CFAR

Memorandum

Date:	October 9, 2017
To:	UNO / Transition Advisory Council
From:	CFAR / Jennifer Tomasik, SM, FACHE
Subject:	**Executive Summary of TAC Culture Meeting**

This memo captures themes from key discussions, notes, observations, and materials from the fifth meeting of the Transition Advisory Council (TAC), held on Friday, September 29, 2017. The focus of the meeting was on UNO's culture, as explored through three lenses: education, discovery and engagement. It is clear that UNO's culture has evolved over time. There was a strong request to better define the values and assets of the culture and to communicate them in ways that continue to strengthen UNO's culture.

The memo is organized as follows:

Introduction

Purpose of the Initiative and the Transition Advisory Council (TAC)

As a reminder, the TAC is part of an overall effort on the part of Chancellor Gold and other UNMC leadership to gain a deeper understanding of the strategic identity of University of Omaha, Nebraska (UNO). The TAC is also working towards discerning where UNO and the University of Nebraska Medical Center (UNMC) can enhance their alignment in ways that create value for the university, its communities, and the state of Nebraska, while making the most of the leadership transition at UNO.

The TAC's role in this effort is to identify and discuss the strengths, weaknesses, opportunities, and threats (SWOT) for UNO and its environment using the themes of growth, brand, culture, culture, and outcomes across the "pillars" of education, discovery, and engagement. TAC members have been carefully selected for their perspective and initiative, and grouped into the pillar structures according to their expertise and interest. The TAC has engaged in a series of participatory sessions to explore the implications of the SWOT, having now completed respective sessions on growth, brand, efficiency, and culture. Using the Admiral Stockdale principle, the focus of these sessions has been on "the blatant truth" of UNO's current state, with the intent to generate a "line of sight" in areas of opportunity and future focus for the campus and its relationship to UNMC.

Meeting Objectives

Specifically, the objectives of the Culture TAC meeting were to:

▶ Gain a 360° understanding of the strengths, opportunities, and challenges of UNO.

▶ Learn leadership team, faculty, staff, and community members' perspectives on the university's education, research, and public engagement missions.

▶ Develop working relationships with leadership and transition teams, allowing Chancellor Gold to share his core values, expectations, and leadership style.

▶ Focus on culture at UNO.

Approximately 25 members of the TAC were in attendance. The meeting evaluation survey had a 28% response rate, with all respondents indicating that that they were either *somewhat* or *extremely satisfied* with their overall experience at the session. One respondent commented, "It is getting increasingly candid and thoughtful—that is a great trend!"

Chancellor's Remarks

Chancellor Gold started by thanking TAC members for their attendance and reminding them that two Transition Advisory Team (TAT) meetings had also recently taken place. He remarked that he has continued to enjoy meeting with various groups across campus. The Chancellor also reminded TAC members to continue this important work by facing the *blatant truth* and focusing on the *horizon*. Chancellor Gold then reminded participants of UNO's mission statement: "The University of Nebraska at Omaha is Nebraska's metropolitan university — a

university with strong academic values and significant relationships with our local, regional, national and international communities that transforms and improves life."

Chancellor Gold briefly reviewed the findings from the last TAC meeting, which was focused on efficiency at UNO. He reminded everyone about the themes that emerged across the pillar group presentations, his closing marks, and CFAR's observations.

The Chancellor reminded attendees that *every good conversation starts with good listening*.

Chancellor Gold spent the majority of his introductory time talking about how he thinks about culture. He noted that successful organizations align strategy, structure, and culture in ways that make them "tick." The Chancellor defined culture as:

> *"Culture is the learned and shared knowledge that specific groups use to generate their behavior and interpret their experience of the world. It includes but is not limited to: communication, rituals, roles, thought, relationships, languages, courtesies, customs, practices, expected behaviors, etc."*

In his mind, owning the "O" is the culture of the organization—how you embody the principles of the "O." The Chancellor noted that when it comes to strategy and culture, strategy very rarely works without a culture to support it. Behaviors, practices, and values all roll up under culture. Chancellor Gold shared a grid that illustrated how having strong culture and strong strategy leads to a thriving organization. He also shared the 80/20 rule of organizational change: noting that, in change initiatives, 10% of the people involved will be early adopters of the change, another 10% will be cynical, and 80% will be slow adopters and will wait to come on board the change movement. The Chancellor concluded his opening remarks by explaining that the stronger the culture, the more flexible and outcomes-oriented an organization is likely to be.

Themes Across the Pillar Group Presentations on Culture

Three subcommittees—on Educate, Discover, and Engage—presented their analyses for discussion to the full TAC (complete versions of the presentations are included in the appendix). Some overarching themes emerged among the three areas, including:

▶ *Aligning culture and strategy is crucial*—There was a strong sense that formally defining the culture and explicitly linking it to strategy will accelerate UNO's ability to thrive as an organization. Areas of strength, such as student-centeredness and engagement, are examples of values that could serve as the basis of UNO culture—to help Mavericks know what the "O" represents.

▶ *Student engagement is a strength at UNO*—Across the presentations, there was a sense that UNO's engagement of students and student-centeredness is a big part of what makes UNO special. The commitment that faculty and staff have to students and the engagement of students with athletics, musical performances, and events were all things that TAC members felt were a particular strength of the UNO culture.

▶ *Student diversity is a huge strength*—Each presentation explored the value that an increasingly diverse student body brings to UNO's campus and the community as a whole.

▶ *Continuing to invest in the culture of education and discovery at UNO is important*—It was acknowledged in the presentations that the culture of engagement, particularly student engagement, at UNO is a strong one. However, it was also noted that the culture surrounding education and discovery could be stronger and more clearly defined.

Themes, Ideas, and Opportunities Surfaced in Plenary Conversations

After each presentation, TAC members engaged in small group discussions at their tables to explore the following questions:

▶ What, if anything, surprised you about what you heard?

▶ What, if anything, did you expect to hear that you did not?

▶ What do you believe are the two to three biggest opportunities for UNO to enhance culture to the benefit of the students, the university, and the community as a whole? Why?

The following are highlights from the conversations.

► **Educate**

- The discussion following the Educate pillar presentation focused on a variety of different issues. One table focused on formalizing values so that there is a more systematic way of introducing new Mavericks to the community. There was also positive discussion about embracing new technologies and facilities. One group acknowledged that, while many facilities have been updated, more are still in need of an upgrade. They believe upgrading the facilities will not only attract students, but also improve the ability of faculty to work with and engage students in more innovative ways. Another table talked about the need to address the gap between the diversity among students (which is increasing) and faculty and staff diversity (which is not growing at the same rate).

► **Discover**

- One of the main areas of discussion in the Discover presentation was the importance of building metrics, having data on discovery, and linking it with culture. One group proposed that, when thinking about the norms and behaviors that are desired at UNO, it is crucial to have discovery that reflects the outcomes. Silo-busting is also a big opportunity, and the need to shift from individual to more team-based science supported that point. For example, rather than placing value on single authorship, one group expressed a desire to value more collaborative authorships. A final group talked about their desire to see a more detailed and focused strategy for discovery—including research centers and institutes. Coordinating multiple discovery efforts could also increase visibility for projects and create additional opportunities for donors to get involved.

► **Engage**

- One theme from the discussion following the Engage presentation was the need to determine how to appropriately reward those who positively embody the "O." One group talked about ensuring that the culture of engagement is appropriately rewarded and the need to define the metrics to measure faculty engagement, similar to what has been done with the RPT process. Another group made the comparison of UNO to a Rubik's Cube—noting that while they are each different colors, they are all a part of the same cube, and just need to align everything. A few of the groups also brought up the lack of faculty and staff attendance at graduation, and how there needs to be a shift in the cultural norms surrounding commencement attendance.

CFAR's Observations

As we have reflected on what we heard, these ideas feel most important to reaffirm:

▶ *Culture has many definitions*—While there are many definitions of "culture," CFAR thinks about culture as "the way we do things around here", similar to "the water you swim in." The building blocks of culture are practices—a combination of the behaviors you want to advance (in alignment with your values) and the supports or infrastructure needed to make it as easy as possible to do those behaviors. If you want to change the culture, you need to focus on practice.

▶ *Define UNO's values and cultural assets*—Needing to clarify UNO's values is an important point to make. We look at this as part of your cultural assets. What do you want that "water" to look like, be like, feel like in support of your institutional priorities? We heard a lot about some of the attributes of the cultural assets that UNO already has and would like to grow, such as collaboration and engagement with students, faculty, team science, the community; curiosity; and questioning, among others. There are many practices that you are already doing that can be spread, and work remains to continue to articulate the values and practices that will support the foundation of UNO's culture.

▶ *Align infrastructure to support behavioral change*—You raised some important points about many different types of supports that will be able to help you advance behaviors. For example, you raised the importance of facilities and technology to catalyze engagement and support how you work with students in the classroom. You also identified the RPT process as an example of where the "words and the music" don't match up. While community service is viewed as critical to the work of the institution, faculty are often dissuaded from participating in service activities because it is not consistently valued as part of their performance assessment. Rewards structures are another example of a support, and as an institution it's important to make sure that the words and the music go together as you articulate what you expect of people and how you reward them for meeting or exceeding those expectations.

▶ *Ongoing pursuit of the blatant truth*—While the conversations throughout the meeting felt candid and comprehensive, one thing in particular emerged as a blatant truth that you must face—the difference between student diversity and faculty diversity. UNO has a real opportunity to close that gap.

▶ *Strategy + Culture = Thriving Institution*—Finally, we agree with the need for clear priorities and a strong culture to create a thriving organization.

Concluding Remarks

Chancellor Gold commended the TAC for their presentations, noting that the different presentations were very inspiring. He divided his closing reflections into two categories: key cultural elements *where UNO is already excelling* and key cultural elements *where there is an opportunity to improve*.

▶ *Key cultural elements that are a strength of UNO*—Chancellor Gold noted that some of these strengths include student diversity, student-centeredness, strong community engagement, academic excellence, ability to embrace new technology, dynamic and on the move, sense of physical safety and security on campus, problem-based approach to research, and high

student engagement. Another positive that Chancellor Gold noted was that UNO has a culture that creates real opportunities for students. Beyond providing learning and granting degrees, UNO creates career opportunities for its students and helps them get placed into jobs and assimilate into society.

▶ *Key cultural elements that pose as opportunities for UNO to improve upon*—Chancellor Gold noted that while UNO has a strong culture of engagement, it needs to further strength elements of culture that support education and research. Chancellor Gold noted that if you don't have a culture that says we are going to invest in those areas, then you won't get there. An opportunity exists to do a better job expressing the Maverick culture to individuals when onboarding them, asking the question, "How do you standardize that, similar to the RPT process?"

Chancellor Gold concluded by stating that if UNO's culture is as strong as everyone believes it is, there is an opportunity to call out and reward exemplars that already reflect the Maverick culture and use them as the basis of work to further clarify and strengthen the culture at UNO.

UNO Transition Advisory Council Meeting–Culture
One-minute Essay
September 29, 2017

We summarized the responses to the one-minute essays thematically, followed by direct quotes pulled from the essays. They are organized by question on the following pages.

1. What are one or two insights you had in this session about culture at UNO?

▶ *Creating a culture of opportunity is valuable*

- I liked what Chancellor Gold said about creating a culture of opportunity. This is something that I feel UNO does really well.

- Culture of creating opportunities—well said.

- We have a truly student-centered culture organized around creating opportunities and transforming lives.

- Culture is so key for the acceleration of success.

▶ *UNO has had an informal culture and defining and formalizing it would be useful.*

- Confirmed need to finalize. True/value statement

- Let's move to structures that formalize our culture so it's 1) documented 2) shareable 3) protected and grown

- It is more anecdotal than defined and communicated

- We have been informal and loose... (part of our charm)

▶ *Faculty and staff want to be rewarded for their engagement and service*

- The "diversity" of colleges' RPT standards—we shoot ourselves in the foot when we don't value "service" of faculty—colleges should re-assess the RPT standards!

- One can have engaged faculty without having engagement in RPT requirements (other supportive needed, recognized in annual review, salary...)

- RPT process needs review in engagement and discovery across all colleges and units.

- Faculty do not feel they are recognized; rewarded for engagement

- Strong culture of community engagement, but gaps in areas that can curtail this such as RPT, faculty participation in engagement etc.

▶ *UNO's culture is complex*

- I think the discussion in this session more clearly presented the many facets of UNO culture.

- We have differences in our culture depending on college, pillars, roles, etc. and it is changing. While it has offered opportunities, it also poses challenges.

- Culture not behavior, but behavior = lead to culture

- Enthusiasm and organization of class has larger impact (most relevant) on student perceived quality.

▶ *Other comments included*

- I have not really reflected on how facilities might affect student perceptions of the education they receive at UNO.

- The $9.5 million invested in UNO faculty research time may be small when measured relative to other research-focused institutions.

- Do you always have to reward people for adhering to cultural norms?

- Not many surprises because of my role at UNO/and my length of time here. The culture is part of me and ubiquitous.

- Diversity is growing at UNO.

- There is no plan to match the tuition remission with the current growth of in/out-of-state students.

2. What are one or two things we need to do to further enhance culture?

▶ *Define cultural values and communicate them.*

- Define a common set of values/expectations and communicate. Lead by example

- Making sure continuous improvement and values are foundations of the culture.

- Be clear on: Define values formally, formal staff/faculty onboarding programs that are purposeful and valuable, improve strategic planning—what are our priorities? (if you try to catch 2 rabbits you'll catch neither), metrics of culture and engagement, create career opportunities through engagement, clarity balance between expectation of quality (raise standards) and desire to increase enrollment (2010 standard)

- Formalize values and communicate them.

- Organize them into themes that can be communicated—academic priorities

▶ *Be strategic and prioritize.*

- Need an institutional priorities investment process that links strategic planning to resource allocation.

- Discovery should be a strategic priority. Focused on solving key community/global challenges.

- Need measures/metrics in place to evaluate routinely strategic priorities. OSU -> example is relevant to what's possible.

- We need a strategic approach to putting resources into research/discovery.

▶ *Talk openly about culture to further strengthen and enhance it.*

- Talk about it, why is our culture important (how does it drive and set the context of all that we do)

- I think onboarding is a great opportunity to share our culture (and strengthen it) among new students, staff and faculty.

- Ask the question, what kind of culture do we wish to have? What are our values? Are these values we talk about important? Does our culture help us prioritize use of resources?

- We really need to steadily improve and evolve our culture.

▶ *Support and reward positive, desired behaviors in tangible ways.*

- Reward and encourage best practices that support our culture.

- We can emphasize and reward connections between engagement and research, and engagement and teaching, to strengthen our culture.

- Re-record the types of negative experiences that faculty/staff have seen in the past; replace with positive experiences.

▶ *Other comments included*

- Invest in diverse sectors of UNO—for faculty, research, teaching and service—same for staff. Students—engage them more

- Keep the UNO culture and don't try to change us dramatically. We have a good thing going. We also exemplify the Midwest culture.

- Focus on the research organization—there are 20+ centers and institutes.

- Better self-definitions

3. What didn't we talk about that we should have discussed?

▶ *People would have liked to discuss how UNO's culture has evolved and what it is today.*

- History/evolution of our culture. We do not have the same culture that we did 30 years ago. What has changed? How is this good?

- Specifically, what is our culture, what are our values? (Do we have a sub-culture across the campus, are these good?)

- As UNO's online presence grows, I wonder how our culture will change (or, will it?) with increasing online programming. What is the culture of the online environment and how is it similarly or/and different than the in-person, on-campus experience?

- Formalize entire campus values/commitments

▶ *Other comments included*

- People less familiar with UNO or have not been here as long may not really understand or embrace our culture.

- UNO has a sense of family culture among faculty, staff, students, and community.

- Further discussions about compensation equity for faculty who have been at UNO for several years who were livid at a much lower salary.

- Recognition—like assessment days is needed to encourage culture and desired values.

- R3 -> move forward

- Leverage the values of the community and tie the culture together.

- The Omaha–centric nature of the student body—87%? How does that affect culture? Working with K-12 in Omaha, we can have a huge influence on our culture before students arrive.

UNO TRANSITION ADVISORY COUNCIL

UNO TRANSITION ADVISORY COUNCIL

The intent of this transition plan is to help:

o   Gain a 360° understanding of the strengths, opportunities and challenges of UNO in a methodical and expeditious manner.

o   Use regular and strategic meetings with the Chancellor's leadership teams (Vice chancellors, associate chancellors, deans and advisory team members) to help Chancellor gain a deep understanding of UNO

o   Engage the Transition Council and Team as widely as possible: Learn from the leadership, faculty, students, staff and community members' perspectives on the university's education, research, and public engagement missions.

o   Develop working relationships with leadership and transition teams, allowing Chancellor to share his core values, expectations and leadership style.

TRANSITION ADVISORY COUNCIL

CABINET DEANS COUNCIL

TRANSITION ADVISORY TEAM

CFAR
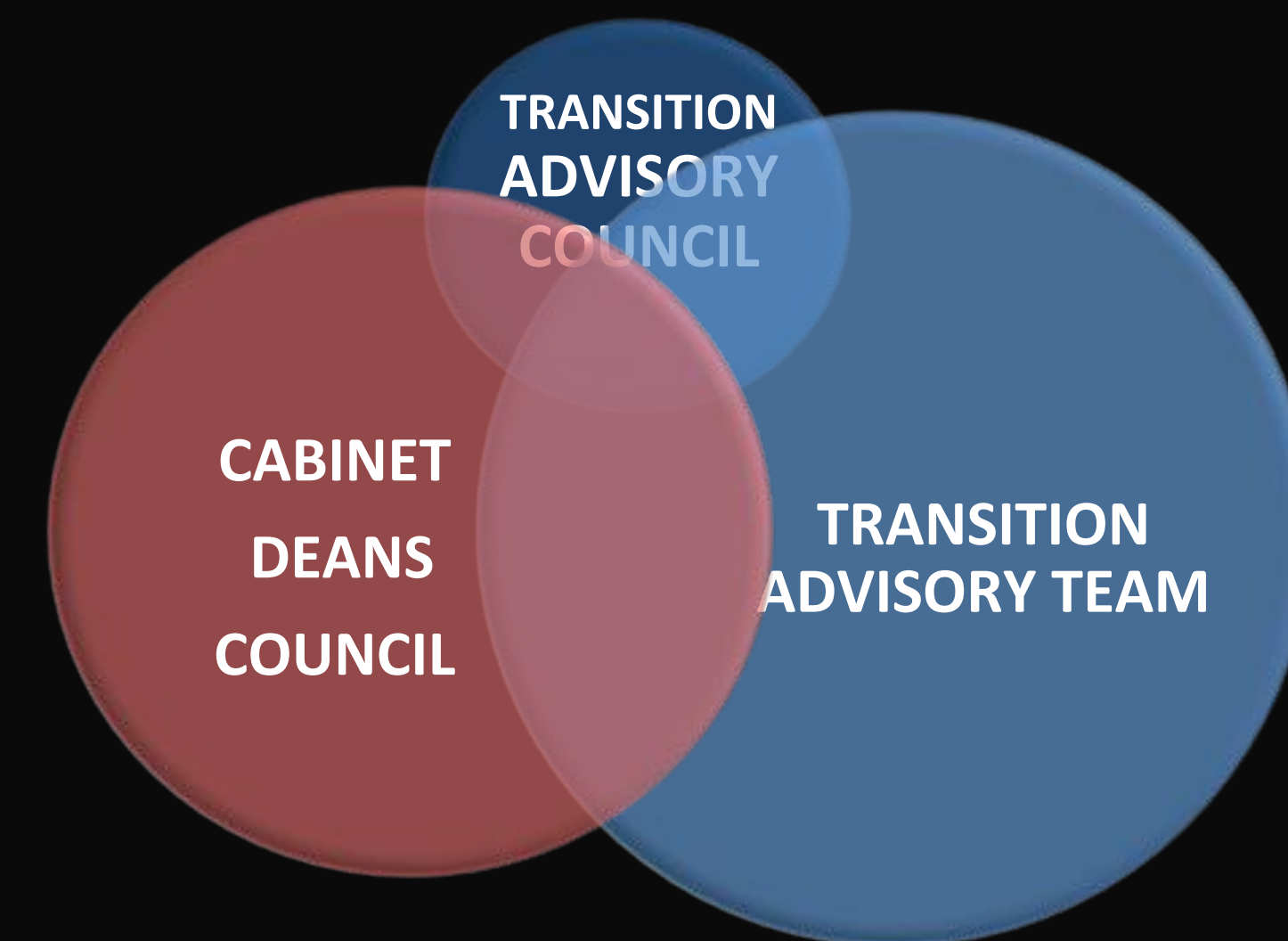
**Always face the blatant truth
Always focus on the horizon**

MISSION

The University of Nebraska at Omaha is Nebraska's metropolitan university — a university with strong academic values and significant relationships with our local, regional, national and international communities that transforms and improves life.

UNO Transition Advisory Council

Themes Across the Pillar Group Presentations on Efficiency (1)

Three subcommittees—on Educate, Discover, and Engage—presented their analyses for discussion to the full TAC. Some overarching themes emerged among the three areas, including:

- **Clear communication is crucial—**There was a strong sense that people felt the need to communicate more often and more effectively, both internally and externally. TAC members noted the existence of silos and the lack of communication between colleges. There was also a strongly voiced need for improved communication regarding the prioritization of the key messages and initiatives. In terms of external communication, it was noted that the communication department has done a great job of beginning to tell the UNO story, and continuing to do this will be very important.

- **Better use of data and metrics for decision-**making is needed—Across the presentations, there was a sense that better use of data and metrics for decision-making both within and across colleges and campuses is needed. TAC members expressed a desire to have clear conversations about efficiency, including identifying metrics, goals, and strategies. Along with the better use of data comes clear and effective communication that translates the data into useful information.

UNO Transition Advisory Council

Themes Across the Pillar Group Presentations on Efficiency (2)

Three subcommittees—on Educate, Discover, and Engage—presented their analyses for discussion to the full TAC. Some overarching themes emerged among the three areas, including:

- **Lean does not equal efficient**—It was clear across each of the presentations that being "lean" is not the same as being "efficient." Focus is required to ensure that limited resources are being used to invest in clear priorities. TAC members were conscious of the fact that if things are added to UNO's plate, that they should also take a close look at what should be removed.

- **Great potential exists in partnering with businesses**—A major theme across all efficiency conversations was the importance of building and leveraging partnerships within the business community. TAC members felt like there were many ways to further partner with businesses for service-based learning, faculty and staff partnerships with research and collaboration, and strengthening applied research opportunities.
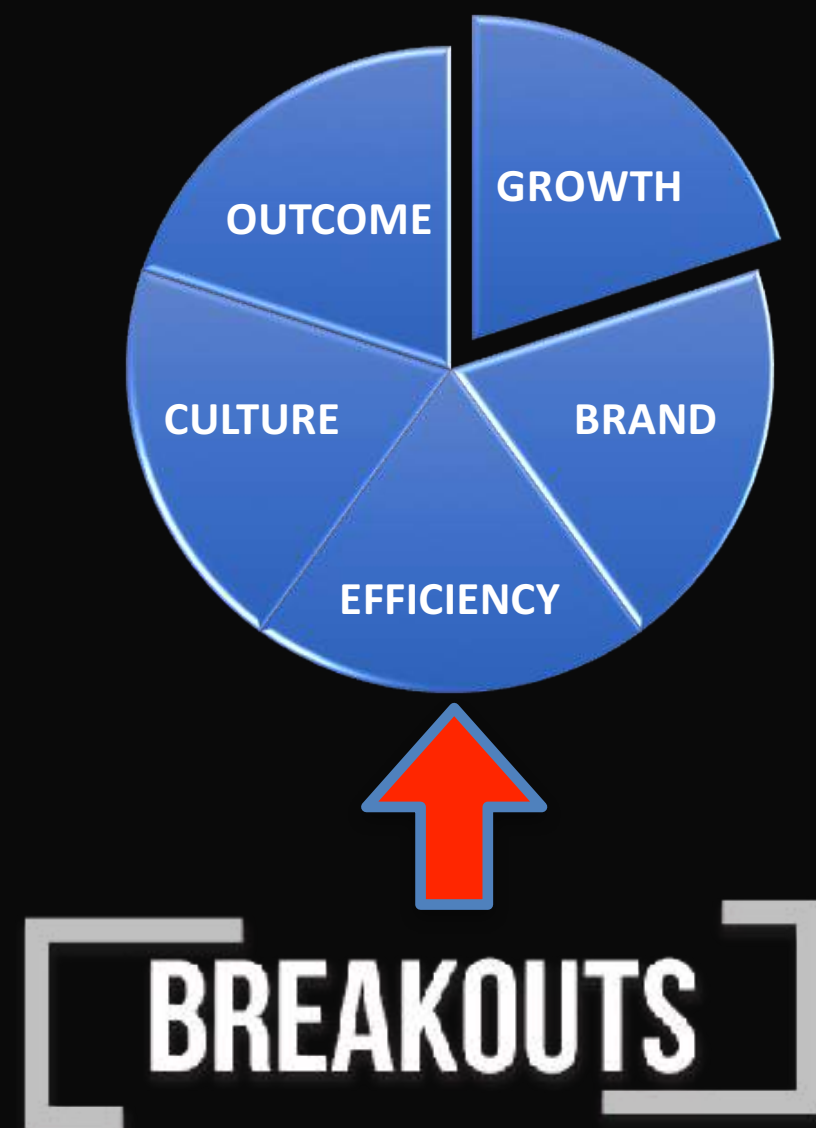
Chancellor's Concluding Reflections on Efficiency (1)

UNO Transition Advisory Council
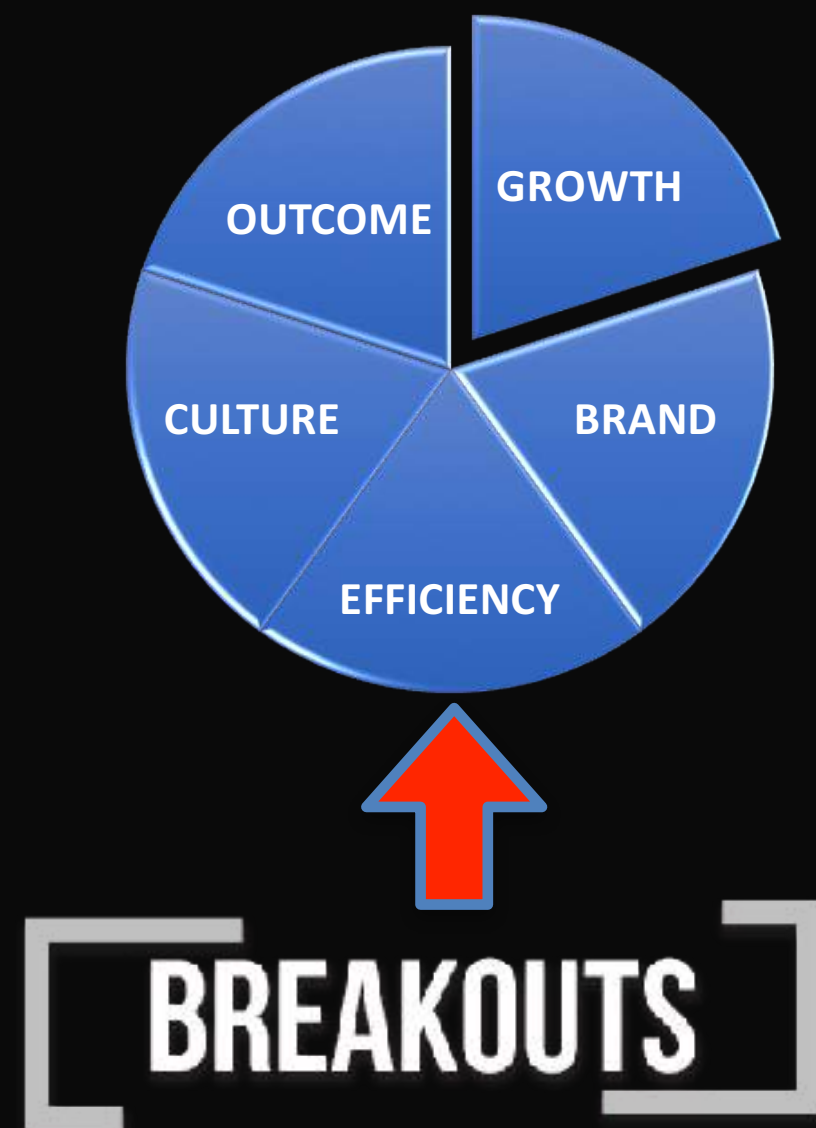
TAC presentations are engaging in frank discussions on the challenges and opportunities facing UNO. The discussions are getting closer to the "blatant truths" which is critical for a strong, transparent relationship. There were three themes from the session:

- **Lean does not equal efficient—**If UNO is lean and efficient, it does not necessarily mean that it is effective. You can work on the scope of resources you have access to, but that does not mean that you are going to then be more efficient or more effective. Silos and the ability to work together directly connects to efficiency. The more siloed UNO is, the less effective and efficient it is, and it means less collaboration is taking place.

- **Flexibility and timeliness are important—** UNO has to be more flexible in being more efficient. Although UNO is a rule-abiding institution, but it is key to have the flexibility to deal with individual opportunities efficiently, such as a $200,000 grant and a $5,000 grant award, for example.

GROWTH

OUTCOME

CULTURE

BRAND

EFFICIENCY

BREAKOUTS

Chancellor's Concluding Reflections on Efficiency (2)

UNO Transition Advisory Council

- **Strategies must be prioritized and clearly communicated—**Further efficiency will come with a clearer sense of prioritization, and those priorities have to communicated effectively. There is a university strategy and vision in place, but it has not yet been communicated as clearly or as consistently as it should be.

- **Internal & External Engagement-** The session stresses the importance of internal campus wide engagement. If we are going to focus externally, yew also must focus internally first. The engagement data serves as a baseline and demonstrates significant opportunities. If UNO is going to be known for community engagement, it must have strong engagement internally as well—there is a lot that can be learned from one another.

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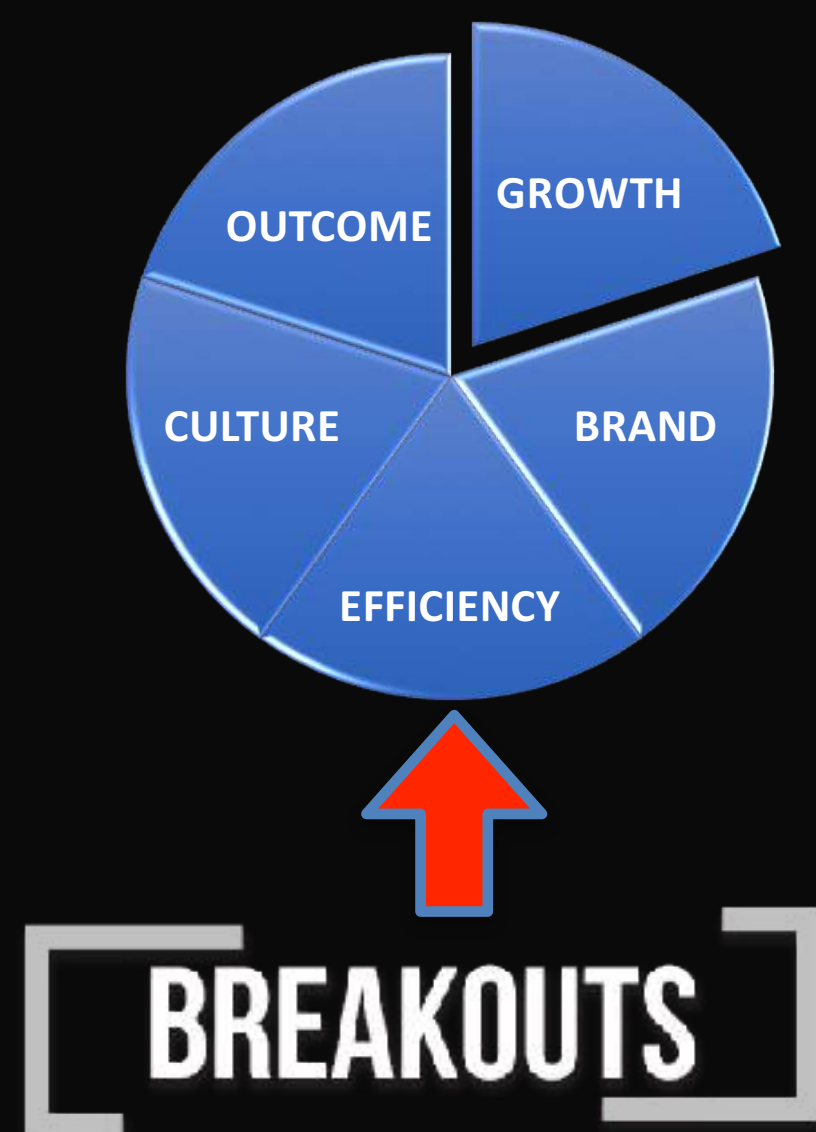BREAKOUTS

UNO Transition Advisory Council

CFAR's Reflections & Observations on Efficiency (1)

As we have reflected on what we heard, these ideas feel most important to share:

- **Lean doesn't equate to efficient—**We want to underscore the point that was made early on during the meeting—being lean does not necessarily mean that you are also being efficient or effective. Whether it's through existing or new resources, UNO needs to better communicate priorities and align resources in ways that advance those priorities.

- **Clear communication is essential—**The need for clear communication, both internally and externally, was something that was mentioned throughout the presentations and plenary discussions. The more siloed you are, the less effective and efficient you will be. While UNO does have a strategy, a vision, priority initiatives, etc., we heard that there is a strong need to more clearly communicate those priorities.

- **Better use of data for decision-making is needed—**It was clear that enhancing the use of data for decision-making and streamlined processes permeated discussions throughout the meeting. Metrics often exist, but they may not be well known or available across colleges in ways that would improve data-driven decision-making. Opportunities clearly exist to share data and more actively use it.

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CFAR's Reflections & Observations on Efficiency (2)

UNO Transition Advisory Council

As we have reflected on what we heard, these ideas feel most important to share:

- **Collaborate in a coordinated way with businesses**—TAC members acknowledged their desire to make a more concerted effort to collaborate with businesses. There is huge potential in the business community, and collaborating with businesses in a coordinated way is an opportunity worth seizing to advance discovery, internships, and future employment, among other benefits.

- **Cross-collaborative culture**—Culture was raised in many of the presentations and discussions. CFAR thinks of culture as "the way we do things around here"—in other words, how people behave shapes an organization's culture. When an organization wants to adapt its culture, it can look to places inside that are already exhibiting the "new culture" in some way. We heard the need to infuse more collaboration into UNO's culture, and recommend that you find the places where your institution is already collaborating in ways that you would like to see more of in the future.

UNO Transition Advisory Council
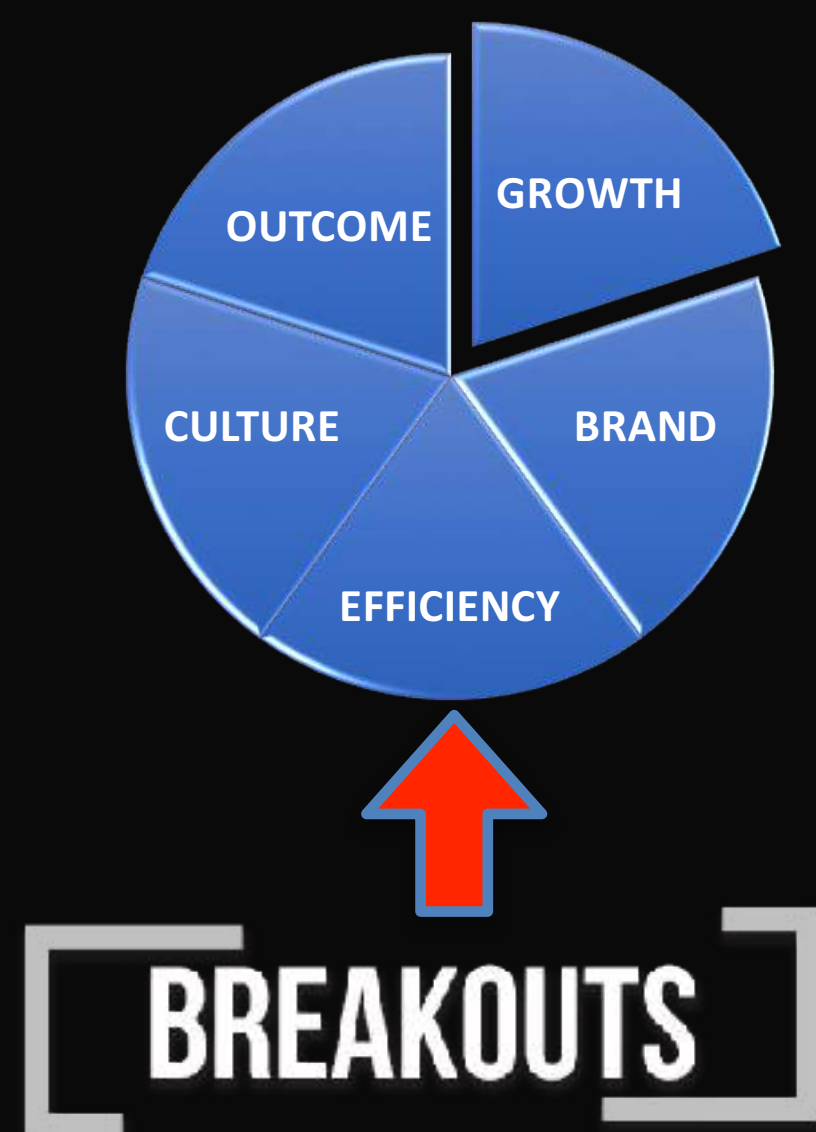
CFAR's Reflections & Observations on the One Minute Essays (1)

These ideas are the areas commented upon in the one minute essays that we feel most important to share:

1. What are one or two insights you had in this session about efficiency at UNO?

- More data-driven decision-making is needed.
- There is a need to communicate UNO's priorities.
- Opportunities exist to align staffing needs with clearer priorities.
- Enhancing collaboration and focusing on internal engagement are critical for future success.
- Streamlining bureaucracy can make things easier for stakeholders (e.g., faculty, staff, students)
- There was strong agreement that "lean" does not equate to "efficient."

CFAR's Reflections & Observations on the One Minute Essays (2)

2. What are one or two things we need to do to further enhance efficiency?
- Similar to responses in question one, TAC members reported that UNO could do more to communicate priorities.
- Similar to responses in question one, TAC members reinforced the need for data-driven decision-making and a clear set of available metrics to help measure performance.
- Greater focused is needed on enhancing internal engagement (staff/faculty).
- TAC members also emphasized the importance of external engagement.

3. What didn't we talk about that we should have discussed?
- TAC members expressed the need to have a conversation about retention and graduation rates.
- TAC members think that there should be a conversation on the NU Foundation and its connection to the campus and alumni.
- There are perceived inefficiencies in community engagement that were not discussed.
- There were also some fiscal concerns that people hoped to discuss.

UNO Transition Advisory Council

GROWTH OUTCOME CULTURE BRAND EFFICIENCY
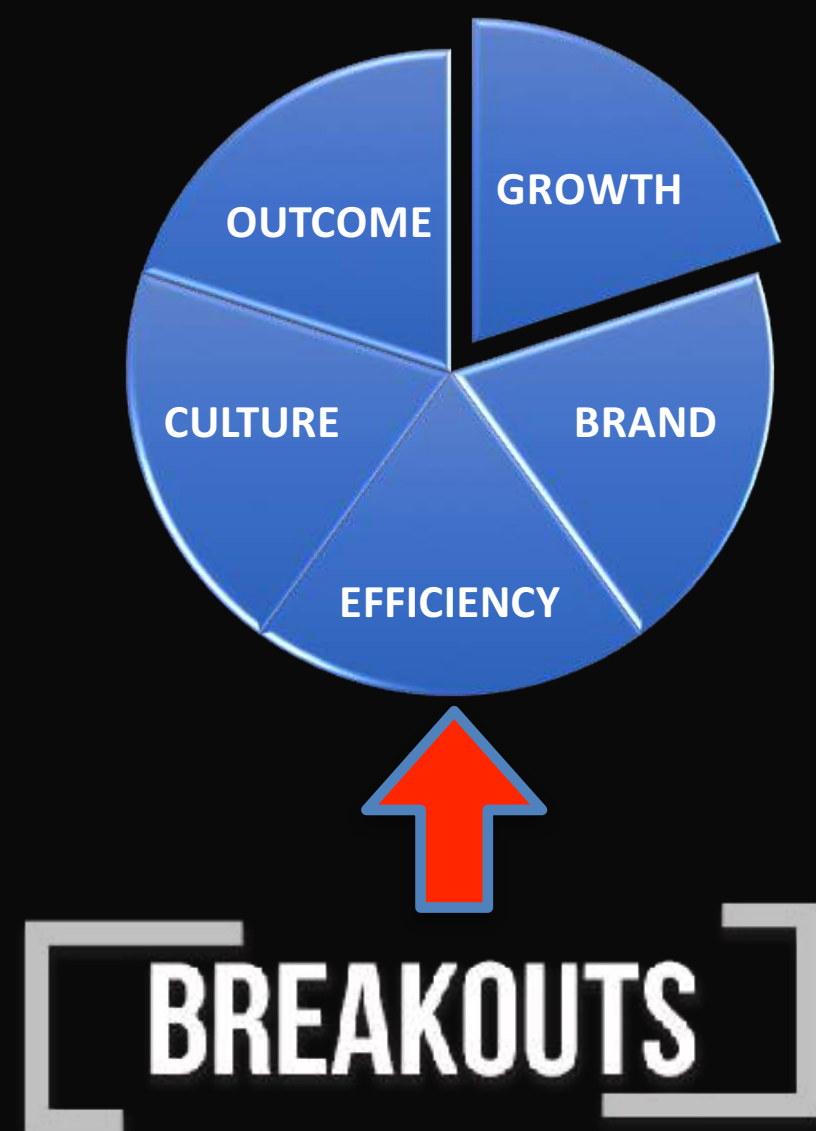
BREAKOUTS

Today's agenda

BREAKOUTS

EDUCATE · ENGAGE · DISCOVER

UNO Transition Advisory Council

1	**9:30 - 9:35 AM**	**Purpose and Overview of the TAC Meeting**
2	**9:35 - 9:40 AM**	**The Importance of Culture in Higher Ed & at UNO**
3	**9:40 - 10:20 AM**	**Presentation by Educate Pillar Sub-Committee, Followed by Discussion at tables and full group**
4	**10:20 - 11:00 AM**	**Presentation by Discover Pillar Sub-Committee, Followed by Discussion at tables and full group**
5	**11:00 - 11:40 AM**	**Presentation by Engage Pillar Sub-Committee, Followed by Discussion at tables and full group**
6	**11:40 - 11:45 AM**	**Reflections & Closing, The One Minute Essay**

GROWTH · OUTCOME · CULTURE · BRAND · EFFICIENCY

Today's agenda

GROWTH

OUTCOME

CULTURE

BRAND

EFFICIENCY

UNO Transition Advisory Council

BREAKOUTS

EDUCATE

ENGAGE

DISCOVER

make space

Every good conversation starts with good listening.

listen
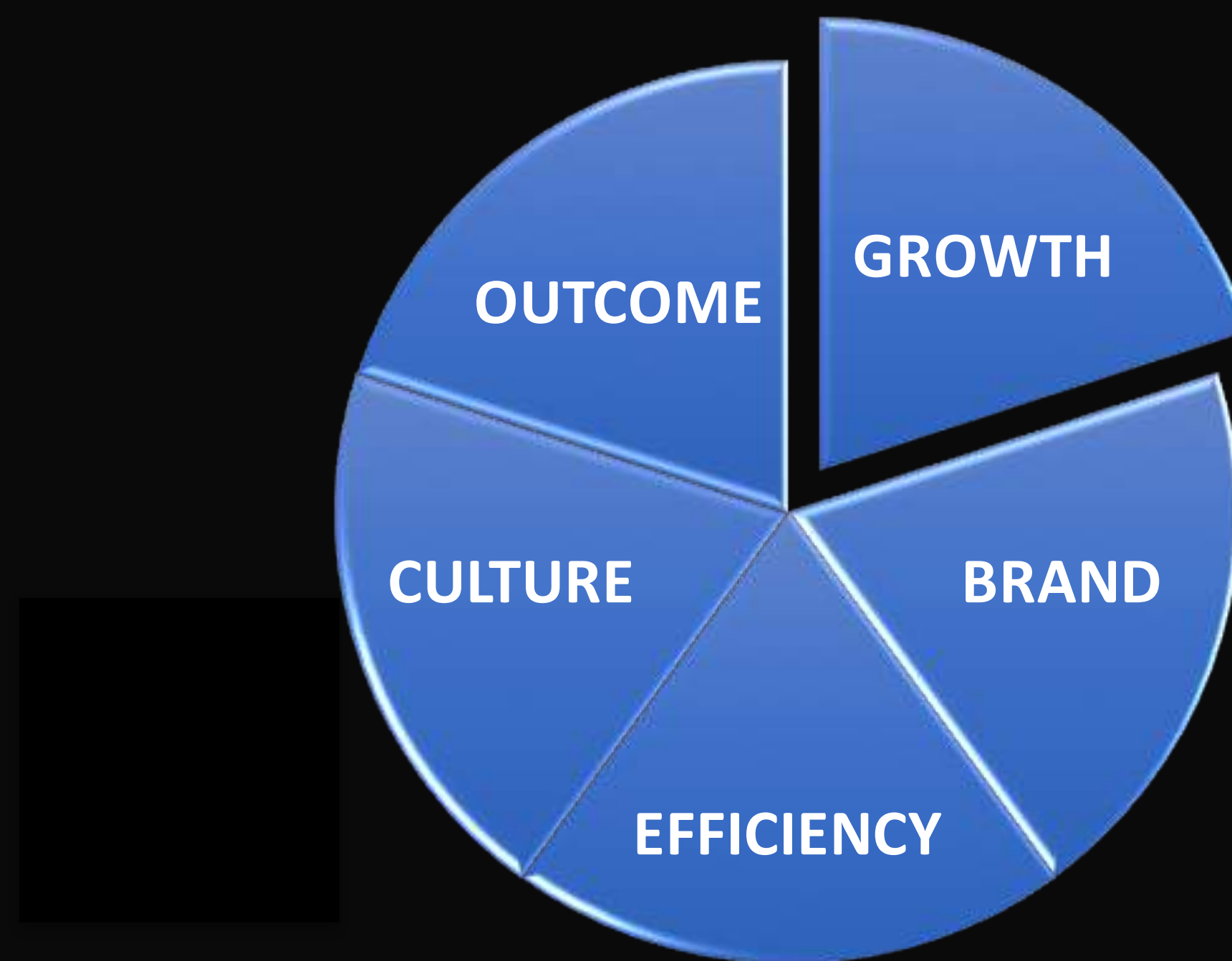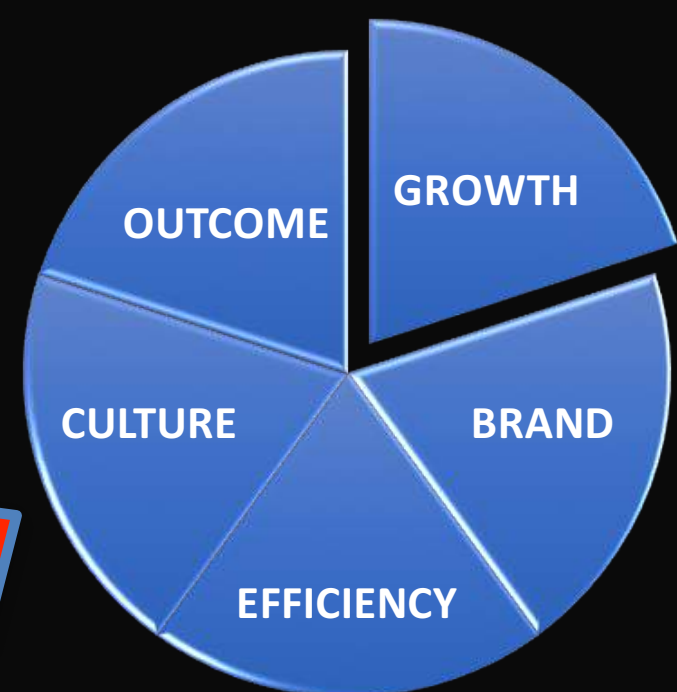
UNO Transition Advisory Council

Meeting Objectives for Today: CULTURE OF UNO

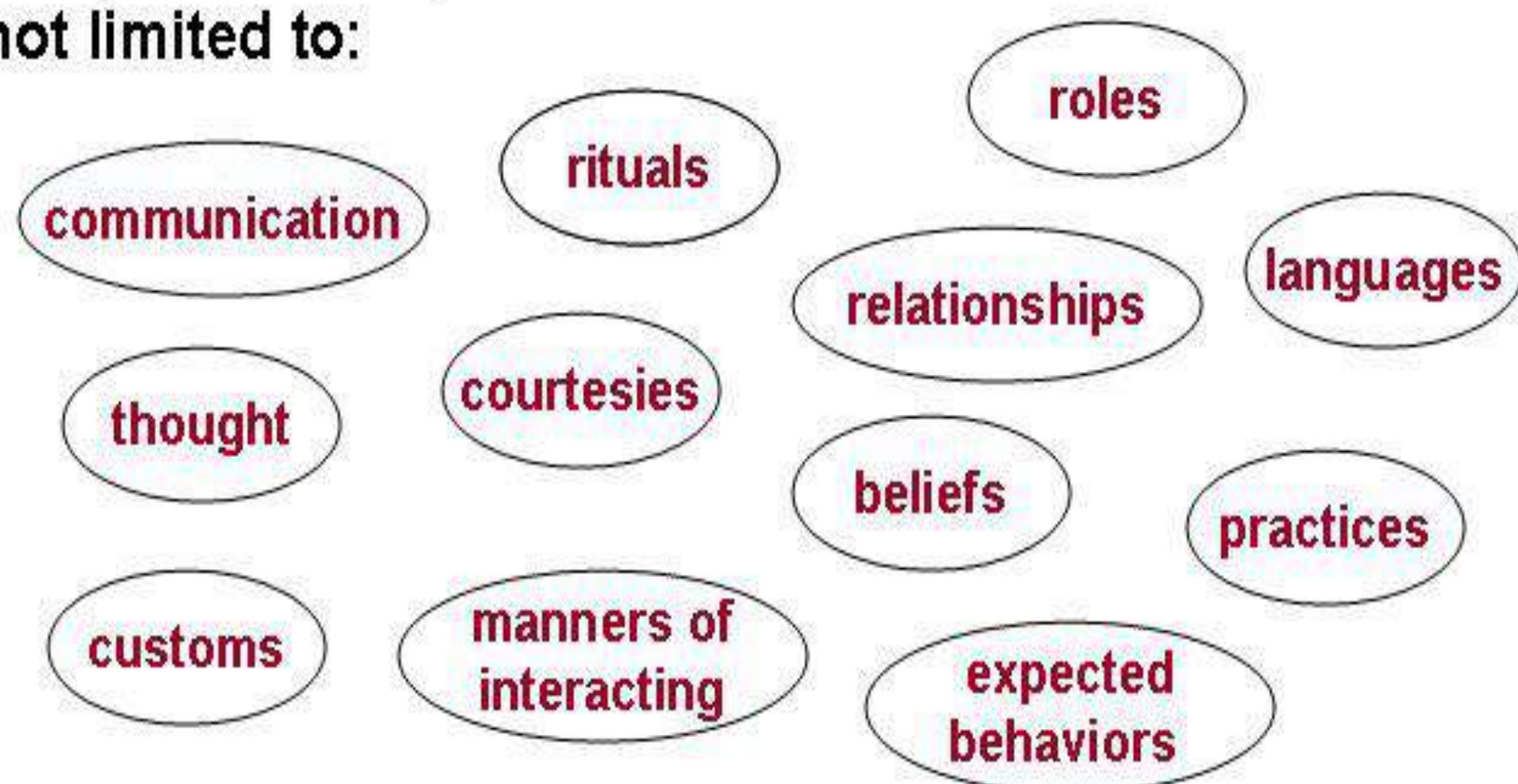**Culture** is the learned and shared knowledge that specific groups use to generate their behavior and interpret their experience of the world. It includes but is not limited to:
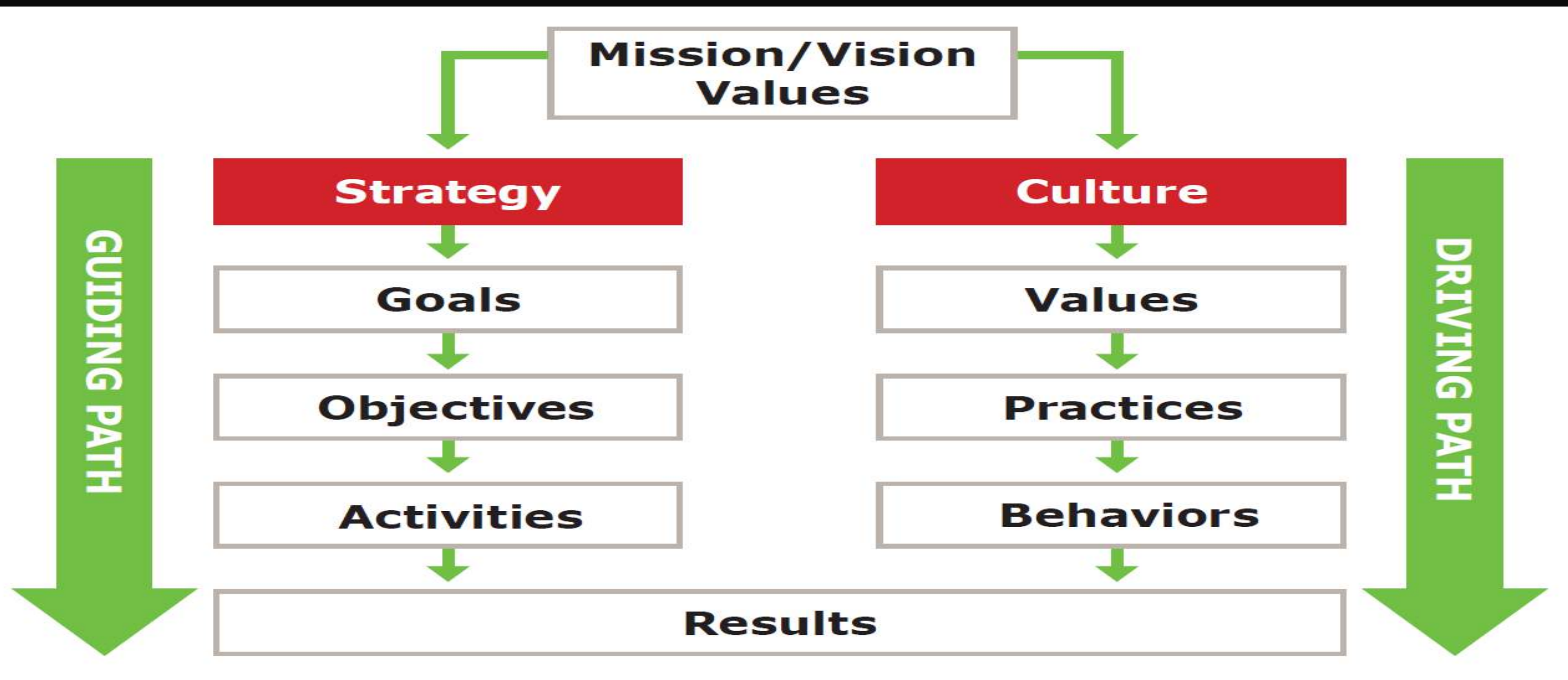
- communication
- rituals
- roles
- relationships
- languages
- thought
- courtesies
- beliefs
- practices
- customs
- manners of interacting
- expected behaviors

Organizational Culture

- Amplified by the behaviours of leaders
- Evident in the behaviours of individuals and groups
- Embedded in a network of organizational practices
- Visible in the 'way that work gets done' on a day-to-day basis
- Shared beliefs, values and assumptions held by members of an organization

UNO Transition Advisory Council

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BREAKOUTS

Meeting Objectives for Today: CULTURE OF UNO

Commitment to Culture

Mismatch of Words & Actions — Alignment of Words & Actions

Strategic Focus

Short-Term Day-to-Day

Floundering

Questioning

Challenging

Thriving

Long-Term Vision
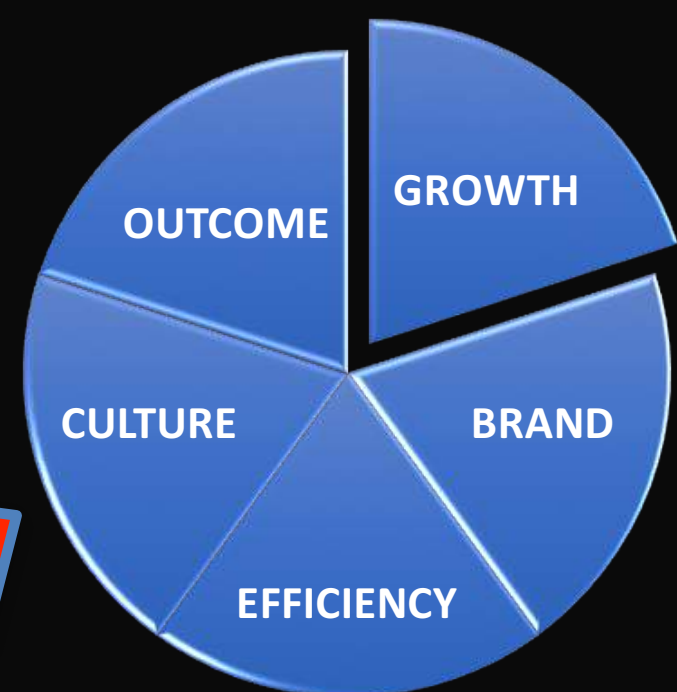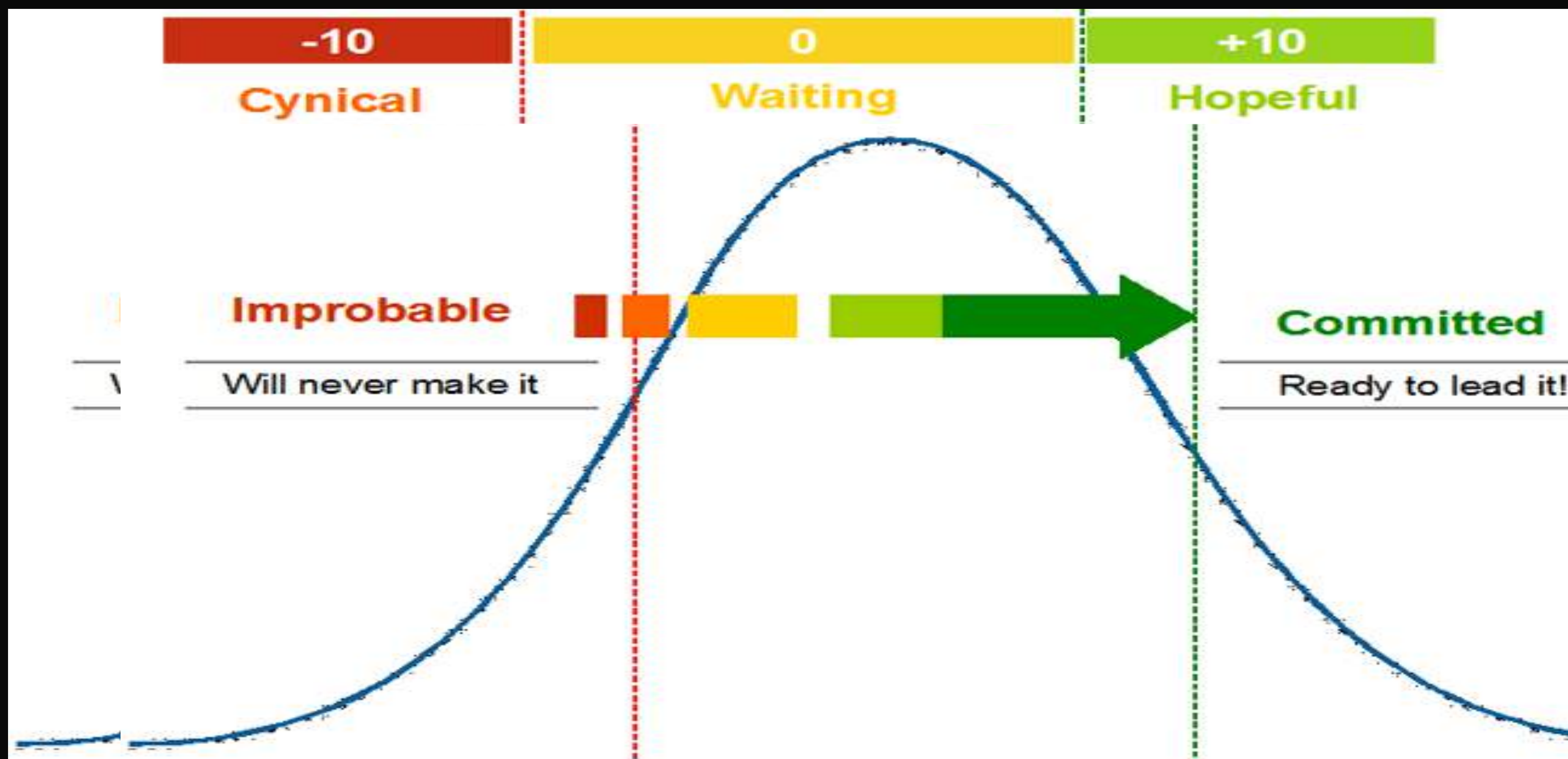
PILLAR PRESENTATION DISCUSSION ON CULTURE

Please discuss the following questions in your table groups

EDUCATE

BREAKOUTS

1. What, if anything, surprised you about what you heard?

2. What, if anything, did you expect to hear that you did not?

3. What do you believe are the 2-3 biggest opportunities for UNO to enhance the culture of UNO to the benefit of the community as a whole? Why?

▶ Please capture your full discussion on these questions and be prepared to share one answer to each question with the full group.

UNO Transition Advisory Council
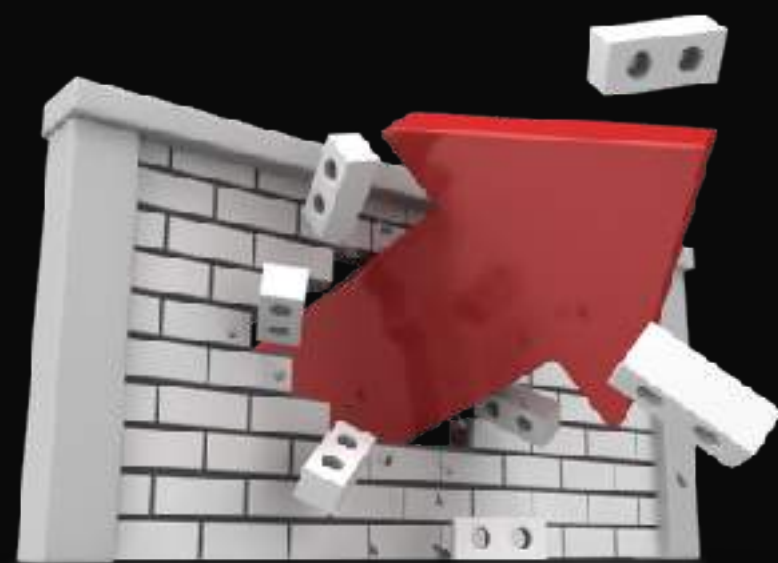
Reflections on the day: One-minute essay

Take a minute to jot down your answers to the following questions:

Question 1

What are 1 or 2 insights you had in this session about our culture at UNO?

Question 2

What are 1 or 2 changes we might make to improve our culture at UNO?

Question 3

What should we talk about that we have not regarding our culture at UNO?

Culture - Educate

Members:

Gail Baker

Howard W. Buffett

Theresa Barron-McKeagney

Melanie Bloom

Angela Eikenberry

Laura Grams

Erin Owen

Louis Pol

BJ Reed

Randy Schmailzl

Thomas Walker

Definitions

- **Culture**: "spirit, energy, commitment" -- the assumptions, values, norms and tangible signs (artifacts) of organization members and their behaviors.

- **Educate**: "undergraduate-graduate; traditional-non-traditional; experiential learning; lifetime learning" -- We educate in the classroom but also outside the classroom; in person and online; locally, across the state, nationally, and internationally; and with degree-seeking students as well as others.

Key Strength Areas – Culture-Educate

- Diversity & inclusion
- Student-centered
- Engagement
- Quality (value for cost)

Collaboration enhances all of these

Other areas shared via attached survey results

Diversity & Inclusion

- ## Student body (15,627 students)
  - 53% female / 47% male
  - 70% full-time / 30% part-time
  - 87.7% come from Omaha region
  - 10% military vets & dependents
  - Wide range of ages (18-60 yr olds)
  - 12% international students from 112 countries
  - 45% of 2016-17 incoming class first-generation; 32.6% ethnically diverse
  - Top schools: Omaha South & Central; MCC & UNL

Diversity & Inclusion

- Weakness
  - Relative lack of diversity among faculty/staff/administration
- Opportunity
  - Expand our cultural focus to regional and worldwide
- Threats
  - Negative public perception of higher education & policies at state and national levels
  - Limited faculty pool compared to other parts of the country
- Aspirational goal
  - Culture that values diversity/inclusivity, open, and welcoming to all
- Items in place
  - More and more activities for returning and new UNO students available each semester; programs such as TLC & Global Village
- Needed
  - Take a hard look at our lack of diversity in the upper echelons

Student-Centered

- Faculty & staff have strong commitment to educational mission of the university; we care about students and willing to go extra mile and then some to help

- 17:1 undergrad ratio students to faculty; 13:1 for grads

Student-Centered

- Weakness
  - Dependence on part-time faculty
- Opportunity
  - Increasing external perception of UNO as positive environment for students
- Threat
  - Economic stress & public policies may increase pressure to make decisions that focus on economic return vs maintaining student-centered culture of positive educational environment
- Aspirational goal
  - Growth while maintaining student-centered culture of learning
- Items in place
  - Integration of student services within housing services
- Needed
  - Better onboarding of students and faculty/staff on belief systems around student support

Engagement

- Students seen as active learners -- strong linkage of student learning and engagement in and out of the classroom
- Engagement leads to creative opportunities for learning, which has added benefit of enhancing student employability and faculty research
- Private investment in facilities conducive to engagement

Engagement

- 723 classes with community engagement component (service learning, practicum, internship, etc.); 5,929 students

- 200+ student organizations

- 3,000+ students participate intramural sports/clubs

- 387,157 service hours donated last year

- Newer facilities conducive to support engagement.

Engagement

- Weaknesses
  - Faculty carry weight of creating community engagement opportunities but usually not compensated for this effort or for other increasing service burdens.
  - Because so many of our students work at least half-time and live off of campus, it can be difficult to engage them in curricular activities outside of class.
  - **Outdated facilities on campus that inhibit** (especially in-class) **engagement**
  - Ignore online students?
- Opportunity
  - More student housing available on-campus opportunity to address issue of student participation in educational activities and events; engage online students in campus life
- Threats
  - Economic stress on students and other areas of university
  - Not everything we do in classroom should be service learning
- Aspirational goal
  - Growth while maintaining connections between faculty/staff and students
- Items in place
  - Construction of on-campus housing (e.g. living/learning community)
- Needed
  - **Update out-of-date facilities** (e.g. Allwine Hall; labs)
  - Community engagement work should be valued more concretely in faculty reviews

Updating Facilities for Engagement

Quality

- Record of providing all students with a high quality education.
  - For example, UNO was one of the schools researched for the 2011 book *Academically Adrift*. One of findings was that UNO was example of university working with students who were not considered academically prepared for college but were able to bring those students to the level of their peers by the time of graduation.

- Highly-ranked programs across campus.

Quality

- Weaknesses
  - Variety in standards of rigor across campus
  - Faculty experience pressures to reduce standards, due to grade inflation, student expectations, colleague expectations, and institutional rewards for graduating more majors
  - Student work and other demands compromise learning and performance
- Opportunity
  - Continue to improve assessment
- Threats
  - Academic dishonesty
  - The (false) sense that 4-year degrees aren't as important for long-term career success
  - The narrow focus on education tailored to specific job descriptions
- Aspirational goal
  - Be perceived as the best value-added area public university; public perceive a UNO education as high quality and affordable.
- Items in place
  - We are getting better at measuring outcomes
- Needed
  - Academic dishonesty should be addressed more seriously
  - Improve on how we use the data collected to make better decisions for improvement

THANK YOU (GO MAVS)!

TAC Discover + Culture Overview

"The greatest thing in this world
is not so much where we stand as in
what direction we are moving."

Johann Wolfgang von Goethe
Poet, Playwright and Novelist

Ann Fruhling   Daniel Shipp
James Linder   Dele Davies
John Christensen   Bob Whitehouse
Don Leuenberger   Carlo Eby
Carol Kirchner   Bev Seay

The What, How, and Why of Culture

The What of Culture

- Culture is the **water** your organization swims in.
- It's not only the policies and practices your team creates, but the **daily habits, values and mindset** of your team.

The How of Culture

- How we spend our time, talent and treasure on shared priorities.
- How we use metrics to evaluate and track progress.

A "Why" Worth Considering…

Now more than ever we have to fulfill our promise to provide a viable path for young people from college to the workforce that equips them with the intellectual, emotional and experiential preparation necessary to face, tackle and solve complex social problems.

Building a Culture of Innovation in Higher Education:
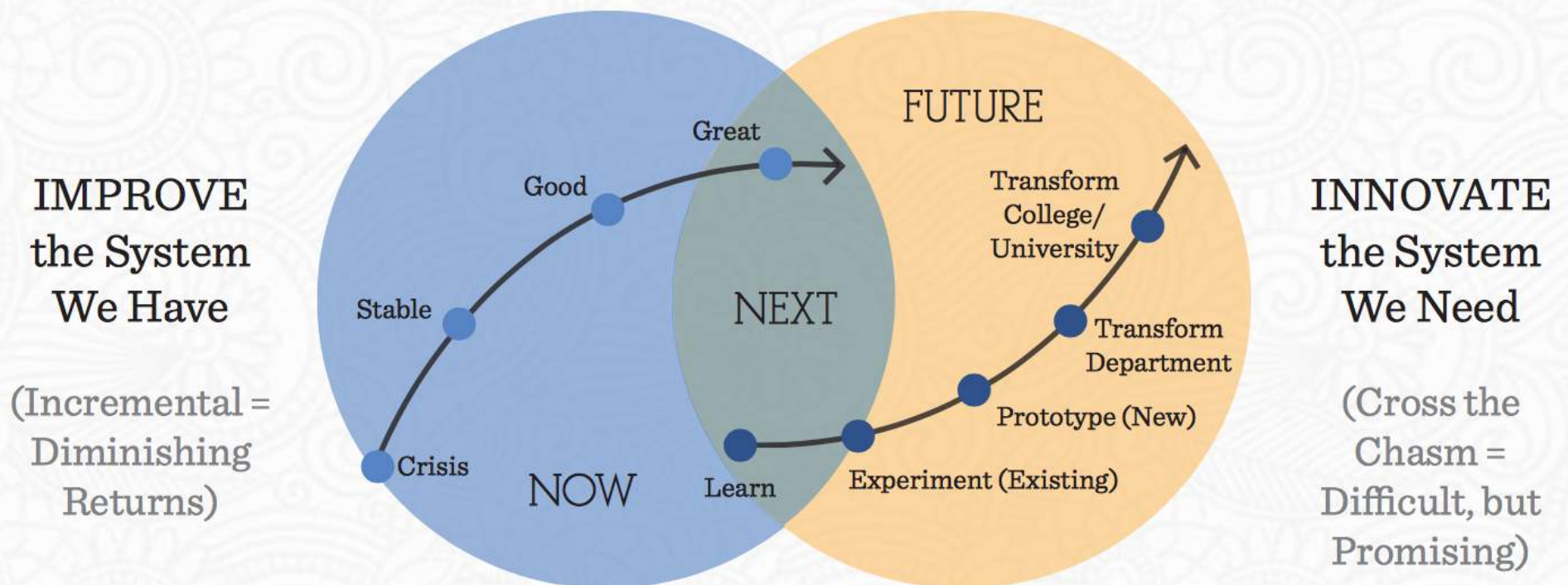Design & Practice for Leaders (2015)

Advancing a Culture of Discovery at UNO

- Now

- Next

- Future

Building Culture Within a Shifting Landscape

As if the dynamic on the previous page was not challenging enough, any efforts to build innovation culture exist within a broader context of transition. Leaders of higher educational organizations are obligated to do as much as possible to improve the current system, while simultaneously building the conditions from which a new system can emerge.

Figure III: Shifting from Improvement to Innovation

IMPROVE the System We Have

(Incremental = Diminishing Returns)

INNOVATE the System We Need

(Cross the Chasm = Difficult, but Promising)

Crisis · Stable · Good · Great · NOW · NEXT · FUTURE · Learn · Experiment (Existing) · Prototype (New) · Transform Department · Transform College/University

"Copernicus, Galileo, and Kepler did not solve an old problem, they asked a new question, and in doing so they changed the whole basis on which the old questions had been framed."

-Sir Ken Robinson

Questions to the Future

- Does our strategic planning process identify discovery as an institutional priority?

- How should we invest our treasure, talent, and time on discovery-based priorities?

- Do we have the necessary partnerships in place to advance discovery-based priorities?

Building Culture Within a Shifting Landscape

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Figure III: Shifting from Improvement to Innovation
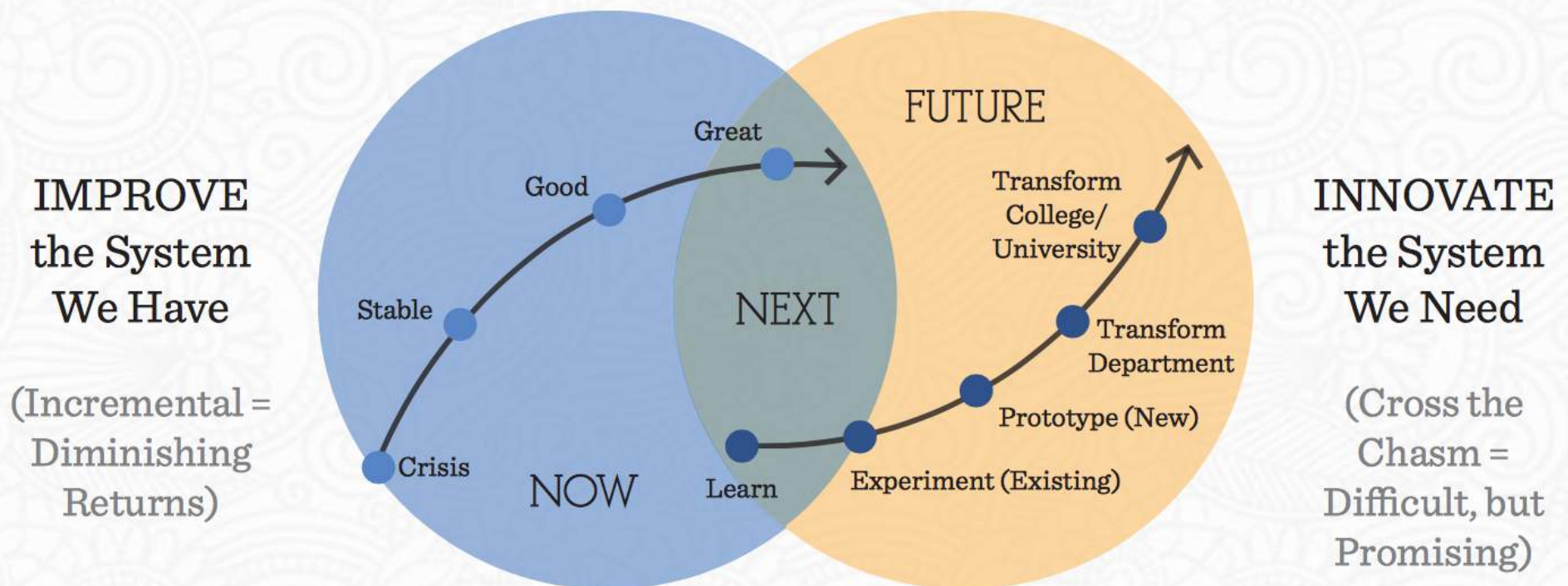
Answers in the Now

UNO Vision

The University of Nebraska at Omaha will be a metropolitan university of high distinction nationally and internationally—a university with strong academic and scholarly values distinguished by creative relationships with the communities we serve.

UNO Mission

The University of Nebraska at Omaha is Nebraska's metropolitan university—a university with strong academic values and significant relationships with our local, regional, national, and international communities that transforms and improves life.

Answers in the Now

UNO Strategic Plan Excerpts

- Support and enhance faculty and student research and creative activity. As measured by: external funding applications and awards, books, articles, conference presentations, etc.

- Internal funding of student and faculty research and creative activity

Answers in the Now

UNO Carnegie Classification = r3 category
(moderate research activity)

Answers in the Now

- OASA divisions (led by the Office of Institutional Effectiveness) have made the development and utilization of a data warehouse a priority in tracking and improving student success.

- Fair to say that UNO's research infrastructure continues to grow, particularly in biomechanics, but in other areas as well.

- Large number of collaborative research projects at UNO underway that involve multiple faculty, programs, and Colleges.

- IS&T currently has appx. 150 students (undergrad and grad) working in 21 research labs = 15% of students in the College involved in research.

Answers in the Now

- UNO faculty work hard with submissions for external funding up 21% from 2012 to 2016 with funding up 31% during that time.

- The FUSE (Fund for Undergraduate Scholarly Experiences) program has greatly affected the culture of undergrad scholarship at UNO with several hundred students funded by this program since 2011 and numerous success stories.

Answers in the Now

- UNO's funding portfolio is reflective of an engaged urban metropolitan university with only 50-60% of our external funding coming from the feds.

- UNO allocates nearly $9.5 million annually to research release time for faculty. This is by far the biggest institutional expenditure in support of faculty scholarship.

Answers in the Now

- UNO has 180 graduate assistantships (GA's) that are directly funded by the institution each year.

  - 19 of these GA's are allocated to doctoral programs and allocation to MS programs is largely set by historical precedent. Most of the MS GAs are used to support teaching assistants for introductory classes.

Institutional Reference Point - OSU

Officially launched in October, 2012, the Discovery Themes owe their existence to a 2008 planning retreat where faculty, staff, students, and other university leaders considered the globe's most pressing challenges and Ohio State's role in addressing them. Subsequent institution-wide strategic planning efforts confirmed the university's excellence in a number of the challenge areas, especially these: ensuring a sustainable future, nourishing the world's growing population, and promoting the health of people everywhere.

O **THE OHIO STATE UNIVERSITY**

Discovery Themes

ABOUT

Since Ohio State opened its doors in 1873, the university has embraced its land-grant mandate to bring the practical results of its research prowess to the community. From the development of the state's Meteorological Service in 1873 to today's advances in nanotechnology, climate change, and materials science, Ohio State has pioneered the discoveries and innovations that change—and save—lives. The Discovery Themes initiative is the natural evolution of Ohio State's time-honored tradition of finding solutions to grand challenges.

Officially launched in October, 2012, the Discovery Themes owe their existence to a 2008 planning retreat where faculty, staff, students, and other university leaders considered the globe's most pressing challenges and Ohio State's role in addressing them. Subsequent institution-wide strategic planning efforts confirmed the university's excellence in a number of the challenge areas, especially these: ensuring a sustainable future, nourishing the world's growing population, and promoting the health of people everywhere. With expertise in these areas located throughout Ohio State's six campuses, 15 colleges, 105 departments, and more than 220 centers and institutes, the Discovery Themes of Energy and Environment, Food Production and Security, Health and Wellness and the Humanities and the Arts were identified as long-term targets of university-wide teaching, research, and engagement.

The Discovery Themes provide Ohio State with an unprecedented opportunity to find durable solutions to today's—and tomorrow's—most compelling issues. This is the *world's* agenda. And, through the Discovery

ABOUT

- Executive Team ▾
- Guiding Principles
- News ▾
- Communicating about Discovery Themes
- Provost's Discovery Themes Lecturer Program ▾
- Theme Areas ▾
- Faculty Resources
- Discovery Themes Who's Who (PDF)
- Newsletter

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Questions

The Committee and Process

Our Committee:

Trev Alberts

Ann Anderson Berry

Bob Bartee

Mike Bird

Washington Garcia

Neal Grandgenett

Sara Howard

Melissa Lee

Emiliano Lerda

Sue Morris

Jim Sutfin

Our Process:

- Created Qualtrics Survey
- Distributed Link to Us/Others
- Shared Candid Input (N = 28)
- "Engaged" Internally & Externally

  Hank Robinson (OIE)* Especially Helpful!
  Jim Collison (Gallup)
  Matt John (UP)
  Chris Schaben (OPS)
  Julie Sigmon (STEM Ecosystem)
  Paige Dempsey (United Way)
  Megan Addison (Collective 4 Youth)
  Other UNO Community Chairs
  Etc...

- Drafted PowerPoint
- Revised in Zoom Sessions

Some Definitions

Culture at a University: the shared norms, values, standards, expectations and priorities of teaching and learning *Keeling & Hersh, 2012*

Engagement at a University:

With Students – "students' cognitive investment in…."
Keeling & Hersh, 2012

With the Community –"the collaboration between the university and its local, regional, national and global communities for the exchange of knowledge and resources." *UNO websites, 2017*

UNIVERSITY OF NEBRASKA AT OMAHA

Key Emergent Theme:
Engagement of Students is Cultural Key

5,929 students participated in courses with community engagement components

Lots more with athletics, musical performance, clubs, events, etc.
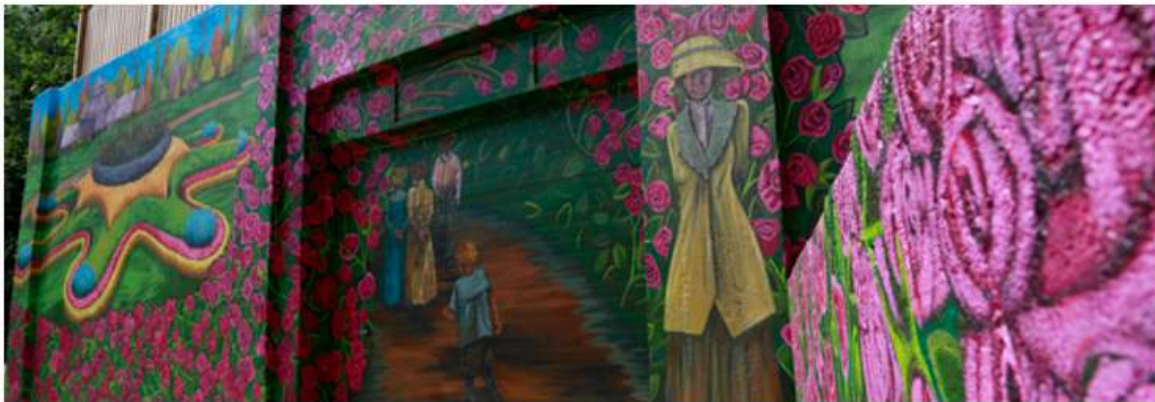
"Promising and Practical Strategies to Increase Postsecondary Success"

https://www.ed.gov/college-completion/promising-strategies/tags/Retention

UNO Engagement Strengths

- Seen as national leader *(CUMU, articles, etc.)*

- Increasingly designed for engagement *(CEC, Alumni House, Friday Parking, Veterans, etc.)*

- Promotion of Volunteerism *(and doing it!)*

- Leaders recognize critical engagement mission and importance of culture for it

- Less "turf battles" than many institutions

- Quality engagement of students in Division 1 level athletics, fine arts, music, events, etc.

UNO Engagement Weaknesses

- Some faculty (and adjuncts) have limited "event attendance"

  Such as in graduation ceremony attendance…

- RP&T recognition limited

- Stakeholders may have difficulty with key terms

  "I have no idea what people mean by these jargon-ish buzzwords" *Survey Response*

- Many of us have trouble prioritizing opportunities

- Limited networking in interdisciplinary "meetings"

  "dual college; multiple departments; etc."

Blatant Truth: Student Engagement is Critical

2015 Course Evaluation (All Terms)
Evaluation Scores by Question at the 2.5 and 97.5 Percentiles

Q#	Domain	Question (Scale: (1) Strongly Disagree to (5) Strongly Agree)	Instructors				Courses			
			2.5	$B_{avg} - M_{avg}$	97.5	$T_{avg} - M_{avg}$	2.5	$B_{avg} - M_{avg}$	97.5	$T_{avg} - M_{avg}$
1	Learning	I found this course intellectually challenging and stimulating.	3.15	-0.85	4.83	0.68	3.29			0.69
2		I learned something that I consider valuable.	3.44	-0.90	4.94	0.60	3.40			0.59
3		My interest in the subject increased as a consequence of this course.	2.95	-1.11	4.82	0.79	3.00			0.80
4		I learned and understood the subject materials of this course.	3.32	-0.94	4.85	0.67	3.33			0.69
5	Enthusiasm	Instructor was enthusiastic about teaching this course.	3.27	-1.22	5.00					0.56
6		Instructor was dynamic and energetic in conducting the course.	3.04	-1.39	5.00	0.69	3.03			0.65
7		Instructor enhanced presentations with use of humor.	2.90	-1.35	5.00	0.74	2.91	-1.42	5.00	0.72
8		Instructor's style of presentation held my interest during course.	2.62	-1.61	4.94	0.89	2.60	-1.74	5.00	0.83
9	Organization	Instructor's explanations were clear.	2.76	-1.61	4.80	0.77	2.72	-1.69	5.00	0.76
10		Instructor's materials were well prepared and carefully explained.	2.87	-1.59	4.81	0.72	2.86	-1.62	5.00	0.76
11		Proposed objectives agreed with those actually taught so I knew where the course was going.	3.15	-1.29	4.8?	0.69	3.00	-1.57	5.00	0.70
12		Instructor's presentation facilitated my organization of content.	3.00	-1.4?	4.84	0.78	2.78	-1.65	5.00	0.79
13	Group Interaction	Students were encouraged to participate in course discussions.			5.00	0.58	3.31	-1.11	5.00	0.54
14		Students were invited to share their ideas and knowledge.		-0.98	5.00	0.58	3.35	-1.12	5.00	0.55
15		Students were encouraged to ask questions and were given meaningful a...		-1.21	5.00	0.57	3.33	-1.30	5.00	0.55
16		Students were encouraged to express their own ideas and/or question th...		-1.08	5.00	0.60	3.27	-1.27	5.00	0.58
17	Individual Rapport	Instructor was friendly towards individual students.		-0.89	5.00	0.51	3.41	-1.09	5.00	0.51
18		Instructor made students feel welcome in seeking help/advice.	3.39	-1.09	5.00	0.55	3.29	-1.33	5.00	0.54
19		Instructor had a genuine interest in individual students.	3.29	-1.14	5.00	0.63	3.25	-1.25	5.00	0.59
20		Instructor was adequately accessible to students.	3.31	-1.11	4.93	0.60	3.25	-1.36	5.00	0.60
21	Breadth	Instructor contrasted the implications of various theories.	3.28	-1.03	4.81	0.70	3.22	-1.19	5.00	0.69
22		Instructor presented the background or origin of ideas/concepts developed.	3.33	-1.07	4.83	0.65	3.27	-1.20	5.00	0.64
23		Instructor presented points of view other than his/her own when appropriate.	3.36	-1.01	4.84	0.65	3.27	-1.25	5.00	0.65
24		Instructor adequately discussed current developments in the field.	3.31	-1.06	4.88	0.63	3.29	-1.21	5.00	0.64
25	Assessment & Evaluation	Feedback on examinations/graded material was valuable.	3.00	-1.22	4.82	0.71	2.98	-1.34	5.00	0.84
26		Methods of evaluating student work were fair and appropriate.	3.19	-1.16	4.86	0.66	3.00	-1.34	5.00	0.77
27		Examinations/graded materials tested course content as emphasized by the instructor.	3.29	-1.09	4.83	0.58	3.16	-1.39	5.00	0.72
28	Assignments	Required reading/texts were valuable.	3.10	-0.76	4.75	0.75	3.00	-1.09	5.00	0.87
29		Readings, homework, laboratories contributed to appreciation and understanding of the subject.	3.25	-0.89	4.83	0.67	3.17	-1.16	5.00	0.74
30	Overall	Compared with other courses I have taken at UNO, this course is... (very poor to very good)	2.80	-1.47	4.85	0.82	2.82	-1.52	5.00	0.84
31		Compared with other instructors I have had at UNO, this instructor is... (very poor to very good)	2.82	-1.67	4.96	0.73	2.88	-1.65	5.00	0.73

Student Perceived Struggles

Student Perceived Excellence

- Largest differences between scores of instructors or courses in the **bottom 2.5%** and middle 95%.

- Largest differences between scores of instructors or courses in the **top 2.5%** and middle 95%.

1/3 of faculty have minimal (< 34%) student evaluation response rate....

Opportunities / Next Steps

- Maybe webpage of key Maverick definitions
  (i.e. STEM is <u>not</u> Stem Cell Research)
- Have "Top Engagers" give talks on their strategies for engagement synergy
- Continue to build organizational strategies for community engagement (parking, CEC, etc.)
- Expand <u>success</u> models: AIM for the Stars, Sports Camps, Music/Art Camps, etc.

Threats

- A growing competiveness of other universities and their need for Omaha engagement

- Inadvertent changes in "optimism" for the future *(i.e. retention of key faculty)*

- Wasting the potential of UNO/UNMC synergy

- Drifting toward UNO engagement that does not support <u>student</u> well-being

- Forgetting who we are (and our students):
  (i.e. Maverick Definition: Independent Thinker)

Final Thought:

Let's take advice from the veterans at UNO…routinely the top university for veterans *(Military Times Magazine)*:

"Improvise, Adapt, Overcome"

A culture of engagement will help us to do all of three!

Questions?