

**UNIVERSITY OF MINNESOTA**

**BOARD OF REGENTS**

**Faculty, Staff and Student Affairs Committee**

**Thursday, October 16, 2008**

**1:30 – 3:30 p.m.**

**Ballroom B, Kirby Student Center  
University of Minnesota Duluth**

**Committee Members**

John Frobenius, Chair  
David Metzen, Vice Chair  
Clyde Allen  
Dallas Bohnsack  
Venora Hung  
Dean Johnson

**Student Representatives**

Jordan Bronston  
Adam Yust

**A G E N D A**

1. Supporting Employee Excellence through Training, Development, & Coaching - M. Mitchell/R. Barry/C. Bonnema (pp. 2-6)
2. Enhancing Student Services in Duluth: Applications of TLP Learning - B. Gildseth/M. Larson (pp. 7-10)
3. Consent Report - Review/Action - C. Carrier (p. 11)
4. Information Items - C. Carrier (pp. 12-15)



**UNIVERSITY OF MINNESOTA  
BOARD OF REGENTS**

**Faculty, Staff, and Student Affairs Committee**

**October 16, 2008**

**Agenda Item:** Supporting Employee Excellence through Training, Development, & Coaching

review       review/action       action       discussion

**Presenters:** Mel Mitchell, Director, Organizational Effectiveness  
Rosie Barry, Assistant Director Organizational Effectiveness  
Corey Bonnema, Coordinator, Organizational Effectiveness

**Purpose:**

policy       background/context       oversight       strategic positioning

The purpose of this presentation is to review and inform the Board of the emerging needs of University staff and faculty as they relate to education and professional development, discuss how the Organizational Effectiveness division meets those needs, and share the impact this has on the overall strategic direction of the University of Minnesota.

**Outline of Key Points/Policy Issues:**

This presentation addresses the following Board of Regents Human Resources guiding principles:

- In partnership with employees, support the professional development, growth and vitality of all employees in an engaged environment.
- Develop and support leadership at all levels of the organization, recognizing its importance in creating a culture of excellence.

The services of the Organizational Effectiveness unit are tailored to meet the needs of the individual, unit, or organization within the University. We build organizational capacity and individual capabilities by:

- 1) Creating a foundation of resilience and growth through regularly offered training, consulting, coaching, and leadership development activities.
- 2) Providing intense and targeted services during times of changes and/or to support key strategic initiatives.
- 3) Creating collaborative partnerships both within and outside the University.

**Background Information:**

The Organizational Effectiveness unit has previously presented key initiatives to the Board of Regents. Most recently, Mel Mitchell, Director of Organizational Effectiveness, presented the Talent Management System being implemented at the University. The presentation described how this talent management system will help the University of Minnesota differentiate itself through its focus on leadership. Previous presentations included a review of the President's Emerging Leader and Transformational Leadership programs.

**University of Minnesota**

**Board of Regents**

**Faculty, Staff and Student Affairs Committee**

**October 16, 2008**

**Supporting employee excellence through training, development and coaching**

**Background**

The Organizational Effectiveness unit serves as the institution's gateway to training, development and consulting resources that build organizational capacity, increase individual capabilities and promote a culture of strong excellence through strong leadership. The division collaborates with institutional stakeholders to strategically and systematically address the University's mission and goals. These efforts assist in the recruitment, retention, and development of exceptional faculty and staff, as well as supporting the university's development as an exceptional organization.

**Meeting the Needs**

The Organizational Effectiveness unit supports the development of an exceptional organization by being flexible and continually evolving to meet the changing needs of the institution. This requires us to provide a regular set of training, consulting, coaching and leadership development activities. Within these activities, however, we work to provide services in a way that allows employees to build resilience for changes that will likely occur in the future, as well as develop new skills and understanding. In addition, OE is prepared to provide intense and targeted services during times of transition and in supporting key initiatives. We have done this two times in the last several years. The first example is the combining of six colleges into three colleges and the second is the implementation of the Enterprise Financial System (EFS). Finally, we have accomplished much by collaborating with our colleagues within the Office of Human Resources and outside within the colleges.

One way OE is meeting these goals is by staying abreast of current research. For example, the OE staff have incorporated features in their newly designed courses based on research about skill building and information retention. The staff is currently looking at new brain research on topics such as decision-making and change to see how that information can be used by clients to be more effective and productive. The decision-making research tells us that making many small decisions makes it harder to make an important decision and the change data indicates that what we see as "resistance to change" is actually the brain reacting to the new information as a "threat" to doing their work correctly. Our job is to translate this information into our courses and our leadership coaching work. Doing this helps supervisors and managers to have realistic expectations, as well as help them identify actions to take to move employees efficiently and effectively through change. We are also in the process of incorporating this information to employee training on change.

## **Engaging and Retaining Employees**

Research from the Corporate Leadership Council suggests that “employee engagement drives employee performance and workforce retention.” They further state that “Every 10% improvement in commitment increases employees’ effort by 6%,” and ..... “can decrease an employee’s probability of departure by 9%.” They list day to day work, team, direct manager, and the organization as focal points for building commitment.

The structure of OE, its processes and systems are geared to address all four of these focal points. Of the four, the direct manager is undoubtedly the most influential. Studies by Watson Wyatt study and the Corporate Leadership Council indicate that manager quality directly affects employee performance and satisfaction:

- Two of the five main reasons that employees leave a company are dissatisfaction with management and conflicts with managers
- Manager quality is the second most important factor for overall employee satisfaction, after base pay

For this reason, much of the work done by OE focuses on supervisors, managers and those in a position to lead. As an example, consulting, training and coaching delivered during the creation of three new colleges focused on the individual directors, their past training and education, their current competencies and the strategic needs of the organization. Emphasis was placed on not only helping the new colleges navigate the change, but also on gaining a shared vision with the institution and moving their priorities in the right direction. These directors had a variety of tasks, ranging from arranging for work space for their employees to creating a strategic approach to meeting customer needs. The work with these directors was intended to help them accomplish their tasks effectively, as well as work more closely as a group with the needs of the college in mind, rather than on their own department. OE staff did this through individual coaching, as well as group sessions on topics that were of importance at the time. OE staff also provided team building to their new staffs to get them started on the right foot.

As OE staff worked with the new colleges, we “studied” the situation in order to create an understanding that could be applied to future situations. Through this multi-year process, we were able to identify themes and learning that could be used by other leaders going through transitions with their groups. For example, as the new EFS system is implemented, we found that much of what we learned in the process of the combining of the colleges applies to the EFS implementation as well. This, combined with research into how new technical systems are implemented, provided us with information that we can use to coach leaders to understand what expectations are reasonable.

A specific example of OE’s efforts in one large college implementing the new Enterprise Financial System will make our work clearer. As the project was kicked off, OE staff provided organizational design and planning for the change, workshops on change and a coordinated training program for the principal accountants (many of whom were new supervisors). The training included strategies for managing change, focus on customer service, interviewing techniques, a hands-on session on performance management, techniques for problem solving, in-depth information on situational leadership and the basics of team building. The OE staff is currently in the process of delivering group coaching to

the group of leads in this unit so they can share issues and learn together. In this same college, eight sets of chairs and their administrators were interviewed to help define what the human resource function in that college should provide.

Organizational Effectiveness staff have built partnerships and collaborations with many constituents at the University. The staff has a reputation as a knowledgeable, neutral resource that can maintain confidentiality for individual units. Because OE is part of a central unit, it is seen as not having a particular “point of view” within the college or unit, and employees are more comfortable being open with a neutral person. In addition, OE staff are part of the university, and understand the uniqueness of the situations that arise and can address them directly.

As an example, in one unit as a result of an investigation by the Office of Equal Opportunity, OE staff were called in to assess the morale of a large unit. All of the employees were confidentially interviewed using a standard set of questions and the data was summed up and delivered to the head of the unit along with recommendations on how to move forward, given the information. The unit director and the leadership team are now making plans to address issues surfaced in the interviews.

Staff within OE possess a variety of skills and backgrounds. OE capitalizes on that diversity by making sure that the right expertise is matched with the needs of the individual or the unit. For some units, there is more than one immediate need and OE can provide multiple resources to them as well as bring to them knowledge of what other units at the University are doing. For example, all OE consultants can have an initial interview with a client to determine what the situation is and how it should be addressed and by whom. In one case, several faculty members were in a significant disagreement and one staff person provided mediation services, which cleared the way for the group to address strategic planning issues, which was facilitated by another staff member. In other situations, the consultant will find that the leader needs some help in the supervisory area, while the group needs some team building focus.

### **Who does Organizational Effectiveness Serve?**

OE supports the University's commitment to developing exceptional staff by addressing the needs of a wide variety of University employees. Services are designed to provide employees with knowledge, skills and abilities so that they can be more engaged in their work and support their personal continuous improvement goals and their unit and the organization. Because of our internal position and knowledge of university practices, policies and unique situations, OE staff are able to meet the needs of staff.

Representative groups of employees supported by OE include:

- Individual Leaders and their Teams - In fiscal 07-08, OE provided services to 128 different units at the University on issues ranging from implementation of Enterprise Financial Systems and conflict mediation to team building and strategic planning
- High Performers - The need for coaching and consulting services is directly proportionate to the transition required to meet strategic demands at the college, department and institution level.
- Financial Cluster Staff - During the development and implementation of EFS, team leaders received a variety of services from OE, including coaching of leaders, organization design of the clusters, supervisory training for new leaders and team building of the newly formed teams.

- Women Leaders – The Women’s Leadership Institute has provided networking and leadership development opportunities to approximately 240 women in civil service, bargaining unit, and professional/administrative positions.
- Supervisors and Managers - Over 1700 supervisors or managers took part in supervisory training program offerings in 2007-2008. This ranged from a two-day introduction to policy, procedure and resources to a more in-depth look at specific supervisory practices. Several programs focus on leadership as well.
- Employees in Transition - Typically, 500 to 600 individual employees per year access OE for help with career issues through workshops, on-line services and confidential individual sessions.
- Operations Staff - In 2007-2008, Training Services participated in the enterprise financial system implementation and delivered training to over 3,150 individuals.

### **Summary**

The Organizational Effectiveness unit serves thousands of employees each year, either individually or in groups. Programs and staff are structured to give maximum flexibility in meeting the goal to build organizational capacity and individual capability to help achieve the University of Minnesota’s strategic objectives.



**UNIVERSITY OF MINNESOTA  
BOARD OF REGENTS**

**Faculty, Staff, and Student Affairs Committee**

**October 16, 2008**

**Agenda Item:** Enhancing Student Services in Duluth: Applications of TLP Learning

review       review/action       action       discussion

**Presenters:** Bruce Gildseth, Former Vice Chancellor, UMD  
Matt Larson, Office of Service and Continuous Improvement

**Purpose:**

policy       background/context       oversight       strategic positioning

The Transformational Leadership Program (TLP) was brought to the UMD campus in 2006 to support the UMD Strategy Map for Improving Retention and Graduation Rates, a framework developed by the UMD Student Success Work Team. Since its inception, the program has been expanded to all campus units seeking to make process improvements in their respective areas. Looking ahead, the future of TLP at UMD provides exciting opportunities, not only for faculty, staff and administrators, but also for our student leaders and our local and civic partners.

**Outline of Key Points/Policy Issues:**

- Provide an overview of the Transformational Leadership Program (TLP) at UMD and how it strategically supports campus goals and objectives.
- Showcase the benefits derived from individual TLP projects and strategic project clusters.
- Discuss the future of TLP, including potential opportunities with the Kirby Leadership Institute and our local and civic partners.

**Background Information:**

The Transformational Leadership Program (TLP) was created in 2005 in a joint effort between the U of M Office of Service and Continuous Improvement and 3M Corporation, a global leader in process improvement and performance excellence initiatives. The Faculty, Staff, and Student Affairs Committee heard about this program at the April 2008 meeting, as part of the presentation by Mel Mitchell and Scott Martens entitled "Talent Management System: Supporting Exceptional Leaders throughout the University." The TLP program supports the University's Strategic Positioning process by developing Exceptional Faculty and Staff and by creating an Exceptional Organization. TLP also addresses the Board of Regents Human Resources guiding principle of "developing and supporting leadership at all levels of the organization, recognizing its importance in creating a culture of excellence."

**University of Minnesota  
Board of Regents  
Faculty, Staff and Student Affairs Committee  
October 16, 2008**

**Enhancing Student Services in Duluth: Applications of TLP Learning**

**I. Introduction**

The TLP program was brought to the Duluth campus in 2006 as a result of a campus strategic initiative to improve retention and graduation rates at the University of Minnesota Duluth. In 2005, Chancellor Kathryn Martin charged an ad hoc committee, the Student Success Work team (SSW), to develop a framework to address UMD's retention and graduation rate challenges ([www.d.umn.edu/goto/ImproveRetention](http://www.d.umn.edu/goto/ImproveRetention)).

Team members Matt Larson, consultant for the University of Minnesota Office of Service and Continuous Improvement, and Stephanie Vine, TLP participant, brought the TLP process improvement tools to the team to help guide its work in developing the Strategy Map. Subsequently, UMD executives soon realized that the TLP training program could be used as a vehicle to drive retention-related process improvement projects, as identified by the SSW, and an overall campus culture of performance excellence.

UMD has successfully led two TLP cohorts, graduating a combined total of 32 staff and faculty members each driving their own strategically-aligned process improvement project (<http://www1.umn.edu/osci/tlp.html>). A third TLP cohort is being planned for Fall 2008.

The UMD Office of the Vice Chancellor for Academic Support and Student Life, in partnership with the Office of Service and Continuous Improvement, is responsible for directing TLP activities at UMD. In 2008, UMD created a position of TLP Coordinator/Trainer to drive campus-wide process improvement initiatives at UMD.

**II. TLP Training**

The Office for Academic Support and Student Life (ASSL) spearheaded the TLP movement at UMD and recruited experts in the fields of student affairs, advising, and supportive services to attend training and focus on improving service in the areas of academic and personal support, academic planning and university culture, all of which impact student success. The result of ASSL's efforts was the successful completion of eleven retention-related process improvement projects. Benefits were also gained in other units such as ITSS, Health Services, and Disability Services, as the result of eight additional process excellence projects ([http://www1.umn.edu/umnnews/Faculty\\_Staff\\_Comm/Office\\_of\\_Service\\_and\\_Continuous\\_Improvement/TLP\\_heads\\_north.html](http://www1.umn.edu/umnnews/Faculty_Staff_Comm/Office_of_Service_and_Continuous_Improvement/TLP_heads_north.html)).

Due to the success of the initial cohort, the TLP program returned to UMD in 2007, graduating thirteen staff and faculty members. Again, eleven of the thirteen projects

focused on improving programs and services as outlined in The Strategy Map for Improving Retention and Graduation Rates ([http://www1.umn.edu/umnnews/Faculty\\_Staff\\_Comm/Office\\_of\\_Service\\_and\\_Continuou\\_s\\_Improvement/Improving\\_student\\_persistence.html](http://www1.umn.edu/umnnews/Faculty_Staff_Comm/Office_of_Service_and_Continuou_s_Improvement/Improving_student_persistence.html)).

The importance of the TLP program and its supporting role in the retention and graduation rate initiative has been praised by several UMD executives. Chancellor Kathryn Martin expressed her strong support for the program in a recent speech to cohort 2 participants: “Any innovative ideas for improvement that positively impact the student experience at UMD and thus result in improved graduation rates will be considered and supported by UMD administration.”

A third cohort of the UMD TLP program is being planned for Fall/Winter 08-09. Special emphasis will be given to programs and services related to assessment and learning outcomes, human resources, facilities management, and student services. In addition to UMD faculty and staff, cohort 3 will include participants from other campuses.

### **III. Impacts of TLP at UMD**

Strong administrative support for performance excellence initiatives

- Project sponsorship from the Chancellor, Vice Chancellors, Associate Deans, and Department Heads
- Quarterly reviews of the Strategy Map by the Chancellor’s Group, with recommendations for new project initiatives
- Establishment of a TLP small grants fund
- Establishment of a TLP trainer/coach position
- Permanent home for TLP and other continuous process improvement methodologies and initiatives within the Academic Support and Student Life division under the direction of Vice Chancellor Randy Hyman

A campus-wide student success framework that reflects and supports the Strategy Map and the 30-60-90 Student Success/Graduation Rate initiative

- TLP projects led by student affairs and advising personnel from each of the collegiate units
- Strong cross-functional collaboration on projects and common goals
- Student success framework created, enhanced, and introduced to the UMD campus community within a period of 18 months
- Development of a comprehensive retention/graduation rate data collection plan and measurable key indicators

A small sampling of TLP project success stories

- A completely revised and expanded Welcome Week program (resulting from a multiple TLP projects)
- Development of a comprehensive student leadership program
- Development of “Adviser Connect,” an adviser/advisee web-based communications system

- Creation of a pilot program to increase on-campus student employment opportunities for NHS students
- Purchase and installation of project management software to improve the timeliness of problem and project resolution for ITSS issues
- Continuing efforts to build a comprehensive menu of internships for students

#### **IV. Future of TLP at UMD**

The TLP program has proven to be an excellent vehicle for driving UMD strategic goals and objectives, as demonstrated with the retention and graduation rate initiative. The goal of the program in the years to come is to use the TLP tools and techniques to support and advance other UMD strategic initiatives.

In addition to driving internal improvements at the administrative level, Vice Chancellor Randy Hyman, envisions the program being incorporated at the student level and used as a public outreach vehicle with local and civic partners, as follows:

- Further support the strategic goals and initiatives of the campus and the student learning experience
- Further expansion of the TLP program and other process improvement methodologies (Lean, Kaizen, Value Stream Mapping, etc) into the collegiate units and other campus departments
- Incorporate process improvement curriculum into the Kirby Student Leadership Institute and providing a vehicle for hands-on learning
- Explore process improvement alliance opportunities between UMD and our local and civic partners



**UNIVERSITY OF MINNESOTA  
BOARD OF REGENTS**

**Faculty, Staff, and Student Affairs Committee**

**October 16, 2008**

**Agenda Item:** Consent Report

review       review/action       action       discussion

**Presenters:** Vice President Carol Carrier

**Purpose:**

policy       background/context       oversight       strategic positioning

To seek approval of senior administrative appointments and institutional appointments to other boards, agencies, or organizations as required by Board of Regents Policy: *Reservation and Delegation of Authority*.

**Outline of Key Points/Policy Issues:**

No Consent Report is anticipated this month for the Faculty, Staff, and Student Affairs Committee.

**Background Information:**

Board of Regents Policy: *Board Operations and Agenda Guidelines* calls for items, such as senior administrative appointments, bargaining unit contract approvals, and appointments of certain trustees and board members, to be brought before the Faculty, Staff, and Student Affairs Committee for action.



**UNIVERSITY OF MINNESOTA  
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**Agenda Item:** Information Items

review       review/action       action       discussion

**Presenters:** Vice President Carol Carrier

**Purpose:**

policy       background/context       oversight       strategic positioning

To inform committee members of noteworthy items, administrative actions, and local, regional, and national policy-related issues affecting University units and departments.

**Outline of Key Points/Policy Issues:**

- Personnel highlights
- University highlights
- Faculty and staff activities and awards
- Student activities and awards

**Background Information:**

This report appears as a regular item on the Faculty, Staff, and Student Affairs Committee agenda.

# UNIVERSITY OF MINNESOTA

## BOARD OF REGENTS

October, 16 2008

### Faculty, Staff, and Student Affairs Committee Information Report

*This report does not capture and record a complete listing of the significant awards and activities of the University community but, rather, makes note of unit reported items in these areas. It also highlights reports and activities at the local, regional, and national level in the area of faculty, staff, and student affairs.*

#### **Personnel**

Jackie Millslagle has been appointed associate vice chancellor for academic administration and director of assessment at UMD. She began her new duties July 28. Millslagle was formerly associate dean in the College of Education and Human Service Professions.

#### **Highlights**

GoNorth!, a free adventure learning project for the K-12 classroom based in the College of Education and Human Development, has been named a 2008 Tech Awards Laureate by the Tech Museum of Innovation. GoNorth! was selected from among hundreds of nominations as one of 25 innovators from around the world recognized for applying technology to benefit humanity.

The University of Minnesota, Morris is among only 11 Minnesota colleges and universities named “exemplary” by the National Wildlife Federation in its recent survey “Campus Environment 2008: A National Report Card on Sustainability in Higher Education.”

#### **Faculty and Staff Activities and Awards**

Richard Beach, curriculum and instruction, has been appointed to serve as a member of the Commission on Media for the National Council of Teachers of English. The goal of this commission is to help teachers understand the value, possibilities, and constraints of multi-modal literacy and to support advocacy work with schools and policymakers.

Scott Dehm, Masonic Cancer Center, has received a Young Investigator Award for 2008 from the Prostate Cancer Foundation. He was one of 19 researchers in the United States, Canada, and the United Kingdom selected to receive this award.

Dean Tom Fisher, college of design, was elected Association of Collegiate Schools of Architecture president for 2009-10.

Christy Haynes, chemistry, is a recipient of the prestigious 2008 New Innovator Award from the National Institutes of Health. She is the first U of M faculty member to win this award, which will provide \$1.5 million over five years for her research in therapeutic approaches for treating allergic reactions and asthma.

Mary Hoepfner, Debra Olson, and Amy Scheller, all from the school of public health, received the MERLOT (Multimedia Educational Resource for Learning and Online Teaching) Award for Exemplary Online Learning Resources for their work on “Outbreak at Watersedge.” The web-based interactive game can be viewed at <[www.mclph.umn.edu/watersedge](http://www.mclph.umn.edu/watersedge)>

Tim Johnson, veterinary and biomedical sciences, was awarded the Brian Wilkins Memorial Prize for outstanding young scientists at the International Plasmid Biology Conference. Eligible scientists are at an early phase of their career and committed to studying mobile genetic elements, horizontal gene transfer, or properties linked to these topics.

L David Mech, fisheries, wildlife, and conservation biology, is honored in the Minnesota Historical Society’s MN150 exhibit for his work with wolves. The exhibit documents responses to the following question: What person, place, thing, or event originating in Minnesota do you think has transformed our state, our country, or the world?

Roger Rusack, physics, has been named project manager for the Electromagnetic Calorimeter (ECAL) portion of the Compact Muon Solenoid experiment in Geneva, Switzerland. ECAL consists of 75,000 lead tungstate crystals, the largest number ever assembled for a single experiment.

Donna Spannaus-Martin, center for allied health programs, was inducted into the Alpha Mu Tau Honorary Fraternity of the American Society for Clinical Laboratory Science.

Nathan Springer, plant biology, has been appointed to the editorial board of the journal *Plant Physiology*.

The National Conference of State Legislatures has honored Steve Sviggum, Humphrey Institute, with the Excellence in State Legislative Leadership Award, the nation’s top legislative honor.

Deborah Swackhamer, environmental health sciences, has been appointed to a two-year term as chair of the EPA Science Advisory Board. The board’s principal mission includes reviewing the quality and relevance of the scientific and technical information being used or proposed as the basis for EPA regulations. Swackhamer was also recently appointed by Governor Tim Pawlenty to the Green Jobs Task Force, which was created by the 2008 Legislature to develop a statewide action plan to optimize the growth of the green economy.

Diane Wiese-Bjornstal, kinesiology, has been selected as an associate editor for *Research Quarterly for Exercise and Sport*.

### **Student Activities and Awards**

Architecture undergraduate students Daniel Carlson and Laura Schlifer won the first 2008 Berkeley Prize Architectural Design Fellowship in celebration of the Berkeley Prize's tenth anniversary. Their project, "Baby Boomers: A New Take on the Old," calls for re-envisioning the traditional senior center to better meet the needs of the baby boomer generation. The Berkeley Prize educates undergraduate architecture students through essay writing and a travel fellowship that "the smallest act of building has global implications: that design can and does play a major role in the social, cultural, and psychological life of both the individual and society at large."

Second-year Law School student Theresa Stadheim won two writing awards in the Ninth Annual Intellectual Property Writing Competition sponsored by Foley & Lardner LLP. Her article "Rambus, N-Data, and the FTC: Balancing Patent Holder Rights and Consumer Protection in Standards-Setting Organizations" won the grand prize for a second-year student, and "How *KSR v. Teleflex* Will Affect Patent Prosecution in the Electrical and Mechanical Arts" won an honorable mention. Entries were judged on originality, research, content, and contributions to the law and practice.

Steve Tousignant, college of veterinary medicine, has been selected to become the 2009 vice president of the Veterinary Business Management Association (VBMA). The VBMA is the largest independent veterinary student organization in the world, with 28 chapters at veterinary schools across the country, three international chapters, and more than 2,600 student members.