

2014-15 UNIVERSITY OF MINNESOTA

FEBRUARY 6, 2015

P&A SENATE MINUTES: No. 4

The fourth meeting of the P&A Senate for 2014-15 was convened in 5-125 Moos Tower on Friday, February 6, 2015, at 9:35 a.m. System campuses were linked by ITV. Checking or signing the roll as present were 31 P&A members and nine alternates. Chair Katherine Dowd presided.

1. P&A CONSULTATIVE COMMITTEE REPORT

Katherine Dowd, Chair of the P&A Consultative Committee (PACC) and Senate, reported that the P&A Senate received a report on the Upgrade at its December meeting. That same month the Regents also heard about the Upgrade and the Job Family Study. At the January Senate Consultative Committee meeting, members were informed that the Upgrade go-live date has been pushed back and should be set for sometime in late spring semester.

Regarding the Upgrade, Cynthia Murdoch stated that February 13 was the previous go-live date, but April 10 is the new date that the system will go down. Most processes will be down and in a view-only mode for 7-9 days. The new system and Portal will be available around April 20.

Katherine Dowd said that PACC met with Vice President Brown and President Kaler on January 26. The discussion with Vice President Brown centered on diverse hires and the Campus Climate report, Job Family Study, parental leaves potentially paid by the fringe pool, and engagement and leadership/talent development. President Kaler's conversation included reducing governance meetings to be more efficient with his and his staff's time, supporting diversity through the Campus Climate work, the legislative session and Erin Dady, and how P&A can help this session by speaking about how their work increases productivity and student success. When President Kaler asked PACC what the administration can do better, members mentioned engagement result dissemination, PEL or other talent development options, and incentivizing faculty to be better supervisors.

She then traveled with Professor Rebecca Ropers-Huilman, Faculty Consultative Committee Chair, on January 27 to meet with governance leaders at the Rochester campus. P&A on that campus want to find ways to stay in touch with the P&A Senate, so she has asked the Outreach Subcommittee to identify options.

On February 5 she attended the Campus Climate conversation and the FCC meeting with the Women's Faculty Cabinet to discuss caregiver issues surrounding funding for parental leave. She asked that P&A be included in this effort.

2. P&A SENATE SUBCOMMITTEE REPORTS

Benefits and Compensation (B&C) Subcommittee

Candice Kraemer said that the subcommittee met with Jackie Singer to discuss the Roth 403B IRA option and how it could be implemented in the future. Karen Ross reported that the Benefits Advisory Committee was informed that the University is still out of compliance with

the Affordable Care Act which will require changes before the 2022 deadline. Patti Dion then spoke about the Job Family Study and Regents Scholarship numbers.

Communications Subcommittee

Sandra Ecklein reported that the Communications Subcommittee is working on the February newsletter.

Outreach Subcommittee

Kevin Haroian reported that the Outreach Subcommittee is working on tasks in small groups.

Professional Development and Recognition (PD&R) Subcommittee

Sherri Boone said that the Outstanding Unit Award process will take place between February 18 and March 12 this year. The next brown bag is planned for March 24 and will be hosted at Duluth.

3. STRATEGIC PLANNING UPDATE

Neil Anderson stated that he has been named to the Strategic Planning Continuity Team. Their first meeting was January 30. Provost Karen Hanson has announced that Dean Mary Nichols, College of Continuing Education, has agreed to assist her in providing leadership and coordination for implementation efforts.

The continuity committee mission is to:

- Provide advice on evolving implementation priorities and actions steps
- Provide advice on metrics for tracking accomplishments
- Provide links to faculty or units that can contribute significantly to implementation efforts
- Be positive influencers of change wherever possible

He encouraged everyone to look for opportunities to take action and improve the success of the University.

4. CIVIL SERVICE SENATE REPORT

Bill O'Neill, Chair of the Civil Service Senate, stated that the Civil Service Consultative Committee (CSCC) has been focusing on similar topics to that of PACC. This is a rebuilding year for the committee, with emphasis on recruiting and engaging emerging employees, and succession planning. One way they will be doing this is to visit each campus in 45 days.

They have also been working on appointing members to the Committee on Committees, a strategic communication plan, and inviting civil service members serving on Senate committees to speak with CSCC.

He is serving as the civil service representative on the Strategic Planning Continuity Team. He attended the Campus Climate conversation yesterday and lead a discussion on engaging employees in a meaningful way.

5. DISCUSSION WITH CHANCELLOR LEHMKUHLE University of Minnesota - Rochester

Chancellor Lehmkuhle from the University of Minnesota Rochester joined the meeting. He noted that the campus was started seven years ago. It was a unique opportunity to build a campus from scratch, create an instant brand, and do things differently. It was also a chance to think about why an institution exists and how to prepare students for their careers and lives.

He noted that information is changing so quickly that institutions need to consider educating students differently since they do not know what they will need in the future. As examples, he said that:

- Top 10 jobs in 2014 were not known in 2010. This is the educators' dilemma – preparing students
- By 2020, knowledge will double every 12 hours due to the increased number of interactions. If institutions are focused on educational content that changes every 12 hours, then they cannot focus on preparing students for their careers.

He then showed two videos illustrating the points he had just made.

At Rochester, their approach is to:

- Develop skills with the students so that they know their own way to learn
- Provide foundational skills – intercultural competence, resiliency, and working in teams
- Focus on less knowing and more becoming
- Know that the capacity to adapt will become more important
- Discuss that the power of the brain and people is interconnectivity
- Incorporate principal networks of density and plasticity

Chancellor Lehmkuhle said that the degree programs have a rigid structure in the first two years with students progressing as a co-hort. This model allows for more career exploration and for students to change their mind everyday without increasing their costs. There is more differentiation in the curriculum in the third year. Students then do a capstone in the fourth year. They create a proposal and take ownership of their learning, usually by working somewhere off campus. For the curriculum, one group of faculty design the courses and another group teaches. The connected curriculum provides a unique opportunity to try new things since the innovation cost is lower and there is less inertia so changes can be implemented much quicker.

Advising is also different at Rochester. Instead of advisors, there are student success coaches who travel with students for their four years, serving as advisors, counselors, and life coaches. The program is also designed to immerse students in the community. With 40,000 health care employees in Rochester, students are provided with opportunities everyday for creative collisions with these potential employers.

Q: How is a major defined?

A: Rochester only offers two bachelor degrees, of which one is a junior-admitting degree that is offered jointly with Mayo. Rochester has graduated two classes of 50 students each and 100 percent have passed their boards and are employed.

6. UPDATES FROM THE OFFICE OF HUMAN RESOURCES
Enterprise Upgrade, Job Family Study, Employee Engagement Survey
Patty Franklin, Sheila Reger, Brandon Sullivan

Employee Engagement

Brandon Sullivan, Director of the Office for Leadership and Talent Development, said that the second annual engagement survey was sent in October. His office is halfway through meetings with the deans, vice presidents, and chancellors to discuss the results from their areas. He expects these meetings to be finished in four weeks. Due to feedback that was received, they are emphasizing that these results should be shared with all employees at the local level since this step was inconsistent last year. The deans, vice presidents, and chancellors will then report results to heads, directors, and chairs, and determine where focus can be placed for future action. He encouraged employees to ask for their results if they do not hear.

He then shared a few trends they are seeing in this year's data. Last year's results showed that while faculty and staff were committed, there was a sense of not being able to affect their environment. The results are similar for this year.

Engagement drivers have shown movement since last year. Faculty and staff show a decline in alignment between department goals/strategies and individual goals. The sense is that the University has been focused on high level goals for the last two years, so it is taking time for employees to see their role or connection to these goals. It is clear that there needs to be a local connection for leadership development.

From last year there has also been a decline in the perception of collaboration, likely because it is being emphasized more by the University but it not easy to do.

Q: What has been the response from deans, vice presidents, and chancellors in meetings to discuss the results?

A: There has been a range of responses. Most enjoy getting into the data to see how it can be used to address challenges already identified in their units. There were a few early adopters last year, but there will be more this year. They are also finding that when a unit tries to work on engagement separately, there are not positive results. Any work needs to be integrated into actions already taking place for those results to work better. He in encouraged by the grassroots energy he is seeing.

Leadership Development

Brandon Sullivan then took time to discuss leadership development within the Office of Human Resources (OHR). The President's Emerging Leaders (PEL) program began as a way to identify emerging leaders but then evolved to include mid-level managers. This lead to a mix of people participating who had diverse sets of needs and goals. They have decided to create two distinct programs from what was PEL. One will be for mid-level leaders, people above the supervisor level, who will complete the program as a co-hort. The program, to begin this summer, will assess each participants individual skills and provide training through active learning.

The second program being developed will be targeted at people who do not currently supervise but have an interest. The program will provide tools, resources, and in-person programming.

Q: How will information on the programs be disseminated?

A: It will be sent through HR Leads as well as employee group newsletters.

Q: Do the programs have names?

A: Not yet.

Q: Will the second program focus just on leading people? Many staff also need experience in leading work or a project, which is a different skill from managing people.

A: All aspects of leading will be built into the program. One topic that has already raised interest is managing remotely, whether people or a project.

Q: Will the program be funded centrally?

A: Yes.

A senator noted that employees at the system campuses have to work across campus and units when leading any project due to the small size of the campuses.

Q: Will the second program also be cohort-based with action learning?

A: The program will provide opportunities for participants to get together, but it will not involve a cohort since it will have more participants and use technology to deliver some content.

Job Family Study

Sheila Reger reviewed a presentation on why the job family study is being done – not able to currently define the University’s workforce, the goal of providing accurate data at the end of the study, and the timeline on the four remaining job families. She noted that the Upgrade is impacting the effective date of results. For job families that are finishing now and into this spring, new job codes will not be entered until the Upgrade install is completed.

Q: In some units, the promotional cycle was put on hold while the job family study was completed. When will this process be able to resume?

A: As promotional cycles are not involved in all classes, this process is not being handled centrally. However, units have been informed that they should move away from employees’ years of service and credentials for awarding promotions. Instead, promotions need to be based on the work duties being done.

Q: How will job advancement be handled in this new system?

A: Employees will advance when there is a vacancy in a unit for which they are qualified or when a supervisor requests a reclassification because the job duties have changed. The JEQ will no longer be used; a new position description will be completed instead.

Q: When will some of the last classifications be completed? How will employees who were missed in the process be reclassified?

A: Effective dates for three of the remaining classifications should be announced soon. HR is aware of employees who were missed and are working with departments to complete these reclassifications.

Enterprise Upgrade

Patty Franklin noted that April 10 is the planned cutover date. In advance of that data, some systems will be view-only or might not be available. She suggested that everyone subscribe to the newsletter and blog at upgrade.umn.edu. With no timing remaining, she agreed to return to the March meeting to provide more information and answer questions.

7. P&A SENATE OLD BUSINESS

NONE

8. P&A SENATE NEW BUSINESS

NONE

9. P&A SENATE ADJOURNMENT

The meeting was adjourned at 11:35 am.

**Rebecca Hippert
Abstractor**