AIRUM 2007

"The Indispensable Institutional Researcher"

Improving Senior Administrator Reviews: A Standardized Approach

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What We're Covering:

❑ Where we're at (environment, model)

❑ Where we're going (goals)

❑ What we're measuring (areas, levels, categories)

❑ How we're implementing this (dean and senior administrator reviews – what's included, where we were, where we are)

VISION: Improve the Human Condition Through the Advancement of Knowledge

MISSION: Extraordinary Education • Breakthrough Research • Dynamic Public Engagement

GOAL: Become one of the Top Three Public Research Universities in the World

EXCEPTIONAL STUDENTS

Recruit, educate, challenge, and graduate outstanding students who become highly motivated lifelong learners, leaders, and global citizens.

EXCEPTIONAL FACULTY AND STAFF

Recruit, mentor, reward, and retain world-class faculty and staff who are innovative, energetic, and dedicated to the highest standards of excellence.

EXCEPTIONAL ORGANIZATION

Be responsible stewards of resources, focused on service, driven by performance, and known as the best among our peers.

EXCEPTIONAL INNOVATION

Inspire exploration of new ideas and breakthrough discoveries that address the critical problems and needs of the University, state, nation, and world.

FOUNDATION FOR SUCCESS: Foster Culture of Excellence • Cultivate International Learning
Advance Interdisciplinary Frontiers • Build Diverse Community • Generate Critical Resources • Account for Results

MAY 2006

UNIVERSITY OF MINNESOTA

Office of Measurement Services

Strategic Positioning: Current Competitive Environment

- ❑ Decreased State support
- ❑ Higher legislative demands for accountability
- ❑ Increased competition from other local colleges
- ❑ Need to do the same or more with fewer resources

The Challenge

"Without transformational change the University and Minnesota faces the prospective of losing our competitive position and the prospect of eroding quality in an increasingly competitive environment"[1]

[1] Transforming the University – President's Recommendations, May 6, 2005

University Performance Model [1]

1. High-performing organizations have a coherent mission, the strategic goals for achieving it, and a performance management system that aligns with these goals.

2. In some cases, organizations must go through considerable change (i.e., a transformation) in order to pursue a new strategic direction.

University Performance Model [2]

3. Requires a greater degree of consensus building, communication across all levels, and proactive management of organizational structural barriers.

4. Measurement is key to successful implementation of a Performance Model

Measuring the University's Performance

University of Minnesota 10-year Goal[1]

"To become one of the top three public research universities in the world"

[1] Transforming the University – President's Recommendations, May 6, 2005

Why do we Measure?

- **<u>To Ensure Strategic Alignment</u> :**
  Are persons at every level of the University behaving in a way to be aligned in achieving the goals of the University?
    - Individuals
    - Departments/Units
    - Colleges

- **<u>To Encourage Data-Driven Decision Making</u>**

What do we Measure?

- **<u>Benchmarks</u>**: Where are we now?
- **<u>Goals</u>**: Where do we need to be?
- **<u>Progress Toward Goals</u>**: How quickly are we able to reach goals?
- **<u>Organizational Change Efforts</u>**: How successful are we in transforming the University?

Types of Metrics

- The University's top-level metrics
- Academic Units' compact Scorecard metrics
- Unique unit metrics
- Strategic initiative measures
- Administrative, Operational, and Service Unit Lead Indicator measures

Performance Measurement Process

1. Create performance standards, key accountabilities, "performance metrics"
2. Establish benchmarks
3. Evaluate outcomes relative to standards and strategic goals
4. Use results for decision-making and strategic alignment to ensure every level of the university is moving in the same strategic direction.

Performance Metric Categories

- Research and Discovery
- Teaching and Learning
- Public Engagement
- Resources and Infrastructure

Proposed University-wide Performance: Research and Discovery

- National Academy Members

- Faculty Awards

- Post-Doctoral Appointees

- Research Expenditures (Total and Federal)

- Faculty and Staff Diversity

- Faculty Satisfaction

Proposed University-wide Performance: Teaching and Learning

- Student Quality
- Student Diversity
- Affordability
- Student Outcomes
- International Involvement
- Student Satisfaction

Proposed University-wide Performance: Public Engagement

- Citizen Satisfaction

- Intellectual Property Commercialization

- Student participation in public engagement activities

Proposed University-wide Performance: Resources and Infrastructure

- Financial Strength

- Library Quality

- Facilities Condition

- Faculty and Staff Salary & Compensation

- Staff Satisfaction

Measuring Leadership Performance :

Comprehensive Review of Deans and Senior Administrators at the University

Characteristics of a Good Performance Management System

- Fair

- Thorough

- Accurate and Factual

- Meaningful

- Communicated to all involved

TRANSFORMING THE U

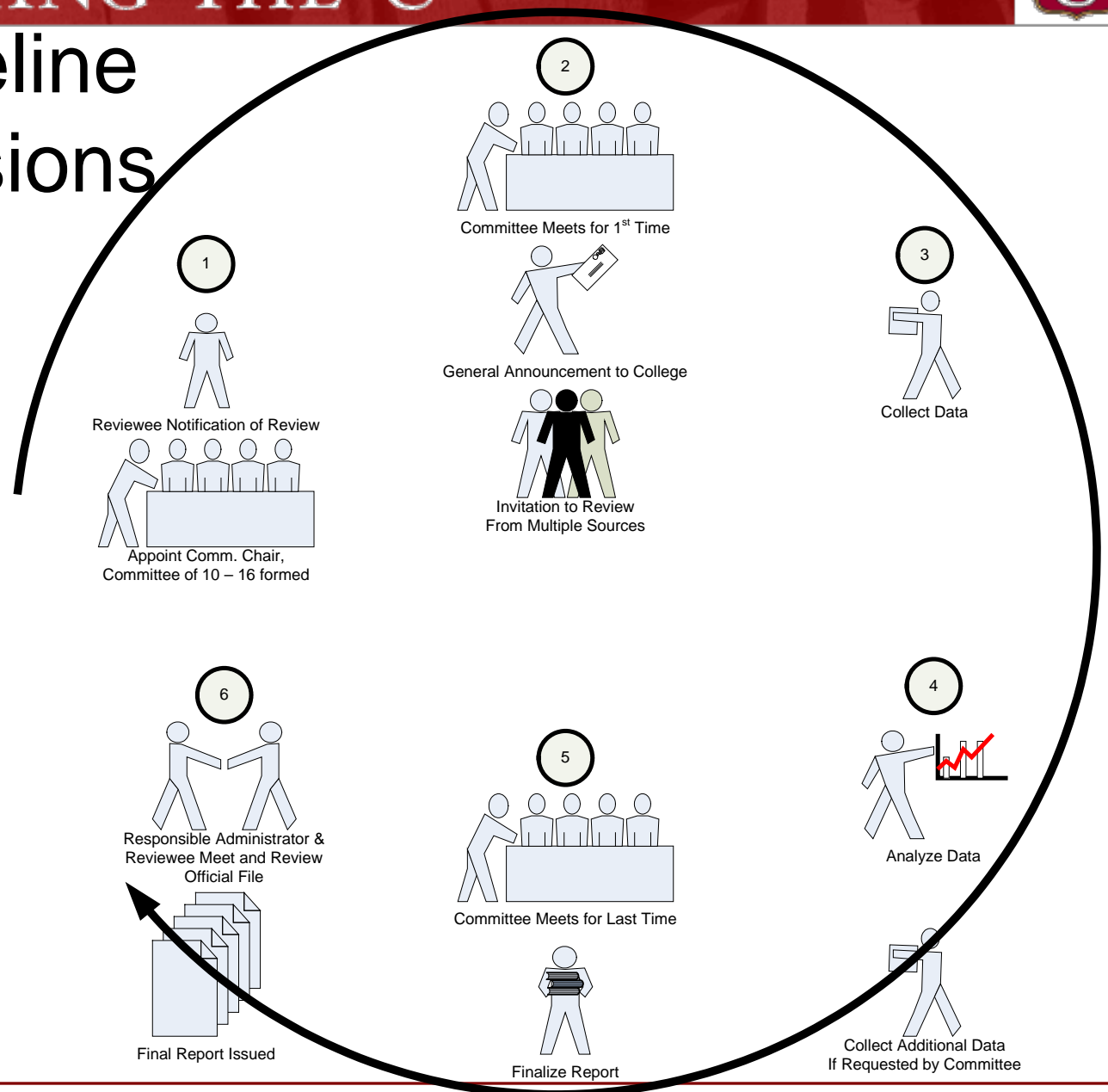# Characteristics of a Good Performance Management System

- Supports both developmental and evaluative outcomes;

- Supports the broad goals of leadership excellence and managerial accountability

- Allows for efficient use of resources.

Appraisal Process:
3-year Comprehensive Review

- Annual Reviews
- Background Data
- Performance Instrument

Review Timeline Before Revisions (6 months)

1 Reviewee Notification of Review

Appoint Comm. Chair, Committee of 10 – 16 formed

2 Committee Meets for 1st Time

General Announcement to College

Invitation to Review From Multiple Sources

3 Collect Data

4 Analyze Data

Collect Additional Data If Requested by Committee

5 Committee Meets for Last Time

Finalize Report

6 Responsible Administrator & Reviewee Meet and Review Official File

Final Report Issued

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Background Data

- Job description and current responsibilities;
- Administrative philosophy
- Goals for Review Period
- Major activities and significant contributions since last multiple-source review
- New Programs or Major Change Initiatives
- Statement of what has supported and what has hindered efforts
- Future plans/goals

Multiple Source Assessment

- Collegiate faculty and staff;

- Collegiate student leaders;

- Peer administrators

- Peer administrators [Deans from other higher education institutions]

- Other external reviewers [Alumni, advisory board members, donors, legislators and community individuals]

Dean: John Doe: Comprehensive Review

Personnel Status:
(Choose the category that <u>best applies</u> to you):

Response	Response Count	Percent of Total
1: 4-H and CYD Regional Extension Educators	23	41.82%
2: Area Program Leaders and Center Staff (civil service and academic)	16	29.09%
3: College of Education	3	5.45%
4: Regional Directors	5	9.09%
5: DLC/Dean's Office	8	14.55%
Total	55	

Personnel Status:

Office of Measurement Services
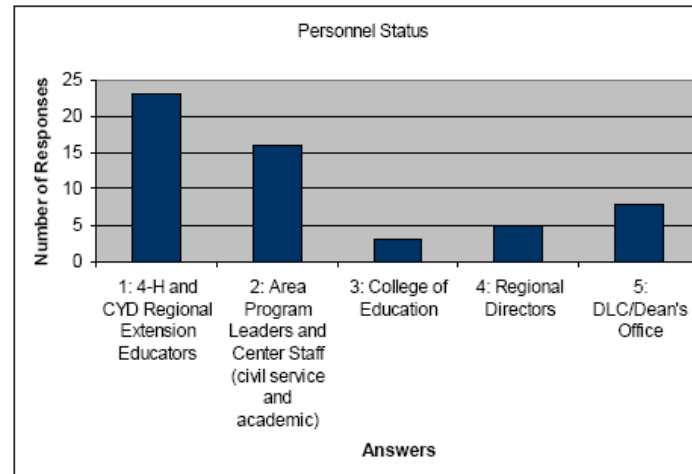
Performance Instrument Components

- **<u>Evaluative Component</u>**: Comprised of a common core of performance items

- **<u>Development Component:</u>** Reporting highlights areas for potential development

Core Evaluative Criteria

- Leadership
- Commitment to Diversity
- Management
- Functional Competence
- Interpersonal Skills

Development Components

- Instrument Question: What one or two skill areas would you recommend for this person to develop that would contribute to this person being a more effective leader?
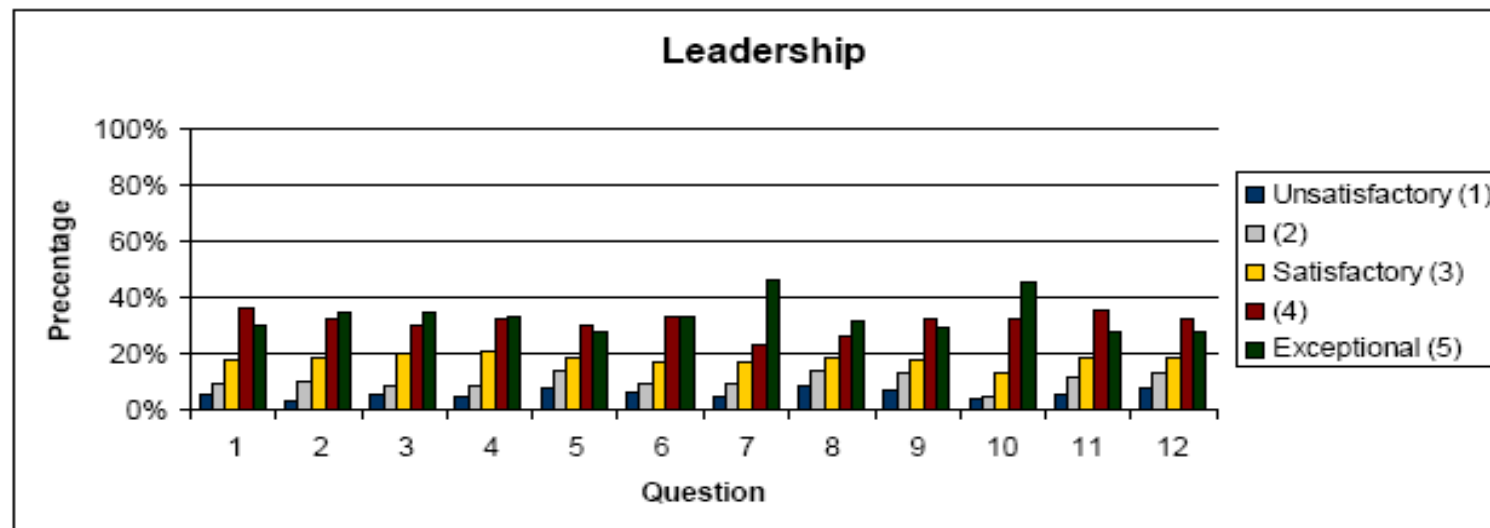
- Report Focuses on Development Areas

Descriptive Report by Area

Dean: John Doe: Comprehensive Review

Leadership	Unable to evaluate[1] (0)	Unsatisfactory (1)	(2)	Satisfactory (3)	(4)	Exceptional (5)	Mean	St Dev
1. Works effectively with faculty governance groups to create a shared vision of the College.	36.53%	5.96%	9.47%	17.54%	36.49%	30.53%	3.76	1.16
2. Exhibits forward thinking in setting short and long term goals.	18.49%	3.55%	10.11%	19.13%	32.51%	34.70%	3.85	1.11
3. Is an effective spokesperson for the College.	18.71%	5.75%	8.49%	20.27%	30.14%	35.34%	3.81	1.18
4. Is generative: introduces new ideas, concepts, and proposals.	19.82%	4.44%	8.61%	20.83%	32.50%	33.61%	3.82	1.12
5. Demonstrates the ability to motivate people.	24.72%	7.99%	14.50%	18.93%	30.47%	28.11%	3.56	1.26
6. Is effective in articulating and communicating a vision for the future of the College.	18.71%	6.58%	9.86%	16.99%	33.42%	33.15%	3.77	1.20
7. Values and models professional conduct and ethical behavior in research, teaching, and outreach activities.	21.60%	4.55%	9.09%	17.33%	23.30%	45.74%	3.97	1.19
8. Promotes and enhances a sense of community and teamwork among units within the College and the greater university community.	22.27%	8.88%	14.33%	18.91%	26.36%	31.52%	3.57	1.30
9. Has shown the ability to develop and execute a strategic plan.	26.06%	6.93%	13.25%	17.77%	32.53%	29.52%	3.64	1.23
10. Demonstrates concern for student viewpoints and issues.	43.65%	3.95%	5.14%	13.44%	32.02%	45.45%	4.10	1.07
11. Builds effective partnerships with external stakeholders.	43.65%	5.93%	11.86%	18.58%	35.57%	28.06%	3.68	1.17
12. Effectively works across colleges and departmental organizations to enhance the work of the College and effectively engages human and other resources to support the work of the College.	37.19%	7.80%	13.12%	19.15%	32.62%	27.30%	3.59	1.23

Frequency Report by Area

Leadership

Legend:
- Unsatisfactory (1)
- (2)
- Satisfactory (3)
- (4)
- Exceptional (5)

1. Works effectively with faculty governance groups to create a shared vision of the College.
2. Exhibits forward thinking in setting short and long term goals.
3. Is an effective spokesperson for the College.
4. Is generative: introduces new ideas, concepts, and proposals.
5. Demonstrates the ability to motivate people.
6. Is effective in articulating and communicating a vision for the future of the College.
7. Values and models professional conduct and ethical behavior in research, teaching, and outreach activities.
8. Promotes and enhances a sense of teamwork among units within the College and the greater university community.
9. Has shown the ability to develop and execute a strategic plan.
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11. Builds effective partnerships with external stakeholders.
12. Effectively works across colleges and departmental organizations to enhance the work of the College and effectively engages human and other resources to support the work of the College.
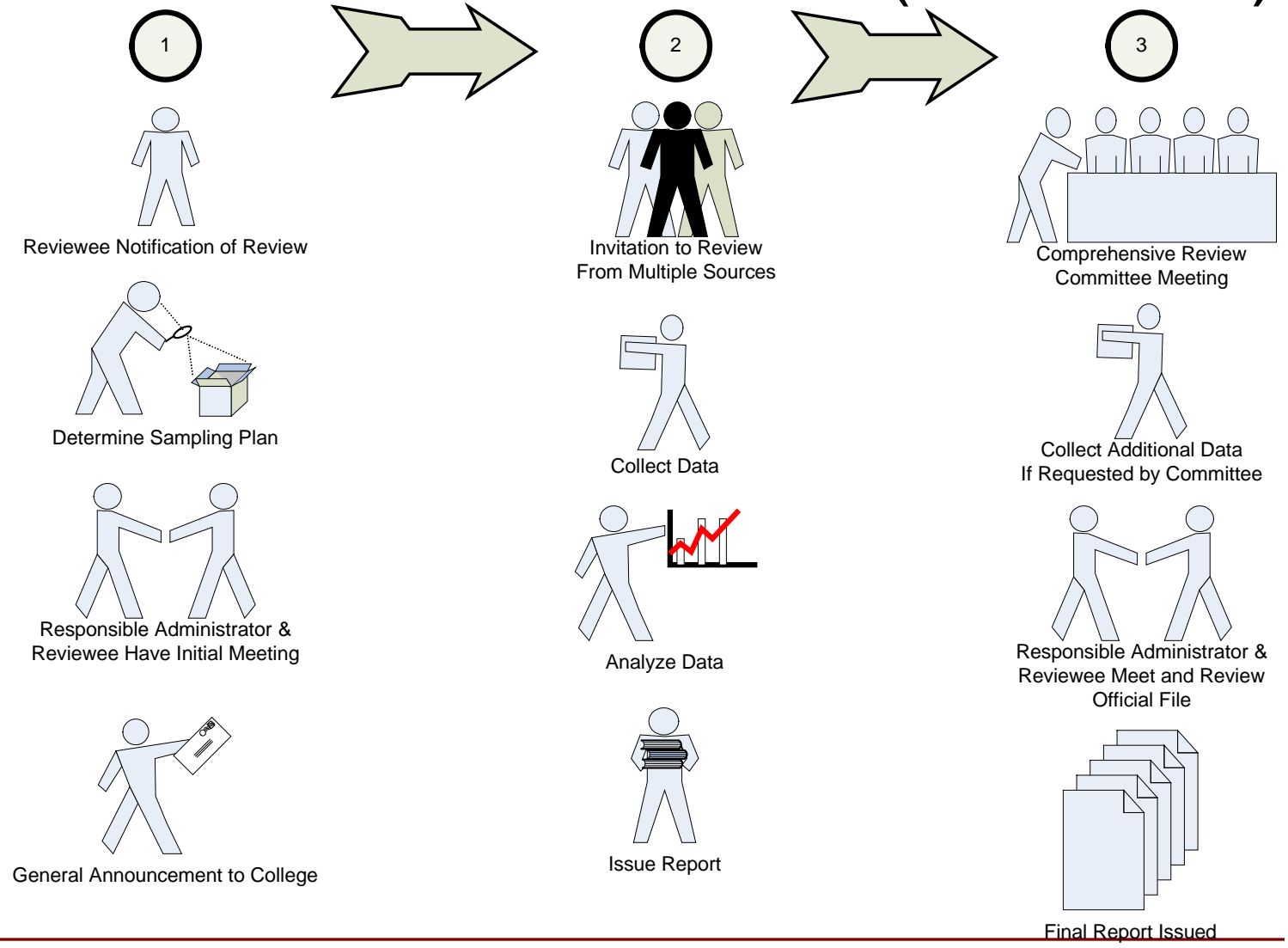
Item Frequency and Descriptive Report

Overall Assessment
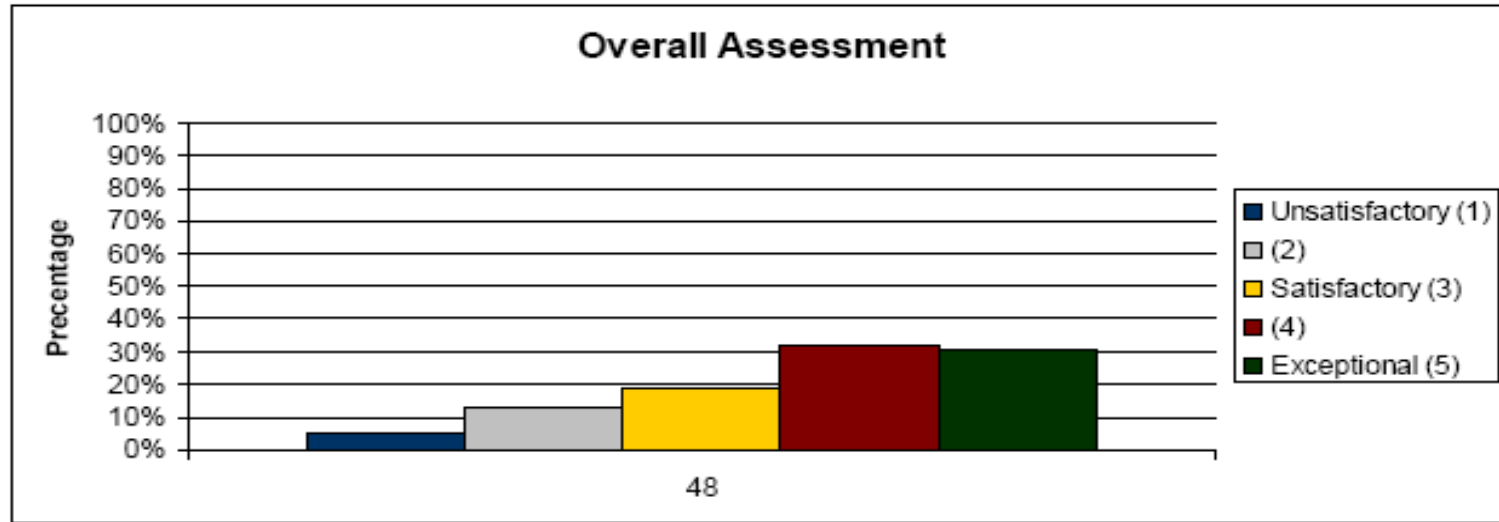
48. How would you rate this person's performance, overall, as dean of the college?

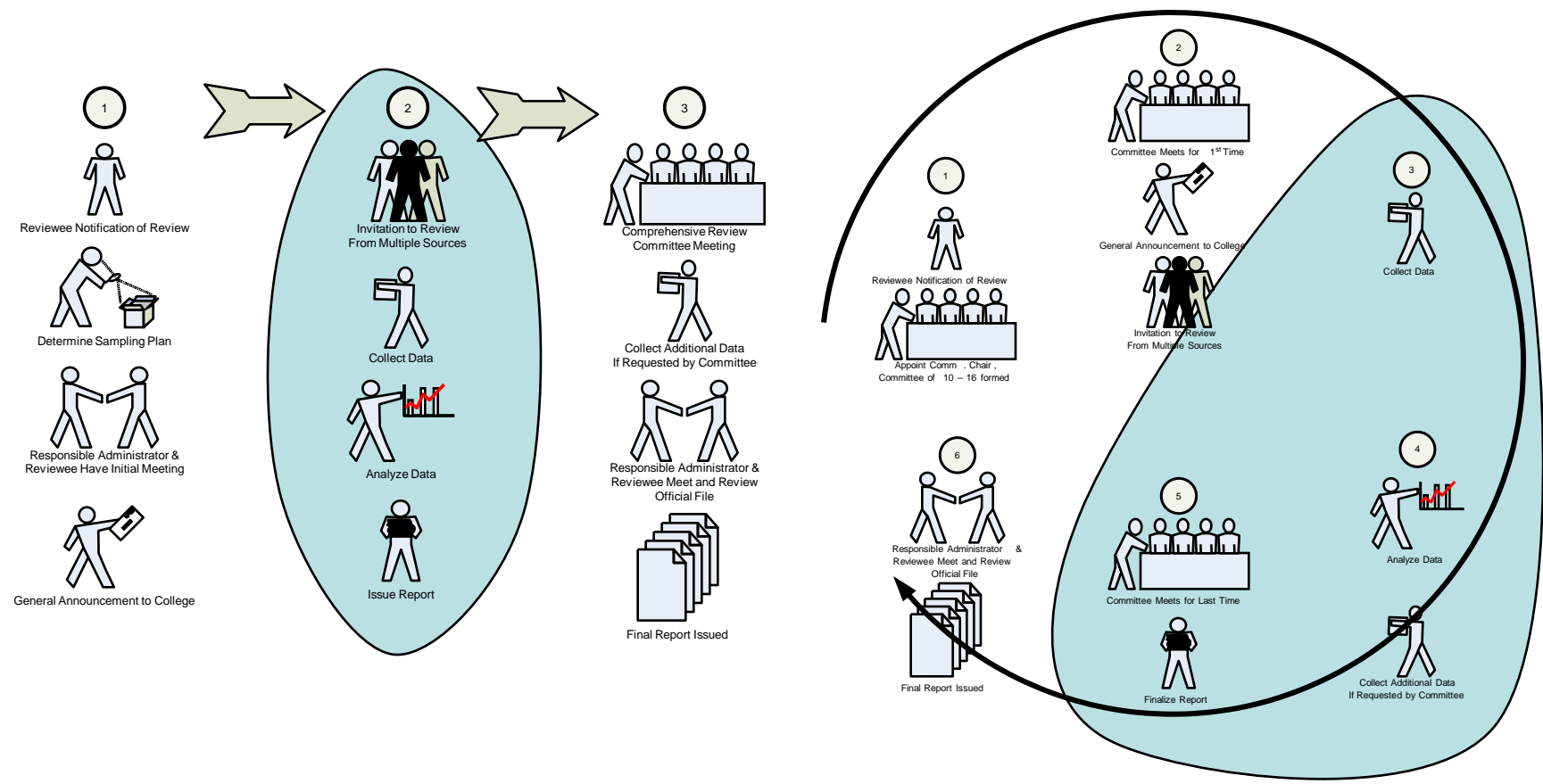| Overall Assessment	Unable to evaluate[1] (0)	Unsatisfactory (1)	(2)	Satisfactory (3)	(4)	Exceptional (5)	Mean	St Dev
48. How would you rate this person's performance, overall, as dean of the College?	15.37%	5.00%	13.16%	18.95%	31.84%	31.05%	3.71	1.18

Summary of Review Process

- Dean prepares Background Statement and Documents

- Survey data collection for Multiple Source Review

- Office of Measurement Services prepares summary report and analysis

- Review Committee reviews report and makes recommendations

- Provost meets with Dean and discuss performance results and development suggestions

Review Timeline After Revisions (3 months)

1

Reviewee Notification of Review

Determine Sampling Plan

Responsible Administrator & Reviewee Have Initial Meeting

General Announcement to College

2

Invitation to Review From Multiple Sources

Collect Data

Analyze Data

Issue Report

3

Comprehensive Review Committee Meeting

Collect Additional Data If Requested by Committee

Responsible Administrator & Reviewee Meet and Review Official File

Final Report Issued

Saving Time in Data Collection, Analysis & Reporting

What We've Covered:

❑Where we're at (environment, model)

❑Where we're going (goals)

❑What we're measuring (areas, levels, categories)

❑How we're implementing this (dean and senior administrator reviews – what's included, where we were, where we are)

Questions?

Thank You!!