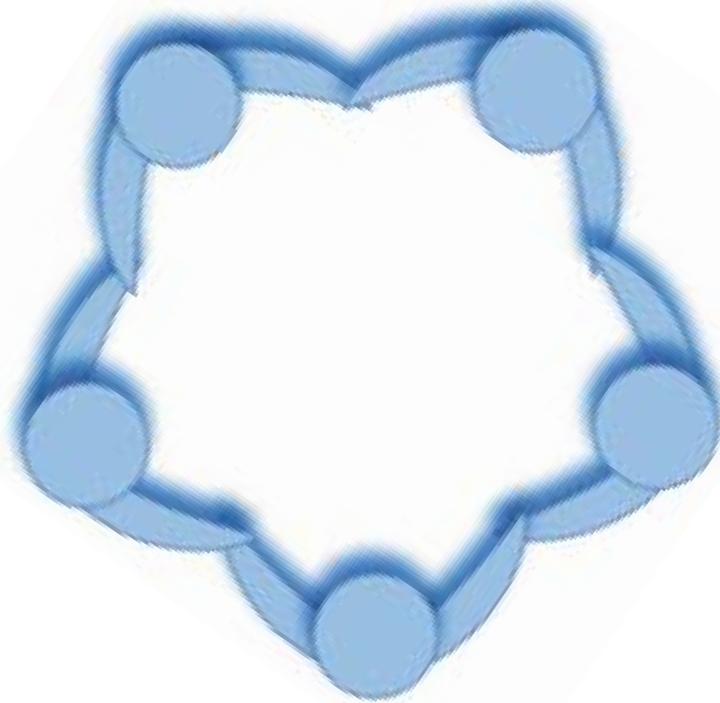# Millennium Project Phase II
Five-Year Report

Prepared by the
Millennium Project Action Committee
Spring 2007

MILLENNIUM PROJECT PHASE II FIVE-YEAR REPORT
Prepared by the Millennium Project Action Committee
Spring 2007

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Millennium Project Action Committee Five-Year Report
Executive Summary

In 2001, President Peter Likins agreed to support a second phase of the Millennium Project to assess the quality of work life for classified staff and year-to-year appointed professionals at the University of Arizona. Based on input from a series of facilitated discussions, two separate surveys, one for classified staff (in both English and Spanish) and one for year-to-year appointed professionals, were designed to measure satisfaction with various aspects of work life. Over fifty percent of each group responded (53.1% CS, 50.6% AP). (Note: Since Fall 2006, the term "year-to-year appointed professionals" is more commonly being used to designate the employee group referred to in the study as "year-to-year appointed personnel.")

Most classified staff (CS) and year-to-year appointed professionals (AP) reported that they enjoy their work and felt loyalty and commitment toward the University. While many positive aspects of working at the University of Arizona were identified in the report, the level of agreement was much lower with statements reflecting that the UA values its employees and is a caring organization or a fair institution. Areas reflecting the most dissatisfaction included fair salary, distribution of salary increases, supervision, and opportunities for promotion as well as availability and affordability of parking and child care. While majorities of both classified staff and appointed professionals reported they had not experienced harassment or discrimination by gender or race/ethnicity, the total number reporting occasionally, often, frequently or very frequently was too high to be ignored.

The Millennium Project Action Committee (MPAC) was formed in Spring 2003 by President Peter Likins to oversee implementation of recommendations resulting from the Millennium II study. MPAC is a diverse group whose members come from many administrative units, including an off-campus representative and designated representatives from Staff Advisory Council (SAC) and Appointed Professionals Advisory Council (APAC).

MPAC's work has focused on efforts to promote a more respectful community and foster a culture that promotes better management and supervision of employees at all levels. The group has worked to raise awareness of the issues and concerns that the study identified by conducting in-depth discussions with key administrators and has made concrete proposals to promote a better working environment.

Specific proposals and accomplishments are reported under the four major dimensions of work life used to categorize the original recommendations:

- Leadership and Supervision
- Opportunities for Advancement
- Salary and Benefits
- Climate of Civility and Respect

Many groups and offices throughout the University also have taken steps to address concerns raised by this study. The Department of Human Resources has provided increased training opportunities for managers and supervisors and has developed many tools that are accessible from their website. The Diversity Resource Office and the Equal Opportunity and Affirmative Action Office have sponsored activities and workshops that promote a more inclusive environment that supports all employees. The Office of the Provost has incorporated additional information into programs for department heads. Award programs such as the Commission on the Status of Women's Vision Awards and the SAC/APAC Departmental Award of Excellence provide important recognition to departments and unit heads that demonstrate outstanding leadership and best management practices. To build and expand on the progress that has been made, MPAC recommends that particular emphasis be placed on the following areas:

- Promoting respect and civility is seen by many as one of MPAC's key accomplishments; this critical aspect of work life should receive continued attention in all diversity efforts.

- Continued attention must be paid to issues related to fairness in the distribution of salary increases and evaluation processes. The University must establish equitable and transparent merit pay procedures to bring greater consistency across departments and across campus.

- Managers must be provided sufficient training and tools to supervise effectively and be held accountable for this part of their responsibilities.

- MPAC strongly supports the use of regular climate and exit surveys conducted by Human Resources to assess workplace satisfaction issues among all employee categories. Standardized data collection would allow identification of persistent areas of concern and better measurement of progress.

Over the last five years the University has faced persistent fiscal challenges. As emphasized in the original report, many recommendations are far more dependent on leadership and accountability than on additional funding to achieve progress. MPAC continues to believe that addressing climate issues can be even more important to achieving excellence and effectiveness in difficult times. As MPAC ends its formal role, the Staff Advisory Council and Appointed Professionals Advisory Council, if properly recognized and supported by the administration, will assume leadership roles to support continued progress.

Millennium Project Phase II Five-Year Report
Prepared by the Millennium Project Action Committee
Spring 2007

Introduction and Background

The Millennium Projects Phases I and II were part of an effort to assess and respond to issues and concerns about workplace climate entitled "Enhancing the Climate for Excellence at the University of Arizona". Phase I was initiated in 2000 as a joint effort led by the Commission on the Status of Women (CSW) and the Association for Women Faculty (AWF) to assess issues related to climate for faculty and to recommend actions where needed. The Millennium Project Phase I Report, released in 2001, established that "large numbers of female faculty, faculty of color and other diverse faculty experience a particularly challenging and sometimes hostile campus climate." Recommendations focused on efforts to create a more diverse, fair and hospitable community. A Millennium Report Oversight Committee (MROC) with representation from faculty leaders throughout the university was established to monitor the implementation of an action agenda.

As Phase I progressed, CSW members representing classified staff and appointed professionals as well as leaders of the Staff Advisory Council (SAC) and the Appointed Professionals Advisory Council (APAC, which until November 2006 was known as the Appointed Personnel Organization Council) reported persistent concerns related to workplace climate, equitable treatment, and morale. Since support staff issues have rarely been the subject of an in depth study, either at the University of Arizona or at other institutions of higher education, CSW proposed a Phase II study to address these concerns. Following the completion of the Millennium Project Phase I, President Peter Likins agreed to support the Millennium Project Phase II, initiated in Summer 2001, to assess the quality of work life for classified staff and year-to-year appointed professionals at the University of Arizona.

Diane Perreira Quinn, then President of CSW and Director of the SALT Center, and Kathleen Miller, Coordinator of Employee Development in the College of Agriculture and Life Sciences were appointed as co-chairs of the project. A University Steering Committee which included the Presidents of SAC and APAC, University Advisory Board, and Community Advisory Board provided guidance throughout the project. Dr. Linda Johnsrud of the University of Hawaii, who had published a similar study of support staff at that institution, was chosen as project director. Nine facilitated discussion groups were used to identify a broad range of issues and concerns, many but not all of which were common to both groups. Two separate surveys, one for classified staff (in both English and Spanish) and one for year-to-year appointed professionals, were designed to reflect these concerns and measure employee morale and satisfaction with various aspects of work life. Surveys were mailed to a total of 7526 employees (5892 CS, 1634 AP), .2FTE or greater. Over fifty percent of each group returned surveys (53.1% CS, 50.6% AP).

Millennium Project Phase II Results

The Millennium Project Phase II Report, released in Fall 2002, presented results of the survey by mean-weighted satisfaction scores (level of satisfaction x importance). Qualitative comments, to the extent they could not be identified with a specific individual. were included in the report to broaden the picture of work experiences. The complete report is available online:
http://www.u.arizona.edu/%7Emillen/phase2/summary-report.htm

Overall Morale at UA:
Most classified staff (CS) and year-to-year appointed professionals (AP) reported that they enjoy their work and felt loyalty and commitment toward the University. (Scores ranged from 68.3%-82.8% for CS and 71.7%-79.4% for AP.) The level of agreement was much lower with statements reflecting that the UA values its employees (CS 47.8%, AP 45.9%), shares a common purpose (CS 44.6%, AP 39%), and is a caring organization (CS 44.1%, AP 41.8%) or a fair institution (CS 52.6%, AP 50.8%).

Overall Satisfaction at UA:
The majority of classified staff and year-to-year appointed professionals reported that they have positive relationships with colleagues and trust in their co-workers. Statements related to job characteristics such as enjoyment, variety, input, and independence showed high levels of agreement (70-87%). However, significant numbers of staff and appointed professionals reported much lower satisfaction (CS 34.4%, AP 39%) regarding fair salary.

The top five most and least satisfying aspects of work life for each group are listed below:

Appointed Professionals (Most Satisfying)	**Classified Staff (Most Satisfying)**
Safe Work Environment	Education Benefits
Relations with Students	Safe Work Environment
Education Benefits	Health/Safety Protections
Relations with Public	Opportunity to Respond to Evaluations
Reputation of UA	Relations with Public
Appointed Professionals (Least Satisfying)	**Classified Staff (Least Satisfying)**
Affordability of Parking	Affordability of Parking
Opportunity to Evaluate Supervisors	Opportunity to Evaluate Supervisors
Opportunity for Promotion	Opportunity for Promotion
State Government Intervention	Health Plans
Childcare	Salary/Wages

While majorities of both classified staff and appointed professionals reported they had not experienced harassment or discrimination by gender or race/ethnicity, the number reporting occasionally, often, frequently or very frequently was too high to be ignored.

Harassment by Gender
CS: 80.9% Never   19.3% Experienced
AP: 79.5% Never   20.5% Experienced

Harassment by Race
CS: 87.2% Never   12.8% Experienced
AP: 88.3% Never   11.7% Experienced

Discrimination by Gender
CS: 84.5% Never   15.5% Experienced
AP: 79.7% Never   20.3% Experienced

Discrimination by Race
CS: 87.9% Never   12.1% Experienced
AP: 87.7% Never   12.3% Experienced

While many positive aspects of working at the University of Arizona were identified in the report, some issues that contribute to workplace climate clearly could benefit from additional attention. Specific recommendations were developed to help improve the quality of work lives for classified staff and year-to-year appointed professionals. These recommendations support the following overarching goal and vision of an ideal workplace community:

To build a University community that honors the contributions of all its members in meeting the mission of a student-centered research institution.

The Ideal University Community:
- ***Treats all members of the community with respect and civility.***
- ***Recognizes and rewards good work in all units, at every level.***
- ***Ensures that all members of the community receive fair compensation and the resources necessary to accomplish their jobs.***
- ***Creates a safe and open climate for sharing concerns, criticisms and ideas.***

The report identified specific recommendations under the four major dimensions of work life below to address the most dissatisfying aspects of work as reported by classified staff and appointed professionals:

- Leadership and Supervision
- Opportunities for Advancement
- Salary and Benefits
- Climate of Civility and Respect

(See attached table of weighted satisfaction ratings for areas addressed in the recommendations: opportunity to evaluate supervisors, training for supervisors, opportunities for promotion, availability of mentoring, salary and/or wages, equity in merit pay increases, affordability of parking, health plan, child care, state government support, fear of retaliation and the perception of the University as a caring institution.)

The report strongly recommended the establishment of a Millennium Project Phase II Oversight Committee to address ways to implement the recommendations contained in the report and a reassessment in five to seven years.

Creation of Millennium Project Action Committee (MPAC)

The Millennium Project Action Committee (MPAC) was formed in Spring 2003 by President Peter Likins to oversee implementation of the recommendations resulting from the Millennium II study. MPAC is a diverse group whose members come from many administrative units, including an off-campus representative and designated representatives from Staff Advisory Council (SAC) and Appointed Professionals Advisory Council (APAC). Originally the co-chairs of the Millennium II Project, Diane Quinn and Kathleen Miller, were appointed as co-chairs of MPAC. When Diane Quinn stepped down in Spring 2005, Jennifer Lawrence, who had worked on the project since its inception agreed to assume the role of co-chair.

MPAC Accomplishments and Recommendations

MPAC's work to date has focused on efforts to promote a more respectful community and foster a culture that promotes better management and supervision of employees at all levels. MPAC's role has been primarily advisory. The group has worked to raise awareness of the issues and concerns of classified staff and appointed professionals identified in the study by conducting in-depth discussions with key administrators and has made concrete proposals to promote a better working environment.

Overall, the response to MPAC efforts from senior administrators and major units on campus has been very positive. Those we have met with understand that many of the suggested improvements may enhance effectiveness and improve productivity. Many administrators and deans already promote best practices within their own areas, and they should be promoted as excellent role models for departments and other units. Unfortunately, it is unclear whether or not the value and importance of emulating such practices has broadly penetrated to the next levels of University management.

As there has been no comprehensive follow-up study to the Phase II report, it is difficult to quantitatively assess the efforts made over the last five years. We can, however, point to specific instances where we believe that MPAC has made significant contributions towards the goal of improving the work life of classified staff and appointed professionals at the University of Arizona. In detailing the campus-wide efforts made over the past five years, we include not only MPAC's accomplishments, but also those actions and achievements of other groups that have supported the recommendations of the Phase II report.

Leadership and Supervision
Responding to concerns expressed about the quality of management and the lack of opportunity for employees to evaluate supervisors, MPAC held informational meetings with representatives from Human Resources and with department managers identified as exhibiting "best practices" in the area of personnel management. This resulted in MPAC producing a formal proposal, *Enhancing Management Performance: Concrete Steps to Improve the Quality of Management and Supervision at the University*. MPAC presented this document to President Likins, Provost Davis, Vice Provost Garcia, Senior Vice President Taylor, Senior Vice President Valdez, and Vice President for Research Tolbert, as well as other senior administrators. The proposal, which

calls for training of and accountability for managers and supervisors at all levels, was forwarded to President's Cabinet for discussion of ways to implement various suggestions.

The issue of the need for better performance management has gained visibility at the UA. The Department of Human Resources, under the leadership of Associate Vice President Vaillancourt, has increased training opportunities for supervisors and managers and provides performance management tools and guidelines that are readily accessible on their web site. Workshops such as the *Successful Supervisor Series* and the *University Leadership Institute* teach employees the skills necessary to become competent managers and supervisors. The web-based *Manager's Toolkit* (http://www.hr.arizona.edu/mgrtoolkit.php) allows for quick access to information necessary for competent management of personnel.

MPAC continues to advocate for accountability and continuity in the conduct of performance reviews at the unit and college level, and more access to training in skills needed for better personnel management for managers and supervisors at the unit level and for research personnel.

MPAC strongly supports awards and recognition programs for those who demonstrate outstanding leadership and best management practices in their units. The recipients of CSW Vision Awards and UA Departmental Award of Excellence serve as models for others at the University and their efforts should be broadly publicized.

Opportunities for Advancement
MPAC has supported initiatives by other groups to promote professional development and advancement by employees. CSW's successful *Intersections: Living, Learning, Working* conferences held in 2004 and 2005 were developed to address professional development needs raised by Classified Staff in the Phase II report. SAC and APAC are also actively engaged in developing and promoting professional development opportunities. Human Resources is using new survey tools to determine why employees move from one department to another, and has undertaken classification studies to determine if certain job titles match job content. Human Resources has also expanded its roster of classes and workshops to enable employees to enhance their skills and competencies, and has recently developed an on-line tool to allow employees to manage their professional development portfolio.

The UA has in place a policy that allows benefits-eligible employees at least 16 hours per year of paid release time to pursue professional development activities (see http://policy.web.arizona.edu/~policy/development.shtml). Broader use of this policy would allow employees opportunities to enhance their skills and further their career goals. One way to track how the policy is used would be to create a unique payroll code for professional development.

Salary and Benefits
Salary and/or wages, and in particular equity in the distribution of merit increases, were areas of dissatisfaction among both CS and AP. Among issues relating to campus life, both CS and AP indicated that they were most concerned about the availability and affordability of parking, availability of childcare resources, and the quality and affordability of health care options.

As University-wide salary money became available, MPAC submitted formal statements to the Compensation Advisory Team identifying CS and AP concerns regarding plans to distribute salary increases as merit increases only. MPAC considers that merit increases are more likely to be perceived as fair when they are given in addition to an across the board increase. If the University wants to move toward a more merit-based compensation system in the future, MPAC identified several specific issues that must be addressed in designing an effective merit system for CS and AP:

- A substantial number of employees (perhaps as high as 35%) do not receive annual performance evaluations, thus their eligibility for merit increases is not properly assessed.
- Employees believe that most recent efforts involving merit have resulted in unfair distributions of merit dollars EVEN IF performance appraisals are required, since they are often done merely to "fill the square."
- Currently the annual performance rating has been used as the major criteria for allocation of merit, and there are wide inconsistencies in the application of standards. Managers who use the outstanding rating on performance evaluations more sparingly may find that their employees are penalized when compared to those in units who rate everyone at a higher level. This problem is exacerbated when performance appraisals are mandated and completed in close conjunction to merit distributions.
- Managers and supervisors must receive better training in administering performance appraisals and awarding merit increases fairly, and colleges and units must be held accountable for ensuring that their employees receive fair and honest performance appraisals annually.

Availability and cost of parking was the number one issue of dissatisfaction with both CS and AP. MPAC met with Patrick Kass, Director of Parking and Transportation Services. As a result, an MPAC liaison serves on the Parking and Transportation Advisory Council, joining representatives from APAC and SAC. We note that Parking and Transportation has increased its low-cost parking options, has expanded the campus shuttle service, and has increased the number of day passes bus permit holders may purchase. Affordable parking remains a challenge for many employees, and MPAC encourages the University to consider innovative solutions, perhaps to include establishing sliding fee scales for parking permits purchased by employees.

MPAC has not directly addressed the issue of childcare for employees, but fully supports the efforts of the many groups and individuals engaged in this important discussion, including efforts made by the Faculty Senate and CSW. MPAC applauds CSW for creating a defined play area for children in the Student Union and for its efforts to have diaper-changing stations installed in restrooms across campus, to request more high-chairs for the Student Union and to open lactation facilities on campus (link to map). MPAC believes that the University should continue to support existing programs, but should also develop additional family-friendly options to support its parent-employees and parent-students.

On the issue of healthcare, we note that employee contributions to healthcare costs have remained stable for the past four years. We encourage the University to ensure that there is

University of Arizona staff representation as part of the commitment to shared governance on the local and state-level committees that evaluate and contract for healthcare packages.

Climate of Civility and Respect
In presenting results of the Phase II study throughout the University, we found universal agreement that respect and civility must be articulated as a central value of the University. To promote such a conversation, MPAC created a value statement regarding respect which was reviewed and approved by President Likins. MPAC participated in the creation of the values statement on Diversity and Inclusion that is included in the University's Strategic Plan. To encourage discussion about the concepts of respect, dignity, and courtesy, MPAC designed and distributed a graphically striking bookmark. The *RESPECT* bookmark tool has been incorporated into new-student orientations, employee training workshops, residence hall discussions, and other campus events. MPAC continues to receive requests for this tool, and plans to make the design readily available to the University community.

The Diversity Resource Office (DRO) is central in efforts to promote the values of respect and inclusion on campus. The first "UA D*iscusses…"* event focused on the topic of respect, and the DRO continues to take a leadership role by serving as a nexus to facilitate campus diversity initiatives. The DRO has created a web page and an event calendar to showcase diversity-related events, and has compiled and published a booklet to distribute across campus highlighting diversity efforts ongoing in departments and colleges. Updated versions of this booklet will be distributed each semester. Also instrumental is the Equal Opportunity and Affirmative Action Office, which offers the Discrimination and Harassment Prevention Program, a series of workshops designed to educate employees and supervisors on the University's policies regarding equal employment, anti-harassment, and discrimination.

Much work has been done to foster an inclusive environment that supports all employees, and these efforts should continue to be encouraged and supported.

Conclusions

The Millennium Project Action Committee has worked to enhance the workplace climate of the University of Arizona, and to help build a University community that honors the contributions of all its members. It has been five years since results of the comprehensive Phase II survey were released. In that time, many groups and offices throughout the University have taken steps to address concerns raised by this study. Leadership from the top is now needed to support implementation efforts at the department level and in research units so that department heads, directors and managers become more aware of new tools and training available and their roles and responsibilities in implementing needed changes. Continued attention must be paid to critical issues related to fairness of salary increases, evaluation processes, and respect in the workplace. Managers must be provided sufficient training and tools to supervise effectively and must be held accountable for this part of their responsibilities.

Recommendations for Further Actions
As MPAC ends its formal role, we believe that SAC and APAC should serve as the agencies to represent the interests of Classified Staff and Appointed Professionals. SAC and APAC leaders

are elected by their members and are closely attuned to their issues. SAC and APAC liaisons have provided dedicated service and valuable input over the last five years. Specific representatives should be nominated by their chairs to serve on compensation advisory teams, Diversity Coalition and other groups that seek broad based input as part of shared governance. When properly recognized and supported by the administration, SAC and APAC can provide the leadership to support continued progress in the areas highlighted below:

- **Respect and Civility**: Promoting respect and civility is seen by many as one of MPAC's key accomplishments; this critical aspect of work life should receive continued attention in all diversity efforts. MPAC's *RESPECT* bookmark tool will be available as a downloadable file from the DRO web site.

- **Salary Increase Distributions**: Future compensation advisory teams should solicit and incorporate formal input by both SAC and APAC. The University must establish equitable and transparent merit pay procedures to bring greater consistency across departments and across campus. Until better tools and training are in place, dissatisfaction with "fairness" will persist. Merit increases will be more likely to be perceived as fair if they are given in addition to cost of living increases.

- **Management and Supervision**: Recent exit survey results and the Employment Policies Review Team Report suggest that management and supervision issues require greater attention. Education in good management practices and accountability for management must spread downward through the organization to include department heads, directors and principal investigators, and all those who supervise classified staff and appointed professionals.

- **Performance Management**: All employees should have the opportunity to receive an honest evaluation of their work at least once a year. Far too many employees still report that they have never or rarely been reviewed or that reviews only happen when required for salary distribution and then are only cursory and rushed.

- **Climate and Exit Surveys**: MPAC strongly urges the University to conduct regular climate surveys to assess issues of employee job satisfaction, employee retention, and productivity. Along with exit surveys and other tools already in use, regular climate surveys will provide the University with data necessary to regularly assess the work-life quality for classified staff and appointed professionals. It is also important that results from these surveys be shared with groups such as SAC and APAC to enable them to better pursue their advocacy efforts.

We recognize that the University has faced continual fiscal challenges over the last five years. As emphasized in the original report, many recommendations depend far more on leadership and accountability than on additional funding to achieve progress. MPAC continues to believe that addressing climate issues is important to achieving excellence and effectiveness, especially during difficult times.

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Former Members:

Diane Perreira Quinn, Past MPAC Co-Chair
Millennium Project Phase II Co-Chair
Director Development, SALT Center

Emily Boyd (retired)
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Millennium Project Phase II
Enhancing the Climate for Excellence at The University of Arizona
Classified Staff and Year-to-Year Appointed Personnel

Co-Chairs: Diane Perreira Quinn and Kathleen Miller

Project Chair: Dr. Linda Johnsrud, University of Hawaii

Project Initiated: Summer 2001

Guidance and Input: UA Steering Committee (included SAC and APOC Presidents)
UA Advisory Board
Community Advisory Board
Nine Facilitated Discussion Groups

Two Surveys: Classified Staff (also in Spanish) and Appointed Personnel
Mailed to 7526 employees (.2FTE or greater)
Response Rate 52.6% - 3957 Surveys (53.1% CS, 50.6%AP)
Weighted Satisfaction Measure (level of satisfaction x importance)

Millennium II Report: Published October 2002 (hard copy and online)
Volume I Summary Report
Volume II Appendices
Problems and Recommendations Grouped by Work Life Dimensions
- Leadership and Supervision
- Opportunities for Advancement
- Salary and Benefits
- Climate of Respect and Civility

Overarching Goal: To build a University community that honors the contributions of all its members in meeting the mission of a student-centered research institution.

The Ideal University Committee:
- Treats all members of the community with respect and civility.
- Recognizes and rewards good work in all units, at every level.
- Ensures that all members of the community receive fair compensation and the resources necessary to accomplish their jobs.
- Creates a safe and open climate for sharing concerns, criticisms and ideas.

Recommended Follow Up: Establish Millennium Project Phase II Oversight Committee
Assess Progress in 5-7 Years

Millennium Project Phase II Summary of Results on Satisfaction and Morale

Top Five Most Satisfying and Least Satisfying Aspects of Work Life:
(by Mean Weighted Satisfaction Score: level of satisfaction x importance)

<u>Appointed Personnel</u> (Most Satisfying)	<u>Classified Staff</u> (Most Satisfying)
Safe Work Environment	Education Benefits
Relations with Students	Safe Work Environment
Education Benefits	Health/Safety Protections
Relations with Public	Opportunity to Respond to Evaluations
Reputation of UA	Relations with Public

<u>Appointed Personnel</u> (Least Satisfying)	<u>Classified Staff</u> (Least Satisfying)
Affordability of Parking	Affordability of Parking
Opportunity to Evaluate Supervisors	Opportunity to Evaluate Supervisors
Opportunity for Promotion	Opportunity for Promotion
State Government Intervention	Health Plans
Childcare	Salary/Wages

Statements reflecting <u>Satisfaction</u> with job characteristics: (percent indicating agreement)
Classified Staff Highest: Positive relationships with colleagues - 84.6%, Variety - 77.5%, Enjoyment - 81.5%, Input - 70.9%, Independence - 80.1%, Trust in co-workers - 80.3%, Like the work - 80.4%; **Classified Staff Lowest**: Fair Salary - 34.4% (only item below 50%)
Appointed Personnel Highest: Positive relationships with colleagues - 89.7%, Variety - 86.6%, Enjoyment - 87.4%, Input - 81.8%, Independence - 86.9%, Trust in co-workers - 85.4%, Like the work - 86.9%; **Appointed Personnel Lowest:** Fair Salary - 39% (only item below 50%)

Statements reflecting <u>Morale</u> at UA: (percent indicating agreement)
Classified Staff Highest: Good place to work - 82.8%, Loyal to UA - 79.8%, Proud to work at UA - 75.6%, Committed to UA - 68.3%
Classified Staff Lowest: Values employees - 47.8%, Common purpose - 44.6%, Caring organization - 44.1%, Fair institution - 52.6%
Appointed Personnel Highest: Good place to work - 79.4%, Loyal to UA - 75.4%, Proud to work for UA - 74.3%, Committed to UA - 71.7%
Appointed Personnel Lowest: Values employees - 45.9%, Common purpose - 39%, Caring organization - 41.8%, Fair institution - 50.8%

Classified Staff and Appointed Personnel Experience of Harassment and Discrimination:
While majorities of both classified staff (CS) and appointed personnel (AP) reported they had not experienced harassment or discrimination by gender or race/ethnicity, the number reporting occasionally, often, frequently or very frequently is too high to be ignored.

<u>Harassment by Gender</u>		<u>Discrimination by Gender</u>	
CS: 80.9% Never	19.3% Experienced	CS: 84.5% Never	15.5% Experienced
AP: 79.5% Never	20.5% Experienced	AP: 79.7% Never	20.3% Experienced

<u>Harassment by Race</u>		<u>Discrimination by Race</u>	
CS: 87.2% Never	12.8% Experienced	CS: 87.9% Never	12.1% Experienced
AP: 88.3% Never	11.7% Experienced	AP: 87.7% Never	12.3% Experienced

Complete Millennium Project Phase II Report is available online:
http://www.u.arizona.edu/%7Emillen/phase2/summary-report.htm

Weighted Satisfaction Ratings on Problems Addressed in Millennium Project Phase II Recommendations

Percent Satisfaction for Individual Items	Classified Staff			Year-to-Year Appointed Personnel		
	Not satisfied	Neutral	Satisfied	Not Satisfied	Neutral	Satisfied
Opportunity to evaluate supervisors	52.1	24.3	20.9	45.4	26.9	23.2
Training for supervisors	32.8	26.5	37.3	30.9	29.9	35.7
Opportunities for promotion	49.1	23.0	25.7	43.0	28.3	26.8
Availability of mentoring	28.3	40.7	27.3	28.9	37.4	32.2
Salary and/or wages	53.0	13.3	32.0	44.1	14.0	40.3
Equity in merit pay increases	45.2	21.1	29.8	38.3	25.1	31.5
Affordability of parking	63.3	14.4	18.6	54.2	19.0	22.5
Health plan	51.0	15.1	31.5	45.0	18.3	34.9
Child Care (56.4% CS and 50.2% AP responded to this item)	18.4	63.2	18.4	27.4	58.7	13.9
State government intervention/support (15.3% CS and 57% AP responded to this item)	22.0	42.9	35.1	36.3	44.8	18.9
Protection for whistle-blowing (fear of retaliation)	25.4	44.4	25.1	14.8	49.6	28.9
Agreement with statement that UA is caring organization		44.1			41.8	

Complete Millennium Project Phase II Report available online: http://www.u.arizona.edu/%7Emillen/phase2/summary-report.htm

R E S P E C T

What does it mean to U?

At the University of Arizona we treat each other with respect, dignity, and

The Millennium Project Action Committee

www.u.arizona.edu/~millen/mpac.html

THE UNIVERSITY OF ARIZONA

ENHANCING MANAGEMENT PERFORMANCE
A Proposal of the Millennium Project Action Committee (MPAC)
May 2005

OVERVIEW
The current state of supervisor/management training is inadequate. Many people feel their supervisors lack key skills to promote a positive, productive work environment. The University has limited resources to train supervisors and managers in key skill areas and those programs that have existed have been curtailed.

Many people who hold supervisory positions have received little or no training on how to perform tasks critical to good personnel management. They may not see supervision as an important part of their personal job responsibilities OR they may lack information specific to the University that will allow them to perform their supervisory role successfully. These factors can result in inefficient work environments, little or no effective performance management, and poor employee morale.

Management/supervisory skill deficiencies cost the University in terms of retention and lower productivity of current employees and potentially increase risk to the University.

We must create a culture of good management. Articulating an expectation of good management and supervision is an important first step. Enhancing training for managers and supervisors is one way to promote this cultural transition and need not require large expenditures of money. A key component of the message must be that the time involved is time well spent and that skill in managing people is highly valued, along with the knowledge and expertise that gained the person his or her position in the first place.

CONCRETE FIRST STEPS

- Communicate from the top that strong supervisory skills and good management of personnel are important.
- Establish accountability mechanisms.
- Incorporate basic elements of management/supervisory training into existing programs.
- Identify and obtain key data so that we can truly understand the scope of the problem.
- Reward those who excel in management.

SPECIFIC SUGGESTIONS

Communication to Campus:
- We propose that the President and Provost send a communication such as a 3D memo to the campus early next Fall stressing the importance of developing and demonstrating good supervisory practices at all levels. This communication should convey the benefits both to the manager/supervisor and to the university in improved workplace climate, higher employee morale, lower turnover, and greater productivity. These benefits are even more valuable in tight budgetary times.

- MPAC seeks the support of senior administrators to help us create a climate where good management and supervision are valued. We ask President Likins and Provost Davis to take the opportunity to further communicate the value of good management when they attend key events such as New Head Ed or the Department Heads Retreat. We believe strongly that direct messages from the President, Provost and other Vice Presidents to the next level of administrators who report to them will set the tone for improved attention to these important areas.

Management/Supervision Element of Performance Evaluation:
- We propose that a section on management/supervisory skills be incorporated into the performance evaluations for everyone who manages/supervises other employees. Clearly describing expected competencies and behaviors and requiring individuals to be evaluated against common criteria will serve to improve our university culture.

- Some faculty and appointed personnel do not necessarily see themselves as managers but if they run labs or work with teaching or research assistants, they too need good personnel management skills. This distinction must be made clear.

- In our discussions we have learned that President Likins, George Davis, Joel Valdez and Saundra Taylor each do periodic 360º reviews of their subordinates and that they are in turn reviewed in that manner. Ultimately we would like to see this kind of feedback implemented for all administrative positions.

Enhancement of Existing Training Programs:
- Department heads, principal investigators (PIs) and lab supervisors are key groups to reach if we want to effect change. Existing training programs sponsored by the Provost's Office and Risk Management should add a segment on core management skills/policies.

- At a minimum, New Head Ed and Risk Management's session for new principal investigators (PIs) should include an overview of UA policies, identify resources for advice and guidance in handling difficult situations, and encourage further professional development. Catching people as they assume management responsibilities can build momentum for the future. Utilizing scheduled training events will alleviate resistance due to time constraints and allow enhanced training without significantly increasing costs.

- Heads Up, the continuing education program for department heads, and the annual Department Head Retreat should address specific management skill development topics to help unit heads accumulate a "toolbox of skills" in the areas of performance management, administering merit fairly, and how to deal with problems before they get out of hand.

- To encourage implementation of new skills, all management/supervisory training components should convey a "what's in it for me" message: better results, better morale, improved retention, and improved productivity.

- Targeting management/supervisory training to groups with related backgrounds will allow for more relevant discussion.

- Use of peer trainers, as teams or in partnership with HR, is strongly encouraged. They speak the language and have firsthand knowledge of issues.

  (We understand that a Management Training Proposal had been on the President's Cabinet agenda earlier but that the financial crisis had bumped these discussions. We appreciate President Likins' support to have it added to a future agenda.)

Better Data Needed/Human Resources Database System:
- We propose that the administration find funds for a new Human Resources management information system. The current system is about 25 years old. It is difficult to obtain data required to support decision making. Furthermore, the current PSOS system is cumbersome and consumes an inordinate amount of time to complete what should be routine tasks. The university should realize significant costs savings from the reduction in extra man/woman hours currently devoted to trying to extract information as well as from higher quality more relevant data.

  In the meantime:
- Until a new system can be put in place we strongly encourage that key groups agree on a set of reports that can be standardized and produced annually using data currently available. Hopefully this would facilitate more timely, useful information than what we have been able to get through various ad hoc requests. For example, MPAC would like to know the total number of employees involved in management/supervision and the number/reasons of people who leave their jobs because of poor supervision, including those who move laterally within the university.

Rewarding Excellence:
- **University of Arizona Department Award for Excellence**
  The Staff Advisory Council (SAC) developed an award to recognize departmental excellence in the management of people and resources. Senior leaders should demonstrate exemplary performance in creating a satisfying working environment and promoting efficiency and effectiveness. This award will be initiated next Spring as part of the Staff Awards for Excellence. SAC will promote it jointly with Appointed Personnel Organization Council (APOC). The department will receive a commemorative plaque.

- **Commission on the Status of Women Vision Awards**
  The Commission on the Status of Women (CSW) created the Vision Awards in 1999 to honor individuals who are managing their units in a way that embodies CSW goals in the University's diverse multi-cultural environment. Each year several leaders are honored at a special event sponsored by the commission.

- The Millennium Project Action Committee strongly supports awards and recognition for those who demonstrate outstanding leadership and best management practices in their

units. These leaders and their units can serve as models for others at the University and their efforts should be broadly publicized.

IMPLEMENTATION AND RELATED COSTS

We deliberately considered the difficult budget situation in formulating our suggestions.   With the exception of the new data system for Human Resources, the cost of implementing these recommendations is expected to be minimal. The awards described above are honorary. The concept of incorporating a management/supervisory skill segment into existing training programs rather than requiring separate training makes better use of everyone's time, and precludes additional costs associated with providing space, etc. We suggest the Provost's Office be contacted as soon as possible so that they can work with Human Resources if necessary to incorporate these recommendations into the sessions to be held in August 2005.