: Inform the new Athletic Directors of the prevailing faculty sentiment.

- Note: The sentiment is undoubtedly conditioned by events prior to their arrival. It is critical that Athletic Directors make strenuous efforts to regain public trust. Certain proposed policies of the men's Athletic Director may run afoul of the faculty views described above. For example, the proposed major in "sports management" and the new preferential seating at football games are likely to be viewed with distaste by many faculty

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and administrators. It is important that the Assembly Committee on Intercollegiate Athletics (ACIA) try to represent prevailing faculty views to the athletic administration.

Recommendation 4 (to Deans): Issue a reminder to faculty about adherence to Senate policy on missed classes adopted in 1949.

- Note: The policy states that students in extracurricular and athletic events are to be allowed to make up work to the same extent that ill students are allowed to make up work. Faculty should not discriminate against athletes for excused absences approved by ACIA.

C. Evidence of improvement in athletes' academic performance

Discussions suggest that the Athletic Directors, the Academic Counseling Unit, and ACIA are trying to uphold academic values, often in the face of considerable pressure to lower standards. The Academic Counseling Unit is particularly responsible on a day-to-day basis for the maintenance of academic integrity. The ACIA has helped through its initiation of an academic audit program whereby several sports are reviewed each year. Committee members go over each athlete's transcript and discuss his/her degree progress, GPA, and incompletes with the coach and counselor. The Athletic Directors have less of a track record because they are new but both have voiced support for improving academic performance and should be praised accordingly. The women's Athletic Director has concrete plans for encouraging and rewarding academic excellence.

According to data collected by the Counseling Unit, the grade point averages of athletes have improved from 1984-85 to 1987-88. The graduation rate in the past two years has been right at the all-university average (that is only 29% over a five-year period). The major problem identified in the Academic Audits, in conversations with the Academic Counseling Director, and the Athletic Directors continues to be the "fragile" student, primarily those athletes admitted into General College because they are not admissible into a regular college. Such students experience difficulty in accumulating the grade point average needed to transfer into a degree-granting college. These athletes tend to be concentrated in the men's department, particularly in the revenue-producing sports.

Some areas of academic abuse were uncovered but these appear to be outside the purview of the athletic departments and indeed are objects of their concern. One concern is the Department of Independent Study. Following an

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Academic Counseling Unit study of the speed with which athletes complete independent study courses, the athletic departments properly ceased paying for these courses in many circumstances. Independent Study has recently taken action to correct this situation. Another area of reported abuse concerns professors who offer "gut" courses or who, without solicitation, offer "soft" grading to athletes and other selected student populations. This is a matter of concern for the academic mission, which should be reviewed by Academic Affairs.

Recommendation 5 (to Athletic Directors): Offer athletic scholarships only to students who meet admission standards of degree-granting colleges.

- Note: Our reasoning is that athletes have to devote so much time to their sports that they do not have time left for remedial education. They need to be adequate students from the outset. The historical record indicates that the transition from General College to degree-granting colleges is difficult for such athletes.

Recommendation 6: Judge all athletic administrators and coaches on their success in meeting academic expectations -- admission of high quality students, graduation rates, and grade averages.

- Note: The president (or relevant vice president) should evaluate Athletic Directors in part on how well they fulfill academic expectations; the Athletic Directors should evaluate coaches on this basis; the ACIA should provide input toward this end. Only by holding athletic personnel accountable for graduation as well as for winning will we make progress toward academic excellence. Both Athletic Directors are moving in this direction, we note, and should be complimented for their intentions.

Recommendation 7: Change the role of the Academic Counseling Unit as the Athletic Directors and coaches take on more responsibility for academic success.

- Note: At present this unit is overworked due to the burden of "fragile students" and the necessity of keeping tabs on so many students. The Counseling Unit should not be the victim of its success, i.e., the University should not recruit more and more fragile students for the counselors to handle. Rather the goal should be to recruit such good students that less remedial counseling is needed and more effort can be devoted to career planning and other assistance to students.

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Recommendation 8 (to Deans): Take a leadership role in ending abuse of independent study and in monitoring faculty grading practices.

D. Problematic faculty control of athletics

Historically the faculties at the nation's colleges and universities have governed athletics. In recent years as athletics became big business, control has shifted from the faculty to presidents.

At Minnesota faculty governance is exercised through the Assembly Committee on Intercollegiate Athletics (ACIA), a committee of eight faculty members and six others. The committee's role has historically been weak. For example, it was ignored by the president during the Madison crisis in 1986; he created a task force to deal with the issue. Often the ACIA is ignored when hiring or firing coaches and AD's; earlier this year a faculty member resigned from the committee because of this issue. During the past year new governance procedures were adopted by the Twin Cities Assembly in the hopes of strengthening the committee.

Presidential control over athletic policy is exercised through the appointment of faculty representatives to the Big 10 and NCAA. These two faculty members vote at the president's direction, although they also receive instructions from the ACIA (and are members of it). Also, the president attends and votes at some important NCAA meetings.

Normally presidential control over administration has been exercised by the Athletic Directors reporting to a particular vice president who in turn reports to the president. Temporarily the Athletic Directors have reported to the men's faculty representative. At present the Athletic Directors are reporting directly to the president, although we understand that this practice is under review. The effectiveness of administrative control is called into question by the fact that the men's athletic department ignored in both 1987 and 1989 the Provost's request for a planning document. This is a significant lapse.

Recommendation 9 (to the President): Clarify immediately the lines of authority.

- Note: We recommend that the Athletic Directors report to a vice president because of limits on presidential time and because of the priority of academics versus athletics. The director of the Academic Counseling

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Unit and the director of sports facilities should also report to the same vice president. It does not matter much which vice president it is, except that it should not be the academic vice president, again because of time constraints and academic priorities.

Recommendation 10 (to the vice president in charge of athletics): Strengthen and exercise authority over budgeting and planning of athletic programs and facilities.

- **Note:** Submit requests for their capital and operating funds to Senate Finance and Planning Committee for their review, along with other 0100 requests.

Recommendation 11 (to ACIA): Focus on academic matters, leaving business matters to the appropriate vice president as advised by others.

- **Note:** Insofar as possible, ACIA should confine its agenda to academic matters, i.e., to matters affecting athletes as students, rather than ticket prices, seating, TV rights, etc. By reducing the scope of its agenda, we believe that ACIA can be more effective in achieving its charge. Other committees should provide input in the other areas affected by athletics, e.g., Finance and Planning for sports facilities and Student Affairs for student ticket policies.

Recommendation 12 (to ACIA): Have an annual meeting with the appropriate vice president for the purpose of reporting on the success of the Athletic Directors and the coaches in meeting academic expectations.

- **Note:** ACIA's input, informed by the academic audits and by analysis of the data on academic progress, should be weighed in evaluating the performance of athletic personnel.

PERSONNEL DEPARTMENT

I. OVERVIEW

The Personnel Department has responsibility in nine areas:

- **Compensation administration** includes job classification, performance appraisal and salary plans.
- **Pay equity** implements specific salary adjustments based on an evaluation of job worth as required by statute.
- **Employment** includes applicant testing, screening and referral to the hiring unit.
- **Special employment** consists of supplementary office services (SOS), cost containment of both workers compensation and unemployment compensation, affirmative action efforts and the Minneapolis Neighborhood Employment Network program.
- **Organizational development** helps units with staff organization, conflict management and communication strategies and provides training for managers, supervisors and staff.
- **Labor relations** negotiates and administers contracts.
- **Human resources research** analyzes human resources problems within the Personnel Department.
- **Records retention** maintains employee files, job requisition and classification information for the Personnel Department.
- **Employee benefits** administers the Faculty Retirement Plan, Optional Tax Deferred Annuities, State Plan Insurance, Minnesota State Retirement System Administration and Unemployment Compensation.

The University employs 13,013 civil service and 4,845 faculty on the Twin Cities Campus. The Personnel Department's professional, technical and clerical staff totaled 69. The personnel ratio (the number of personnel department staff per 100 civil service employees) of 0.5 appears to compare very favorably with the average government and education (0.9), non-business (0.8), all companies (1.1), and transportation, communication and utilities (1.5). Unfortunately, similar data were not available for other Big Ten Universities.

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II. PROCESS

Background data for this report were obtained through interviews with key administrators in the Personnel Department and through a survey of users of the services provided by the department. The director and the three assistant directors (Employee Benefits, Compensation/Area Operations and Administrative Operations) were interviewed. Members of the subcommittee also met with four managers within the Compensation/Area Operations Division. These included the Compensation Manager, the Research Manager and the area office managers for the Minneapolis campus and the St. Paul/Coordinate campuses. Summary information on program activities was also obtained from the Employee Assistant Program Manager.

Two groups utilizing Personnel Department services were asked to evaluate certain aspects of the service provided. A questionnaire to 450 Deans, Directors and Department Heads generated 143 responses (31%). A somewhat shorter questionnaire sent to 411 Principal Investigators generated 72 responses (17.5%). (See Appendix 3 for survey results).

III. OBSERVATIONS, CONCLUSIONS AND RECOMMENDATIONS

A. Interests of employees vs interests of the University

Its patterns of consultation suggest that Personnel views its clients to be civil service employees rather than program administrators. At present the Personnel Department obtains significant input on civil service employment issues from *only* the Civil Service Committee (CSC) and the Administrative Advisory Group.

The CSC is composed of nine civil service employees appointed by the President and approved by the Board of Regents. They have broad advisory responsibilities to present recommendations to the President regarding Civil Service Rules. In addition, CSC acts as an appeals board in certain grievance cases, interprets the Civil Service Rules in cases of disputes, and reviews changes in the compensation plan, salary ranges and job classifications. The Administrative Advisory Group is very large, primarily reactive, focusing on implementation of change. It provides only limited opportunity for effective input.

Those who hire and supervise civil service employees have no direct means to provide input to the Personnel Department on a broad range of issues related to the management of civil service and bargaining unit employees. Many members of these groups feel the Personnel Department fails to effec-

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tively serve the needs of program administrators at the University. Similarly, some program administrators feel that the Personnel Department does not sufficiently weigh their interests in bargaining negotiations with unions.

Recommendation 1. Revise the mission statement of the Personnel Department to indicate that it represents the University and that its primary clients are employers and employing units.

- Note: The Personnel Department must recognize in its mission statement and in its operations that its function is to serve programs of the University, individually and collectively.

Recommendation 2. Establish an oversight committee representing the viewpoint of management drawn from academic units across the University to provide advice to the Director of Personnel on the formation of strategy and policy for the Personnel Department.

- Note: This committee is to be appointed by the vice president responsible for the Personnel Department. The committee would help develop Personnel Department policy on job classification procedures, employee recruiting, performance evaluation and the training needs of University administrators in personnel matters. Additionally, the committee will provide input to the Personnel Department on bargaining unit negotiations. The committee also will meet with the vice president annually to report on the performance of the Personnel Department.

B. Student employees

In order to effectively manage all human resources at the University, Personnel must control all classes of nonacademic employees. Presently, student employment is outside their purview. Consequently, Personnel cannot control student wages or adjust them relative to other classes of employees.

Recommendation 3. Transfer responsibility for setting student wage rates from the Office of Student Financial Aid to the Personnel Department.

C. Proactive approach

The Personnel Department's orientation is more reactive than proactive.

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A large proportion of its resources are devoted to implementation of new rules and procedures in response to changing statutes. The result is an emphasis on regulation of the hiring process rather than on the outcome of the process, namely the quality of personnel hired, or on the costs of the process in terms of the time it consumes.

Comments by Deans, Directors and Department heads expressed a great deal of frustration with the time required for approval of form 18 (protected classes) positions, the lack of qualified minority applicants for such positions and the time such positions remain open before they are filled. There is a definite undercurrent of feeling that a more proactive approach is needed to train qualified minority applicants while at the same time reducing paperwork for departments. Also the Task Force heard complaints about the difficulties of weeding out incompetent employees, on the one hand, and promoting competent ones, on the other hand.

Recommendation 4: Establish ways to reduce the time required to appraise form 18 (protected classes) positions and to enhance the pool of qualified minority applicants.

Recommendation 5: Lengthen the probationary period to nine to twelve months so that supervisors can better evaluate employees.

Recommendation 6: Create a flexible promotion system within colleges so that upward movement across departments can be accomplished without a search process.

D. Widespread dissatisfaction with the Job Evaluation Questionnaire.

Our survey shows that specific practices of the Personnel Department pose difficulties for academic units. There is broad-based dissatisfaction with job classification and reclassification using the Job Evaluation Questionnaire (JEQ) form.

The Task Force obtained a wide range of opinions concerning the effectiveness of the JEQ form to classify positions. The data in Table 4 indicate 31 percent of the Deans, Directors and Department Heads responding were either very dissatisfied or dissatisfied with the JEQ form in initial job classifications for secretarial/clerical positions. However, 46 percent were either satisfied or very satisfied (question 2a). A similar picture emerges for the initial classification of bargaining unit and other civil service positions by

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Deans, Directors and Department Heads (questions 2b and 2c) and for all three classes by Principal Investigators responding to this survey.

The written comments, however, indicate widespread dissatisfaction with the time required to complete the JEQ form and the amount of time Personnel requires to classify positions after the form has been completed. Fifty percent of the Deans, Directors and Department Heads and 65 percent of the Principal Investigators provided written comments on the personnel survey. Of these, one-third of the Deans, Directors and Department Heads and one-fourth of the Principal Investigators mentioned this area as a major concern. Several respondents question if the full range of 52 questions is needed to rate every position, particularly some at the entry level. Other respondents noted that the requirements must be stated in such general terms that the process does not produce job descriptions that list the desired skills. This appears to be a particular problem for the scientific series. In addition, some respondents feel the system is being abused to reclassify positions in an effort to provide increased salaries.

Recommendation 7: Simplify the JEQ form used for classification and reclassification of positions. Reduce the time required to prepare the form and to have it evaluated by Personnel.

Recommendation 8: Allow supervisors to include the required and desired skills in position descriptions.

E. Generating a pool of secretarial/clerical applicants.

The method used to generate a pool of applicants for a secretarial/clerical position frequently fails to generate a pool of well-qualified applicants. This failure results in inefficient use of both the employer's and applicant's time.

The current on-line application system appears to be efficient and to provide reasonable feedback to the person applying. However, the current system of referral does not permit an applicant to apply for a specific secretarial job. The referral system uses a systematic procedure to assign applicants to referral pools. Twenty percent of the Deans, Directors and Department Heads providing written comments expressed dissatisfaction with the current pool system. Their comments note these pools may include both applicants for part-time and full-time work, applicants with definite preferences for other work locations, and the individual just released from the same position. Contacting and interviewing large numbers of applicants who are not inter-

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ested in the position is time consuming and may result in the preferred applicant accepting another job before the process can be completed.

Recommendation 9: Replace the current system of generating applicant pools with a system that permits applicants to apply for specific positions.

F. Screening and testing of applicants

The Personnel Department administers a typing test to secretarial applicants. Applicants are told only if they passed or did not pass. Hiring departments are told only that applicants in the pool have passed the test. The Task Force has been assured the typing test has been validated. Assuming the test is valid, both the applicant and the hiring unit would benefit from knowing the results of the test.

The survey results noted general satisfaction with applicants' typing skills (question 8, Table 4). However, the written comments noted secretarial applicants should be screened for a wider range of skills. Editing and word processing skills are broadly required at the current time. Applicants could be screened on these skills in addition to typing.

Personnel does not conduct any testing for other positions. It would be useful for the department to design tests for other positions or at least to help hiring units design appropriate tests for applicants.

Recommendation 10: Work with a sample of units across the University to identify common secretarial skills required, to devise tests to rate each of these skill areas, to administer these tests to applicants and to make the results available to both the applicant and interviewing units.

Recommendation 11: Provide advice on applicant testing for a broader range of civil service positions.

G. Career development

The majority of Deans, Directors and Department Heads responding to the questionnaire felt that the University does not provide sufficient promotional opportunities or career development programs for employees (questions 10 and 11, Table 4). Sixty percent indicated that Personnel rarely or never provides sufficient career development programs for employees. Similarly, 58 percent indicated the University rarely or never provides sufficient promo-

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tional opportunities. The written comments express a need for a job classification system with sufficient flexibility to reward productive employees and a referral system making it less difficult to promote from within a unit. They also indicate a need for information on the qualifications needed for higher level positions, on training that can be taken to develop those skills and identifying available job openings within the University.

The Personnel Department has begun to study what is needed to enhance career development opportunities at the University. This work suggests a two part program may be appropriate to serve the needs of both hiring units and employees. Hiring units may want planning for succession, while individual employees may want a self-directing career development program. Certain types of information and training support are needed for both programs. For example, a self-directing program would require workshops explaining how to develop the program, information on skill requirements for various positions, a listing of courses and activities providing the required training, and an on-line job listing readily available to University employees. Additional information bases also are needed to help hiring units develop an effective plan for succession.

Recommendation 12: Develop appropriate educational and informational materials to aid both hiring units and individual employees in setting and accomplishing career development objectives.

H. Personnel's advice on resolving workplace conflict, organizing an office and disciplining personnel.

The Deans, Directors and Department Heads who had used Personnel services to resolve workplace conflicts, for advice on organizing an office and for advice in disciplining personnel were highly satisfied with the help obtained (questions 15 through 20 of Table 4). Sixty percent were either satisfied or very satisfied with assistance in resolving conflict among workers. Forty-nine and 78 percent were satisfied or very satisfied with assistance in office organization and advice on disciplining personnel, respectively.

Recommendation 13: Continue to provide services in resolving workplace conflicts and office organization, and in disciplining or dismissing personnel.

Review of Service Units

I. Employee Benefits programs

Patterns of consultation in this area appear to be appropriate. The Personnel Department obtains significant input from the Faculty Affairs Committee (FAC). The FAC focuses on issues related to faculty compensation, including salaries, retirement plans, insurance benefits, leave programs and tuition support for dependents of faculty. They relate specifically to the employee benefits and Employee Assistance Program areas within Personnel.

PHYSICAL PLANNING

I. OVERVIEW

The overall purpose of Physical Planning is to plan for physical development that assures institutional objectives. Its 1987 *Strategy for Focus* document reports that annual recurring state funds total just over \$2 million, while its annual income from services is estimated at just over \$4 million. The unit is headed by an Associate Vice President for Physical Planning; it is organized into eight divisions:

- **Building Official:** Issues building permits; conducts inspections of construction for code compliance; is responsible for code enforcement.
- **Emergency Management:** Plans, organizes, and trains University personnel to respond to campus emergencies.
- **Health Sciences Planning:** Coordinates development for the health sciences.
- **Real Estate:** Coordinates the acquisition and disposition of real estate property and University leases. Maintains computerized inventory of University real estate (owned and leased).
- **Space Programming and Management:** Maintains a computerized room-by-room inventory of space and houses the University's physical moves coordinator; develops guidelines and standards for space use; coordinates assignment of space and space transfers from one department to another.
- **Planning Office:** For major projects (new buildings, additions, and large remodeling projects) works with Building Committee and manages project budgets and design to completion; provides interior and graphic design; plans land use (site development, traffic patterns). The office employs a landscape architect who reviews all new landscape designs and maintains a current and historical inventory of all tree species on campus.
- **Engineering and Architecture:** Provides preliminary design, planning, and specifications for construction and remodeling projects of up to \$500,000; develops and maintains utility system maps of all campuses; projects the need for future facilities.
- **Construction Administration:** Serves as the University's agent on construction projects -- provides liaison with contractors, supervises progress meetings, reviews change orders, monitors payouts to contrac-

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tors; the office is involved with 80-90 construction projects at any given time.

II. PROCESS

In conducting its review of Physical Planning, the Task Force relied on relevant planning documents from Physical Planning, internal audit reports, and memos. Surveys were developed and sent to users; Task Force members met with deans, and followed up on communications from other users. The Associate Vice President and staff in Space Programming, Planning, Construction Administration, and Engineering and Architecture were interviewed.

III. OBSERVATIONS, CONCLUSIONS AND RECOMMENDATIONS

A. Integration of academic and physical planning

Academic planning must drive physical planning, yet the two must be formally integrated in order to create a unified approach in determining priorities. At present, physical planning is not well integrated with academic planning. Academic priorities appear to be considered apart from current building use plans, and the Planning Office often lacks adequate program information before capital requests are submitted with the Legislative request, resulting in uninformed estimates.

Recommendation 1: Integrate physical planning with academic planning. Establish a high-level (vice president) administrative committee that systematically considers all aspects of planning.

B. Use of more broad-based consultation

The planning of major buildings and landscape and other campus projects should be a more open process. Apparently a standing physical planning advisory committee existed several years ago, but no longer. Lack of consultation has resulted in unilateral decisions, some of which inevitably seem unwise or capricious. Recent examples are the creation of a narrow lane combining an entrance and exit to Northrop Garage, with the resulting confusing and possibly dangerous traffic pattern of pedestrians and cars; and the tearing out of the shrubbery on the main East Bank campus mall, which resulted, predictably, in the current unattractive criss-cross dirt paths on the mall. There is presently no open hearing process, or any other way for interested parties to voice opinions on building projects, landscaping, or any other facet of the physical environment. Neither is there regular communication with any Senate committee.

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Recommendation 2: Create a planning commission to assist the Office of Physical Planning on all aspects of campus physical planning from new building sites to traffic flow to signage to landscaping.

- Note: This committee would supersede the current Technical Advisory Committee, a vestige of the earlier Beautification Committee, which had a narrower scope.

C. Cost and quality of service

Users indicate much dissatisfaction with the quality of Physical Planning and its costs. Many survey respondents said poor communication between Physical Planning and their unit causes delay in the planning, design and construction process and increases the overall cost. Several respondents indicated they feel Physical Planning is not held accountable for the quality of work on projects; this criticism is attributable in part to poor communication. Others said Physical Planning sees the contractors, not the University academic unit, as the client. Users seem divided on the question of professional competence of design and engineering staff.

Among the groups surveyed, principal investigators were the most critical. Of the 157 responses, positive and negative responses to several items were as follows:

	%Terrible/Poor	%Good/Excellent
Qualifications of Planning Staff	35%	25%
Communication with Planning	42%	21%
Overall Service	51%	36%
Response Time to Begin Project	71%	8%

	%VeryDissatis/Dissat	%Satis/VerySatis
Cost Estimates Compared to Actual	56%	14%
Time Required to Complete Project	74%	8%
Cost of Physical Planning Services	79%	0%

A higher proportion of responses from the Deans, Directors, and Department Heads survey were neutral or average.

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Recommendation 3: Review the rate structure for services to assure reasonable charges. Identify the basis for all fee-for-service charges on individual projects to user satisfaction.

Recommendation 4: Implement a regular system of evaluating level of user satisfaction.

D. Need for more constructive advice in design

Users want Physical Planning to take a more active role of advocacy for their academic department, to be more cognizant of purpose and use in preparing designs and drawings, and to actively point out possible design alternatives or even compromises for efficiency in remodeling projects. Instead, Physical Planning too often takes a remodeling request literally, without challenging its feasibility or efficiency, or without suggesting more workable alternatives.

For example, one college told the Task Force that Physical Planning recently was asked to install a hood in a laboratory, at a location within the room suggested by the user department. Plans were designed and construction completed exactly as suggested, without further consultation -- even though, unbeknownst to the department, the utilities necessary for hood installation were on the opposite wall from that suggested, requiring the additional expense of utility re-routing. In this instance, Planning did not ascertain that the specific location of the hood was not critical to the department, which would have welcomed a proposal for a more efficient way to accomplish the same purpose. It appears that sometimes Physical Planning tries to be *too* accommodating.

Some, but not all, users feel they themselves must spend an inordinate amount of time dealing with remodeling and construction. In any event, total time spent represents a significant investment for academic staff in non-research and non-teaching activities.

Recommendation 5: Take a much stronger consultant/advocate role for University departments to insure cost effectiveness of projects.

E. Need for more accurate assessment of costs

Users are dissatisfied with the process of establishing costs, especially since projected costs for various reasons often turn out to be much higher than the estimates or accepted bids. Some users think this problem stems from the

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fact that Physical Planning does not give outside contractors enough information to make realistic bids, or that Physical Planning gives bidders inaccurate information resulting in excessive change orders, or that delays between the submission of Form 14's (Request for Engineering Services and Cost Estimates) and actual start-up of construction are excessive, thus adding to cost. In any event, because users have so little confidence in the bidding system, they make excessive requests for estimates -- which, in turn, further bogs down the process and adds to the cost. At the least, Construction Administration staff should be more involved during the architecture and engineering phase of projects to insure best estimates for time and cost.

Recommendation 6: Establish explicit criteria for accuracy of estimates and measure employee performance against these criteria in personnel evaluations.

On the positive side, the Construction Administration division deserves credit for having instituted the so-called annual contractor system: Several contractors are engaged for a period of time, during which they can be called to projects of up to \$30,000. For users this means projects can be completed more quickly.

F. Charging the cost of code requirements

Users expressed dissatisfaction with charges for updating code requirements unrelated to remodeling. An academic department might be expected to pay for the cost of upgrading hood ventilation in a laboratory, for instance, but should not be expected to pay for the cost of regulations unrelated to the purpose for remodeling, such as new door handles to meet handicapped access codes.

Likewise, academic departments should not be expected to pay for code-mandated interior building signage. For example, four academic departments who occupy an East Bank building recently were ordered, by Environmental Health and Safety (not Physical Planning), to pay for compliance with the Minnesota Clean Indoor Air Act by installing up-to-code Smoking and No-Smoking signs -- an example of a support service unit assumption that academic budgets can withstand seemingly endless non-academic charges.

Recommendation 7 (to Central Administration): Mandate that all costs incurred to comply with code requirement be paid centrally, without charge-back to academic units.

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- Note: The recommendation refers to all costs not directly related to remodeling projects. *This issue -- charging academic budgets for non-academic code requirements -- requires Central Administration's immediate attention.*

G. Communication and management

Several situations indicate that there is a need for better coordination, communication, and management within Physical Planning.

The Task Force was unable to determine just where responsibility for campus signage resides, but it has become abundantly clear that exterior building signage needs much improvement. Visitors to the campus cannot find their way because building signs and markings are inadequate, ambiguous or confusing.

The Task Force found evidence that communication among the several Physical Planning divisions is poor. For instance, Space Programming is not provided with adequate or timely information from Construction Administration so that floor plans can be kept up to date after remodeling. As-built drawings are not updated as they should be and no one takes the responsibility of following through, despite the fact that this lack of continuously updated information ultimately can lead to time delays and additional expense.

A number of survey respondents also commented on the bureaucratic and hierarchical administrative structure of Physical Planning, which by its nature, they said, creates numerous unnecessary administrative steps that result in further delays. Communication among employees and divisions is poor, hampered in part by a clumsy structure. Communications might be improved by consolidating the current eight-division configuration, which would also have the potential to save money by making more efficient use of a smaller staff. For instance, Space Programming might be merged with the Planning division. Emergency Management could be moved to another support unit, perhaps to Police.

Users also report frustration at either not being contacted for long periods of time by anyone about their remodeling or construction projects, or else being contacted by several different people from several different divisions for overlapping or closely related information on the same project. Thus, users spend a lot of time repeating the same or similar information to different people, trying to make sense of confusing communications, or trying to discover which office is supposed to be responsible for what. Some users told the Task Force their only reliable source of information is construction

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workers after the project is started; others felt the Physical Planning professional staff are asked to take on more projects than they can reasonably be expected to handle at once. Users are further confounded by the apparent overlap of functions between Physical Planning and Physical Plant Operations (PPO), which is going to become reinvented in remodeling work, and there is general confusion about the relationship between Physical Planning and PPO.

Finally, the Task Force found the interface between Physical Planning and PPO to be terrible. PPO complains about being given responsibility for the maintenance of new buildings for which they have had no input into planning except for receipt of building committee meeting minutes (and, it is true, often no consideration has been given to operating costs for a building once completed). For instance, new buildings have been designed with fourth floor outdoor landscape areas, with no thought as to how maintenance and grounds crews would get to such unreachable areas with appropriate equipment; or buildings have been designed with windows or skylights that are completely inaccessible for cleaning. Also, Physical Planning notes that an annual recurring budget was recently established for landscape betterments, to be used principally at the recommendation of the landscape architect and the Technical Advisory Committee. (Note: This appears to conflict with the Legislative Auditor's August 1988 report on PPO, pg. 109.) Yet PPO told the Task Force that no dedicated funds exist for replacing the mall shrubbery or for any other landscaping.

User departments also get caught in the cross-fire between Physical Planning and PPO when a malfunction occurs in a new facility, as each points to the other as the party responsible for the solution. This usually leaves user departments to their own devices to mediate or coordinate communication for a satisfactory resolution. Physical Planning and PPO simply must find a way to work together in a civil and professional manner for the greater good of the University. It is unacceptable that separately and together they waste valuable user time, they cost academic budgets far too much by their inefficiencies, and they tax the patience of academic departments to the limit.

The high level of academic department frustration with these two support units cannot be overstated. Far from serving and supporting the academic mission, Physical Planning and PPO actually impede it.

Recommendation 8 (to the Senior Vice President for Finance and Operations): Address immediately the communication, coordination, and management problems in Physical Planning.

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H. Space assignment

Deans interviewed by the Task Force criticized the Minnesota Space Facilities Model as inflexible because it does not accommodate differing qualities of space. Larger offices in older buildings, such as Folwell Hall, do not "fit" the model's average square-foot criteria, so faculty in these buildings are routinely told that they already occupy too much space.

The model is considered to be one of the best nationally, however, and Space Programming deserves credit for having been ahead of its time; but revision is now needed so that quality factors can be accommodated. Revision should also take into account the need for specialized research facilities, graduate fellows, and the like. The need to physically conduct an inventory of all space should be evaluated in terms of efficiency.

A Space Advisory Committee, headed by an Assistant Vice President for Academic Affairs, recently was created to advise central administration on a host of space-related issues. Heretofore, there has been no protocol for assigning space to users, which has resulted in everyone fending for themselves.

Recommendation 9: Give the recently-established Space Advisory Committee the further responsibility of establishing a protocol for the assignment of space.

Recommendation 10: Revise the Minnesota Space Facilities Model as soon as possible.

I. Recommendations from the June 1987 Task Force

Finally, the Task Force endorses all campus environment recommendations set out by the Advisory Task Force on Planning in June 1987 (Appendix 2).

PHYSICAL PLANT OPERATIONS

I. OVERVIEW

Physical Plant Operations (PPO) is responsible for managing the physical condition of buildings and grounds on the Twin Cities campus. This includes maintenance and repair of building interiors and exteriors (except the hospital); provision of heat, air-conditioning and electricity to buildings; provision of custodial service (except to the hospital, Coffman Union and the dormitories); removal of hazardous and nonhazardous waste; and maintenance of grounds, removal of snow, and street cleaning. PPO also has some responsibility for the Rosemount Research Center and provides service to four off-campus locations. PPO's goal is to provide quality service, in a timely manner, in the most economical way possible.

The University's Twin Cities campus has over 18 million gross square feet of space, and 358 acres of land (including 151 acres of turf). Approximately 13 million gross square feet are in supported space, for which PPO receives central funding to provide maintenance. The remaining area is in non-supported space, occupied by programs that are not state supported.

PPO employs approximately 1,400 personnel in four categories: Civil Service (169), students (271), skilled trade workers (217), and bargaining unit employees represented by the Teamsters Union (753). From July through February of this fiscal year, average monthly payroll has been \$3.9 million.

Before 1987, when the University signed the first three-year master contract with the Minnesota Building and Construction Trades Council, PPO work rules and labor relations were loosely based on individual trade agreements. The master contract, which covers all construction and maintenance work at the metropolitan area campuses and facilities, simply formalized the wage rates (prevailing wage) and labor relations that had been in place for the last 50 years. Slightly more than half of the 94 job classifications under the current biennial Teamsters contract are at PPO. The Teamster contract addresses seniority, disciplinary measures for just cause, work time, and premium pay.

The 0100 PPO allocation for the current year is \$57 million, plus an indirect cost allocation of \$1 million for waste disposal. After allocations of \$5 million for administrative costs and \$30 thousand to operate Rosemount, the remainder is distributed to divisions. This is supplemented by redistribution of

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funds from the central administration. Some divisions in PPO also generate revenue from their services.

Nearly two thirds of PPO costs are financed with Operations and Maintenance (0100) funds provided by the central administration. Most remaining costs are financed from the budgets of other departments. In some instances, funds are transferred from another department budget to PPO (such as some Athletic Department funding and indirect cost recoveries from central administration). However, the majority of the charges to other departments are recorded in accounts outside the control of PPO. Approximately \$2 million each year is funded through external billings, primarily for utility services provided to non-University customers.

As stated in the recent Legislative Audit, the University's accounting system does not provide comprehensive financial information on PPO. What results is a distorted picture of the real costs of PPO. For instance, for fiscal 1987, PPO costs were reported as \$52 million on the University's accounting reports; however, the Audit calculations indicate that PPO actually incurred \$74 million in costs for that year. This difference is presumably due to direct charges and external billings.

PPO's lines of reporting to central administration have changed several times in recent years:

- Between 1984 and 1986, an Associate Vice President for Finance and Operations was responsible for a combined Department of Physical Planning and Physical Plant Operations.
- In 1986, prompted by management problems, PPO was separated from Physical Planning and put under a separate Associate Vice President.
- A year later PPO was transferred from the Vice President for Finance and Operations to the Vice President for Academic Affairs, reporting through an Associate Vice President.
- In March, 1989, as a result of the management and financial problems documented in the Legislative Audit Report (issued August 1988), the Director of PPO now reports directly to the Senior Vice President for Finance and Operations.

There have also been numerous internal reorganizations. The one in February 1989, resulted in eight divisions. A description of these divisions follows:

Physical Plant Operations

1. Administrative Control

Headed by: Senior Administrative Director

Staffed by: 19 full-time civil service employees, 9 part-time students

0100 Operating Budget: \$859,876

Functions: Authorization and Budget Accounting; Payroll
Central Office Services
Computer/Cost Analysis

2. Constructive Division

Headed by: Assistant Director

0100 Operating Budget: None

Revenue: Generated

Functions: Remodeling for projects of less than \$100,000

3. Custodial and Grounds

Headed by: Assistant Director

Staffed by: 35 supervisors, 435 full-time bargaining unit employees,
42 part-time bargaining unit employees, 141 part-time students, 3
support staff

0100 Operating Budget: \$12,454,479

Revenue: Generated

Functions: Custodial services inside buildings
Maintains grounds
Removes snow from sidewalks and stairs

4. Environmental Operations

Headed by: Assistant Director

Staffed by: 22 full-time bargaining unit employees, 26 students, 2
support staff

0100 Operating Budget: \$1,097,513

Indirect Cost Recovery for Waste Disposal: \$1,050,695

Revenue: Generated

Functions: Manages removal of hazardous and nonhazardous waste

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5. Heating Plant Operations

Headed by: Assistant Director

Staffed by: 7 administration employees, 75 bargaining unit employees, 12 civil service employees, 7 students

0100 Operating Budget: \$23,416,871

Revenue: Generated

Functions: Operating and maintain heating plants
Obtain electricity, sewer, water and gas from outside vendors

6. Maintenance and Operations

Headed by: Associate Director

Staffed by: 112 bargaining unit employees, 274 skilled trade, 48 civil service employees, 21.5 students, 2.5 support staff

0100 Operating Budget: \$13,525,462

Revenue: Generated

Functions: Maintain and repair buildings

7. Personnel

Headed by: Personnel Officer

Staffed by: 2 civil service employees

Functions: Personnel consulting

8. Transportation

Headed by: Assistant Director

Staffed by: 4 administrative employees, 28 bargaining unit employees, 4 civil service, 4 students

0100 Operating Budget: \$579,224

Revenue: Generated

Functions: Procurement, maintenance and sale of all PPO motorized vehicles
Minneapolis tool crib
Key shop

II. PROCESS

In conducting its review of PPO, the Task Force read PPO's *Strategy for Focus* document, reviewed the August 1988 Legislative Audit and a number of audit reports and responses issued between August 1988, and April 1989; interviewed deans; conducted interviews with and reviewed materials prepared by division directors and PPO management; reviewed documents relating to proposed and/or implemented policies and procedures; conducted a survey; and read solicited and unsolicited letters.

III. OBSERVATIONS, CONCLUSIONS AND RECOMMENDATIONS

A. General operations

Task Force survey responses from Deans, Directors and Department Heads indicate 44% think that overall service provided by PPO is good to excellent, 43% consider it average, while only 14% think it is poor to terrible. In contrast, 46% of Principal Investigators rated overall PPO service poor to terrible, while only 19% ranked service in the good to excellent range. Both groups were very dissatisfied with the costs of PPO (50% of Principal Investigators and 34% of Deans, Directors and Department Heads). The primary complaint in comments was the cost passed on to users of services provided by PPO. In addition, several respondents commented on the poor management and coordination of the chargeable functions of PPO, noting that "management that oversees the employees seems excessive and, in many instances, incompetent."

1. The crisis in management of PPO.

It is evident that organizational changes since 1984 have not improved the situation. These changes have been poorly communicated to managers and staff, and have not been particularly effective. Employees appear to have serious concerns about all levels of PPO management and supervision. Management has to be responsible not only for financial accountability, but also for the rational development and implementation of policies and procedures. For this to happen, managers at all levels must be well used, and receive adequate training, support and guidance from top management. Communication among PPO divisions is poor at best. Within PPO all levels of supervisory and management personnel make changes in internal organization, staff, and budgets without assessing the impact of those changes on other PPO divisions or on other units at the University.

There are also external communication problems. Communication between PPO and users of their services, and between PPO and Physical Planning, has been inadequate or non-existent. (The latter is documented in the Physical Planning report). Consideration should be given to consolidation of PPO's divisions as a possible means of improving communications among employees, reducing duplication of services, and clarifying roles and responsibilities.

Recommendation 1 (to Senior Vice President for Finance and Operations): Address the crisis in management in PPO.

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Recommendation 2: Clarify the roles of managers, foremen and supervisors and provide them with training and authority to fulfill their roles.

- Note: There is an opportunity in the Personnel Division to fill a vacant training coordinator position with a person who could provide training to management and supervisory staff at all levels.

There is a lack of information and involvement when buildings recently constructed are turned over to PPO. PPO's Administrative Control Division needs to know what programs or departments will occupy new building space to monitor accuracy of building charges, accumulate costs by building, and recover costs from self-supported departments which occupy space in otherwise supported buildings. As-built drawings, for which no one seems to take responsibility, need to be updated regularly so they are reliable decision-making resources, yet information available to facilitate this process is not readily exchanged.

Recommendation 3 (to PPO and Physical Planning): Involve PPO more closely in new building and remodeling activities, from design stage through final project acceptance.

- Note: Numerous hours over many months have been spent clarifying the respective roles of PPO and Physical Planning when PPO becomes reinvolved in remodeling, yet the academic community has not been informed of this proposed change nor given an opportunity to comment on its merits, although the discussion began a year ago.

Recommendation 4: Appoint a faculty user consultative committee to work with PPO.

- Note: This committee would ensure that needs of the academic community are addressed, policies are reviewed during development and implementation, communication between PPO and its users is adequate, and regular evaluation and monitoring of service levels and quality takes place. It is particularly important to work with the Custodial and Grounds and Maintenance and Operations Divisions of PPO. The Physical Plant and Space Allocation sub-committee of the University Senate Finance and Planning Committee might be strengthened to fill this role.

Physical Plant Operations

2. Financial information as a basis for managerial decisions

Many of PPO's problems began with the retrenchments of the early 1980s, much of which was passed on to support services. As the PPO budget has eroded, costs for some services have been shifted to users, often indiscriminately and often without their prior knowledge. This impairs the ability of academic units to fulfill their missions.

PPO management feel they have not been adequately involved in biennial requests for legislative funding, which have been based primarily on the existing funding base, not anticipated costs or actual expenditures. For example, funding for new space has been provided on a non-recurring basis the last two years and has not met estimated costs. Allotments for annual bargaining unit and civil service salary increases have not kept up with cost of living or bargaining unit progression increases; skilled trades increases and cost of living increases to supply budgets have not been provided on a regular basis. It is imperative that PPO link its operating budget to, and involve its directors and managers in, the operations budgeting process.

Ongoing commitment to an integrated, computerized system of financial record keeping in PPO is critical. Written procedures and guidelines must be established to clarify the basis for generating current and historical data on revenue generated by divisions, gross square feet allocated to supported and non-supported space, and components of costs charged to specific division functions.

Recommendation 5: Develop appropriate financial management information for use in budget development.

Since PPO charges approximately one-third of its costs to other departments or off-campus users, it is imperative that those costs be reasonably established. PPO has a monopolistic position on campus. To be sure charges for services are reasonable, PPO should conduct ongoing assessment of costs for specific jobs, comparing PPO costs with those of off-campus providers. Work should be contracted out when cost effective.

Billings are slow, incomplete and unrelated. There is currently no system in place to track and relate jobs which require work from more than one shop. Nor is there a system for keeping track of and monitoring the need for multiple service calls for the same project.

Rates charged for services are often unsupported by current accounting records, are sometimes inequitable, and are not monitored or authorized by

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the University central administration. In some cases, PPO does not recover its actual costs, while in other cases it is overcharging certain groups of customers (e.g., a surcharge is added to skilled trades worker wages to recover the cost of drivers, but this charge is not added to the wages of civil service employees who also use driver services). Administrative costs are not recovered in charges to many users, and current overhead rates do not equitably distribute costs. Equipment costs are not factored into rates, so PPO loses the opportunity to recover funds for equipment replacement.

Charges to non-University groups to recover costs for their use of space have not been increased since about 1973. No recovery is made for utilities.

Recommendation 6: Develop and implement a clear, consistent and equitable rate policy.

PPO has had a tendency to pass on costs inconsistently or without knowledge of users. Inaccurate cost estimates, often well below actual costs for projects, often result in users being charged well above what they had budgeted.

Recommendation 7 (to the Senior Vice President for Finance and Operations): Do not allow PPO to make automatic charges to user budgets.

Much of PPO's labor is more specialized and expensive than similar operations elsewhere. Labor costs constitute a high percentage of total costs. Unfortunately, the brunt of this burden is presently borne by the academic departments whose budgets are hit with the high cost of services. Job classifications within PPO divisions must be reviewed to ensure that all work is performed by the appropriate level of employee. Significant savings can be realized by addressing these issues.

Recommendation 8: Address current work rules and the requirement to pay prevailing wage rates in the next contract negotiations.

3. Action prompted by legislative audit

In March 1988, the Legislative Audit Commission directed a program evaluation and financial audit of PPO. The August 1988 report spelled out over 60 recommendations. An internal audit in 1986 spelled out 58 recommendations relative to PPO; many recommendations in the two audits were the same.

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An Update on Implementation of Legislative Audit Recommendations was submitted in January 1989, by top management responsible for PPO. According to that update, 70% of the recommendations open for direct action by PPO had been implemented. It appears that there are instances where top management has indicated implementation, but the policies and procedures have not been communicated to operating levels within PPO so that they are not, in fact, being implemented in practice.

Recommendation 9: Assure that responses to the Legislative Audit are implemented at all levels of operation.

Improvements have been made in response to the Audit. PPO has reviewed its inventory system and determined where it is feasible to computerize. Divisions now include discount terms on their orders from vendors, and there has been partial implementation of prompt payment to ensure receipt of applicable discounts. It appears that there is currently no mark-up being charged against materials and supplies. At least one shop charges replacement costs.

Recommendation 10: Continue implementation of Legislative Audit recommendations, specifically:

- **PPO should develop a consistent rate for steam charges and a written policy for consistently charging units for utilities. Non-University customers should be charged *at least as much* as University units for steam, and receipts should be collected within 30 days.**
- **Components of the utility rates should be evaluated, primarily relating to the accumulation of reserves for capital asset replacement.**
- **Shop ticket charges should be authorized, documented and approved on a regular basis.**

B. By Division

1. Custodial and Grounds (C&G)

The budget for this division has not reflected the services which are to be provided. Approximately 3 million square feet of new space have been added since 1981; the resource base has not been increased. Labor costs are

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high and allotments for annual bargaining unit salary increases have not kept up with the cost of living or bargaining unit progression increases.

Management has taken some positive steps. Labor-saving procedures, equipment and supplies are researched and used when possible. Issues of employee attendance, work habits and quality, and morale are being addressed. A quality control position was established to provide a point of input for user complaints; there is, however, little evidence that appropriate, on-going complaint follow-up takes place.

There is a landscape architect position in the Office of Physical Planning, with a recurring annual budget for new and replacement landscaping. This conflicts with statements in the Legislative Audit which assert that a recurring budget allocation was approved for Physical Plant in March 1988, to be used to make additions to the University's relatively small grounds work force. The C&G director was not aware of the existence of such dedicated funds.

Along with University Police and PPO's Maintenance and Operations Division, C&G employees help to keep buildings secure and to maintain grounds to maximize the safety of University students and staff. However, these units, as well as others concerned with risk management, do not work together to provide for the security and safety of the University's resources.

There is wide-spread concern about the level of services provided to all academic units. A survey was conducted by C&G in October 1988, to give custodial clients an opportunity to express their concerns. Of over 3,000 responses, 86% were satisfied with custodial services, while 14% expressed dissatisfaction. In contrast, the Task Force survey showed that only 29% were satisfied or very satisfied, 21% were neutral, while 51% were dissatisfied or very dissatisfied.

Many comments focused on the poor supervision and management of custodial services. Several units felt that custodians are not held accountable for their actions and that it is difficult to communicate any complaints or comments to the management. While many respondents said that individual offices or labs were cleaned regularly, common areas such as classrooms, stairs, lounge areas and bathrooms were not maintained well. Respondents noted that custodial personnel are not responsive to unique needs of units, not productive, and communication is poor.

Recommendation 11: Improve supervision of Custodial and Grounds employees.

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- Note: Supervisors need to be more involved with frequent and regular monitoring of work habits and performance to ensure that policies for service levels and quality of service are enforced. They must communicate better with employees and be more responsive to employees' concerns.

An Employee Policy and Procedure Manual for the Custodial and Grounds Division (revised July 1988) outlines tasks and duties of a building and grounds worker. However, no recent communication with users has addressed the services to be provided, priority order for those services, or the expected level of quality. While many agree that the appearance of buildings and grounds is important not only to employee morale, but to the image the University projects for its many visitors, there is no evidence that C&G employees, supervisors or management have in place an adequate system for setting service standards or insuring that they are routinely met.

Recommendation 12: Establish service and quality standards and communicate them to users.

2. Environmental Operations

Faculty must be involved in developing and implementing policies on the purchase, use and disposal of hazardous materials. Training is offered at the University for dealing with hazardous waste problems of varying magnitudes, but there is not an obvious commitment on the part of faculty to take responsibility for training of their staff and students, or for proper handling of hazardous materials used in their research or teaching.

Until 1979, the University had an All-University Hazardous Waste Committee, made up of faculty and staff from the Institute of Technology, Medical School, Veterinary Medicine, etc. It met quarterly and functioned as an advisory committee in the area of hazardous waste. It is not clear why the committee was abandoned, but it does not appear that anything has been established to take its place to provide feedback on an important function to the administration.

Recommendation 13: Reconstitute an All-University hazardous waste committee.

A related unit exists within Environmental Health and Safety, which reports to the Vice President for Student Affairs. There appears to be some overlap in responsibility, or at least confusion over the distinction between the two. It appears that reorganization is being addressed, with the pending move of

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collection of hazardous waste and lab safety services from this Division to Environmental Health and Safety.

Environmental Operations deserves some compliments. Suggestion forms have been provided for feedback; the head of the Division responds to and monitors any complaints. They have instituted a number of recycling efforts, and with more effort can bring the University to the forefront of recycling. This Division makes excellent use of student workers. The work provides students not only with financial aid, but with a source of valuable experience and education.

3. Heating Plant Operations

The Legislative Audit recommendations identified (Recommendation 10) some specific concerns relating to Heating Plant Operations. The Task Force differs from the Legislative Audit in suggesting that utility charges for non-University customers should be **at least as much** as those for University customers.

Deterioration of the heating plant facilities is a significant concern to the University. Due to the serious condition of the facilities, accumulated reserves currently are being used for repairs and maintenance of the heating plants.

4. Maintenance and Operations (M&O)

This division of PPO has the greatest impact on the academic mission of the University.

The division is noted for its informal, decentralized system of planning shop work:

- Most shops do not prepare adequate daily work plans, and foremen have not been trained in scheduling.
- No system-wide formal procedure exists for setting priorities among shop tickets.
- There is no regular evaluation of services.
- There is consistently poor documentation of work performed. The shops rarely report differences between the work originally authorized and the work actually completed.

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- Work quality of shops employees is consistently high, but there is no formalized process for monitoring and evaluating it.
- PPO's shops are more specialized and more expensive than similar operations elsewhere.

There is no definitive policy for distinguishing routine services which are to be charged to the PPO operating budget, from non-routine services which are to be charged to other departments. Academic units are, therefore, subject to uncertainty and inconsistent treatment. Guidelines previously existed, as noted in a 1982 memo, which stated that fixed equipment and laboratory services located in 0100 supported premises (excluding window air conditioners and carpeting installed at departmental option) were to be routine services; interpretation and implementation of these guidelines has been inconsistent.

In apparent response to the Legislative Audit, a preliminary policy for routine and non-routine maintenance was issued by the Director of PPO in October 1988. Only three managers received the memo, which asked for review and input; the policy is still in preliminary form. That policy states that "Physical Plant Operations will provide routine maintenance services for all supported site work, facilities and equipment for the Twin Cities Campus and certain off-campus properties. The extent of maintenance provided is consistent with the funding provided to perform the services and generally requires prioritization." The current driving force behind the definition of routine appears to be availability of funds in the PPO operating budget. As a result academic units often do not know for which services they will be charged.

Input from the academic community must be sought in this process, and the policy must be communicated to the users as well as the organizational levels in PPO responsible for the implementation of such a policy.

Recommendation 14: Complete the development of, and fully implement, a policy which clearly distinguishes routine from non-routine services.

Because funding for maintenance has not been consistent with activities to be performed, a large deferred maintenance backlog has occurred. Deferred maintenance represents the cumulative financial effects of not properly maintaining capital assets. Most projects on the University's deferred maintenance list are building repairs.

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The level of deferred maintenance and the absence of a comprehensive review of building conditions constitutes a serious financial management weakness. There is a serious concern for safety as well, as facilities age. For example, there are no plans for replacement of old elevators, such as those in the Social Sciences Building.

A preliminary estimate of the cost of providing a complete engineering analysis of the deferred maintenance needs on the Twin Cities campus has been made, and a small project with internal funds to analyze a sample of 20 buildings has been initiated.

Recommendation 15: Conduct a comprehensive review of building conditions to determine the extent of deferred maintenance needs.

- Note: PPO, in concert with the Senior Vice President for Finance and Operations, should review funding for repairs and maintenance activities to establish realistic operating budgets and use available funds to address the deferred maintenance problem. This would include establishing appropriate levels of service, levels of responsibility and cost projections.

The preventive maintenance system evolved over the past 20 years with little central PPO control or engineering input. Following computerization of the system (in which most activities are for equipment maintenance) shop foremen could easily add new activities or change the frequency of activities on the system. PPO management has not developed manuals or policy statements on inclusion of activities in the preventive maintenance system. Consequently, development has been incremental, not a planned comprehensive effort. PPO has practically no means of managing its preventive maintenance program or determining its cost-effectiveness.

Recommendation 16: Give high priority to effective preventive maintenance.

- Note: Due to its routine and repetitive nature, preventive maintenance receives less attention than other types of maintenance in PPO. But because of its potential for long-term cost savings, effective preventive maintenance should be a priority of plant managers.

5. Transportation

Since its creation, the Transportation Division has been characterized by unclear lines of authority, poor communications between management and

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staff, and conflicts among personnel. After several reorganizations it is still unclear what the responsibilities of this Division are or should be. A recommendation to dissolve this Division has recently been submitted to top PPO management. The Task Force endorses this.

This division and Fleet Services both perform maintenance on vehicles. Because of different cost bases, rates charged by these two units are very different. Fleet Services currently manages its operations with full-cost accounting, apparently efficiently and effectively.

Recommendation 17: Centralize maintenance, replacement and service of all University vehicles, preferably in Fleet Services.

PURCHASING AND MATERIALS MANAGEMENT

I. OVERVIEW

The mission of the Department of Purchasing and Materials Management is to supply University colleges and departments with efficient purchasing and delivery services that respond to college and departmental needs, and that provide suppliers with fair consideration of their products and services. In the 1987-88 fiscal year, the total budget of Purchasing was approximately \$1.9 million and total purchases made through Purchasing were approximately \$197 million.

II. PROCESS

In its review of Purchasing, the Task Force had available a number of program and financial audit reports beginning in 1980, all relevant 1987 *Strategy for Focus* documents, with 1989 updates, annual reports and other materials submitted by Purchasing, including copies of brochures and newsletters which purchasing provides to vendors and University users of Purchasing services.

In addition, the Task Force developed and administered two surveys designed for soliciting information from constituent users. One survey, sent to Deans, Directors and Department Heads, covered office supplies and instructional equipment. The second survey, sent to Principal Investigators, focused on one well-defined area, purchasing laboratory supplies and equipment. Members of the Task Force also interviewed the Director of Purchasing and several administrators from Academic Affairs and colleges.

III. OBSERVATIONS, CONCLUSIONS AND RECOMMENDATIONS

In 1981 the University office of Management Planning and Information Services (MPIS) reviewed Purchasing staffing and costs, comparing the University with 18 peer institutions. MPIS concluded that "Minnesota's cost per dollar of purchases is the lowest of the eighteen schools reporting and less than a third of the average for schools reporting with fringes included. If the quality and extent of service being provided [by Minnesota Purchasing] are equal to or greater than the comparison schools, ours is a highly efficient operation -- probably the most efficient in this group."

In 1984 the University Department of Audits issued a report on Purchasing. The recommendations of the report related to a full range of issues similar to those which the current Task Force is addressing. A major shortcoming disclosed by the 1984 review was the lack of accurate and timely management

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information for the Purchasing department, central administration and user departments. Many of the issues focused on the need for computerization in Purchasing, but they also ranged broadly from inefficiencies of purchasing forms design to the usefulness of newsletters.

In a subsequent review and program audit report in 1987 it was noted that Purchasing "should be commended for the progress they have made toward implementing recommendations and improving controls. In total, of the 38 recommendations made, 35 [were] either implemented, partially implemented, or an alternative action taken."

Related to these recent changes in Purchasing, it is also instructive to note that academic respondents to our Task Force survey indicated an unusually high level of current satisfaction with service from Purchasing -- *over 95% of all respondents* indicated a neutral to very satisfied response to this overall question. Many respondents noted that major improvements had been made over the past several years in responding to academic departments' purchasing needs.

Purchasing and Materials Management's *Strategy for Focus* plans are well developed and directly related to its mission, the program audit recommendations previously identified and current user needs. The Task Force is especially pleased to note that strong constituent user inputs have influenced both Purchasing's long-term and annual planning efforts.

One of the highest priorities in the plans of Purchasing is the need for installing computerized records. The Task Force agrees with this priority and notes that the lack of automation has likely resulted in major inaccuracies and inefficiencies for both Purchasing and its users.

Recommendation 1: Continue current efforts to computerize records in Purchasing, including integration with the University's General Ledger.

Only one University purchasing policy and its related procedures appeared to be problematic for many departmental units and faculty, especially principal investigators, and this was the Regents' policy for competitive bidding on all purchases over \$2,000. Over 17% of all faculty respondents expressed strong negative opinions about the efficacy and efficiency of this policy and its related procedures. This policy needs to be given both current and periodic review.

Purchasing and Materials Management

Recommendation 2: Review, in consultation with academic users, the current Regents' policy for competitive bidding on all purchases over \$2,000.

STUDENT SUPPORT SERVICES

I. OVERVIEW

The mission of Student Support Services is to provide: "basic academic and administrative services...which provide the administrative framework that supports the instructional efforts of the University's colleges and campuses. Direct service to students has high priority, but services are also provided to faculty, staff, and administrators at the University, and to outside agencies."

Student Support Services (SSS) is comprised of three operational areas: Admissions and Prospective Student Services (ADM), Office of the Registrar (OTR), and Office of Student Financial Aid (OSFA). The fourth area of SSS, Information Systems and Services (ISS), provides computer, informational and clerical support to the other three.

In 1986-87 SSS had a budget of \$7.5 million. In the same year ADM, OTR and ISS had a total FTE of 61 professional staff and 79 clerical staff; OSFA had 86 full-time and 60-80 part-time staff, not distinguished by type.

II. PROCESS

The examination of Student Support Services included talking to the chairs of all relevant University Assembly and Senate committees; examining materials provided by the Coordinator of Student Support Services, including the *Strategy for Focus* document, the annual reports for 1986-87 and 1987-88 and a report on a survey of client reaction undertaken in Fall 1985 and again in Fall 1987; reading audits (on registration, fee assessment and student accounts receivable, student financial aid and student administrative fees), and other relevant reports and information; speaking with the chair of the Collegiate Management Information Services Committee (CMISC), an ad-hoc group; discussing issues at a monthly meeting of another ad-hoc group, the Collegiate Student Affairs Administrators (CSAA); interviewing the directors of the four student support service areas; and interviewing the Coordinator of Student Support Services.

The Task Force conducted no surveys for this area, in part due to the recency of the 1985 and 1987 surveys.

III. OBSERVATIONS, CONCLUSIONS AND RECOMMENDATIONS

A. Involvement of academic units in consultation with SSS.

The degree of contact that the four operational units of SSS have with the academic units (colleges, departments, their staffs and faculty) of the University varies greatly. There are Prospective Students' and Registrar's Advisory Committees, consulted by ADM and OTR, respectively. Both of these committees are constituted principally of student affairs officers of the colleges, most of whom are staff concerned with the administrative, rather than the academic, functions of SSS. OSFA has little contact for the purposes of operational consulting with any aspect of the academic side of the University. The Registrar's Advisory Committee works very well, in the view of its members; the Prospective Students' Advisory Committee works less well.

Two self-organized groups appear to be the most active forums for the discussion of issues related to SSS. These are the Collegiate Student Affairs Administrators (CSAA) and the Collegiate Management Information Services Committee (CMISC), which includes some faculty members. Their unsolicited advice is not always influential on the operations of SSS.

Although considerable effort has gone into planning within SSS during the past three years, it appears that very limited consultative effort was made to involve faculty and academic units in these discussions and developments. SSS staff maintain that it is difficult to seek advice from the academic units of the University at large due to the technical nature of their functions, arguing that it is very time-consuming to inform those unfamiliar with SSS operations to the point that they can provide effective advice. Furthermore, it is not clear to SSS that faculty are willing to devote this kind of time. Therefore, knowledgeable student affairs officers in the colleges are their principal contacts with the academic mission.

SSS needs to formally involve faculty in their advisory processes. Faculty need not be involved in the operational details of SSS to the same degree as might be necessary for collegiate student services officers, but faculty and program units from across the University need to be systematically involved with the development of strategic plans and discussions of policy issues within SSS. Faculty have valuable input concerning (e.g.) information access they would like to have for effective advising, devising strategies in the recruitment of high ability students or making the most effective use of discretionary financial aid.

Student Support Services

One concern of the Task Force is that SSS is almost entirely driven by the undergraduate side of the University. This inevitably has created a mindset that considers graduate and professional students and their colleges as "exceptions" for all purposes from the time of application. An example is the recent evaluation and purchase of academic progress software. Although intended for all-University use, the software was developed solely as an undergraduate package, and no consultation or involvement of the Graduate School was sought at any time prior to its purchase.

Recommendation 1: Involve faculty and academic units in the consultative processes of all four functional divisions of SSS.

OSFA is particularly isolated from consultation outside of SSS. They describe their mission as the administration of need-based financial aid, largely driven by federal and state procedures beyond their control. Acceptance of this as their exclusive mission leaves little room for OSFA to have any positive interactions with the academic mission of the University. There is tension and frustration with this position on the part of all colleges in their use of merit scholarships and in the admission management policies. Seeking consultation with academic units would be a first step in addressing these issues.

Recommendation 2: Revise the mission of OSFA and develop OSFA strategies for flexible and creative use of financial aid resources to promote the academic mission of the University.

At the present time OSFA is responsible for recommending undergraduate student wage rates and related policies for the University. Because of the exclusive concern for student financial need within OSFA, responsibility for recommending student wage rates and the development of related policies should be taken from this unit and reassigned to Personnel.

Recommendation 3: Reassign the responsibility for setting student wage rates and policies from OSFA to the Department of Personnel.

SSS should be commended for the efforts it has made to be responsive to some student needs, efforts which are not always readily visible. Examples of this are consideration of student time by finding ways to shorten the time students spend in line waiting for services, trying to reduce the number of offices a student must visit to get information or resolve a problem, and,

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though many changes are only in the planning stages, finding ways to simplify the registration process through new policies.

OSFA has a more difficult time being responsive to students because of the state and federal regulations it must follow and the narrowness of its perceived mission. The recent addition of counselors for graduate, medical and law students has been helpful but inadequate.

Recommendation 4: Develop a recurring system for collecting student and faculty opinions about the effectiveness of all services within SSS, including OSFA, for both undergraduate, graduate and professional students.

B. Lines of reporting

SSS feels that it is frequently put in a reactive position in the execution of its mission due to decisions made in Academic Affairs, in which they were not consulted. They often feel that they could have given advice at an early stage in certain matters that would have made the implementation of the decision more efficient. Reporting to an independent Vice President for Student Affairs has enforced a separation between SSS and the central control of the academic mission of the University.

Recommendation 5: Implement the proposed reorganization in which the Vice President for Student Affairs reports directly to the Senior Vice President for Academic Affairs.

- Note: The Task Force hopes and expects that this change is functional and not just symbolic, and will include reciprocal consultation.

C. Information handling

Execution of the mission of SSS depends in all phases on the effective handling of information and large data bases. The computing, data handling and electronic communication environment at the University is somewhat chaotic. Different objectives of various units and high central administrative charges have led many academic departments and college to develop their own data bases and systems to handle student and financial records. This leads to considerable duplication of effort, hardware and software.

SSS is not enthusiastic about the idea of a CIO for the University due to the vagueness with which the duties of such a position can currently be defined.

Student Support Services

Nonetheless, they recognize better than almost any unit within the University the value of such a coordinated distribution system.

The forthcoming consultant's report on management information systems recommends decentralization of student information from the Twin Cities to coordinate campuses. The report also mentions, though does not address, the difficulty academic units on the Twin Cities campus have getting student information from the central system for advisement purposes, among others.

Recommendation 6: Develop and implement ways to provide distributed, consistent, and timely access to SSS information by academic units.

A particularly vexing and long-standing problem in effective information handling and record-keeping is the fact that the student records of Continuing Education and Extension (CEE) are not fully integrated with those of the rest of the University. This situation has a long history and should not be tolerated any longer. It poses a serious impediment to any efforts to provide academic units with accurate records for student advising and planning. Integration is not controversial, it is simply long overdue.

Recommendation 7: Implement the full integration of CEE records with those of SSS without delay.

D. Costs of SSS.

A May 1987 MPIS Report on Costs of Student Support Services contains data that show that the University has higher absolute and unit cost expenditures for SSS than a cohort of peer institutions. For example, costs per recipient in Financial Aid were estimated to be between 50% and 100% higher than average funding at peer institutions. The 1987 MPIS costs analysis of SSS also indicates that there may be inflation of position classifications and wages taking place within the unit. It was noted, for example, that average salary per staff in Admissions may be as much as 50% higher than among peer institutions.

These effects are not necessarily attributable to staff inefficiencies within SSS but rather to (a) the wider range of services provided here under the SSS umbrella, including more specialized functions and activities (OTR performs 175 identifiably different functions, which is 25% higher than the mean of 140 functions performed by registrars offices of peer institutions); (b) generally larger workload volumes and workloads per employee; (c) larger

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staffs; and (d) higher salaries for several categories of employees. This raises the question of whether SSS is providing the appropriate level and blend of student support services and the related question of whether all positions within SSS are appropriately classified. (With the exception of the Coordinator, SSS is staffed entirely by civil service personnel).

Recommendation 8: Appoint a study group to examine the appropriateness of the current mission(s) and the priority of current services provided by the units of SSS.

- Note: This group should be chaired by the new Vice President for Student Affairs and should consist of staff from central administration, SSS, and collegiate student affairs, and faculty from academic units.

Recommendation 9: Initiate a technical review of all current position classifications within SSS to assess for appropriate level and wage rate classifications.

- Note: This review should be undertaken in conjunction with, and reported to, the study group of Recommendation 8.

SUPPORT SERVICES AND OPERATIONS

I. OVERVIEW

The mission of Support Services and Operations (SS&O) is to provide essential services to the University community in such a way as to enhance the ability of students, staff, faculty, administrators and visitors to achieve academic objectives. The units which make up SS&O include: Housing Services (8 residential halls, 6 residential food services, family housing, faculty housing, off campus housing, campus rental housing); Food Services (11 public food services, special events, food production center, food stores, vending services); Bookstores (4 stores); Printing and Graphic Arts (printing department, duplicating, addressing and mailing, bindery, campus mail); Technical Services (laundry, office equipment rental, leasing and repair, and the technical shops); Transportation Services (fleet services, parking, bus transportation-intercampus and Route 52, flight facilities); and Management Support Systems (accounting, computer support and administration).

SS&O had 1,135 full time employees and total income of \$81 million during the 1987-88 fiscal year. Of this amount \$79 million was income received for services provided.

II. PROCESS

In its review of SS&O the Task Force had available various annual reports, financial audits and program reviews for each of the major operating divisions for the past five years as well as the 1989 *Strategy for Focus Planning Update*. Task Force members met with the Student Affairs Committee and the chairs of several student-faculty advisory committees. In addition, the Assistant Provost for SS&O and all unit directors were interviewed by members of the Task Force. The Task Force developed and administered a survey which asked about specific service areas. The survey sent to a random sample of deans, directors, department heads, faculty and professional administrative employees elicited 785 responses. Table 2 (page 64) and Appendix Table 15 show the highlights of the survey data: (1) high satisfaction with the bus services (both intercampus and Route 52), the bookstores and duplicating services; (2) general satisfaction but at least 10% negative responses for the computer store, campus mail and the printing department; (3) general satisfaction but at least 25% negative responses for the food services and vending machines; (4) The most negatively evaluated campus service was parking with 48% of respondents either dissatisfied or extremely dissatisfied. Four services (residence halls, flight services, fleet services and faculty

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housing) produced 50% or greater neutral responses. (All data broken down by respondent category can be found in Appendix 3.)

III. OBSERVATIONS, CONCLUSIONS AND RECOMMENDATIONS

The Task Force is able to report that the managers of SS&O units are experienced professionals possessing both the will and ability to balance cost-effective management practices against the unique pressures of a public academic institution. Each service unit manager always faces the challenge of juggling two hats: a business hat and a university hat. Meetings with directors convinced Task Force members that both hats are recognized and worn appropriately.

The Task Force discovered many examples of how SS&O units directly enhance the academic mission of the University in ways which privilege academic objectives at the expense of business policy. One example is Public Food Services' policy of providing study space in the cafeterias. At a university where study space often seems inadequate and the climate inhospitable, Food Services accepts the fact that student dining areas will often be occupied by non-diners during peak business hours. Rather than taking steps to remove non-paying guests this SS&O unit put on its university hat and now keeps the dining areas open most of the day.

While we recognize the difficulty of this hat juggling feat, the Task Force recommends that SS&O also give consideration to the demand and need for extended (limited-service) hours in the bookstores and food services.

It is clear, however, that the academic mission is best enhanced when the provision of essential services is managed in terms of business performance criteria. SS&O facilitates the ability of the rest of the University to carry out its academic mission when it provides the maximum quality of service at competitive prices and manages its units as efficiently as possible.

The general management philosophy of Support Services and Operations emphasizes decentralized day-to-day management coupled with a high regard for the ability and willingness of people to get the job done. Planning and performance in all SS&O units is evaluated using a strong Management by Objectives (MBO) program. While the Task Force applauds the introduction of the Outstanding Service Awards program, we believe SS&O should consider the advantages of setting percentage amounts for the various awards programs consistently across units.

Support Services and Operations

In its review of SS&O the Task Force identified four general areas of recommendation: A) Student-faculty input to policy process; B) Financial reporting and control; C) Quality/cost ratio of campus services; and D) Temporary solutions to parking crisis. Although it is area D that is most visible to individuals, we have listed the areas A to D in descending order of importance. "A" is critical if the academic issues are to guide Support Services and Operations; "B" proposes a policy for SS&O that will impact upon operating units outside of SS&O; "C" guides SS&O congruent with its mission statement; and "D" recognizes the needs of individuals for access and safety.

A. Student-faculty input to policy process

In meetings with both student-faculty advisory committees and SS&O unit directors, the Task Force has been told that the advisory committees as currently structured are of minimal benefit to the service units and play an insignificant role in keeping academic priorities in the planning and policy setting process. The opinion that "outside views" are important to the management of SS&O was unanimous.

Recommendation 1: Replace advisory committees with a single consultative committee.

- Note: The Task Force recommends that the new Senate Support Services Committee concern itself primarily with broad policy and strategic planning issues. The Task Force believes that the new Senate Support Services Committee can be designed so that the committee (1) concentrates primarily on high level issues of planning and policy; (2) be accountable to the Senate but also report to and consult with the relevant vice president; (3) appoint members to serve three year rotating terms and require them to participate in a management seminar during the first year. By emphasizing issues of policy and strategy, student-faculty board members can effectively contribute to the same long term goals and objectives upon which SS&O unit directors are evaluated.

B. Financial reporting and control

If our view that the academic mission is best enhanced when the service unit is managed in terms of business performance criteria is correct, it has important implications for not only how student-faculty participation should be involved in the management process but how these services should be directed financially.

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The Task Force is convinced that the most favorable quality/cost ratio in the provision of necessary services will be achieved when all costs and revenues associated with a specific service are assigned to the unit providing that service, and that service and capital transfers between units are minimized.

Funds budgeted for maintenance and replacement of SS&O facilities (often referred to as "reserves") should be used in accordance with the approved maintenance and capital replacement plans of these units and should not be available for projects, programs, or units outside SS&O nor for transfers between different unit groups within SS&O. The capital allocation process should be based on budgets and plans developed in conjunction with the strategic academic objectives of the University and not on the temporary availability of accumulated reserves for which uses have already been identified and budgeted. As operating budgets begin to reflect minimum 1-1.5% net margins, there will be no reserve funds which are not already committed to the replacement and renovation of existing facilities.

Recommendation 2: Minimize transfers of capital funds between units.

Consistent with the recommendation above concerning capital transfers would be a practice of insuring that each unit group within SS&O fund its budgeted operating requirements internally and not pay or receive subsidies, commissions or other transfers from unit groups within or outside SS&O.

An example of the practice to be avoided is the payment to selected units of commissions on vending machine sales, public event concessions, and parking. Because the overall net margin for SS&O units is fixed, any gratuitous rebate of commissions is an added cost which necessarily leads to higher average prices to all other users and, hence, violates the principle of maximizing the quality/cost ratio for all users. To the extent the recipients of these "hidden" sources of funds are removed from the budget and expenditure process of individual units there is little, if any, supervision of their use. This is not to say that the Task Force is aware of any inappropriate expenditures; rather we simply believe that the most favorable quality/cost ratio for campus services will be achieved when price policies reflect minimum margins of 1-1.5% or less with no transfer payments.

Recommendation 3: End transfer payments across units.

The Task Force believes there are both cost and service advantages to placing all income producing, business-type units on a full cost absorption basis and under one management umbrella. We recommend that a study be undertaken

Support Services and Operations

to consider what additional business-type units should be managed by SS&O. Possibilities for consideration include University Libraries' copying services, Physical Plant and Operations vehicle maintenance service, and various scientific shops that are currently cross-charging other units. This recommendation is not a prejudgment that all such operations be consolidated in SS&O but rather a call to review the academic mission rationale for currently not having them managed by SS&O. Absent such rationale, consolidation under SS&O would seem appropriate. The argument for this recommendation is our premise that the most favorable quality/cost ratio in the provision of essential services will be achieved where costs and revenues are identified and assigned to the appropriate unit. To the extent business-type service units are achieving excessive net margins or are not fully absorbing general and administrative overhead costs, the most favorable quality/cost ratio has not been achieved.

Recommendation 4: Review all business-like functions for possible consolidation under SS&O.

C. Quality/cost ratio of campus services

The Task Force recommends that existing SS&O "shadow pricing" programs for all units be continued and expanded. While the issue of inside vs. outside services is influenced by quality and service trade-offs as well as price, the Task Force found that, in general, for services provided by SS&O, the average price is comparable or less than services available from outside vendors. However, close monitoring is required to assure that this standard is universally met.

Recommendation 5: Expand market price monitoring programs.

D. Temporary relief for parking problems.

Survey respondents were, by far, more dissatisfied with parking than any other single campus service. Moreover, the size and commuter character of our student population suggest that the seriousness of this problem cannot be covered up much longer by patient and understanding students, faculty and staff. While a strategic shift in University goals and priorities may some day shrink the student population or move commuters into dormitories, the parking problem is hindering our current academic mission today and must be given priority now.

The Task Force is aware of present SS&O efforts to produce long term solutions through the construction of one or more new parking ramps. The

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immediate problem needs to be addressed. While it is beyond the scope of this Task Force to identify and evaluate short-term solutions, we recommend consideration be given to more flexible contract lot waiting lists, maximum utilization of close-in, safe and convenient contract parking ramps during off-peak hours, and leasing additional space from any of the conveniently located underutilized commercial parking facilities.

Recommendation 6: Identify and evaluate short-term parking solutions.

TABLE 2. PERCEPTIONS OF SELECTED CAMPUS SERVICES (RANKED IN ORDER OF BEST TO WORST):

	Ratio of positive to negative responses	% of total respondents		
		positive	neutral	negative
1. Intercampus Bus Service	19.3	73%	23%	4%
2. Route 52 Bus Service	10.2	49	46	5
3. Bookstores	10.2	78	14	8
4. Duplicating Services	6.5	67	23	10
5. Residence Halls	6.1	22	74	4
6. Flight Services	5.7	29	66	5
7. Fleet Services	4.3	41	50	9
8. Computer Store	4.1	62	23	15
9. Campus Mail	3.7	64	19	17
10. Printing Department	3.4	54	30	16
11. Faculty Housing	1.7	21	66	13
12. Public Food Services	1.7	44	30	26
13. Vending Machines	1.2	35	36	29
14. Parking	0.7	33	19	48

UNIVERSITY POLICE

I. OVERVIEW

The University Police serves an important function in the life of the campus. The *Commitment to Focus* document from the Department indicates that its major functions are crime prevention and control, maintenance of order, and protection of life and property. The unit, which has authority on the Minneapolis and St. Paul campuses, consists of 46 officers who provide around the clock service to the campus. An additional ten support staff, 57 student security monitors, and students aides report to the unit. Three subunits include an Operations Division which handles patrol functions, Staff Services Division which encompasses an investigations office, a crime prevention office, training office, and a records office, and a Support Services Division, which includes public services such as dispatching, security services, and supply/maintenance.

II. PROCESS

The Task Force studied relevant policy documents, such as police reports and the *Planning for Focus* report. Surveys were sent to Deans, Directors and Department Heads, Faculty, and Professional Administrators. Interviews were conducted with various user groups on campus, including resident hall directors and student organizations, and with the Chief and other personnel from the University Police. The Task Force reviewed all available documents related to complaints about the Police Department.

III. OBSERVATIONS, CONCLUSIONS, AND RECOMMENDATIONS

A. Operation

The University Police has recently been attempting to adapt itself to the unique needs of an urban campus. Additional foot patrols have been implemented, particularly on the Minneapolis campus, to deal with the many areas that are not readily accessible by car. The Task Force survey indicates a general satisfaction with the services provided by the University Police. Over 50% of the survey respondents indicated that they were satisfied or very satisfied with the overall service of the University Police, while only 6% were dissatisfied or very dissatisfied (the remaining respondents were neutral). However, 72% of the respondents were concerned with the security of personal property on campus. In addition, responses to an informal survey of resident hall staff were generally positive. These responses reflect well on the officers. The office has responded to one of the recommenda-

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tions made by the resident hall staff -- increased sensitivity of some officers -
- by implementing training courses.

As with most service units, the University Police has borne a significant amount of retrenchment activity. Housing for the Police unit is, at best, inadequate. There is great concern over the communications system, which is quite old and which does not function adequately in some locations on campus. This is a potential risk to officers, students, and staff. It appears that this has recently been addressed, although implementation of the new radio system has not been completed.

A number of new programs have been implemented to better integrate the police into campus life. The Police have distributed information and assisted in educating campus groups to improve the interaction between these groups and non-University residents near campus. A program on personal safety and University Police services has been provided for parents during student orientation, and has been well received by the New Student Programs Orientation Department. This program will be extended next year to include new students. Training is underway for presentations in both dormitories and in other University settings on crime prevention and other topics. Plans have been made to evaluate the service provided to the campus community through a survey of students and staff and through a planned anonymous complaint form.

The Task Force recognizes that the University Police department is currently being audited, both from a managerial and a financial standpoint, and strongly endorses such periodic review. In the final days of Task Force operation, we were able to review the final reports. We fully concur with the findings reported. Many of these findings support our recommendations below. It is clear that Chief Wilson has strong goals and objectives for the Department, the implementation of which has caused some problems with both individual employees and the bargaining unit. Concern has also been expressed about the appropriateness of equipment purchased. Since the intent of this Task Force was to assess the effectiveness of the support units with respect to the academic mission of the University, the specifics of management operations were outside our purview.

B. Functions performed

As with many University service functions, the Police have assumed a number of responsibilities because of the absence of other groups to assume them. For example, one full time officer and an assistant are occupied with the task

University Police

of transferring monies from campus enterprises such as Northrop Auditorium and the Bierman Athletic Complex to banks. The unit is neither bonded nor insured for handling such monies, nor is it supplied with special training or equipment for this task. It has continued to exist as a courtesy to University units. The full time use of an officer, student assistant, and a vehicle for this purpose is risky and not cost effective. An outside contract for security services should be investigated.

There is a need for a consultative committee to assist the University Police in developing management and financial policies. This group would assess the range of services that the Police should provide given the location of the Twin Cities campus and the fiscal constraints on the University. For example, it may be that the University Police should concentrate on building and grounds security and crime prevention and transfer responsibility for criminal investigation, case preparation, and special weapons and tactical activities to the Minneapolis and St. Paul Police. The need for a pursuit vehicle in the Police motor pool could also be questioned. This action has many ramifications for the University and for Minneapolis and St. Paul, and deserves more study.

The committee should also:

- Investigate overlapping responsibilities between University Police and Parking Services including monitoring parking meters and issuance of parking permits, and make recommendations on this topic to the appropriate vice presidents. Elimination of overlapping services will be more cost effective and reduce confusion about which unit is responsible for these activities.
- Assist the Police Department in its continued integration into campus life as appropriate. The Police view themselves as a potential asset in both teaching and research for academic units. Although this goal is laudable, it will not be easily implemented without input from the academic sphere.

Recommendation 1: Appoint a faculty/user consultative committee to assist in developing priorities and policies.

- Note: The committee should report its findings to the appropriate vice president.

C. Security

Over 65% of the survey respondents expressed concern about security of personal property. The Police have had limited success in addressing this issue. Although roving security patrols have been instituted, much of the financial responsibility for building security has been transferred to academic units. For example, the Health Sciences Complex employs their own monitoring force which controls access to areas of the complex at night and on the weekends. Other units are being encouraged to do the same. The Police have financed training and uniforms of the security units to maintain uniformity. The salaries and benefits, however, are absorbed by the sponsoring unit. The Task Force is concerned about the transfer of this additional financial responsibility to the academic units.

In addition, the Police maintain that Custodial and Grounds division of Physical Plant Operations should play a significant role in building security. This would range from unlocking and locking inside and outside doors to reporting unusual activities to Police. The Employee Policy and Procedure Manual of the Custodial Division indicates "employees are responsible for the cleaning and security of their assigned area..." It is not clear how this policy is implemented. Custodial employees are instructed not to open locked doors on request. A committee with a view to the overall benefit to the University should develop a uniform policy involving all relevant support units.

Personal security is also a concern. The escort service has had positive response and should be expanded. The Police and the Custodial and Grounds unit of Physical Plant Operations should be sensitive to the issues of personal safety that are related to their functions, such as routinely patrolling walk areas and the replacement of outside lighting.

Recommendation 2 (to consultative committee recommended in #1): Formulate a policy for improving campus security.

D. Risk management

The Task Force recognizes that a Risk Management Committee has been appointed within central administration, but has not been active. This committee should be activated, and assigned the task of reviewing policies as indicated above.

Clearly the University Police fall within the scope of this group. The group should consider overall campus issues such as the type and amount of security

University Police

at campus activities such as athletic functions, speaking engagements, and other performances and publish guidelines for groups using campus facilities. This concern arises from the fact that, at present, the program sponsor determines the amount of security necessary and from concerns within the University Police about lack of appropriate funding for providing security. An unbiased policy-making committee should be implemented. Clearly, this committee would also have responsibilities in the areas of hazardous waste disposal, campus security, and other activities that place the University at risk.

Recommendation 3: Invigorate the University Risk Management Group to assess liabilities of the University and to develop policies to minimize them.

UNIVERSITY RELATIONS

I. OVERVIEW

The University News Service, Publications, Special Events, and Planning and Operations comprise the four functional areas of University Relations. For the 1988-89 fiscal year this unit had 26 full time employees and budgeted expenditures of \$1,295,376. In recent years University Relations has relied increasingly on non-recurring funding for operating purposes.

University Relations' mission, as adopted in October 1988, is "to promote understanding and communication within the University of Minnesota and between the University and the public." To accomplish this mission University Relations has identified two objectives: (1) to assume the leadership role in University-wide public relations activity; and (2) to act as the public relations office for central administration. As the standard bearer of communications strategy and planning for the entire University, University Relations will thus divide its time between University-wide and central administration public relations. It does not plan to assume responsibility for the routine public relations of individual academic units.

II. PROCESS

In its review of University Relations the Task Force had available the Report on University Relations to the Senate-based Task Force for the Review of Twin Cities Support and Service Units. In addition, the Vice President for External Affairs and the Acting Director of University Relations were interviewed by members of the Task Force.

III. OBSERVATIONS, CONCLUSIONS AND RECOMMENDATIONS

University Relations has been in the midst of a crisis of mission and leadership and has lacked coherence, direction, and purpose. Nevertheless individual staff within University Relations have continued to provide award-winning reportage and publications. The Task Force believes that management must shift from a reactive to a proactive stance in its communications about the University and create an open dialogue with the people of Minnesota. University Relations addresses these concerns in the mission statement and objectives adopted last fall. The Task Force is hopeful that the new director soon to be hired will take an assertive leadership role, train and develop a

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professional staff, establish a recurring funding base, and put an end to the question: Why do success stories about students and faculty at other universities receive more media coverage than their University of Minnesota counterparts?

Recommendation 1: Assume proactive communications stance.

Implicit in the new mission statement is the view that a limited centralized staff will enable University Relations to act as the source of University-wide communications direction. The Task Force is not convinced that this decentralized approach will, in fact, produce a coordinated program of public communications. While centralized professional public relations staff support on a University-wide basis may not be necessary, some direct and continuous contact between the academic units and University Relations would facilitate consistency in media relations. For this reason, the Task Force recommends that University Relations act to strengthen its role of central coordinator by establishing an all-University Communications Council comprised of Deans and Communications Managers from each of the colleges. The Communications Council would serve to develop and distribute public relations themes and practices developed by University Relations to the individual academic units.

Recommendation 2: Establish University-wide Communications Council.

The new director also needs to give attention to rationalizing internal University communications. Instead of supplying the vital information needs of the academic units, the present system merely stirs confusion with its flood of redundant and uninformative memos and newsletters. While this approach may well express the rich diversity of our University, it does not result in timely information dissemination.

Recommendation 3: Develop a plan for coordination and efficient distribution of University, College, and Program information.

APPENDIX 1. University of Minnesota Support/Service Units

President's Office

Office of Equal Opportunity and Affirmative Action

Office of Provost and Academic Affairs Vice President

Office of Academic Personnel System
Departments of Aerospace Studies, Military Science and Naval Science
University Art Museum
Department of Concerts and Lectures
Educational Development Programs
Graduate Assistants Office
University Honors Office
University Libraries
Office of International Education
University of Minnesota Press
Center for Urban and Regional Affairs

Office of Agriculture, Forestry and Home Economics Vice President

Agricultural Experiment Station
Minnesota Extension Service

Office of Finance and Operations Vice President

Accounting Records and Services
Administrative Information Services
Audits
Auxiliary Support Services (includes Bookstores, Food Services,
Housing, Printing, Technical Services and Transportation)
Bursar's Office
Office of Associate Vice President for Development and Alumni
Relations
Office of Investments and Cash Management
Management Planning and Information Services
Office of Director of Personnel
Physical Planning
Physical Plant Operations

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University Property/Casualty Insurance
Purchasing and Materials Management
Office of Research and Technology Transfer

Office of General Counsel and Vice President

Office of University Attorney

Office of Health Sciences Vice President

Office of Alcohol and Drug Abuse Programming
Allied Health Professions
Biomedical Graphic Communications
Comprehensive Epilepsy Program
Health Sciences Continuing Education
Health Sciences Learning Resources
Health Sciences Minority Program
Health Sciences Outreach
Health Sciences Public Relations
Health Sciences Student Services
Center for Health Services Research
University of Minnesota Hospital and Clinic

Office of External Relations Vice President

University Relations

Office of Student Affairs Vice President

Athletic Facilities Department
Boynton Health Service
Chemical Use and Abuse Counseling
Housing Office
Intercollegiate Athletics (Men's and Women's)
Marching Band
Office of Minority and Special Student Affairs
Department of Police
Student Activities Office (includes Department of Recreational Sports)
Student Development Centers
University Student Legal Service
Student Support Services

APPENDIX 2. Management of the Campus Environment¹

"St. Paul and Minneapolis extend from the Mississippi River like the legs on a pair of trousers. Where they join is the University of Minnesota."

Barefoot Boy with Cheek - Max Schulman

"The Minneapolis campus is divided by one of the world's great rivers and again by U.S. Highway 12. It fails to benefit fully from the natural assets of the river and it fails to guard itself against the intrusions and disruptions of current urban life. The Task Force is concerned about the campus environment, since with classrooms, laboratories, and libraries, it contributes to the quality of research, scholarship, and intellectual discourse.

Until World War II the campus lay entirely east of the river, as it had from the time of its founding in what was then the village of St. Anthony. As Minneapolis absorbed its smaller neighbor east of the river, the campus became urban and remains so. Until the mid-1950s it was not a commuter campus but a part of southeast Minneapolis, the oldest section of the city, which was a community of grade and high schools, churches, commerce and industry, and an array of supporting services and community organizations. Large numbers of students and faculty members were residents of that community. The expansion of the campus to the West Bank, the building of the interstate highway system through the city, and the subsequent decline of the public transit system as the chief mode of urban transportation changed the character of southeast Minneapolis and the campus setting. The sense of community was significantly diminished. The immediate surroundings of the campus have come to consist of parking ramps and lots and streets clogged with motor vehicles. Students, faculty, and staff commute to the campus for the most part, for only a handful now live in the southeast community.

Earlier the campus was a cultural center for the Twin Cities. There were weekly convocations at 11 a.m. each Thursday during which classes were not scheduled and the Minneapolis Symphony's regular concert season played in Northrop Auditorium, which also welcomed the Metropolitan

¹*Plan for Focus*, Advisory Task Force on Planning, June, 1987, Pages 45-47, 50-52.

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Opera Company during its annual spring tour. These major cultural attractions are lost, and their passing without comparable replacements has left the campus poorer.

Once one of the best maintained urban campuses, the successive retrenchments of maintenance and campus grounds' budgets during the 1970s and 1980s, the steady pressure of over-capacity enrollments, and the indifference of a part of the student body to the requirements for preserving the amenity of landscaping have left the campus unkept and exhausted. When some of the less attractive aspects of current urban life--vagrancy, sporadic vandalism, and ubiquitous graffiti--are added, the result is an environment which is almost always dirty, often dangerous, and increasingly unattractive as a place to carry on the University's work. With computers providing easy and frequent electronic contact with colleagues and graduate students, there is the prospect that some faculty will appear only for mandatory course lectures and department faculty meetings, thereby impoverishing the intellectual community if the campus does not provide congenial circumstances for research and scholarship.

The problem is more than dirty classrooms, offices, and laboratories and unattractive grounds. The Minneapolis campus has lost control of its environment by failing to establish planning principles that would allocate priorities to groups seeking access to the campus. The result is that classrooms and laboratories on either side of Church and Pleasant Streets are entirely unsatisfactory for half of the academic year or more because of the noise, vehicle exhaust emissions, and vibrations associated with ordinary and heavy vehicle traffic on these streets through the heart of the campus. The accessibility of practically every part of the campus to the most casual motorist is the most pernicious influence on the campus environment.

The St. Paul campus of the University began as a consequence of the 1859 Morrill Act with the purchase of the Old Bass Farm, acquired to replace the previous experimental farm that lay in the path of the expanding Chicago, Milwaukee, and St. Paul Railroad, beautifully situated, overlooking the Como Road. Away from the city centers and the direct path between them, surrounded by what was then rural Ramsey County and its own experimental plots, the St. Paul campus has successfully avoided the urban fate decreed for Minneapolis. Landscaped long ago by an inspired forester, its serenity continues undisturbed.

Appendix 2

While lacking the drama of a river bluff setting, the St. Paul campus has realized to a far greater degree the considerable potential of its site. Its growth has been more gradual than the Minneapolis campus, more thoughtful, more gracious. It continues to exist in harmony with its surroundings where many students, faculty, and staff make their homes. Most importantly, it has been guided in its development by a comprehensive plan of recent origin. Concerned that the amenities of an attractively landscaped campus be preserved, the members of the campus community have generously contributed to a fund dedicated to that end. The overall result is most felicitous, for the St. Paul campus has preserved and enhanced an environment that encourages and sustains research, study, and scholarly discourse. It appears to have learned well the lessons of the Minneapolis campus experience.

...

The following recommendations pertain for the most part to the Minneapolis campus, but some apply equally to both. Skillful planning is a complex and difficult process, the impact of which cannot always be gauged. Physical planning in an academic setting is probably even more exacting. The holding of open hearings during which all interested parties may become familiar with proposed projects and voice their opinions can improve the final result.

10. RECOMMENDATION: The planning of major buildings and campus projects should be an open process.

The comprehensive plan for the Minneapolis campus dates to 1976; the number of variances and the impact of these departures on the campus development require that an update receive prompt attention. The plan should have, for our time, something of the sweep and vision that the Cass Gilbert Plan had in its day.

The plan should establish an associated priority ordering for use of the campus, with top priority given to those in the classrooms, laboratories and libraries, lower priority to pedestrian and bicycle traffic, lower still to service vehicles, public transit, and private vehicles with the campus as destination, and lowest of all to vehicles passing through the campus for simple convenience.

11. RECOMMENDATION: The comprehensive plan for the Minneapolis campus should be brought up-to-date.

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12. RECOMMENDATION: The street plan for the Minneapolis campus should be directed toward routing local vehicular traffic around the campus and its environs rather than through it.

This will require the cooperation and support of federal, state, and local officials. But given state and local expectations of the University, their active assistance in creating a hospitable climate is not unreasonable. Specifically, in the instance of Washington Avenue (U.S. 12), an earlier proposal to place it in a tunnel below the campus should be reactivated.

A goal should be to remove vehicular traffic from the campus, moving it to the periphery, including University service vehicles except in those instances where their presence is required in order to render service.

Specifically, Church, Pleasant, and Pillsbury Streets S.E. are early candidates for this plan. The provision of services to buildings along these streets can be accommodated by the judicious use of service/access paths, demonstrated a generation ago in the instance of Church Street.

13. RECOMMENDATION: Existing campus streets, where possible, should be closed to local traffic and converted to pedestrian malls.

The rigors of our climate preclude wide use of the campus grounds during 4-5 months of the year. But even during pleasant weather, the total campus character is not a particularly inviting one for conversation and socialization. The plaza between Nicholson and Williamson Halls is a notable and successful exception to the general state of affairs. The barren space on the West Bank between the Library, Management and Economics Building, and the Humphrey Institute demands early attention. There is also a need for a commons area in St. Paul to facilitate interaction among faculty from the St. Paul departments and visitors from the Minneapolis campus. A St. Paul branch of the Campus Club would further promote the quality of the intellectual community. In addition to large spaces of this kind, more intimate spaces should be created for smaller groups.

14. RECOMMENDATION: Campus planning on both campuses should create additional outside commons space in order to enhance the campus environment.

Appendix 2

In clement weather, biking offers a healthy, energy-efficient means of travel. An adequate system of bike paths would attract a larger number of users and an improvement in the campus environment.

15. RECOMMENDATION: The campuses should have a well-planned, clearly marked, and carefully monitored system of bike paths.

Public transportation between the Twin Cities campus is less satisfactory than a generation ago, and must be improved if the full academic potential of certain disciplines is to be realized. The reciprocal parking arrangements should be expanded and improved.

16. RECOMMENDATION: Transportation between the two campuses should be improved.

The Social Sciences Tower is considered to have failings of serious dimensions by its occupants; the Humphrey Institute, on the other hand, has spaces that appear to overcome the tendency toward isolation associated with tall, multi-storied buildings. The importance of the Recommendation #10 is hereby stressed.

17. RECOMMENDATION: Care should be taken in the design and execution of high-rise office towers.

Utilizing the St. Paul campus example, Minneapolis students, faculty, and staff should be challenged to do as much for their campus as the St. Paul campus community has done for theirs.

18. RECOMMENDATION: The Minneapolis campus community should undertake a campus landscaping program.

19. RECOMMENDATION: Future buildings on the Minneapolis campus should, where appropriate, be placed at the Washington Avenue bridgeheads. With proper design such buildings can take advantage of the natural beauty of the River gorge, shorten the distance between the East and West Bank campuses, and lower the psychological barrier posed by the River."

**APPENDIX 3. TABLE 1. INTERCOLLEGIATE ATHLETICS SURVEY -
PROFESSIONAL APPOINTMENT EMPLOYEES N=255**

1. Please indicate your level of involvement with Men's and Women's Intercollegiate Athletics at the University of Minnesota.

	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Very Frequently</i>
a) Attend games	42%	29%	18%	5%	6%
b) Have had athletes take my classes	73%	14%	9%	3%	1%
c) Served on committees dealing with athletes	88%	4%	6%	1%	1%
d) Helped in recruiting new athletes	89%	4%	1%	1%	5%
e) Helped in mentoring, advising, tutoring athletes	83%	6%	4%	4%	3%
f) Participated in other special programs for athletes (e.g. guest coach) Other (please specify)	92%	1%	3%	1%	2%

2. Would you be willing to participate in special programs for athletes (e.g. mentoring)?
No 59% Yes 16% Maybe 26%

3. We are interested in your ideas about how Intercollegiate Athletics contributes to the academic mission of this University and how it may detract from academics. The list below contains a range of perceptions people have about athletics. Please indicate your level of agreement with each statement.

Advantages of Athletics

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>
a) Winning teams provide entertainment	1%	3%	9%	65%	22%
b) Builds school spirit	1%	3%	14%	54%	17%
c) Provides financial aid to low income students	7%	19%	27%	41%	6%
d) Provides better athletic facilities on campus	4%	16%	31%	44%	5%
e) Provides visibility that helps in recruiting other students (non-athletes)	8%	23%	29%	34%	6%
f) Provides visibility that attracts outside funds for the entire University	7%	14%	29%	42%	9%
g) Furnishes a sense of community and tradition	1%	8%	23%	57%	10%
h) Retains alumni loyalty	2%	6%	24%	55%	13%
i) Brings community people to campus	2%	6%	20%	60%	12%
j) Gives community people a sense of identification with the University	1%	6%	18%	63%	12%
k) Provides an opportunity for student athletes to grow and excel	7%	15%	34%	35%	9%
l) Other (please list)					

Disadvantages of Athletics

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>
a) Impairs academic performance of student athletes	2%	10%	29%	45%	15%
b) Too expensive, diverts money from the rest of the University	5%	19%	27%	33%	16%
c) Emphasis on nonacademic values distorts priorities	2%	10%	13%	44%	30%
d) Exploits student athletes	3%	15%	29%	35%	18%
e) Admission of athletes who are poor students lowers academic standards	3%	11%	23%	45%	18%
f) Detracts from the real mission of the University	5%	20%	23%	34%	18%
h) Provides special academic privileges for athletes which are not available to other students (e.g. preferential registration, tutors, etc)	3%	8%	21%	39%	29%
i) Scandals create public embarrassment	0%	2%	14%	45%	38%
j) Scandals hurt recruiting of other students and faculty experience	0%	12%	33%	33%	22%
k) Losing teams are an embarrassing or depressing experience	12%	38%	40%	9%	1%
l) Other (please list)					

4. What suggestions do you have for improving the relationship between academic programs and athletic programs?

**APPENDIX 3. TABLE 2. INTERCOLLEGIATE ATHLETICS SURVEY -
FACULTY MEMBERS N=355**

1. Please indicate your level of involvement with Men's and Women's Intercollegiate Athletics at the University of Minnesota.

	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Very Frequently</i>
a) Attend games	42%	29%	20%	7%	3%
b) Have had athletes take my classes	41%	32%	23%	3%	1%
c) Served on committees dealing with athletes	97%	2%	1%	1%	0%
d) Helped in recruiting new athletes	95%	5%	1%	0%	0%
e) Helped in mentoring, advising, tutoring athletes	87%	9%	4%	1%	0%
f) Participated in other special programs for athletes (e.g. guest coach) Other (please specify)	98%	1%	0%	0%	0%

2. Would you be willing to participate in special programs for athletes (e.g. mentoring)?
No 65% Yes 10% Maybe 25%

3. We are interested in your ideas about how Intercollegiate Athletics contributes to the academic mission of this University and how it may detract from academics. The list below contains a range of perceptions people have about athletics. Please indicate your level of agreement with each statement.

Advantages of Athletics

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>
a) Winning teams provide entertainment	2%	2%	10%	59%	26%
b) Builds school spirit	4%	4%	14%	57%	20%
c) Provides financial aid to low income students	7%	17%	27%	40%	8%
d) Provides better athletic facilities on campus	9%	19%	29%	37%	5%
e) Provides visibility that helps in recruiting other students (non-athletes)	11%	25%	27%	31%	6%
f) Provides visibility that attracts outside funds for the entire University	10%	21%	27%	34%	7%
g) Furnishes a sense of community and tradition	3%	10%	22%	54%	11%
h) Retains alumni loyalty	2%	5%	21%	54%	11%
i) Brings community people to campus	2%	3%	18%	63%	14%
j) Gives community people a sense of identification with the University	2%	3%	14%	65%	16%
k) Provides an opportunity for student athletes to grow and excel	9%	16%	33%	37%	4%
l) Other (please list)					

Disadvantages of Athletics

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>
a) Impairs academic performance of student athletes	1%	10%	22%	48%	18%
b) Too expensive, diverts money from the rest of the University	4%	20%	35%	29%	12%
c) Emphasis on nonacademic values distorts priorities	2%	10%	10%	47%	31%
d) Exploits student athletes	3%	15%	23%	36%	23%
e) Admission of athletes who are poor students lowers academic standards	1%	11%	15%	46%	27%
f) Detracts from the real mission of the University	3%	19%	22%	34%	22%
h) Provides special academic privileges for athletes which are not available to other students (e.g. preferential registration, tutors, etc)	2%	6%	24%	47%	22%
i) Scandals create public embarrassment	0%	1%	10%	40%	48%
j) Scandals hurt recruiting of other students and faculty experience	1%	38%	32%	15%	1%
k) Losing teams are an embarrassing or depressing experience	14%	38%	32%	15%	1%
l) Other (please list)					

4. What suggestions do you have for improving the relationship between academic programs and athletic programs?

**APPENDIX 3. TABLE 3. INTERCOLLEGIATE ATHLETICS SURVEY -
DEANS, DIRECTORS AND DEPARTMENT HEADS N=121**

1. Please indicate your level of involvement with Men's and Women's Intercollegiate Athletics at the University of Minnesota.

	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Very Frequently</i>
a) Attend games	18%	26%	23%	18%	15%
b) Have had athletes take my classes	44%	25%	26%	5%	0%
c) Served on committees dealing with athletes	74%	11%	6%	4%	5%
d) Helped in recruiting new athletes	81%	8%	6%	4%	2%
e) Helped in mentoring, advising, tutoring athletes	76%	11%	8%	3%	3%
f) Participated in other special programs for athletes (e.g., guest coach) Other (please specify)	85%	5%	6%	3%	2%

2. Would you be willing to participate in special programs for athletes (e.g. mentoring)?
No 53% Yes 19% Maybe 29%

3. We are interested in your ideas about how Intercollegiate Athletics contributes to the academic mission of this University and how it may detract from academics. The list below contains a range of perceptions people have about athletics. Please indicate your level of agreement with each statement.

Advantages of Athletics

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>
a) Winning teams provide entertainment	2%	4%	7%	57%	31%
b) Builds school spirit	2%	1%	17%	59%	21%
c) Provides financial aid to low income students	5%	17%	22%	47%	9%
d) Provides better athletic facilities on campus	8%	16%	23%	42%	12%
e) Provides visibility that helps in recruiting other students (non-athletes)	9%	26%	23%	34%	8%
f) Provides visibility that attracts outside funds for the entire University	8%	13%	18%	48%	12%
g) Furnishes a sense of community and tradition	3%	5%	15%	61%	17%
h) Retains alumni loyalty	3%	4%	17%	55%	22%
i) Brings community people to campus	2%	6%	11%	63%	19%
j) Gives community people a sense of identification with the University	2%	2%	13%	59%	25%
k) Provides an opportunity for student athletes to grow and excel	6%	11%	32%	41%	10%
l) Other (please list)					

Disadvantages of Athletics

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>
a) Impairs academic performance of student athletes	3%	18%	29%	41%	9%
b) Too expensive, diverts money from the rest of the University	7%	37%	24%	22%	10%
c) Emphasis on nonacademic values distorts priorities	3%	16%	23%	40%	18%
d) Exploits student athletes	4%	19%	36%	28%	12%
e) Admission of athletes who are poor students lowers academic standards	4%	18%	18%	44%	15%
f) Detracts from the real mission of the University	6%	35%	20%	28%	12%
h) Provides special academic privileges for athletes which are not available to other students (e.g. preferential registration, tutors, etc)	4%	11%	20%	43%	22%
i) Scandals create public embarrassment	0%	5%	5%	46%	44%
j) Scandals hurt recruiting of other students and faculty experience	3%	14%	20%	40%	24%
k) Losing teams are an embarrassing or depressing experience	13%	46%	26%	12%	3%
l) Other (please list)					

4. What suggestions do you have for improving the relationship between academic programs and athletic programs?

APPENDIX 3. TABLE 4. PERSONNEL SURVEY - DEANS, DIRECTORS AND DEPARTMENT HEADS N=126

1. Approximately, how many times in the last year did you use Personnel's services?

<i>Times used personnel:</i>	0	1	2	3	4	5	6	8	9	10	12	15	18	20
<i>Number of Responses:</i>	6	9	9	12	8	9	16	4	1	12	9	3	1	5

Please rate Personnel's service to your unit in each of the following areas:

2. With respect to initial job classifications, how satisfied are you that the JEQ form results in an appropriate evaluation of jobs?

	<i>very dissatisfied</i>	<i>dissatisfied</i>	<i>neutral</i>	<i>satisfied</i>	<i>very satisfied</i>	<i>responses</i>
a) Secretarial/clerical applicants	12%	19%	23%	43%	3%	133
b) Bargaining unit applicants	4%	14%	61%	21%	0%	28
c) For other Civil Service applicants	16%	22%	25%	34%	3%	103

3. With respect to reclassifying existing jobs, how satisfied are you that the JEQ form results in an appropriate evaluation of jobs?

19%	32%	18%	28%	3%	132	
4. How satisfied are you with Personnel's speed in posting your jobs?	9%	18%	24%	45%	4%	139

5. For each of the following, indicate how satisfied you are with the quality of applicants referred:

a) secretarial/clerical applicants	18%	22%	22%	36%	2%	137
b) bargaining unit applicants	4%	13%	74%	9%	0%	31
c) other Civil Service applicants	7%	22%	48%	21%	2%	101

6. How well does Personnel screen the following?

	<i>terrible</i>	<i>poor</i>	<i>average</i>	<i>good</i>	<i>excellent</i>	<i>responses</i>
a) secretarial/clerical applicants	12%	26%	44%	15%	2%	136
b) bargaining unit applicants	4%	13%	74%	9%	0%	23
c) other Civil Service applicants	7%	22%	48%	21%	2%	101

7. How well does the performance appraisal form allow you to assess employee performance?

	<i>never</i>	<i>rarely</i>	<i>sometimes</i>	<i>frequently</i>	<i>always</i>	<i>responses</i>
8. Do the secretaries have the typing skills that you need?	0%	7%	35%	47%	11%	133
9. Does Personnel provide adequate training programs for Supervisors?	2%	11%	48%	33%	6%	132
10. Does Personnel provide sufficient career development programs for employees?	15%	45%	26%	13%	1%	132
11. Does the University provide sufficient promotional opportunities for employees?	11%	47%	31%	9%	2%	137

In the past three years, has Personnel:

	<i>yes</i>	<i>no</i>	<i>responses</i>
12. assisted you with resolving workplace conflict? (if yes please answer question 14)	94%	6%	53
13. assisted you with office organization/reorganization? (if yes please answer question 15)	97%	3%	32
14. advised you on disciplining/dismissing personnel? (if yes please answer question 16)	99%	1%	70

How satisfied are you with Personnel's:

	<i>very dissatisfied</i>	<i>dissatisfied</i>	<i>neutral</i>	<i>satisfied</i>	<i>very satisfied</i>	<i>responses</i>
15. assistance in resolving workplace conflict?	2%	13%	26%	51%	9%	55
16. assistance with office organization/reorganization?	5%	10%	36%	44%	5%	39
17. advice on disciplining/dismissing personnel?	3%	6%	14%	54%	24%	71

About bargaining unit employees only:

Please rate the performance of Personnel in:

	<i>terrible</i>	<i>poor</i>	<i>average</i>	<i>good</i>	<i>excellent</i>	<i>responses</i>
18. contract negotiation	0%	25%	55%	20%	0%	20
19. contract administration	0%	16%	68%	16%	0%	19
20. grievance resolution	0%	15%	65%	20%	0%	20

What suggestions do you have that would make Personnel more responsive to your needs?

APPENDIX 3. TABLE 5. PERSONNEL SURVEY - PRINCIPAL INVESTIGATORS N=54

1. Approximately, how many times in the last year did you use Personnel's services?

<i>Times used personnel:</i>	1	2	3	4	5	6	7	8	12	15	20	50
<i>Number of Responses:</i>	8	24	8	2	1	1	1	2	3	2	1	1

Please rate Personnel's service to your unit in each of the following areas:

2. With respect to initial job classifications, how satisfied are you that the JEQ form results in an appropriate evaluation of jobs?

	<i>very dissatisfied</i>	<i>dissatisfied</i>	<i>neutral</i>	<i>satisfied</i>	<i>very satisfied</i>	<i>responses</i>
a) Secretarial/clerical applicants	13%	37%	21%	24%	5%	38
b) Bargaining unit applicants	16%	11%	26%	47%	0%	19
c) For other Civil Service applicants	14%	31%	38%	17%	0%	42

3. How satisfied are you with Personnel's speed in posting your jobs?

8%	28%	36%	6%	53
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4. For each of the following, indicate how satisfied you are with the quality of applicants referred:

a) secretarial/clerical applicants	14%	30%	30%	19%	8%	37
b) bargaining unit applicants	30%	25%	25%	15%	5%	20
c) other Civil Service applicants	8%	31%	31%	28%	3%	36

5. How well does Personnel screen the following?

	<i>terrible</i>	<i>poor</i>	<i>average</i>	<i>good</i>	<i>excellent</i>	<i>responses</i>
a) secretarial/clerical applicants	18%	26%	26%	44%	6%	34
b) bargaining unit applicants	5%	10%	10%	40%	30%	20
c) other Civil Service applicants	15%	32%	32%	30%	18%	40

6. Do the secretaries have the typing skills that you need?

<i>never</i>	<i>rarely</i>	<i>sometimes</i>	<i>frequently</i>	<i>always</i>	<i>responses</i>
6%	18%	53%	18%	6%	34

**APPENDIX 3. TABLE 6. PHYSICAL PLANNING SURVEY -
PRINCIPAL INVESTIGATORS N=157**

	<i>Terrible</i>	<i>Poor</i>	<i>Average</i>	<i>Good</i>	<i>Excellent</i>
1. Overall service provided by Physical Planning	13%	38%	28%	20%	16%
2. Qualifications of Planning personnel to perform designated service	8%	27%	39%	22%	3%
3. Response time of Physical Planning to start project once service has been requested	27%	44%	22%	8%	0%
4. Timeliness of receipt of billing statement from Physical Planning	10%	33%	38%	15%	5%
5. Breakdown of charges on billing statement	20%	27%	36%	18%	0%
6. Accessibility and availability of Planning personnel for questions about service--before and during project	11%	15%	50%	22%	2%
7. Communication with Planning	14%	28%	38%	19%	2%
	<i>Very</i>				<i>Very</i>
	<i>Dissatisfied</i>	<i>Dissatisfied</i>	<i>Neutral</i>	<i>Satisfied</i>	<i>Satisfied</i>
8. Cost estimate given by Physical Planning compared with actual costs	29%	27%	29%	14%	0%
9. Time required by Physical Planning to complete project	37%	37%	20%	6%	2%
10. Verification of project costs by Planning before you received bill	16%	29%	51%	4%	0%
11. Time estimate given by Planning to complete project compared to actual completion time	35%	31%	31%	4%	0%
12. Cost of Physical Planning service	55%	24%	22%	0%	0%
13. Were the Physical Planning personnel responsive to your needs?					
Yes	67%	No	33%		
14. Did the services provided by Physical Planning meet your expectations of what should be provided?					
Yes	55%	No	45%		
15. Were there any constraints in your unit that may have prevented Physical Planning from providing service in a timely, cost efficient manner?					
Yes	8%	No	92%		

**APPENDIX 3. TABLE 7. PHYSICAL PLANNING SURVEY - DEANS,
DIRECTORS AND DEPARTMENT HEADS N=137**

	<i>Terrible</i>	<i>Poor</i>	<i>Average</i>	<i>Good</i>	<i>Excellent</i>
1. Overall service provided by Physical Planning	4%	17%	42%	32%	5%
2. Qualifications of Planning personnel to perform designated service	3%	11%	39%	42%	6%
3. Response time of Physical Planning to start project once service has been requested	13%	32%	32%	19%	4%
4. Timeliness of receipt of billing statement from Physical Planning	5%	19%	50%	20%	6%
5. Breakdown of charges on billing statement	10%	23%	50%	12%	4%
6. Accessibility and availability of Planning personnel for questions about service--before and during project	5%	13%	42%	27%	14%
7. Communication with Planning	7%	15%	42%	25%	11%
	<i>Very Dissatisfied</i>	<i>Dissatisfied</i>	<i>Neutral</i>	<i>Satisfied</i>	<i>Very Satisfied</i>
8. Cost estimate given by Physical Planning compared with actual costs	9%	24%	41%	22%	3%
9. Time required by Physical Planning to complete project	20%	27%	26%	22%	5%
10. Verification of project costs by Planning before you received bill	6%	23%	47%	19%	4%
11. Time estimate given by Planning to complete project compared to actual completion time	10%	34%	34%	18%	5%
12. Cost of Physical Planning service	27%	29%	32%	9%	4%
13. Were the Physical Planning personnel responsive to your needs? Yes 79% No 21%					
14. Did the services provided by Physical Planning meet your expectations of what should be provided? Yes 66% No 34%					
15. Were there any constraints in your unit that may have prevented Physical Planning from providing service in a timely, cost efficient manner? Yes 13% No 87%					

**APPENDIX 3. TABLE 8. PHYSICAL PLANT OPERATIONS SURVEY -
PRINCIPAL INVESTIGATORS N=157**

	<i>Terrible</i>	<i>Poor</i>	<i>Average</i>	<i>Good</i>	<i>Excellent</i>
1. Overall service provided by PPO	7%	39%	36%	18%	1%
2. Qualifications of PPO personnel to perform designated service	3%	13%	45%	37%	2%
3. Response time of PPO to start project once service has been requested	11%	43%	26%	19%	1%
4. Timeliness of receipt of billing statement from PPO	5%	30%	44%	19%	1%
5. Breakdown of charges on billing statement	15%	31%	40%	14%	0%
6. Accessibility and availability of PPO for questions about service--before and during project	6%	26%	42%	23%	3%
7. Communication with PPO	8%	31%	45%	20%	0%
8. Cost estimate given by PPO compared with actual costs	16%	37%	38%	37%	0%
9. Time required by PPO to complete project	19%	40%	21%	20%	0%
10. Verification of project costs by PPO before you received bill	16%	27%	50%	8%	0%
11. Time estimate given by PPO to complete project compared to actual completion time	16%	27%	37%	20%	0%
12. Cost of PPO service	50%	26%	24%	0%	0%
13. Were the PPO personnel responsive to your needs? Yes 86% No 14%					
14. Did the services provided by PPO meet your expectations of what should be provided? Yes 57% No 43%					
15. Were there any constraints in your unit that may have prevented PPO from providing service in a timely, cost efficient manner? Yes 14% No 86%					
16. Have you ever been billed by PPO for routine requests? Yes 40% No 60%					

The following questions relate to routine, non-chargeable, functions of Physical Plant Operations. Please evaluate the following non-chargeable functions of PPO.

	<i>Very dissatisfied</i>	<i>Dissatisfied</i>	<i>Neutral</i>	<i>Satisfied</i>	<i>Very satisfied</i>
18. General interior custodial services	16%	35%	21%	24%	5%
19. Temperature control	23%	38%	20%	19%	0%
20. Replacing <u>interior</u> lights or light bulbs	3%	21%	29%	42%	6%
21. Maintaining building fixtures and mechanical services, such as drinking fountains and elevators	10%	26%	34%	27%	3%
22. Maintenance of building interiors, such as painting	21%	28%	23%	26%	2%
23. Locking and unlocking buildings at designated times	6%	8%	35%	46%	4%
24. Removing snow and ice from sidewalks and parking lots	17%	20%	25%	30%	9%
25. Cleaning sidewalks and parking lots	11%	20%	33%	31%	5%
26. Replacing <u>exterior</u> lights or light bulbs	2%	5%	59%	31%	2%
27. Maintenance of building exterior	7%	8%	45%	35%	3%
28. Maintenance of grounds	7%	21%	34%	33%	6%

**APPENDIX 3. TABLE 9. PHYSICAL PLANT OPERATIONS SURVEY -
DEANS, DIRECTORS AND DEPARTMENT HEADS N=152**

	<i>Terrible</i>	<i>Poor</i>	<i>Average</i>	<i>Good</i>	<i>Excellent</i>
1. Overall service provided by PPO	1%	13%	43%	40%	4%
2. Qualifications of PPO personnel to perform designated service	2%	4%	32%	51%	11%
3. Response time of PPO to start project once service has been requested	3%	21%	38%	31%	7%
4. Timeliness of receipt of billing statement from PPO	2%	18%	51%	24%	4%
5. Breakdown of charges on billing statement	9%	36%	41%	12%	2%
6. Accessibility and availability of PPO for questions about service--before and during project	5%	20%	37%	31%	8%
7. Communication with PPO	3%	17%	39%	33%	8%
8. Cost estimate given by PPO compared with actual costs	7%	19%	37%	34%	2%
9. Time required by PPO to complete project	5%	24%	27%	40%	4%
10. Verification of project costs by PPO before you received bill	9%	21%	52%	16%	2%
11. Time estimate given by PPO to complete project compared to actual completion time	6%	23%	31%	37%	3%
12. Cost of PPO service	34%	34%	24%	4%	3%
13. Were the PPO personnel responsive to your needs? Yes 87% No 13%					
14. Did the services provided by PPO meet your expectations of what should be provided? Yes 77% No 23%					
15. Were there any constraints in your unit that may have prevented PPO from providing service in a timely, cost efficient manner? Yes 11% No 89%					
16. Have you ever been billed by PPO for routine requests? Yes 52% No 48%					

The following questions relate to routine, non-chargeable, functions of Physical Plant Operations. Please evaluate the following non-chargeable functions of PPO.

	<i>Very dissatisfied</i>	<i>Dissatisfied</i>	<i>Neutral</i>	<i>Satisfied</i>	<i>Very satisfied</i>
18. General interior custodial services	18%	27%	27%	23%	5%
19. Temperature control	12%	38%	20%	28%	2%
20. Replacing <u>interior</u> lights or light bulbs	8%	20%	22%	46%	5%
21. Maintaining building fixtures and mechanical services, such as drinking fountains and elevators	10%	18%	24%	47%	1%
22. Maintenance of building interiors, such as painting	17%	31%	21%	28%	3%
23. Locking and unlocking buildings at designated times	2%	10%	34%	45%	9%
24. Removing snow and ice from sidewalks and parking lots	12%	25%	22%	37%	5%
25. Cleaning sidewalks and parking lots	11%	18%	29%	39%	4%
26. Replacing <u>exterior</u> lights or light bulbs	3%	2%	46%	46%	2%
27. Maintenance of building exterior	4%	14%	39%	42%	4%
28. Maintenance of grounds	6%	21%	31%	38%	4%

APPENDIX 3. TABLE 10. POLICE SURVEY - DEANS, DIRECTORS AND DEPARTMENT HEADS N=138

	<i>Very dissatisfied</i>	<i>Dissatisfied</i>	<i>Neutral</i>	<i>Satisfied</i>	<i>Very satisfied</i>
Building security	3%	17%	28%	49%	3%
Lock out service (cars or buildings)	1%	5%	63%	27%	4%
Emergency health services transport	1%	3%	54%	28%	14%
Special events security	0%	1%	56%	40%	4%
Crime prevention	1%	14%	49%	35%	2%
Escort services	1%	2%	54%	36%	7%
Criminal apprehension/investigation	4%	11%	47%	32%	6%
Education and instruction in crime prevention and personal safety	2%	12%	48%	34%	4%

3. Please evaluate the University Police in the following areas using the same scale as above.

Overall attitude of Police officers	0%	5%	31%	53%	11%
Responsiveness to your requests	2%	5%	26%	49%	19%
Overall service provided by Police	0%	5%	31%	55%	9%

4. Do you feel the University Police dispatched are qualified to meet your requests?
 Yes 66% No 1% Uncertain/Don't Know 33%

5. Is security of personal property on campus a major concern?
 Yes 81% No 19%

6. In your experience, does the University Police extend equal courtesy to all members of the campus community?
 Yes 46% No 4% Uncertain/Don't Know 50%

**APPENDIX 3. TABLE 11. POLICE SURVEY - FACULTY MEMBERS
N=396**

	<i>Very dissatisfied</i>	<i>Dissatisfied</i>	<i>Neutral</i>	<i>Satisfied</i>	<i>Very satisfied</i>
Building security	4%	18%	39%	36%	2%
Lock out service (cars or buildings)	0%	5%	63%	24%	7%
Emergency health services transport	0%	1%	69%	28%	3%
Special events security	1%	2%	69%	27%	2%
Crime prevention	3%	18%	61%	17%	1%
Escort services	0%	3%	73%	22%	3%
Criminal apprehension/investigation	5%	13%	67%	15%	1%
Education and instruction in crime prevention and personal safety	2%	11%	68%	17%	2%

3. Please evaluate the University Police in the following areas using the same scale as above.

Overall attitude of Police officers	2%	6%	41%	45%	7%
Responsiveness to your requests	1%	5%	46%	38%	10%
Overall service provided by Police	2%	4%	46%	42%	6%

4. Do you feel the University Police dispatched are qualified to meet your requests?
Yes 38% No 3% Uncertain/Don't Know 59%

5. Is security of personal property on campus a major concern?
Yes 69% No 31%

6. In your experience, does the University Police extend equal courtesy to all members of the campus community?
Yes 33% No 6% Uncertain/Don't Know 61%

APPENDIX 3. TABLE 12. POLICE SURVEY - PROFESSIONAL APPOINTMENT EMPLOYEES N=245

	<i>Very dissatisfied</i>	<i>Dissatisfied</i>	<i>Neutral</i>	<i>Satisfied</i>	<i>Very satisfied</i>
Building security	4%	19%	38%	37%	2%
Lock out service (cars or buildings)	3%	10%	60%	23%	4%
Emergency health services transport	3%	2%	61%	25%	8%
Special events security	0%	2%	55%	39%	5%
Crime prevention	2%	14%	60%	23%	2%
Escort services	0%	4%	51%	38%	6%
Criminal apprehension/investigation	3%	14%	59%	21%	3%
Education and instruction in crime prevention and personal safety	1%	12%	60%	23%	3%

3. Please evaluate the University Police in the following areas using the same scale as above.

Overall attitude of Police officers	1%	9%	44%	39%	7%
Responsiveness to your requests	1%	8%	41%	40%	9%
Overall service provided by Police	1%	7%	46%	40%	7%

4. Do you feel the University Police dispatched are qualified to meet your requests?
 Yes 39% No 4% Uncertain/Don't Know 57%

5. Is security of personal property on campus a major concern?
 Yes 70% No 30%

6. In your experience, does the University Police extend equal courtesy to all members of the campus community?
 Yes 27% No 10% Uncertain/Don't Know 62%

APPENDIX 3. TABLE 13. PURCHASING LAB SUPPLIES AND EQUIPMENT SURVEY - PRINCIPAL INVESTIGATORS N=104

If your research does not require lab supplies check here N=41 and return to: Academic Affairs

Title or position of person responsible for ordering lab supplies:
(not analyzed)

N=63

Are you aware of the Department of Purchasing's Lab Product Information Service?

64% Yes 22 36% No

1. Have you had problems with getting needed lab supplies through Purchasing

<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
6%	48%	43%	2%	0%

2. Have you been satisfied with the service from Purchasing in getting needed lab supplies

<i>Very dissatisfied</i>	<i>dissatisfied</i>	<i>neutral</i>	<i>satisfied</i>	<i>Very satisfied</i>
0%	7%	36%	42%	15%

3. Please check each LPIS service you have used

- 59% Assistance on University contracts and discounts
- 44% Received information about lab products
- 38% Received list of low-price vendor and secondary vendor for each product wanted
- 67% Received Chemical Storehouse information
- 16% Used Laboratory Buyer's Guide indices, chemical reference materials or scientific catalogs from LPIS library
- 25% Received materials safety data sheets

4. Please rate each LPIS service you have used

	<i>Very dissatisfied</i>	<i>Dissatisfied</i>	<i>Neutral</i>	<i>Satisfied</i>	<i>Very satisfied</i>
Assistance on University contracts and discounts	0	9%	32%	48%	11%
Received information about lab products	3%	20%	31%	31%	15%
Received list of low price vendor and secondary vendor for each product wanted	6%	17%	39%	28%	11%
Received Chemical Storehouse information	2%	9%	26%	52%	11%

	<i>Very dissatisfied</i>	<i>Dissatisfied</i>	<i>Neutral</i>	<i>Satisfied</i>	<i>Very satisfied</i>
Used Laboratory Buyer's Guide indices, chemical reference materials or scientific catalogs from LPIS library	0%	13%	66%	13%	8%
Received materials safety data sheets	5%	14%	50%	18%	14%

5. Does the Lab Supply Coordinator send new information or updates to the person most involved in purchasing lab supplies? 55% Yes 45% No

6. I go to outside sources to get supplies

<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
2%	10%	23%	60%	5%

Reason for going to outside sources (check all that apply)

37% cheaper 54% faster 38% more convenient

42% other most frequent response had to do with availability at Chem Storehouse

**APPENDIX 3. TABLE 14. PURCHASING OFFICE AND
INSTRUCTIONAL EQUIPMENT SURVEY - DEANS, DIRECTORS AND
DEPARTMENT HEADS N= 144**

	<i>Very dissatisfied</i>	<i>Dissatisfied</i>	<i>Neutral</i>	<i>Satisfied</i>	<i>Very satisfied</i>
1. How satisfied are you with the service from purchasing?	2%	3%	16%	68%	11%
2. How satisfied are you with the turn-around time (date of order to receipt of supplies and debit of account)	2%	16%	25%	50%	7%
	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
3. Do you find the information in <i>Dollars and Sense</i> and other publications helpful?	3%	6%	38%	40%	13%
4. Are the procedures understandable?	1%	4%	23%	61%	13%
5. Is it clear under what circumstances each form should be used?	1%	6%	30%	48%	16%
6a. I have called Purchasing: (check all that apply)					
88% to get information on procedures					
74% to get information on the status of bids or orders					
41% to request special services (please specify) _____					
22% other reasons (please specify) _____					

b. Have you found Purchasing helpful when you contacted them?

<i>N=140</i>	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
	1%	2%	11%	51%	34%

7a. Have you received training from Purchasing? (check all that apply)

- 47% none
- 47% Basic Buying
- 13% Advanced Buying
- 7% Forms Design

b. If you have received training, how satisfied were you with the training?

<i>N=77</i>	<i>Very dissatisfied</i>	<i>Dissatisfied</i>	<i>Neutral</i>	<i>Satisfied</i>	<i>Very satisfied</i>
	3%	4%	19%	60%	14%

8a. Do you use your own vendors/services for getting supplies and equipment?

<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Always</i>
1%	14%	46%	35%	3%

b. Reasons for using outside sources (check all that apply)

48% cheaper 48% more convenient 5% know someone who sells supplies
 54% faster 47% other (please specify) most common response was availability

9a. Has your department used University Travel Services 62% Yes 38% No

b. If you have, have you been satisfied with what they have provided?

<i>N=87</i>	<i>Very dissatisfied</i>	<i>Dissatisfied</i>	<i>Neutral</i>	<i>Satisfied</i>	<i>Very satisfied</i>
	2%	8%	23%	64%	2%

APPENDIX 3. TABLE 15. SUPPORT SERVICES SURVEY-ALL RESPONDENTS N=785

	Extremely dissatisfied	Dissatisfied	Neutral	Satisfied	Extremely satisfied	Responses
1. Bookstores	1%	7%	15%	67%	11%	785
2. Computer Store	2%	12%	23%	51%	10%	616
3. Public Food Services	7%	20%	30%	42%	2%	701
4. Residence Halls	0%	4%	74%	19%	30%	324
5. Faculty Housing	4%	9%	66%	14%	7%	312
6. Campus Mail	2%	16%	19%	55%	8%	755
7. Printing Department	4%	12%	31%	45%	8%	558
8. Parking	19%	29%	18%	31%	3%	714
9. Route 52 Bus Service	1%	4%	46%	43%	6%	396
10. Intercampus Bus Service	0%	4%	23%	61%	13%	577
11. Fleet vehicles	2%	8%	50%	36%	4%	379
12. Flight services	2%	3%	66%	23%	6%	299
13. Vending Machines	5%	24%	35%	35%	1%	620
14. Duplicating Services	2%	9%	23%	55%	11%	597

APPENDIX 3. TABLE 16. SUPPORT SERVICES SURVEY-FACULTY MEMBERS N=375

	Extremely dissatisfied	Dissatisfied	Neutral	Satisfied	Extremely satisfied	Responses
1. Bookstores	1%	9%	19%	70%	1%	349
2. Computer Store	3%	13%	26%	48%	10%	306
3. Public Food Services	7%	21%	32%	38%	2%	330
4. Residence Halls	0%	5%	80%	14%	1%	148
5. Faculty Housing	6%	9%	59%	18%	9%	151
6. Campus Mail	2%	15%	19%	55%	10%	365
7. Printing Department	2%	11%	39%	43%	4%	236
8. Parking	20%	29%	18%	31%	2%	343
9. Route 52 Bus Service	1%	1%	50%	42%	6%	175
10. Intercampus Bus Service	0%	5%	25%	59%	11%	271
11. Fleet vehicles	3%	12%	54%	27%	3%	162
12. Flight services	3%	3%	66%	21%	7%	137
13. Vending Machines	6%	22%	37%	34%	1%	299
14. Duplicating Services	2%	12%	27%	52%	8%	265

**APPENDIX 3. TABLE 17. SUPPORT SERVICES SURVEY-DEANS,
DIRECTORS AND DEPARTMENT HEADS N=137**

	Extremely dissatisfied	Dissatisfied	Neutral	Satisfied	Extremely satisfied	Responses
1. Bookstores	0%	4%	11%	64%	21%	137
2. Computer Store	3%	14%	15%	54%	13%	119
3. Public Food Services	6%	17%	32%	41%	5%	132
4. Residence Halls	0%	0%	70%	22%	8%	60
5. Faculty Housing	2%	6%	69%	19%	6%	64
6. Campus Mail	1%	19%	22%	50%	6%	139
7. Printing Department	1%	10%	18%	58%	14%	125
8. Parking	14%	27%	17%	37%	5%	133
9. Route 52 Bus Service	0%	4%	44%	36%	16%	80
10. Intercampus Bus Service	0%	1%	23%	58%	18%	112
11. Fleet vehicles	1%	3%	38%	49%	8%	86
12. Flight services	0%	2%	61%	29%	8%	59
13. Vending Machines	9%	24%	33%	33%	0%	111
14. Duplicating Services	1%	8%	13%	59%	19%	135

**APPENDIX 3. TABLE 18. SUPPORT SERVICES SURVEY-
PROFESSIONAL APPOINTMENT EMPLOYEES N=273**

	Extremely dissatisfied	Dissatisfied	Neutral	Satisfied	Extremely satisfied	Responses
1. Bookstores	1%	5%	12%	72%	10%	273
2. Computer Store	2%	10%	25%	54%	9%	191
3. Public Food Services	7%	20%	26%	47%	1%	239
4. Residence Halls	0%	4%	67%	25%	3%	116
5. Faculty Housing	1%	13%	76%	5%	5%	96
6. Campus Mail	2%	16%	17%	58%	8%	251
7. Printing Department	7%	15%	28%	40%	10%	197
8. Parking	22%	30%	19%	27%	13%	238
9. Route 52 Bus Service	1%	7%	35%	45%	11%	148
10. Intercampus Bus Service	1%	3%	19%	64%	12%	194
11. Fleet vehicles	1%	5%	52%	39%	4%	131
12. Flight services	1%	5%	69%	21%	4%	103
13. Vending Machines	2%	25%	35%	37%	0%	210
14. Duplicating Services	2%	5%	25%	57%	11%	197

September 28, 1990

Professor Richard Arvey, Chair
Assembly Committee on Support Services
Industrial Relations Center
537 Management & Economics
West Bank

Dear Dick:

On behalf of the Senate Consultative Committee I am writing to ask you and your committee to take up the matter of the appointment of the various advisory committees recommended by the report of the Task Force on Support and Service Units. Your committee appears to be the most appropriate body to develop recommendations in this area. I enclose a note that Gary Engstrand, staff to the Senate Consultative Committee, sent to Professor Ibele last year outlining the recommendations.

We are particularly eager to see your committee develop guidelines that would be of use to support units as they go about establishing an advisory committee. The appointment process and the functioning of these bodies should be routinized, to whatever extent possible.

You have seen, I presume, Professor Bowers' letter to Roger Forrester. We concur with his view that these advisory committees should be linked in some fashion to the Assembly Committee on Support Services. Professor Bowers has made one suggestion; perhaps committee members will have others.

We appreciate your taking on this task. Many who were involved in the work of the task force would see the appointment of effective advisory committees to be central to implementation of their recommendations; any steps you can take to further the process would be of great value. We would appreciate hearing a progress report from your committee at one of our first meetings of Winter Quarter; we would like, if at all possible, to have your final report by the beginning of Spring Quarter.

Thank you.

Cordially,

W. Andrew Collins, Vice Chair
Senate Consultative Committee

cc: Professor Warren Ibele
Senior Vice President Gordon Donhowe
Senior Vice President Leonard Kuhi



UNIVERSITY OF MINNESOTA
TWIN CITIES

Clinical Chemistry Section
Department of Laboratory Medicine and Pathology
Box 198 University of Minnesota Hospital and Clinic
Harvard Street at East River Road
Minneapolis, Minnesota 55455

(612) 626-3176

September 17, 1990

Roger D. Forrester
Director of Personnel
University Personnel Department
1919 University Avenue
St. Paul, MN 55104

Dear Roger:

Thank you for your letter of July 25 regarding the formation of an Academic Advisory Committee for the Personnel Department. I think such a committee would provide you with needed input from the employer-side of the spectrum to consider in conjunction with the Civil Service Committee which represents the employee aspect of your operation. I particularly like your idea regarding the inclusion of a representative from the greater Minnesota campus. My one concern is that the responsibilities of such an advisory committee could significantly overlap with those perceived for the Assembly Committee on Support Services (ACSS). It would, therefore, be my recommendation that you consider appointing this committee as a sub-committee of the ACSS and make appointments in conjunction with the Assembly. This would impact on the rotating terms and some other issues but would avoid potential confusion about the charges to committees. Since I am relatively new to the University governance structure, I would defer on specifics to Professor Ibele and the members of the Faculty Consultative Committee and the Committee on Committees to implement your recommendation.

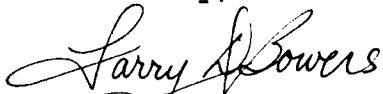
One suggestion that I will be making to the Committee on Committees regarding the ACSS is that the future appointments consider the amount of interaction that the faculty have with the various support units. This may require that more department heads or very active researchers be appointed to the committee so that they have actually experienced interactions with Physical Plant Operations, Physical Planning, and Personnel, for example. This will hopefully ensure that the individuals involved will have more than a cursory knowledge of the operation of the support units. You may want to consider similar criteria for inclusion regardless of the final appointment mechanism used for the Advisory Committee.

I will not be chairing the ACSS in 1990-91 and thus, have forwarded a copy of your letter and my response to the new chairman, Dr. Richard Arvey of the Industrial Relations Center. I am most pleased to see the seriousness with which you've taken the recommendations in the reporting of the task force on Twin Cities support and service units as was apparent from both your discussion

Letter, Roger D. Forrester
September 17, 1990
Page 2

with our committee last year and your continued implementation of those recommendations. I look forward to working with you more in the future to improve the University of Minnesota.

Sincerely,



Larry D. Bowers, Ph.D.
Professor

pc: Warren Ibele ✓
Richard Arvey
Gus Donhowe

PERSONNEL DEPARTMENT ACADEMIC
ADVISORY COMMITTEE

RESPONSIBILITIES:

- Ensure the needs of the academic community are addressed during the development and implementation of Personnel Policies and Programs
- Provide feedback on the effectiveness of personnel programs
- Review and provide feedback on Personnel Department organizational changes
- Provide the Faculty Senate and Sr. Vice President annual feedback on the performance of the Personnel Department

COMPOSITION:

- Seven faculty members serving three year rotating terms. The committee should be composed of faculty members representing a variety of colleges including the greater Minnesota campuses. In addition, one member should be from the Industrial Relations Department and another should represent the Assembly Committee on Support Services.

REPS. FROM :

HEALTH SCI.

I.T.

AG.

C.L.A.

COOR. CAMPUS

P/A GROUP

IND. REL

REP

MEMBERSHIP / AREAS?

May 15, 1990

Senior Vice President Gus Donhowe
Finance and Operations
301 Morrill Hall

Dear Gus:

This note is a progress report to let you know that we are inventorying our committees for appropriate groups to take on the responsibilities recommended in the report of the Task Force on Support and Service Units. You and I met on April 27 and agreed that this is something we should do; we need to think about a time to get together to compare notes and decide where things stand.

I will give your office a call in the next week or so.

Thanks.

Cordially,

Warren E. Ibele, Chair
Senate Consultative Committee



UNIVERSITY OF MINNESOTA

University Senate Consultative Committee

April 18, 1990

Senior Vice President Gus Donhowe
Finance and Operations
301 Morrill Hall

Dear Gus:

You sent me the enclosed note last December; I wonder if there is still not occasion for us to discuss the matter.

I am told, for instance, that Roger Forrester will be asked to meet again with the Assembly Committee on Support Services (ACSS), and that ACSS intends to follow up on the recommendations of the Task Force on Support and Service Units. As you know, moreover, the Consultative Committee is interested in knowing how you intend to respond to the recommendations to establish faculty/user committees to work with a number of the support units which report to your office.

Let me know if you think this might be the subject of a fruitful conversation.

Thank you.

Cordially,

A handwritten signature in cursive script, appearing to read 'Warren'.

Warren E. Ibele, Chair
Senate Consultative Committee



UNIVERSITY OF MINNESOTA
TWIN CITIES

Office of the Senior Vice President
for Finance and Operations
301 Morrill Hall
100 Church Street S.E.
Minneapolis, Minnesota 55455
(612) 625-4555

December 13, 1989

Dr. Warren E. Ibele, Chair
Senate Consultative Committee
Department of Mechanical Engineering
125 Mechanical Engineering
Minneapolis Campus

Dear Warren:

I think it might be useful to have a few words of conversation with respect to faculty committee connections to both the Personnel Department and Physical Planning. The attached letter from Larry Bowers on the Assembly Committee for Support Services is one dimension of that conversation. The other has to do with the Space Advisory Committee, chaired by Bob Kvavik, and its relationship to Physical Planning.

I'll have Phyllis try to set up a few minutes for the two of us to get together after the holidays. Thanks.

Sincerely,

A handwritten signature in black ink, appearing to read 'Gus Donhowe'.

Gus Donhowe
Senior Vice President for
Finance and Operations

GMD/pj

Enclosure

001 1 2 1989



UNIVERSITY OF MINNESOTA

University Senate Consultative Committee
125 Mechanical Engineering
111 Church Street S.E.
Minneapolis, MN 55455
(612) 626-0884

October 11, 1989

MEMORANDUM

TO: Vice President Nick Barbatsis
Senior Vice President Leonard V. Kuhi
Senior Vice President Gus Donhowe

FROM: Larry Bowers

I have been asked to serve as the chair of the newly-created Assembly Committee on Support Services (ACSS), which was established with the restructuring of the committees of the Senate and Assembly. I enclose a copy of the charge to the Committee.

As you can see, we will be expected to work with a wide array of units at the University, virtually all of which fall under your jurisdictions. It is my intent, at this point, to guide the Committee to serving as a consultative body which superintends and reviews the policies and plans of support units; I have no interest in becoming involved in their day-to-day management.

My reason for writing to the three of you is to seek your assent to a practice which I would like to initiate at the outset of the existence of the Committee. I would like to issue a standing invitation to all the support service unit heads with which the Committee will work to contact me about issues in their units and to attend meetings as we invite them or they deem appropriate. We will, of course, put all of the unit heads (as well as the three of you) on the mailing list for agendas and minutes. I wish those unit heads to feel free to bring matters of concern to the Committee and to consult with us whenever they wish. (The Committee will, of course, set its own agenda during the year as well--probably including following up on the recommendations of the Task Force on Support Services.)

Please let me know if you have any objection to my proceeding in this fashion; my campus extension is 6-3117.

Thank you.

6. SUPPORT SERVICES COMMITTEE

The Support Services Committee represents faculty, academic professional, student, and staff interests in the full range of support services on the Twin Cities campus.

Membership

The Support Services Committee shall be composed of 5 faculty/academic professional members, 4 students, one civil service staff member, and ex officio representation as specified by vote of the Assembly. Faculty, academic professional, and student members shall be nominated by the Committee on Committees with the approval of the Assembly. The Civil service staff member shall be appointed by the president in consultation with the Civil Service Committee.

14

Duties and Responsibilities

- a. To review the policies and administration of all support services on the Twin Cities campus. Support services include but are not limited to Housing, Placement Services, Transportation and Parking, Bookstores, University Police, Printing and Graphic Arts, Physical Plant, and Food Services.
- b. To serve in an advisory capacity to the administration of such support services where appropriate.
- c. To involve interested persons and groups in its deliberations where appropriate.
- d. To review support services compliance with appropriate local, state, and federal laws.
- e. To recommend to the Senate Consultative Committee such actions or policies as it deems appropriate.
- f. To submit an annual report to the Assembly.

December 6, 1989

Senior Vice President Gordon Donhowe
Finance and Operations
301 Morrill Hall
Minneapolis Campus

Dear Gus:

The Faculty Consultative Committee recently took up the report of the Task Force on Support and Service Units for the purpose of trying to determine who would be responsible for implementing the various recommendations in the report. We noted that two of the recommendations to create advisory or user consultative groups seem to fall in your bailiwick; we hope you will be kind enough to let us know how you intend to proceed.

Specifically, it is recommended that there be established an oversight committee for the Personnel Department which would represent the views of management; the committee is to be drawn from academic units across the University. It is my understanding that Roger Forrester has spoken with the Assembly Committee on Support Services but that no action has yet been taken. Do you intend to act as the appointing authority for the group, as the task force recommended?

It was also recommended that there be a planning commission for Physical Planning; there was no recommendation, however, about who should appoint it. Inasmuch as Physical Planning reports to you, it appeared to FCC that you should play the leading role in appointing such a group. I know that FCC is interested in the larger questions about campus planning, and I can assure you that FCC would be pleased to help in any way it can if you wish such assistance.

If you would like to join us at an FCC meeting to discuss these matters, we would of course be glad to make room for you on an agenda at your convenience.

Thank you.

Cordially,

Warren E. Ibele, Chair
Faculty Consultative Committee

June 13, 1989

MEMORANDUM

TO: Warren Ibele
FROM: Gary Engstrand

As I read through the Report of the Task Force on Support Services, I noted that there are a number of consultative/advisory groups recommended for creation and appointment. It occurs to me that FCC (or SCC) might, as appropriate, wish to play some role in the selection of those who will serve (given its active role in appointments over the past year). The groups are as follows; the numbers in brackets following the description are page numbers from the Task Force report.

1. An oversight committee for Personnel to represent the management viewpoint drawn from academic units across the University; to be appointed by the Vice President with responsibility for Personnel (presumably Gus Donhowe). Does FCC wish to advise Donhowe (whether he wants such advice or not)? [19]
2. A planning commission for Physical Plant for campus planning; no indication of who is to appoint. Does FCC (or perhaps, in this case, SCC) wish to act? Again, this would be a matter of consulting with Gus Donhowe. [26-27]
3. A faculty user consultative committee to work with Physical Plant Operations; Task Force report suggests that the Subcommittee on Physical Plant and Space Allocation might assume this responsibility. Is PPSA broadly representative? Or should there be a separate group, which might include representatives from PPSA? [38]
4. (Whether a specific group is envisioned here is not clear) "Involve faculty and academic units in the consultative processes of all four functional divisions of [Student Support Services]." FCC might wish to examine whether or not there should be something more specific to be done. [55]
5. Create an advisory committee for Support Services and Operations, replacing all separate advisory committees which have existed previously. The language of the report suggests that the new Assembly Committee on Support Services (ACSS) might serve, but the ACSS has a charge which includes many units not specifically a part of SS&O. Should ACSS do this, or should it have a separate group, perhaps a subcommittee, specifically for SS&O? Or should there be a whole separate group? Neil Bakkenist might have some wisdom to offer. [61]
6. A faculty/user committee for the Police; there is no indication of who should appoint it although it is to report to the appropriate vice president (now, Student Affairs). Should there be a separate group? The Police are one of the groups identified as appropriate for ACSS to superintend; I'm not sure why there should be a separate group just for the Police. [67]

We can decide later how you wish to proceed.

December 4, 1990

Memo

To: W. Andrew Collins
Vice Chair
Senate Consultative Committee

From: Richard Arvey, Chair
Assembly Committee on Support Services

Regarding: Recommendations regarding advisory roles/committees

As you know, we were asked to provide input and recommendations regarding the formation and appointments of various advisory committees associated with the different support services across the University. This charge is based on the observation that a number of recommendations made by the Task Force on Support Services were that some kind of advisory or consultative group be formed to provide input and consultation to the operating directors and units of the different support services. I am attaching a copy of the memorandum submitted by Gary Engstrand to Warren Ibele detailing the specific recommendations made by the Task Force regarding these advisory groups.

It appears as if the major motive behind these recommendations is to provide a variety of different perspectives who can deliver input and consultation to the various support units. It seems as if there was concern that the different support units were, to some extent, operating in a vacuum with little input from different constituent representation and viewpoints. Thus, the notion of forming advisory groups with different representative viewpoints has a good deal of appeal in dealing with this issue.

There are several questions which our committee has raised concerning the formation and appointment of such advisory groups. These questions include the following:

1. Which support units should form advisory groups? Should the smaller units have to develop such advisory units? Only the large units?
2. What should the composition of the groups look like? How much representation should come from the faculty? A related question is how many members should be involved?

3. How should these members be recruited, selected, and motivated? What should the nature of these commitment be? How can the support units help insure commitment and attendance? What is the nature of the appointments--temporary or standing?

4. At what level should the advisory groups function? Should the advisory groups deal only with policy and strategy? Should operating decisions be dealt with?

5. What should the responsibility and reporting relationships of these advisory groups be vis a vis the support units, the Assembly Committee on Support Services, etc?

Below I summarize our committee's thinking regarding each of these questions and provide a recommendation.

Question 1: Which support units should form advisory groups?

Because there are some many different operating support units across the University (Appendix A in the Task Force lists 54), it seems reasonable that the formal standing advisory committees be limited to the largest units which have the most impact across the University. These units might include those listed in the Engstrand memo (Personnel, Physical Plant Planning, Physical Plant Operations, Support Services, Student Support Services, and Police). However, it also seems reasonable that the smaller support units might consider forming advisory groups on an "as needed" basis rather than develop a standing advisory groups.

Recommendation: Only the largest support units should form standing advisory groups. The smaller units should be asked to develop temporary and ad hoc advisory group committees.

Question 2: What should the composition of the group "look like"? Our reading of the Task Force Report and the specific recommendations regarding advisory group membership suggests that a major theme is that faculty and "user" representation be included. While each unit might have a different kind of constituency (e.g personnel versus physical plant operations), we feel that the various support units should define for themselves who their clients are and insure their representation. However, we feel strongly that faculty representation is almost a "must" and should be one element of the advisory group composition across all committees. While student representation is also an important unit, our committee agreed that this representation was especially difficult to obtain and maintain.

We also considered the matter of advisory group size, our committee was sympathetic to the notion that the group should be kept to a manageable level and preferably small rather than large. Thus, committees should be in the range of 4 to 6 individuals.

Recommendation: The support units should define who their clients are and develop representation from among this constituency. Faculty representation is a necessity. Keep the size of the advisory groups to within 4 to 6 members.

In addition, we considered the type of commitment asked for by group members. Our committee feels that there are various advantages of asking for multiple year appointments (e.g. lower transaction costs, greater continuity, etc.) but also realize that members might not want to engage in such activities for more than one year, especially faculty given their other demands.

Recommendation: The group members should be asked to serve for two or more years, but consideration should be their preferences. Members who only want a one year commitment should not be excluded from the groups.

Question 3: How should these members be recruited, selected, and motivated?

This question constitutes one of the more perplexing issues associated with the formation of such advisory groups. Since we recommend that faculty participation is a "must", how then do the units recruit and obtain faculty representation? Apparently, identifying faculty who will indeed participate regularly has been a problem. There are a number of systemic factors which contribute to this malaise: No rewards for faculty participation in service activities, no recognition, competition for time vis a vis teaching and research efforts, etc.

Our committee deliberated about the recruitment commitment dilemma for some time. It was felt that the support units needed to make more proactive efforts at simply getting exposure to faculty via lunches (the "take a faculty member to lunch" idea), seminars, sitting in on lectures, etc. It was noted that it is hard to identify willing faculty to serve on these committees when you don't know any faculty. Members in the various support units should be asked to nominate faculty with whom they had some exposure and interaction thus helping to develop names of faculty with whom there had been some contact (as opposed to blind nominations).

We also discussed the issue of commitment (as expressed through attendance and participation). We felt that a number of potential rewards and reinforcements had not been considered in the past and that it might be of some utility to consider them for use in maintaining commitment. These include such things as: Providing monetary rewards for serving on the advisory committees, providing passes to theater shows, access to the University athletic events (or good seats?), parking priorities, reduced parking fees, food

services, etc. The point was made that since we are dealing with support services, perhaps some of these services could be provided to those faculty and no or reduced rates in order to serve as rewards or compensation for their ongoing participation.

Recommendation: Support units should be encouraged to form more close relationships with faculty members through a variety of mechanisms. These faculty members should become natural "candidates" for advisory group memberships.

Support services units should search for a variety of potential reinforcement and reward elements which might serve to maintain interest and commitment on the part of faculty members.

Question 4: At what level should the advisory groups function?

Our committee believes that there are a variety of policy and operational pieces which could be considered by each of the advisory committees and that it might be unwise to suggest the kinds of issues to be taken up by the committees. It seems to us, however, that the committees might operate most efficiently if the types of issues and particular functioning is left up to their discretion. We do, however, feel that it may be best to operate as a policy, strategy, and review committee rather than making specific operational decisions. That is, the committees might be most effective by operating and dealing with broad base issues and directions.

A suggestion was generated that the individual support units could also put into place one-time only advisory groups which could deal with specific issues such as emergency items, deadline decisions, complaints, etc. In fact, one of the units (i.e. Support Services) refers to these groups as "attack groups" which have the objective of dealing with specific immediate issues facing the support unit. Their constitution is, by nature, short term. Our committee felt that this model was worthwhile pursuing across different support units. That is, advisory groups would be of two types: An ongoing standing committee which deals with policy and strategy and various short term committees dealing with immediate and specific issues. The composition of the two groups could be overlapping or independent.

Recommendation: We recommend that two types of advisory groups be formed: First, an ongoing or standing committee which reviews the support units at the policy and strategy level. Second, various temporary advisory groups be formed to review emergency items, complaint items, and so forth. The two groups may be over-lapping or independent.

Question 5: What should the responsibility relationships be between the advisory groups and the Assembly Committee on Support Services, the support units, etc?

Our committee took a different tact on this issue compared with the position articulated by the former chair. We feel, somewhat strongly, that the ACSS should not be the central reporting committee to which the advisory committees report. Instead, we feel that the advisory committees be responsible directly to the support units with which they are associated and have a reporting relationship with the ACSS. Our sentiment is based on the notion that the ACSS simply does not have the resources nor time to deal with each individual support unit advisory committee. We would like to know and understand the issues and concerns dealt with by these committees, but the direct reporting relationship should be to the support unit.

It should be noted that this position differs from the one articulated by Professor Bowers, former chair of the ACSS, who suggested that the ACSS operate in a more central role where different advisory groups might report directly to it. Another suggestion that he put forward was members of the ACSS should also serve on these other support unit advisory groups. Our committee felt that the ACSS members simply don't have the time or resources to serve in this kind of multiple duty role. Certainly, the faculty don't have this kind of time.

Recommendation: The advisory groups associated with each support unit should report directly to the line operating management within each unit. However, communications and information should be shared with the ACSS.

Finally, we took up the issue of who should be responsible for providing staff support (e.g. secretarial tasks, copying, etc.) to the various advisory groups, and concluded that the units themselves would need to finance these duties.

cc: Professor Warren Ibele
Senior Vice President Gordon Donhowe
Senior Vice President Leonard Kuhl



UNIVERSITY OF MINNESOTA

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April 9, 1991

Senior Vice President Robert Erickson
Finance and Operations
301 Morrill Hall

Vice President Marvalene Hughes
Student Affairs
110 Morrill Hall

Dear Vice President Erickson and Vice President Hughes:

Although neither of you were on the campus at the time, in 1988 the Senate Consultative Committee and the Senior Vice President for Academic Affairs jointly commissioned a Task Force to review University support service units. The task force issued its report in May, 1989; the report was entitled "Serving the University of Minnesota's Academic Mission: A Review of Twin Cities Campus Support and Service Units." (If you do not have a copy of the report, please contact me; I will be glad to provide one.)

One of the recommendations of the Task Force was that advisory groups be appointed for some of the support units. We have finally, after considerable review and delay, reached the point of establishing such advisory groups. You may wish to refer to the Task Force report; the recommendations with which we are concerned appear on pages 6 and 7 of the report.

It is my judgment--subject to slight modification as SCC and the Assembly Committee on Support Services considers the variety of support and service units --that the units which should have standing advisory groups are:

- Personnel and Employee Benefits
- Purchasing
- Physical Plant Operations
- Physical Planning
- Student Support Services
- Support Services and Operations

There are other large support units which interact extensively with faculty and students, to be sure, but the ones we consider the most important already work closely with existing Senate Committees (such as the libraries, computing, the Office of Research and Technology Transfer Administration). It is the major

support units listed above which have not, in the past, had any advisory group working with them.

In order for an advisory group to be effective we will need to provide it with staff support. It was suggested by one member of the Senate Consultative Committee that perhaps a small tax could be levied on these units, the funds to be used to hire staff (perhaps a graduate student) to take minutes, organize meetings, prepare reports, and perform other chores. I believe that certain economies of scale could be achieved if the individual were to work under the auspices of the Consultative Committee staff; our existing budget, for example, could probably handle the small supply and duplicating expenses which would be required.

If you believe that this might be an appropriate way to proceed, I would appreciate your assistance. While I do not know at this time exactly how much money might be required, I imagine that if we were to hire someone on a 25% time basis--who would serve as staff to all of the advisory groups--we might need at total of around \$5,000.

Thank you.

Cordially,



Warren E. Ibele, Chair
Senate Consultative Committee

cc: President Nils Hasselmo
Senior Vice President Leonard Kuhi
Professor Richard Arvey, Chair
Assembly Committee on Support Servicew
Mr. Roger Forrester
Mr. Clint Hewitt
Ms. Susan Markham
Dr. James Preus