CUPA-HR Webinar: Developing an HR Balanced Scorecard

Dick Gartrell
University of Denver

John Toller
East Carolina University

Nov 3, 2005
“What you measure is what you get”

Robert S. Kaplan &
David P. Norton

Agenda

- Intro/Overview
- HR View (Mission/Vision/Values)
- Productivity and Priorities
- Strategic HR Design
- Balanced Scorecard Perspectives
- The Denver Experience
- CUPA-HR Benchmarking Survey
- Questions/Discussion
Definitions

• **Balanced**: Equipoise between contrasting, opposing or interacting elements.

• **Scorecard**: A card for recording the score of a game.

*Webster's Ninth New Collegiate Dictionary*
Multi-level Action Model

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visioning</td>
<td>Line of</td>
<td>Options</td>
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<td>-Feedback</td>
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<td>Positioning</td>
<td>Access</td>
<td>Choices</td>
<td>-Standards</td>
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<td>-Rules</td>
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<td>Outcomes</td>
<td>Productivity</td>
<td>-Metrics</td>
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<td></td>
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<td>-Tools</td>
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</tbody>
</table>

Increasing Productivity

- Better Methods (Process Improvement)
- Better Tools (Technology/Teams)
- Better People (Career/skill development)

*The Performance Imperative: Strategies for Enhancing Workforce Effectiveness*
Howard Risher and Charles Fay, editors, 1995
**Priority Matrix Model**

High

Low

Importance

Effectiveness

**HR Contribution Hierarchy**

Strategic
Competitive
Productive
Functional
Transaction

Adapted from: *HR Metrics* by John Sullivan
What is the Balanced Scorecard?

- A concept introduced by Professor Robert Kaplan and Dr. David Norton in 1992 via 3 articles in the Harvard Business Review.

- HBR selected the scorecard as the most important management practice of the past 75 years. It has been used in organizations in both the private and public sectors worldwide.
What is the Balanced Scorecard?

• A framework for describing, implementing and managing strategy in all levels of your organization, by linking objectives, initiatives and measures at the local level.

• A tool that provides a department with an overall view of its performance through 4 dimensions: customer’s perspective, financial measures, internal business processes, and learning and growth for the future.

What is the Balanced Scorecard?

• The Balanced Scorecard is not a static list of measures, but a framework for implementing and aligning strategy and goals for your department. It enables the translation of a department’s vision and strategy into a coherent set of performance measures that can be automated and linked to all levels within your department.
Why Performance Management via Balanced Scorecard?

- To achieve strategic objectives
- To provide quality with fewer resources
- To eliminate non-value added efforts
- To align customer priorities and expectations
- To track progress
- To evaluate process changes
- To continually improve
- To increase accountability
- To manage by fact

Source: NACUBO Web Presentation

Benefits of Performance Management via Scorecards

- Gives a comprehensive view of organization's performance
- Translating mission and strategy into specific objectives will guide departmental and individual planning efforts
- Aligning performance measures with targets allows operational areas to evaluate performance as it relates to overall organizational performance
- Aligns silo initiatives with the overall strategies of the University
- Performance measurement culture should emphasize that achievement of strategy is a continual process

Source: NACUBO Web Presentation
4 Balanced Scorecard Perspectives

- **Customer Perspective** looks at a unit through the eyes of its customers. It measures indicators such as service levels and satisfaction ratings.
- **Financial Perspective** monitors traditional monetary measures such as revenue growth or other financial objectives.
- **Internal Perspective** reports on the efficiency of internal processes and procedures. It encompasses metrics like productivity, cycle time or cost.
- **Learning and Growth** brings attention to the future successes of the organization through its employees and market innovation.

The Balanced Scorecard

*Robert Kaplan and David Norton*

-Vision and Strategy

- **FINANCIAL**
  - Objectives
  - Measures
  - Targets
  - Initiatives
  - To succeed financially how should we appear to stakeholders?

- **CUSTOMER**
  - Objectives
  - Measures
  - Targets
  - Initiatives
  - To achieve our vision how should we appear to customers?

- **PROCESS**
  - Objectives
  - Measures
  - Targets
  - Initiatives
  - To satisfy our stakeholders and customer, at what must we excel?

- **LEARNING & GROWTH**
  - Objectives
  - Measures
  - Targets
  - Initiatives
  - To achieve our vision how will we sustain our ability to change and improve?
The Balanced Scorecard at the University of Denver

With the support of the Chancellor and Vice Chancellor the various departments that comprise Business and Financial Affairs have implemented the concepts of the Balanced Scorecard. This process is in its 7th year and has experienced considerable success.

Departments currently participating:

- Bookstore
- Campus Safety
- Conferencing and Catering
- Controller's Office
- Facilities Management
- Human Resources
- Parking Services
- Purchasing Services
- Risk Management
- Student Financial Services
The Balanced Scorecard at the University of Denver

• Although a very time consuming initiative, particularly in the first stages of implementation, units now have an effective way to tie their performance to the Goals and Objectives of the University.

• Most importantly, units have a built in mechanism to communicate their strategy and successes to the Chancellor and the University community.

Key to Success

Human Resource initiatives and measures must be developed from Human Resource Mission and Goals which are built upon the University's Mission and Goals.
The University of Denver

Vision

• The University of Denver will be a great private university dedicated to the public good. Our students will enjoy an extraordinary education. Our search for knowledge will be daring. Our community will be diverse.

The University of Denver

Values

• As an educational and research community, we value curiosity, intellectual freedom, open communication, creativity, and rigor. We respect individual differences and embrace civil discourse. We promote ethical behavior, integrity, caring, and close individual attention. Our campus life is distinguished by inclusiveness, collaboration, involvement, responsiveness, and accountability.
The University of Denver

**Mission**

- The mission of the University of Denver is to promote learning by engaging students, advancing scholarly inquiry, cultivating critical thought, and creating knowledge. We empower the lives and futures of students by fostering productive synergies between intellectual and personal development, research and teaching, disciplinary and interdisciplinary perspectives, classroom and experience-based learning, and theoretical knowledge and professional practice. Our engagement with diverse local and global communities contributes to the common good.

**Goals**

1. To create distinctive environments for effective teaching and learning.
2. To reinforce a strong University-wide culture of research.
3. To build an inclusive, cohesive, and dynamic campus community.
4. To make significant contributions to the public good.
5. To cultivate ethical understanding and behavior.
6. To enhance the quality and enrich the composition of the student body.
7. To increase substantially the presence of members of underrepresented domestic ethnic populations.
8. To develop global perspectives and connections.
9. To provide University programs and operations with appropriate and effective technologies.
10. To elaborate and reinforce a model for Division I athletics within the University.
11. To achieve financial, operational, human and environmental resource sustainability.

[http://www.du.edu/upac/goals.html](http://www.du.edu/upac/goals.html)
University of Denver
Human Resources

Mission and Goals
• The University of Denver Division of Human Resources commits to fostering a community of excellence through strategic leadership and service of the highest quality. We accomplish this by:
  - Developing and supporting an environment that assists the University community to recruit and retain quality faculty and staff.
  - Providing personal and professional development opportunities for employees to realize their full potential in the workplace.
  - Providing information management systems that support effective decision-making at the University.

University of Denver
Human Resources

Values: It is our intention to utilize the following values as a set of guiding principles to direct our actions:

Respect: We will behave in a fashion that demonstrates respect for the individual needs and interests, and personal differences of all of those with whom we come in contact as we carry out our mission. We will treat all persons with whom we have contact with dignity and courtesy.

Ethical Behavior: Our actions will demonstrate the highest level of professionalism and integrity.
University of Denver
Human Resources

Values: (continued)

Quality  We are dedicated to ensuring quality through our timely and accurate interactions and transactions.

Commitment to Community  We commit ourselves to being a voice in the community through our focus on diverse populations, involvement in the DU community and the surrounding area.

Customer Focus  Our primary obligation will consist of addressing the needs of our customers in the development and evaluation of all our products and services.

Continuous Quality with the Balanced Scorecard

Human Resources Department
September 15, 2005

Select Slides from 2005 Report
Human Resources: Mission, Goals, and Values

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Human Resources Balanced Scorecard

The University of Denver Department of Human Resources commits to fostering a community of excellence through strategic leadership and service of the highest quality.
## Recruitment and Retention

### Competitive Benefits

Provide the Most Cost-effective Benefits Package Attainable within Resource Limitations

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Basic Life</strong></td>
<td>1x salary to 100k Employer Paid</td>
<td>1x salary to 100k Employer Paid</td>
<td>In 2005, replaced Jefferson Plan (assumed CSLHC in 2004) with the Hartford</td>
<td>1x salary to 100k Employer Paid</td>
<td>1x salary to 100k Employer Paid</td>
<td></td>
</tr>
<tr>
<td><strong>AD &amp; D</strong></td>
<td>1x salary to 100k Employer Paid</td>
<td>1x salary to 100k Employer Paid</td>
<td>50% Employer Paid, 50% Member Paid</td>
<td>50% Employer Paid, 50% Member Paid</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Health</strong></td>
<td>Average for HMOs only: E1 $321 - 50%, E2 $498 - 65%, E3 $733 - 80%, E4 $947 - 85%</td>
<td>Average for HMOs only: E1 $321 - 50%, E2 $498 - 65%, E3 $733 - 80%, E4 $947 - 85%</td>
<td>Kaiser HSA introduced in July, 2004.</td>
<td>Average for HMOs only: E1 $321 - 50%, E2 $498 - 65%, E3 $733 - 80%, E4 $947 - 85%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>STD</strong></td>
<td>65% ER’s provide, 13 week maximum, 65% Benefit, 100% Employer Paid</td>
<td>13 week maximum, 65% Benefit, 100% Employer Paid</td>
<td>Elimination period for LTD reduced from 180 days to 90 days, effective July, 2004.</td>
<td>13 week maximum, 65% Benefit, 100% Employer Paid</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LTD</strong></td>
<td>85% ER’s provide, 90 day waiting period, 60% Benefit, 100% Employer Paid</td>
<td>90 day waiting period, 60% Benefit, 100% Employer Paid</td>
<td>Elimination period for LTD reduced from 180 days to 90 days, effective July, 2004.</td>
<td>90 day waiting period, 60% Benefit, 100% Employer Paid</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Dental</strong></td>
<td>ED 45% Employer Paid, E1 60% Employer Paid</td>
<td>ED 45% Employer Paid, E2 50% Employer Paid</td>
<td>No Du contribution</td>
<td>ED 45% Employer Paid, E1 60% Employer Paid</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Retirement</strong></td>
<td>Employer 8%, Employer 5%</td>
<td>Employer 8%, Employer 4%</td>
<td>Discourages anywhere with lower match (401k-SEP) to offer additional, more flexible investment options to old participants.</td>
<td>Employer 8%, Employer 4%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Health Savings Account (HSA’s)

Provide a cost conscious health insurance plan choice.

| Enrollment in plan | Number of relevant engagements with employee groups | Two group engagements per quarter. |

### DU Branding Initiative

Support efforts to extend the brand identity internally to DU employees.

### Learning & Growth

Provide the Most Cost-effective Benefits Package Attainable within Resource Limitations

- 100% of inquiries or contracts are assisted through resolution or referred to appropriate resource.
- 100% accuracy with compensation for employees an leave monitoring appropriate use of leave.
- General party or adjacency with current market norms.

## Recruitment and Retention

### Equity Analysis

Yearly equity analysis and recommendations presented to division managers prior to yearly merit process.

| Time from pasting a position to hiring the best candidate | Study to be completed and recommendations submitted yearly | September of each year |

### Diversity and Equal Opportunity

Support efforts to extend the brand identity internally to DU employees.

- At least 3% enrollment
- Two group engagements per quarter.
Competitive Benefits

University Planning Advisory Council (UPAC) Goals:
- To build an inclusive, cohesive, and dynamic campus community
- To achieve financial, operational, human, and environmental resource sustainability

The concept of competitive benefits, as that is customarily evaluated, is multi-faceted. That is so primarily because data for the most direct measure of competitiveness, which is who chooses to become employed or not and who chooses to remain employed or not with a given employer because of that employer’s benefits programs vis-à-vis other employer’s benefit programs, is very difficult to capture, particularly from those who choose not to take a job or even not to apply in the first place as well as from those who leave; so a number of surrogate, indirect measures are commonly used instead.

The most prevalent of these measures is how a given employer’s benefit offerings fare, both in terms of features and costs, with respect to whatever the prevailing benefit norms are among other employers that are considered to be competitors for employees. That is commonly done via surveys of employers conducted by various professional and consulting organizations that then share that data with survey participants or sell them to non-participating employers.

The University of Denver utilizes, as its primary measure of this aspect of competitiveness, an annual benefits survey conducted by the Mountain States Employers’ Council, which covers the Denver Metropolitan area and certain other areas of Colorado. The above table reflects the results of that annual survey for the prior two years, how DU has compared to the results of those surveys, and what has been done by Human Resources Benefits Office to address those areas in which DU offers lesser benefits than marketplace norms.

The above table demonstrates the University’s current lag from marketplace norms.

<table>
<thead>
<tr>
<th>Benefit Enrollments:</th>
<th>Spring 2005</th>
<th>Spring 2003</th>
<th>Spring 2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Eligible*</td>
<td>2008</td>
<td>100.0%</td>
<td>2097</td>
</tr>
<tr>
<td>Voluntary Life</td>
<td></td>
<td></td>
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<tr>
<td>Employee</td>
<td>759</td>
<td>37.8%</td>
<td>804</td>
</tr>
<tr>
<td>Spouse</td>
<td>298</td>
<td>14.8%</td>
<td>320</td>
</tr>
<tr>
<td>Children</td>
<td>160</td>
<td>8.0%</td>
<td>174</td>
</tr>
<tr>
<td>Health Plans</td>
<td>1565</td>
<td>77.9%</td>
<td>1613</td>
</tr>
<tr>
<td>Dental Plans</td>
<td>1157</td>
<td>57.6%</td>
<td>1220</td>
</tr>
<tr>
<td>Flex Plans</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dependent</td>
<td>62</td>
<td>3.1%</td>
<td>53</td>
</tr>
<tr>
<td>Health</td>
<td>393</td>
<td>19.6%</td>
<td>298</td>
</tr>
<tr>
<td>Retirement Plans</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic</td>
<td>1549</td>
<td>90.8%</td>
<td>1550</td>
</tr>
<tr>
<td>Supplemental**</td>
<td>647</td>
<td>32.2%</td>
<td>648</td>
</tr>
</tbody>
</table>

*Total number eligible for the basic retirement plan differs from other benefits because of a one-year service requirement for eligibility. The total number eligible for basic retirement is 1,781 for 2005, 1,722 for 2004, and 1,706 for 2003.

**Average voluntary 403(b) participation level per most recent Mountain States Employers’ Council (MSEC) benefits survey is 19%. Participation statistics not reported by MSEC for other benefits.
Another common indirect measure used by employers to evaluate the competitiveness of their benefits is the level of enrollment in that employer’s individual benefit plans versus normative enrollment expectations for those plans. However, because expectations for enrollment can be affected by many variables unique to each employer and are, in any case, different for different plans, enrollment data is not customarily surveyed and is, therefore, not as important a measure as comparative evaluations of benefit plan features and costs which are widely surveyed and readily available.

In general terms, what our enrollment data suggests is that our benefit plans are at least as attractive to our employees as counterpart plans of competing employers are with their employees.

University Planning Advisory Council (UPAC) Goals:
- To build an inclusive, cohesive, and dynamic campus community
- To achieve financial, operational, human, and environmental resource sustainability

In this chart, turnover is calculated on positions, and reason for separation is calculated on people.
Recruitment and Retention

University Planning Advisory Council (UPAC) Goals:
• To build an inclusive, cohesive, and dynamic campus community
• To increase substantially the presence of members of the under-represented domestic ethnic populations
• To achieve financial, operational, human, and environmental resource sustainability

Turnover

Provide Turnover Reporting

2004 Turnover Reporting by Groups

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>All Faculty</th>
<th>Exempt</th>
<th>Nonexempt</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Group</td>
<td>Active</td>
<td>Count</td>
</tr>
<tr>
<td>White</td>
<td>530</td>
<td>71</td>
<td>13.40</td>
</tr>
<tr>
<td>Black</td>
<td>42</td>
<td>9</td>
<td>21.43</td>
</tr>
<tr>
<td>Hispanic</td>
<td>29</td>
<td>5</td>
<td>17.21</td>
</tr>
<tr>
<td>Asian</td>
<td>22</td>
<td>3</td>
<td>13.64</td>
</tr>
<tr>
<td>American Indian</td>
<td>6</td>
<td>1</td>
<td>16.67</td>
</tr>
<tr>
<td>Undeclared</td>
<td>14</td>
<td>7</td>
<td>50.00</td>
</tr>
<tr>
<td>F</td>
<td>241</td>
<td>23</td>
<td>9.54</td>
</tr>
<tr>
<td>M</td>
<td>369</td>
<td>54</td>
<td>14.63</td>
</tr>
<tr>
<td>&lt; 1 years</td>
<td>45</td>
<td>9</td>
<td>20.00</td>
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<tr>
<td>1 - 5 years</td>
<td>425</td>
<td>113</td>
<td>26.59</td>
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<tr>
<td>5 - 10 years</td>
<td>241</td>
<td>36</td>
<td>14.94</td>
</tr>
<tr>
<td>10 - 15 years</td>
<td>78</td>
<td>9</td>
<td>11.54</td>
</tr>
<tr>
<td>15 - 20 years</td>
<td>50</td>
<td>6</td>
<td>12.00</td>
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<tr>
<td>&gt;= 20 years</td>
<td>55</td>
<td>8</td>
<td>14.55</td>
</tr>
<tr>
<td>&lt; 20K</td>
<td>50</td>
<td>41</td>
<td>82.00</td>
</tr>
<tr>
<td>20K - 30K</td>
<td>360</td>
<td>70</td>
<td>19.44</td>
</tr>
<tr>
<td>30K - 40K</td>
<td>199</td>
<td>17</td>
<td>8.54</td>
</tr>
<tr>
<td>40K - 50K</td>
<td>40</td>
<td>3</td>
<td>7.50</td>
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<tr>
<td>50K - 60K</td>
<td>14</td>
<td>3</td>
<td>21.43</td>
</tr>
<tr>
<td>60K - 70K</td>
<td>2</td>
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<tr>
<td>&gt;= 70K</td>
<td>0</td>
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Exit Interviews

Conduct Exit Interview Program to Supplement the Turnover Reporting

Statistics for January 2004 – December 2004 Exit Interviews

<table>
<thead>
<tr>
<th>Questions and distribution of answers</th>
<th>Excellent</th>
<th>Good</th>
<th>Average</th>
<th>Below Average</th>
<th>Poor</th>
<th>Not Acceptable</th>
<th>Did Not Answer</th>
<th>Total</th>
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<tr>
<td>University of Denver's commitment to diversity</td>
<td>27</td>
<td>33</td>
<td>23</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>93</td>
</tr>
<tr>
<td>University's culture</td>
<td>24</td>
<td>30</td>
<td>20</td>
<td>9</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>93</td>
</tr>
<tr>
<td>Opportunity for growth and advancement</td>
<td>5</td>
<td>20</td>
<td>30</td>
<td>11</td>
<td>13</td>
<td>5</td>
<td>5</td>
<td>93</td>
</tr>
<tr>
<td>Opportunity for transfer or promotion</td>
<td>6</td>
<td>14</td>
<td>26</td>
<td>15</td>
<td>15</td>
<td>6</td>
<td>7</td>
<td>93</td>
</tr>
<tr>
<td>Competency of upper management</td>
<td>12</td>
<td>25</td>
<td>20</td>
<td>12</td>
<td>13</td>
<td>12</td>
<td>7</td>
<td>93</td>
</tr>
<tr>
<td>Communication with employees</td>
<td>16</td>
<td>10</td>
<td>12</td>
<td>18</td>
<td>13</td>
<td>12</td>
<td>7</td>
<td>93</td>
</tr>
<tr>
<td>Departmental training received</td>
<td>15</td>
<td>24</td>
<td>22</td>
<td>18</td>
<td>15</td>
<td>15</td>
<td>7</td>
<td>93</td>
</tr>
<tr>
<td>Equity</td>
<td>12</td>
<td>17</td>
<td>17</td>
<td>13</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>93</td>
</tr>
<tr>
<td>Demonstration of qualities and principles</td>
<td>16</td>
<td>23</td>
<td>14</td>
<td>12</td>
<td>9</td>
<td>13</td>
<td>8</td>
<td>93</td>
</tr>
<tr>
<td>Provides recognition on the job</td>
<td>15</td>
<td>25</td>
<td>14</td>
<td>13</td>
<td>13</td>
<td>10</td>
<td>7</td>
<td>93</td>
</tr>
<tr>
<td>Follows policies and practices</td>
<td>18</td>
<td>26</td>
<td>17</td>
<td>17</td>
<td>7</td>
<td>10</td>
<td>7</td>
<td>93</td>
</tr>
<tr>
<td>Base Salary</td>
<td>1</td>
<td>16</td>
<td>22</td>
<td>23</td>
<td>19</td>
<td>5</td>
<td>7</td>
<td>93</td>
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<tr>
<td>Medical insurance</td>
<td>18</td>
<td>26</td>
<td>29</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>14</td>
<td>93</td>
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<td>Dental insurance</td>
<td>15</td>
<td>30</td>
<td>30</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>14</td>
<td>93</td>
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<tr>
<td>Life insurance</td>
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<td>25</td>
<td>30</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>19</td>
<td>93</td>
</tr>
<tr>
<td>Retirement plan</td>
<td>34</td>
<td>23</td>
<td>12</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>18</td>
<td>93</td>
</tr>
<tr>
<td>Vacation/Sick leave</td>
<td>33</td>
<td>31</td>
<td>17</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>11</td>
<td>93</td>
</tr>
<tr>
<td>Totals</td>
<td>328</td>
<td>421</td>
<td>378</td>
<td>154</td>
<td>133</td>
<td>92</td>
<td>168</td>
<td></td>
</tr>
</tbody>
</table>
Exit Interviews

University Planning Advisory Council (UPAC) Goals:
• To build an inclusive, cohesive, and dynamic campus community
• To achieve financial, operational, human, and environmental resource sustainability

Statistics for January 2004 – December 2004 Exit Interviews:
• Total number sent out: 211
• Total number received back: 93 – 44.08% return rate
• Total face-to-face interviews: 22
• Top 3 reasons why people left the University:
  Pay = 39 out of 93
  Better Position with other company = 31 out of 93
  Dissatisfaction with Supervisor = 27 out of 93
• Ethnicity
  Unknown = 2
  Asian = 1
  Black = 2
  Hispanic = 2
  White = 83
• No Answer = 3
• Gender
  Female = 72
  Male = 21
  Unknown = 0
• Employment Type
  Faculty = 5
  Staff = 86
  Unknown = 2
• Average Years of Service: 2.99 years
• FLSA Status
  Non-Exempt = 40
  Exempt = 51

Recruitment and Retention

Health Savings Accounts (HSA’s)
Provide a cost conscious health insurance plan choice

Major Benefits of the New Health Savings Account
• Tax-favored nature of funds
  • Pre-tax
  • Interest bearing
  • Six fund options
• Debit card and on-line access
• Catch-up provisions for employees over fifty-five
• Long term care premium payments
• Preventative office visits are at no-cost through Kaiser
Health Savings Accounts

University Planning Advisory Council (UPAC) Goals:
• To build an inclusive, cohesive, and dynamic campus community
• To provide University programs and operations with appropriate and effective technologies
• To achieve financial, operational, human, and environmental resource sustainability

The University was one of the first employers in this area to offer a Health Savings Account plan. Our plan offers a high deductible health plan through Kaiser with a health savings account through Wells Fargo. This plan is for the cost conscious buyer using the latest tax-preferred tools. We had forty-one employees enroll in the plan during the May 2004 open enrollment period. All forty-one employees were personally counseled by HR staff before being allowed to enroll. Long term, we could see using this plan to encourage those employees with no health insurance, the opportunity to enroll in this plan and provide them with no-cost preventative treatment as well as catastrophic coverage.

Recruitment and Retention

DU Branding Initiative
Support efforts to extend the brand identity internally to DU employees

Pioneering Excellence

An environment that empowers greatness

Key Brand Attributes
- Excellence
- Innovation
- Integrity
- Engagement

Examples of Proof Points
- Multiple programs in Top 50 and rising
- Extreme focus on active learning
- Premier study abroad program
- Marsico initiative
- WSJ Top 5 ranking
- Leading-edge ethics curriculum
- Newman Center
- Law school connections within the community
The emerging consensus on "the DU identity" (or brand) will only stand the test of time if members of the University community make it their own. This cultural shift requires that University faculty, staff and administrators explore for themselves the meaning of the DU Identity statement and the four attributes - Excellence, Innovation, Integrity, and Engagement. It requires sustained efforts by individuals and leaders at all levels of the University to understand the link between daily work and the fulfillment of the attributes for ourselves, our internal stakeholders and the public that the University serves.

Human Resources has supported the DU Branding Initiative from its origin, through participation on the original Brand Champion Group, and sharing knowledge of University structure and stakeholder groups with external consultants. Prior to the 2004 – 2005 engagement, Human Resources Branding Team participated in the 2004 – 2005 Branding workshop series, and continues to meet and move forward with relevant projects. Human Resources will participate in the future in the newly established Brand Implementation Committee, which will convene in September 2005 and meet monthly throughout the 2005 – 2006 academic year.

If students, parents, alumni and friends of the University do not experience on campus the same identity that has been expressed through external messages they receive, then the anticipated benefits and success of the DU Brand initiative will be at risk. Human Resources stands ready to support the Office of Communication and Marketing, University leadership, and DU employees in understanding and living the DU Identity.

### DU Branding Initiative

University Planning Advisory Council (UPAC) Goals:
- To achieve financial, operational, human, and environmental resource sustainability
- To build an inclusive, cohesive, and dynamic campus community

The emerging consensus on "the DU identity" (or brand) will only stand the test of time if members of the University community make it their own. This cultural shift requires that University faculty, staff and administrators explore for themselves the meaning of the DU Identity statement and the four attributes - Excellence, Innovation, Integrity, and Engagement. It requires sustained efforts by individuals and leaders at all levels of the University to understand the link between daily work and the fulfillment of the attributes for ourselves, our internal stakeholders and the public that the University serves.

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### Organizational Effectiveness

<table>
<thead>
<tr>
<th>Strategic Objectives</th>
<th>Measures</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation and Performance Consulting Major Initiatives</td>
<td>Provide cost-effective programs</td>
<td>Cost of online learning under current license compared to cost of equivalent online learning provided at no current license.</td>
</tr>
<tr>
<td>Workplace Law (basic + annual update)</td>
<td>Provide training for DU managers on legal aspects of management</td>
<td>Cost of equivalent training for DU managers.</td>
</tr>
<tr>
<td>New Employee Orientation</td>
<td>Provide organizational and policy information to all new employees, effecting smooth integration as productive members of the community.</td>
<td>100% of DU managers attend basic and annual Workplace Law seminars.</td>
</tr>
<tr>
<td>Program Launch (Application on the Job)</td>
<td>Implement workplace learning and performance programs that positively impact individual, unit, and organizational performance.</td>
<td>100% of new employees attend orientation.</td>
</tr>
<tr>
<td>New Technology Network Process (ATID)</td>
<td>Reduce University risk and ensure compliance with relevant laws and policies through due diligence and appropriate review.</td>
<td>60% or higher for public sessions; 90% or higher for individual performance consultations.</td>
</tr>
<tr>
<td>Benchmarking</td>
<td>Implement workplace learning and performance programs by benchmarking against industry best practices.</td>
<td>100% of eligible Division initiatives reviewed; Review completion within 10 business days.</td>
</tr>
<tr>
<td>Reviews of Business and Financial Affairs websites</td>
<td>Time to access benchmarked content; Number of accessible URLs.</td>
<td>Implement at least 3 &quot;best practices&quot; demonstrated by award-winning industry peers annually.</td>
</tr>
</tbody>
</table>

#### University Planning Advisory Council (UPAC) Goals:

- To achieve financial, operational, human, and environmental resource sustainability
- To build an inclusive, cohesive, and dynamic campus community
More than 1,860 DU employees participated in workplace learning and development programs in 2004. This marks a return to 2002 participant levels (1,730 contacts) after a surge in participation during 2003 (2,530 contacts).

During 2004 participation was distributed as follows:

- 32% (673) in Orientation
- 27% (582) in customized performance consulting
- 17% (373) in self-directed online professional development courses
- 15% (323) in Workplace Law (basic + annual update)
- 8% (163) in public and special sessions

2004 was the first year of the Annual Workplace Law Update, and more than 270 DU managers and supervisors participated in sessions offered in early May. The Annual Update serves to inform DU managers of new laws, regulations, and DU policies. The initiative takes place annually during fall quarter, and participation by DU managers and supervisors is mandatory.

Online learning participation continues the upward trend of recent years:

- A 63% increase between 2002 and 2003 (166 to 270 contacts)
- A 125% increase between 2003 and 2004 (270 to 373 contacts)
- After the second quarter of 2005, participation has already reached 85% of 2004 levels

The online course library of more than 2,000 business, professional, and technology skills courses addresses a far wider range of employee knowledge and skill needs than current instructor-led programs, and is significantly more cost-effective.

Early results of the new Organizational Effectiveness model adopted by Human Resources demonstrate that performance consulting, online learning, process improvement efforts, and implementation of technology to support work performance will have more impact on organizational performance than traditional classroom training. Our future programs and efforts will continue to reflect this focus.
Performance Consulting
Implement Performance Improvement Solutions to Address Identified Performance Gaps that Prevent Units from Achieving Strategic Goals

Organizational Effectiveness

Performance Consulting accounted for 27% (582) of all Organizational Effectiveness contacts in 2003. This is a decrease of nearly 40% over 2003 (927 contacts), but is still significantly greater than 2002 levels (195 contacts).

The pattern is due partially to a refinement in the classification methodology, and also reflects the transition from short-term group events to deeper and more complex engagements that require sustained effort over a longer term. The impact of these more substantive engagements is more often institutional, rather than at the individual or departmental level. The nature of performance consulting engagements is also becoming more strategic, rather than operational or tactical.

Steps in the performance consulting process include:

- Business goal analysis
- Performance analysis (current and required)
- Gap assessment
- Cause analysis
- Intervention selection and implementation
- Evaluation (formative and summative)

The performance consulting approach is founded on a results-based perspective. It requires careful identification of the root causes of performance gaps, which frequently include inadequate information and organizational systems or structures, in addition to individual or collective knowledge and skill gaps.

Success of the engagement is measured by the degree to which business outcomes or objectives are achieved.

University Planning Advisory Council (UPAC) Goals:
- To build an inclusive, cohesive, and dynamic campus community
- To achieve financial, operational, human, and environmental resource sustainability
Provide Cost-Effective Programs

Organizational Effectiveness

Provide Cost-Effective Training and Development Through Alternative Delivery Modes

Online courses provide alternative delivery of professional, business and technology skill development content to members of the DU community. There are more than 2,000 online courses in the course catalog, and this resource is available continuously from both on-campus and off-campus locations.

Cost-effectiveness of online programs increases with utilization, and this has increased 63% between 2002 and 2003, and 125% between 2003 and 2004. Nearly 200 DU employees participated in online learning during the second quarter of 2005, and utilization has reached 85% of 2004 totals during the first half of the current calendar year.

Licensing through our current vendor (Skillsoft Inc.) is very cost-effective. Providing comparable access in 2004 without the current license would have cost more than $132,600 (more than 880% of the $15,000 Skillsoft license). In 2004, participation in online courses would have cost the following amounts if provided by other sources:

- Management: $30,140 (or 7.6 times the proportionate cost under the Skillsoft license)
- Supervision: $2,420 (7.6)
- Customer Service: $440 (7.6)
- Communication: $7,200 (5.2)
- Basic Skills: $4,125 (5.2)
- Technology: $87,300 (10.3)

DU entered into the initial agreement to license online courses from Skillsoft when the company was just entering the higher education market. The fee for our annual license has not increased significantly over the four years we have offered the full library of online courses. The annual fee is likely to increase substantially for the 2006 – 2007 renewal period, and it is possible that terms may include a reduced number of online courses. Understanding the replacement cost of current utilization will be essential in planning for renewal negotiations.

University Planning Advisory Council (UPAC) Goals:

- To provide University programs and operations with appropriate and effective technologies
- To achieve financial, operational, human, and environmental resource sustainability
Program Impact

Implement Workplace Learning and Development Programs That Have Positive Impact on the Individual, the Unit and the University

Organizational Effectiveness

While performance consulting approaches base evaluation on the end result of performance engagements, traditional methods for evaluating impact of workplace training follow a model with four components:

- Reaction – Level One
- Learning – Level Two
- Application – Level Three
- Impact – Level Four

Participant learning (Kirkpatrick’s Level Two) and application of knowledge and skills (Kirkpatrick’s Level Three) are progressively more accurate indicators of the impact of workplace learning on actual performance.

Level Three - Application
A proxy measure for the impact of learning on actual performance is the amount of course content that participants predict they will apply on the job. In 2004, this metric ranged from 73% to 81% for Workplace Law and from 78% to 86% for instructor-led training (ILT). Both rates match historic trends, and greatly exceed the 65% target level anticipated for audiences with varied needs and experience.

Level Two - Learning
Learning mastery results are given for online learning, and remained consistent in 2004 (92% – 96%). Results continue to exceed by far the identified mastery level (80% on post-course assessments).

Level One - Reaction
Participants in all programs during 2004 rated sessions as “excellent” or “very good” more than 80% of the time. There were no “poor” ratings for any session offered during 2003 or 2004.
Redesign of Business and Financial Affairs Division Websites

Increase Division Performance Capacity by Integrating Business Process Improvement, Employee Development and Technology Applications

Redefined websites for ten departments within the Division of Business and Financial Affairs were launched successfully on December 16, 2004. The goal of this initiative was to boost the performance of online information and processes across the Division, and to better respond to the needs of internal users of online information and processes.

There are internal and external audiences for online information and processes of Division department:

- DU students
- Current faculty and staff
- Members of the community
- Visitors
- Prospective students and their parents

The redesigned websites provide consistent navigation and information elements, such as Division and Departmental policies and procedures, online contact options, and a unified location within each Department’s site for frequently used forms.

The project resulted in:

- An 80% decrease in the time to access policy and forms information on Division websites
- An 8% overall decrease in the number of web pages (from 643 to 589), indicating more streamlined information architecture
- Creation of three new sites (Controller, Institutional Compliance and Internal Audit, and Heckman Pioneer Shop)

Usability testing by “real” users validated the increased ease of use, access to information (especially policies and forms) and the design of the new Division website templates.

In the next phase of the initiative Organizational Effectiveness will assist Division departments as they analyze online forms and processes to identify functions that may be candidates for automation, workflow applications or other online improvements. These will be prioritized, discussed with UTS staff as appropriate, and recommendations made by December 2005.

As new content management models are implemented across the University, the focus on functionality and performance of online resources in service of the needs of both internal and external web audiences should remain a priority. The approach proven by the redesign initiative in the Division of Business and Financial Affairs may interest other University units that seek to blend quality content and visual design with rich operational functionality that meets the online resource needs of DU internal web audiences.

University Planning Advisory Council (UPAC) Goals:
- To provide University programs and operations with appropriate and effective technologies
- To achieve financial, operational, human, and environmental resource sustainability
**Operations and Reporting**

### Strategic Objectives

**Effective Communication**
- Customer
  - Identity and create reports for Human Resources and other University of Denver constituents.
  - Provide accurate and useful information to our customers.

**Ensure Compliance**
- Human Resources Full Time Equivalency to Employees
  - Ensure full Human Resources regulatory compliance.
  - Ensure adequate support for Human Resources Operations.

**Benefit Plan Enrollment**
- Timely response to enrollment shifts that impact fringe benefits budget or other programmatically important issues.

**Electronic Workflow**
- Implement paperless processes as they relate to Human Resources forms and paperwork.

**Human Resources Service Quality Survey**
- Provide service of the highest quality to internal stakeholders.
- Ratings on annual service quality survey.
- Rating of 80% or above at the "Agree" or "Strongly Agree" level.

**Learning and Growth**
- Implement at least two paperless processes by the end of 2004.

### Measures

**Customer**
- Accuracy of data, timeliness in responding to requests for data.
- Improvements to Website and analysis of use.

**Human Resources**
- Compliance guide.
- The ratio of Human Resources Full Time Equivalencies compared to external benchmarks.
- Comparative year to date, month to month reporting of enrollments.

**Financial**
- On-time completion.
- Parity with benchmarks.
- An appropriate immediate response to any significant deviation from expected enrollments.

**Internal**
- Ratings on annual service quality survey.

### Targets

**All requests for reports and/or labels will be acknowledged within 24 hours.**

**Analysis of employee utilization Update material on current website by 2 July 31 and report on usage.**

**Provide accurate and useful information to our customers.**

**Ensure adequate support for Human Resources Operations.**

**Timely response to enrollment shifts that impact fringe benefits budget or other programmatically important issues.**

**Implement paperless processes as they relate to Human Resources forms and paperwork.**

**Provide service of the highest quality to internal stakeholders.**

**Rating of 80% or above at the "Agree" or "Strongly Agree" level.**

**Implement at least two paperless processes by the end of 2004.**

---

### Operations and Reporting

**Effective Communication**

Provide Accurate and Useful Information to our Customers

Human Resources Web Page Hits by Area

<table>
<thead>
<tr>
<th></th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Areas</td>
<td>80,437</td>
<td>112,771</td>
<td>132,789</td>
<td>143,801</td>
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<tr>
<td>HR</td>
<td>2,326</td>
<td>3,100</td>
<td>4,181</td>
<td>5,125</td>
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<tr>
<td>Services</td>
<td>24,681</td>
<td>32,203</td>
<td>38,920</td>
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</tr>
<tr>
<td>Job Portal</td>
<td>73,305</td>
<td>99,671</td>
<td>100,308</td>
<td>100,676</td>
</tr>
<tr>
<td>Training</td>
<td>2,051</td>
<td>2,000</td>
<td>2,000</td>
<td>2,000</td>
</tr>
</tbody>
</table>

**Human Resources Communication Strategies:**
- New Website Design
  - Consistent with University Design
  - Intuitive
  - Meets Website Accessibility Standards
  - Improved Navigation
  - User-friendly
  - Customer-focused
- Human Resources Luncheon Meetings
- Quarterly Measures
- Newsletter
- Benefits
  - Benefits Choices Guide
  - Benefits Election Confirmation Form
  - Benefits Service Cards
  - After-Hours Drop Box
  - Benefits Advisory Committee
- Recruitment
  - Pre-reirement Financial Planning Sessions
- Employee Services
  - Exit Interviews
  - Employment Agreements
  - Applicant Portraits
  - Affirmative Action Handout
- Organizational Effectiveness
  - Advanced Technologies and Information Group (ATIG)
  - Business & Finance Web Group
  - Annual Training Needs Assessment Survey
  - Monthly "Update" (with schedule)
  - "All Faculty and Staff Training" on Campus Calendars
  - Professional Development Certificates (for 15-20 hours of online coursework)
Effective Communication

University Planning Advisory Council (UPAC) Goals:
- To build an inclusive, cohesive, and dynamic campus community
- To provide University programs and operations with appropriate and effective technologies
- To achieve financial, operational, human, and environmental resource sustainability

Human Resources uses both formal and informal methods to ensure effective communications internally, and with the University community. The Human Resources website is the primary means of sharing information with current and prospective employees, allowing access to information and processes at all times. Use of the website has increased significantly from 2003 through 2004 primarily due to the online application system. The Human Resources website is part of the Division of Business and Finance redesign initiative, and will incorporate the improved navigation, effective online information and online process review best practices identified as part of that initiative.

Current information is provided in quarterly Human Resources Liaison meetings to those divisional and departmental staff responsible for administering hiring and personnel processes at the unit level. Orientation and Workplace Law sessions provide vital information to new employees and DU managers, and the annual Benefits Fair gives employees access to a range of health and retirement presentations.

Advisory groups serve both the Benefits and Organizational Effectiveness functions. These groups ensure that programs and strategies address the needs of University employees and managers, and to provide opportunity to discuss and have input on planned initiatives.

Printed materials are also provided by Human Resources, and convey information about employment policies, benefits, professional development and training opportunities and recent news. These items are generally posted to the website and are available in portable document format (.pdf). While there is increasing acceptance and use of online information sources, print materials continue to be the most effective format for selected communications.

In addition to formal communication methods, Human Resources staff continue to provide effective informal communications with individual staff, managers, administrators and external clients. These communications take place on a customized, just-in-time basis in order to best meet the individual needs of members in the University community.

Operations and Reporting

Benefit Plans Enrollment – Health Plans
Timely Response to Enrollment Shifts That Impact Fringe Benefits Budget or Other Programmatically Important Issues

<table>
<thead>
<tr>
<th>Year</th>
<th>Kaiser</th>
<th>Cigna</th>
<th>PacifiCare</th>
<th>No Health Plan</th>
<th>Total Eligible</th>
<th>Total Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>975</td>
<td>0</td>
<td>0</td>
<td>468</td>
<td>1977</td>
<td>1509</td>
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<tr>
<td>2002</td>
<td>893</td>
<td>0</td>
<td>642</td>
<td>475</td>
<td>2010</td>
<td>1535</td>
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<tr>
<td>2003</td>
<td>993</td>
<td>0</td>
<td>601</td>
<td>482</td>
<td>2076</td>
<td>1594</td>
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<td>2004</td>
<td>1067</td>
<td>0</td>
<td>580</td>
<td>515</td>
<td>2162</td>
<td>1647</td>
</tr>
</tbody>
</table>
University Planning Advisory Council (UPAC) Goals:

- To build an inclusive, cohesive, and dynamic campus community
- To achieve financial, operational, human, and environmental resource sustainability

When expressed as a percent of the total eligible population, overall enrollment, as well as enrollment by level of coverage, continues to be very stable.

As can be seen from the graph, there has been an overall growth in enrollment over the past four years, but that has been due to a commensurate increase in the total eligible population over the same period, which is also evident from the graph.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Eligible</th>
<th>Total Enrolled</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1977</td>
<td>1509</td>
<td>1525</td>
<td>76.33</td>
</tr>
<tr>
<td>2010</td>
<td>1535</td>
<td>1594</td>
<td>76.78</td>
</tr>
<tr>
<td>2076</td>
<td>1594</td>
<td>1647</td>
<td>76.18</td>
</tr>
</tbody>
</table>

Operations and Reporting

Benefit Plans Enrollment – Basic Retirement Plan

Timely Response to Enrollment Shifts That Impact Fringe Benefits Budget or Other Programmatically Important Issues

<table>
<thead>
<tr>
<th>Year</th>
<th>TIAA-Cref</th>
<th>Fidelity</th>
<th>American Century</th>
<th>Total Eligible</th>
<th>Total Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>1033</td>
<td>265</td>
<td>113</td>
<td>1525</td>
<td>1411</td>
</tr>
<tr>
<td>2002</td>
<td>1060</td>
<td>288</td>
<td>121</td>
<td>1661</td>
<td>1469</td>
</tr>
<tr>
<td>2003</td>
<td>1092</td>
<td>309</td>
<td>122</td>
<td>1709</td>
<td>1523</td>
</tr>
<tr>
<td>2004</td>
<td>1114</td>
<td>339</td>
<td>126</td>
<td>1784</td>
<td>1579</td>
</tr>
</tbody>
</table>
Participation in our Basic Retirement Plan, both overall and individually by each of our three vendors, has, like health care plan enrollment, been remarkably stable over time.

Overall participation has remained fairly consistent over the years.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Eligible</th>
<th>Total Enrolled</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>1525</td>
<td>1411</td>
<td>92.52</td>
</tr>
<tr>
<td>2002</td>
<td>1661</td>
<td>1469</td>
<td>88.44</td>
</tr>
<tr>
<td>2003</td>
<td>1709</td>
<td>1523</td>
<td>89.12</td>
</tr>
<tr>
<td>2004</td>
<td>1784</td>
<td>1579</td>
<td>88.51</td>
</tr>
</tbody>
</table>

**Human Resources Service Quality Survey**

Provide service of the highest quality to internal stakeholders

<table>
<thead>
<tr>
<th>Tangibles</th>
<th>Reliability</th>
<th>Responsiveness</th>
<th>Competence</th>
<th>Courtesy</th>
<th>Credibility</th>
<th>Security</th>
<th>Access</th>
<th>Communication</th>
<th>Understand the Customer</th>
</tr>
</thead>
<tbody>
<tr>
<td>SA</td>
<td>13.8%</td>
<td>23.3%</td>
<td>33.9%</td>
<td>21.4%</td>
<td>49.5%</td>
<td>36.6%</td>
<td>26.2%</td>
<td>16.0%</td>
<td>19.2%</td>
</tr>
<tr>
<td>A</td>
<td>68.0%</td>
<td>59.6%</td>
<td>62.5%</td>
<td>62.5%</td>
<td>51.9%</td>
<td>55.6%</td>
<td>53.6%</td>
<td>61.2%</td>
<td>56.7%</td>
</tr>
<tr>
<td>D</td>
<td>7.6%</td>
<td>5.4%</td>
<td>11.2%</td>
<td>9.0%</td>
<td>4.4%</td>
<td>6.2%</td>
<td>9.2%</td>
<td>21.3%</td>
<td>6.5%</td>
</tr>
<tr>
<td>SD</td>
<td>1.5%</td>
<td>1.3%</td>
<td>3.7%</td>
<td>1.2%</td>
<td>1.9%</td>
<td>2.0%</td>
<td>4.7%</td>
<td>1.2%</td>
<td>2.4%</td>
</tr>
<tr>
<td>NA</td>
<td>9.1%</td>
<td>10.4%</td>
<td>4.8%</td>
<td>11.4%</td>
<td>9.9%</td>
<td>6.7%</td>
<td>4.6%</td>
<td>11.9%</td>
<td>15.1%</td>
</tr>
</tbody>
</table>

SA – Strongly Agree, A – Agree, D – Disagree, SD – Strongly Disagree, NA – Not Applicable
The first annual Human Resources Service Quality Survey was administered between August 12 – 19, 2005. Online and paper copies were both made available. Of the 250 responses received, sixty-seven (26.8%) replied on paper and 183 (78.2%) replied online.

Respondents were asked to identify their primary job responsibility and length of time employed by the University. Results of these self-reported survey items follow:

**Primary Job Responsibility**
- Faculty = 11.6% (29)
- <1 year = 15.9% (39)
- Faculty (chair) = 1.2% (3)
- 1 - 5 years = 32.5% (80)
- Administrator (academic division) = 12.8% (32)
- 5 - 10 years = 24.8% (61)
- Operational managers or supervisors = 17.2% (43)
- 10 - 15 years = 11.8% (30)
- Technical / Professional staff = 39.2% (98)
- >10 years = 7.7% (20)
- Administrative support staff = 5.6% (14)
- Other = 6.8% (16)

**Time Employed by the University of Denver**
- <1 year = 15.9% (39)
- 1 - 5 years = 32.5% (80)
- 5 - 10 years = 24.8% (61)
- 10 - 15 years = 11.8% (30)
- >10 years = 7.7% (16)

We are just now undertaking a thorough analysis of the survey responses. Preliminary quantitative results indicate highest satisfaction with service reliability and courtesy, with opportunity for improvement in the areas of access to training facilities and responsiveness.

The Service Quality Survey was based on the ServQual methodology, which provides insight into the quality of service as perceived by customers. This model is used in ISO 9000 Service Quality benchmarking, and has been adopted by the American Library Association in the LibQual patron service quality survey (administered regularly by Penrose Library).

In the ServQual model, Service Quality is measured along ten dimensions:

**Tangibles:** Appearance of physical facilities, equipment, personnel, and communication materials.

**Reliability:** Ability to perform the promised service dependably and accurately.

**Responsiveness:** Willingness to help customers and provide prompt service.

**Competence:** Possession of required skill and knowledge to perform service.

**Courtesy:** Politeness, respect, consideration and friendliness of contact personnel.

**Credibility:** Trustworthiness, believability, honesty of the service provider.

**Feel secure:** Freedom from danger, risk, or doubt. [Security of confidential information.]

**Access:** Approachable, ease of contact.

**Communication:** Listens to its customers and acknowledges their comments. Keeps customers informed.

**Understanding the customer:** Making the effort to know customers and their needs.

Human Resources will share the results of the Service Quality survey with the University community, along with planned actions designed to improve service quality.

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**Operations and Reporting**

**Electronic Workflow**
Implement Paperless Processes as they Relate to Human Resource Forms and Paperwork

**University of Denver Separation Workflow**

**Employee Separation - Summary Page**

<table>
<thead>
<tr>
<th>Initial phase</th>
<th>HR/Payroll Banner Process</th>
<th>External Department Process</th>
<th>Completion phase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee departs</td>
<td>Workflow starts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employee Released</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Division</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Notification</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human Resources</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Notification to UTS, Facilities, Parking, Library, etc.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employee leaves</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human Resources notifies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Payroll</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Notification</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Payroll processes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workflow complete</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Electronic Approvals

University Planning Advisory Council (UPAC) Goals:
- To provide University programs and operations with appropriate and effective technologies
- To achieve financial, operational, human, and environmental resource sustainability

Our ultimate objective is to implement a paperless process for all Human Resources and Payroll actions. We are currently working on a schedule to implement two such processes for the 2005 year.

Currently there are several processes that are entirely paperless.

1. Posting a position
   - Hiring managers can post positions online through our new applicant tracking software which was implemented in October 2004. Postings are approved through electronic “sign-offs” as illustrated above.

2. Union step increases
   - Automatic

3. Departmental report retrieval
   - Variety of reports directly accessible by departments and divisions

4. Merit
   - Comprehensive merit reports

Electronic Storage and Retrieval

1. Patent Agreements
   - We are in the testing phase of having electronically scanned sign-offs attached to a record in Banner

2. Background Checks
   - If a person has had a background check conducted, that will now be recorded in Banner. It will not contain any specifics about the check only that a check has been conducted.

We are currently in the process of testing terminations and hiring in Banner. If the testing is successful, these will be our next paperless initiatives.

University of Denver
Human Resources

Tips for developing a Balanced Scorecard

- Tie Measures to HR goals in turn tied to University Goals
- Involve your staff
- Identify who are your customers and what are their expectations
- Review your department’s daily work flow and how individuals manage their duties in relation to that work flow
- Discuss future innovations and industry trends
- Utilize benchmarking opportunities
- Select measures that can be tracked with minimal effort
CUPA-HR Benchmarking Sample Data

**Total Staff FTE/HR FTE**

<table>
<thead>
<tr>
<th>Ratio</th>
<th>Mean</th>
<th>Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>113:1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>109:1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Saratoga Median = 93:1

FY2001

**Gross Payroll/Operating Budget**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Mean</th>
<th>Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>53.5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>48.5%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Saratoga Median = 23.1%

FY2001
CUPA-HR Benchmarking Sample Data

CUPA-HR Benchmarking Sample Online Reports

Total Health Insurance Costs as % of Total Benefits

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Illustration University</th>
<th>ABC Comp Group</th>
<th>2001 complete end of June</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY2001</td>
<td>30.2 %</td>
<td>32.2 %</td>
<td>33.0 %</td>
</tr>
</tbody>
</table>

Comparison Group values are arithmetic means. Dollar values are not adjusted for inflation.
CUPA-HR Benchmarking
Sample Online Reports

What Dials are on Your Dashboard?

- What are you measuring now?
- Why?
- How are your measures impacting results?
Resources

- *The Balanced Scorecard*, Robert Kaplan, David Norton
- *The HR Scorecard*, Brian Becker, Mark Huselid, David Ulrich
- *The Workforce Scorecard*, Mark Huselid, Brian Becker, Richard Beatty
- *HR Metrics*, John Sullivan
- *How to Measure Human Resource Management*, Jac Fitz-enz
- *HR Champions*, David Ulrich
- *The HR Value Proposition*, David Ulrich, Wayne Brockbank
- *The Performance Imperative*, Howard Risher, Charles Fay

CUPA-HR Benchmarking Survey: [http://www.higheredbenchmarking.com](http://www.higheredbenchmarking.com)
(select the Human Resources tab)

University of Denver Strategic Goals and Measures:
[http://www.du.edu/upac/goals.html](http://www.du.edu/upac/goals.html)