

4. Governance

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The purpose of this task force is to propose initiatives that will improve the capacity of the administration to prioritize, enhance, and support the academic functions of the University. Proposed initiatives address but are not limited to:

- Shared Governance Model
- Data Analytics Capability
- Professional Development of Middle Managers
- HR Management

This task force advances recommendations that will work toward improving the capacity of the administration to prioritize, enhance, and support the mission of the University through improved communications, teamwork, transparency, and professional development.

Synopsis of Proposed Initiatives and Key Performance Indicators



Detailed Discussion of Strategic Initiative: Governance

Purpose: Institute a system for shared governance based on trust, collaboration, and continuous improvement.

SI 1: Establish a shared governance model that facilitates trust, teamwork, and cross-functional collaboration, and that aligns all stakeholders with the vision and mission.

Rationale: This strategic goal seeks to reduce silos and barriers between units, which distract attention from the mission and vision of the University. Initiatives related to this goal facilitate communication, enhance trust, and focus attention on strategic priorities.

Shared governance will only work if the senior executive team demonstrates its commitment to the structure. Without such commitment and advocacy, shared governance is a rhetorical exercise rather than an operating procedure. Senior management demonstrates commitment to shared governance through financial investment

(commitment to competitive employee compensation, training, ERP, and infrastructure), leadership investment (transparency, open communication, proactive engagement across stakeholder groups), active participation, and contribution of expertise, knowledge and skills.

- ***KPI 1: Establish an elected representative body of governance for each of the primary constituent groups on campus: faculty, students, classified staff and unclassified staff.***

Rationale: The current centralized structure inhibits the full use of the knowledge, skills, and abilities of university stakeholders. A shared governance structure would incorporate the expertise of all stakeholders, and would result in leveraging this talent to overcoming challenges and making tough decisions.

The task force recommends that the university reconsider the current governance structure. A revised governance structure should include all stakeholders: Staff, Students, Administration, Faculty, and External Stakeholders. It is recommended that the structure of the Faculty Senate be revised. For example, the total number of Senators for the Faculty Senate could be established first, then each college would be allocated Senate seats based on its proportion of full-time faculty compared to the total number of full-time faculty employed by the university. Each college Senate seat would then be filled by faculty vote within the college. In addition, the Classified Staff and the Unclassified Professional Staff should have similar organizations with elected representatives. Each stakeholder group should have representation on a single council that will operationalize and monitor the governance of the University. The University of Kansas provides an example of such a structure. Its organizational chart is provided in the appendix of this report. The task force recommends that this revised structure be put in place by the end of 2017.

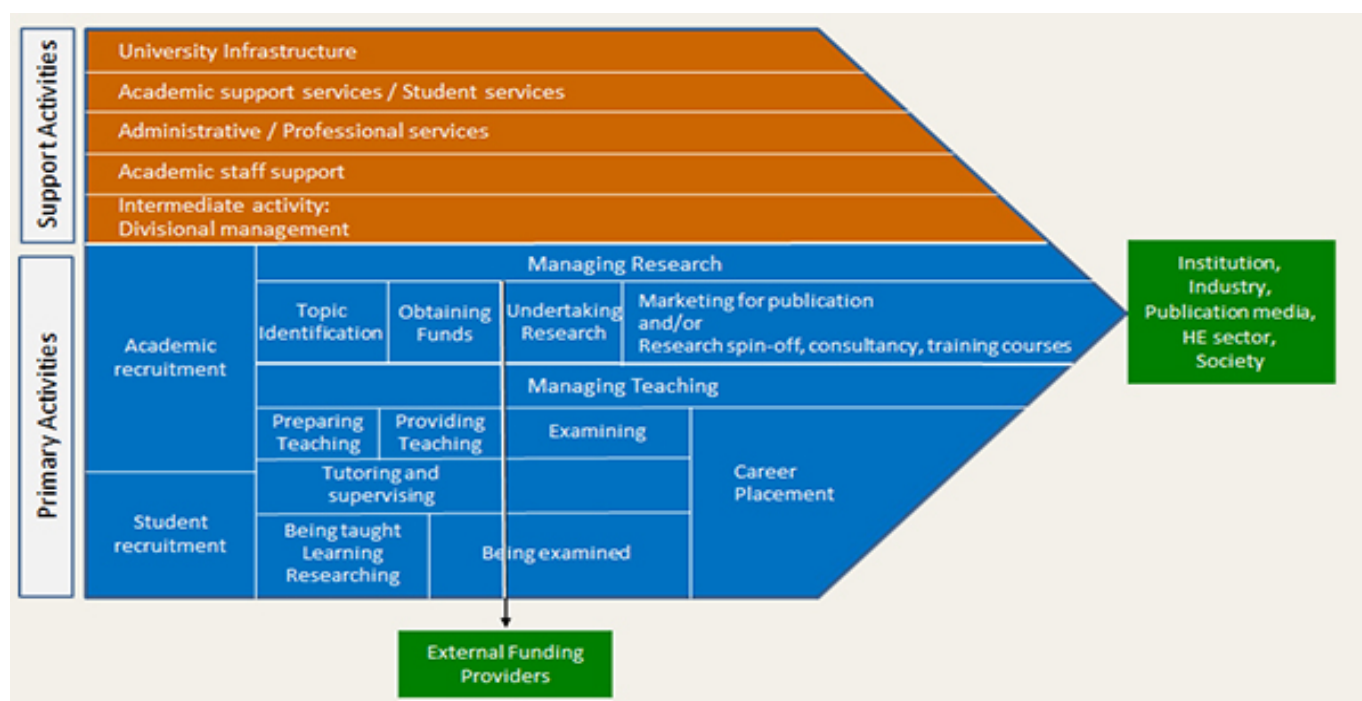
- ***KPI 2: Establish a University Senate, with representatives from each of the above governance bodies, which will support broad participation in the determination of University initiatives and resource allocations.***

Rationale: The task force recommends the University Senate establish performance metrics and time lines for stakeholder reporting. The council should also establish metrics for organizational alignment with university deliverables to improve cross-functional coordination, responsiveness, decision-making capability, and community engagement. This body should also establish metrics for organizational culture and stakeholder satisfaction in terms of trust, equity, engagement, morale, innovation, and service quality. Finally, the University Council should convene a University Budget Advisory Committee charged with reviewing and making recommendations for budget appropriations.

- ***KPI 3: Connect each stakeholder to the primary and support activities that drive university performance toward achieving the vision.***

Rationale: Value chain analysis provides an opportunity for reflecting on how we define our core activities and for determining if our approach to prioritizing core activities is consistent with the mission and vision of the University. An effectively articulated value chain uses data to prioritize resource allocation.

Value Chain: a brief explanation. A value chain is a strategic tool originally developed for businesses in the private sector. In the context of industry, a value chain includes all of the activities in which a business engages, from the conception of a product or service to its delivery. The value chain is then analyzed to identify areas or activities that can be eliminated, improved, or expanded with further investment of resources or time. There are two types of activities in the generic industry value chain model: primary activities and support activities. Primary activities represent the core activities directly related to the creation and distribution of the product or service. Support activities contribute to the success of the primary activities. The term “value” refers to the contribution that each activity provides to the end product or service. The activities that contribute the most to the product or service should be prioritized. Resources should be allocated to those parts of the chain that contribute the most value, so that they can operate at maximum efficiency. This is done so that the business can maximize profit margin/value and maintain a competitive advantage. In recent years, efforts have been made to adapt the generic value chain model for business to Higher Education.¹ The result is the figure represented below²:



The green sectors labeled *External Funding Providers* and *Institution, Industry, Publication media, HE sector, Society* represent a University’s “value added” or profit margin. The figure proposes a generic value chain model for colleges and universities. Each of the components of primary and secondary activities are explained in more detail in Hutaibat’s article.

The task force recommends that the University adapt this model to derive a value chain model that is consistent with the mission and vision. This value chain analysis should be used to prioritize investment and advancement priorities.

- **KPI 4:** Provide each stakeholder with a clearly articulated authority structure and method of performance evaluation, with both tied to the Vision and Mission.

Rationale: Misunderstandings and distrust are mitigated by a clear articulation of responsibility, visibility of decision-making processes, and consistent requirements for reporting among all units. A clearly articulated authority structure and protocol reduces bottlenecks by empowering people to make decisions rather than passing the decision up the chain.

- ***KPI 5: Align all UL Lafayette committees with the governance model through mission, membership, and reporting.***

Rationale: The current university committee structure is ineffective. Some committees meet inconsistently or not at all. Other committees do not have a charge that states their purpose and identifies performance expectations. The task force recommends that committees be evaluated for relevance. Committees that are determined to be irrelevant should be disbanded. The task force recommends a significant reduction in the number of standing committees. Instead, committees convened to address a task or complete an ad-hoc project should be identified as task forces. Remaining standing committees should have a clearly articulated charge specifying their purpose and composition. A protocol specifying conditions for creation, maintenance, and termination of University Committees should be developed. A process for annual reporting of committee activity should also be specified.

SI 2: Provide each level of governance with data analytics capabilities that create a collaborative culture and increase the university's overall impact.

Rationale: Data analytics facilitates evidence based decision-making. Currently, the University has an abundance of information, but lacks the ability to access it, due to outdated information systems.

- ***KPI 6: Build enterprise-wide data analytics capabilities in ways that provide a wide array of performance metrics that are transparent, Vision and Mission based, and broadly embraced.***

Rationale: Building enterprise-wide data analytics capabilities empowers all University stakeholders by providing access to all relevant data and motivation to consume and leverage information in their operations. This would enable us to create a climate where evidenced-based decisions are made. For example, proposals for new programs would require market research to determine the demand and likelihood of success. Effective use of data analytics facilitates the alignment all stakeholders within the University's value chain by establishing work processes that are documented, efficient, and easily monitored.

SI 3: Develop the Human Resources function in support of the mission and vision.

- ***KPI 7: Establish an HR System that will manage all stages of the employment relationship to provide a community of employees focused on achieving the Mission and Vision of the University.***

Rationale: Establishing an effective HR system that manages all stages of the employment relationship ensures that we recruit, select, and retain talented employees. The task force recommends that a protocol be established for creating job descriptions, recruiting, selecting, and orienting new employees. In addition,

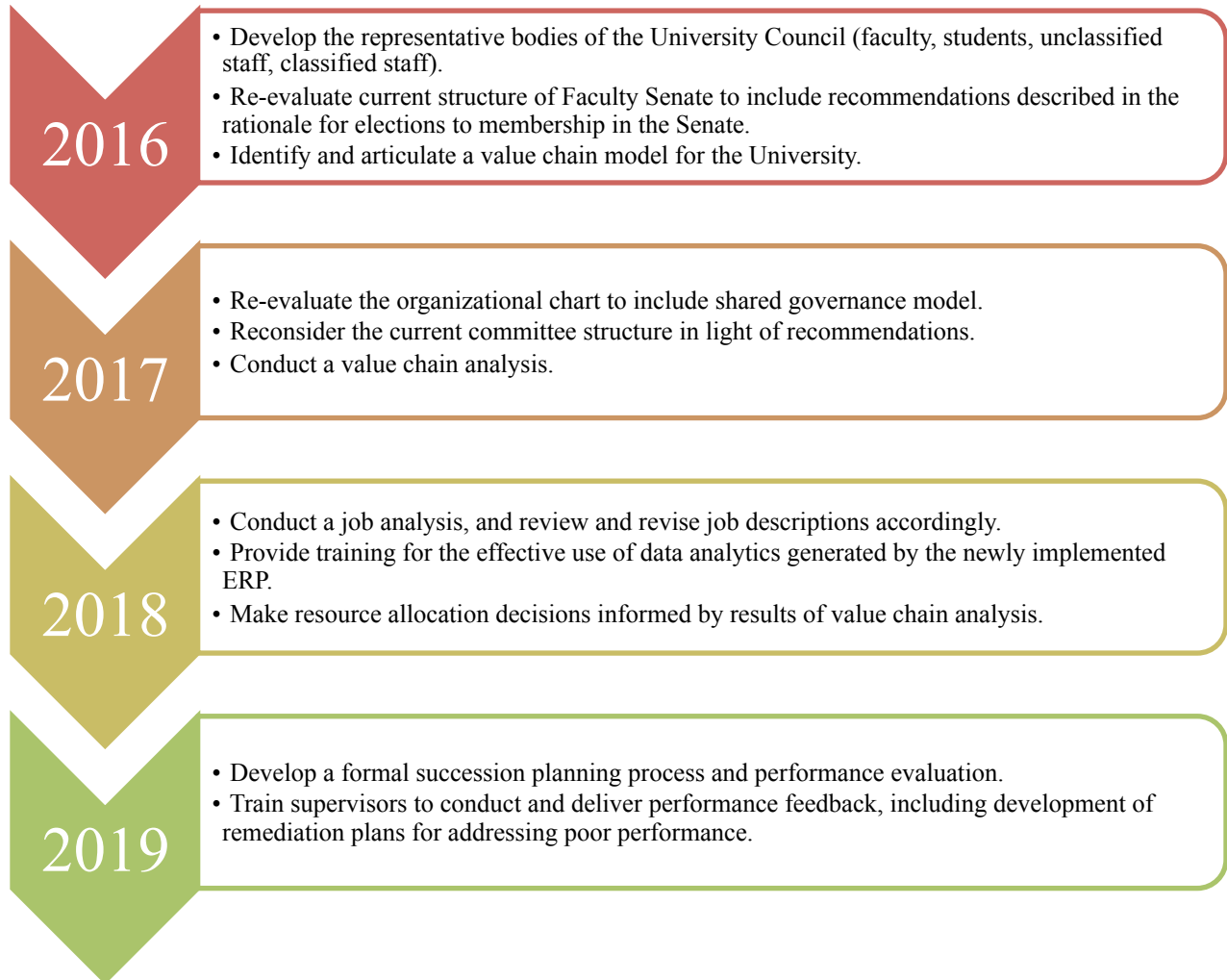
current performance evaluation procedures need to be modified to include protocols for documentation, remediation, and training. Employees that act in a supervisory capacity need to be empowered to provide resources to align existing talent with strategic priorities of the University. Employees that act in a supervisory capacity should participate in management training to ensure the effective application of HR practices mentioned. Finally, HR should engage in developing a succession plan that enables the University to project and plan for the needs created by the retirement and/or separation of the faculty and staff. A succession plan ensures that institutional information remains with the University, and that smooth transitions occur, despite personnel changes.

SI 4: Establish a process for continuous academic and nonacademic professional development.

- ***KPI 8:** Cultivate professional development programming that has a measurable impact on improving pedagogical innovation, managerial effectiveness, and essential job skills, in support of the effective operation and governance of the University.*

Rationale: An organization operates effectively when its members are knowledgeable and well trained. Continuous improvement should extend to the University staff as well as its systems. As a result, the task force recommends that the University establish and fund a center for excellence in teaching. This center would proactively engage faculty in improving teaching methods and assessing student learning, and would assist department heads in facilitating remediation for poor teaching performance. Professional development for managers should be offered for new and continuing managers that focus on improving decision-making and managerial skills. Professional development should support a growth culture that nurtures innovation and learning, and avoids a climate where people are afraid to fail.

**Proposed Timeline to Benchmark Progress
(Years are fiscal years rather than chronological)**



¹ Groves, R.E.V., Pendlebury, M.W. & Stiles D.R. (1997). A critical appreciation of the uses for strategic management thinking, systems and techniques in British Universities. *Financial Accountability & Management*, Vol.13 No. 4 pp. 293 – 312. & Von Alberti, L. (2003) *The Value Chain in Higher Education* , Unpublished Master Dissertation, University of Southampton, UK.

² This model was derived by Khaled Abed Hutaibat (2011). Value chain for strategic management accounting in higher education. *International Journal of Business and Management* Vol. 6 No. 11 pp. 206 – 218.



Governance Task Force

University of Louisiana Strategic Planning Committee

Report

March 12, 2015



UNIVERSITY
OF
LOUISIANA
L a f a y e t t e

Governance Task Force Members

- Gene Fields, Co-Chair, CIO
- Geoffrey Stewart, Co-Chair, Moody College of Business
- Gray Bekurs – Director of Real Estate
- Christine Brasher – Operational Review
- Rae Brodnax – University Advancement
- Henry Chu – Executive Director, Informatics Research Institute
- Ellen Cook – Assistant VP for Resources – Academic Affairs
- Pearson Cross – Department Head Council/College of Liberal Arts
- Amy Desormeaux - Registrar's Office
- Luke Dowden – Distance Learning
- Keith Guillory - IT
- James McDonald – Faculty Senate/College of Liberal Arts
- Timothy McFarland– University Bookstore
- Susan Miller – Human Resources
- Catherine Roche-Wallace – School of Music
- Peter Sheppard - College of Education
- Mark Zappi– College of Engineering

Our Charge – Governance Task Force (1 of 2)

This subcommittee is charged with proposing initiatives that will improve the capacity of the administration to prioritize, enhance, and support the academic functions of the University.

Proposed initiatives should address, but not be limited to:

- **Shared Governance Model:** Academic Functions define the core purpose of the university and as such it is to the benefit of the university that faculty contributes to decisions that affect strategy and allocation of resources.
 - Office of the Provost
 - Expand the role of the Chief Academic Officer to include fiduciary discretion over all budgets and resources related to Academics, Student Affairs, and Auxiliary Services.
 - Examine the roles and the responsibilities of the Provost and Assistant Academic VPs as they compare to peer institutions.
 - Identify a structure where faculty and/or their representatives in the senate would share governance by having the authority to ratify or reject proposed budgets related to Academic operations.

Our Charge – Governance Task Force (2 of 2)

- ***Data Analytics Capability*** to drive evidence- based decisions
 - Optimal program expansion and growth as determined by market research
 - Effective use of data to inform curriculum, instruction, and other programmatic decisions
 - Value-chain analysis
 - Profit-loss scenarios for departments and colleges
- ***Professional development of middle managers*** (academic and non-academic)
 - Management training: interpersonal aspects of effective management
 - HR basics : legal compliance, hiring, discipline, performance evaluation, and termination
- ***HR Management***
 - Stability with the HR Director Position
 - Succession planning: activities that project and plan for the needs motivated by the retirement or separation of faculty and staff from the University



Strategic Imperative – Shared Governance

Strategic Imperative | Improve the capacity of the administration to prioritize, enhance, and support the mission of the University through improved communications, teamwork, transparency, and professional development.

- A. To foster trust and teamwork within the University by aligning all stakeholders to the vision and mission of the University of Louisiana.
1. Establish and act upon a value chain model of the University's operation to procedurally and visually tie each stakeholder to the primary and support activities that drive University performance.
 2. Improve University communications by engaging in ongoing, cross-functional dialogue.
 3. Increase transparency through process visibility and regular reporting.
 4. Establish a clear authority structure
 - Empower decision makers
 - Eliminate potential bottlenecks due to over empowerment
 5. Embrace the tenants of a growth mindset..."we succeed because we are not afraid to fail."

Strategic Imperative | Improve the capacity of the administration to prioritize, enhance, and support the mission of the University through improved communications, teamwork, transparency, and professional development.

- B. To establish a shared governance model which facilitates cross-functional collaboration and aligns the institution with performance-based metrics.
1. Provide voice to and connect all university stakeholders through formal governance channels.
 - Stakeholders include:
 - Staff – currently does not have a formal entity/voice
 - Students - SGA
 - Administration – University Council, Deans Council, Department Heads Council
 - Faculty – Faculty Senate
 - External Stakeholders – Alumni Association, Advisory Boards, etc.
 - Involve stakeholder groups in the establishment of performance metrics, including but not limited to:
 - Create and implement a shared governance model by the end of year two.
 - » This shared governance model must include a council/senate, comprised of stakeholder representatives, that is charged with operationalizing and monitoring governance.
 - Establish baseline and timeline for stakeholder reporting (improved transparency and accountability)
 - Establish metrics for organizational alignment with university deliverables (improved cross-functional coordination/efficiency, improved responsiveness, improved decision making capability, and effective community engagement)
 - Establish metrics for organizational culture and stakeholder satisfaction (trust, equity, engagement, morale, innovation, service quality)

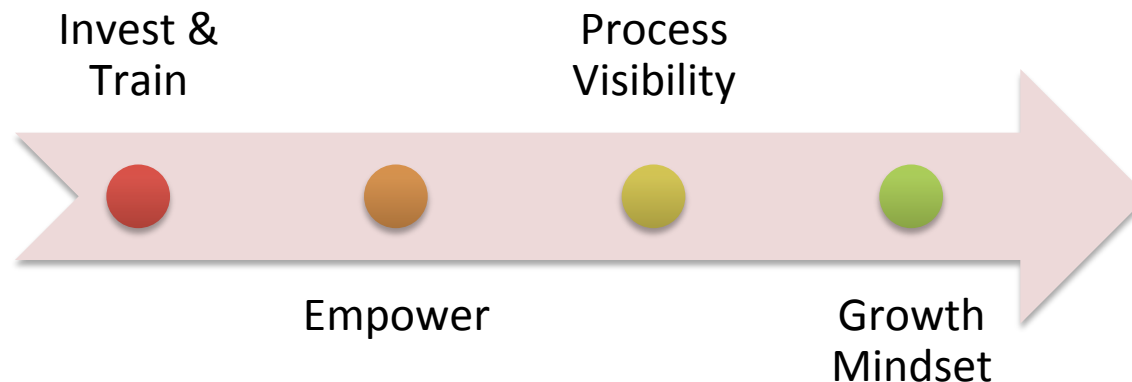
Strategic Imperative | Improve the capacity of the administration to prioritize, enhance, and support the mission of the University through improved communications, teamwork, transparency, and professional development.

- B. To establish a shared governance model which facilitates cross-functional collaboration and aligns the institution with performance-based metrics.
2. Demonstrate stakeholder commitment through action and advocacy for shared governance
 - Metrics, including but not limited to:
 - Financial Investment (Employee compensation, training, ERP, infrastructure)
 - Leadership Investment (transparency, open communications, proactive engagement across stakeholder groups)
 - Active Participation and contribution of expertise, knowledge, and skills to relevant
 3. Align all UL committees to the governance model through mission, membership, and reporting
 - Metrics, including but not limited to:
 - Inventory and evaluate the relevance of all university committees
 - Establish clear policy for the creation, maintenance, and termination of university committees
 - Establish policy for committee membership (inclusion of all stakeholder groups, participation expectations)
 - Remove committees and/or members that are not active
 - Annual reporting (committee level and university level)

Strategic Imperative | Improve the capacity of the administration to prioritize, enhance, and support the mission of the University through improved communications, teamwork, transparency, and professional development.

C. To leverage data analytics capabilities in ways that create a collaborative culture and increases the university's overall impact.

1. Build enterprise-wide data analytics capabilities by investing in the continuous improvement of decision makers and university decision support systems.
2. Empower all University stakeholders by providing access to all relevant data and motivation to consume and leverage information in their operations.
3. Align all stakeholders within the University's value chain by establishing work processes that are documented, efficient, and easily monitored.
4. Establish a growth mindset within the University that is proactive, focused on continuous improvement, and not afraid to fail.



Strategic Imperative | Improve the capacity of the administration to prioritize, enhance, and support the mission of the University through improved communications, teamwork, diversity, transparency, and professional development.

- D. To stabilize and improve the effectiveness of the Human Resources function by investing in its capacity to support compensation & benefits decisions, recruiting efforts, and performance evaluations.
1. Establish a procedure for creating job descriptions, recruiting, and onboarding new employees.
 2. Establish a procedure to align job expectations, performance evaluation, remediation, and training documentation.
 3. Empower managers and provide resources to align existing talent with the strategic priorities of the University.
 4. Engage in active succession planning that enables the University to project and plan for the needs motivated by the retirement or separation of faculty and staff.
 5. Align all stakeholders within the University's value chain by establishing work processes that are documented, efficient, and easily monitored.

Strategic Imperative | Improve the capacity of the administration to prioritize, enhance, and support the mission of the University through improved communications, teamwork, transparency, and professional development.

- E. To establish a process for continuous academic and nonacademic professional development.
 1. Establish and fund an “Excellence in Teaching & Learning Center” that proactively engages faculty in improving teaching methods, measures learning objectives, and assists managers in the remediation of poor teaching performance.
 2. Professional development should have a measurable impact on the decision making capabilities of managers.
 3. Professional development should have a measurable impact on the establishment of a growth mindset within the University.

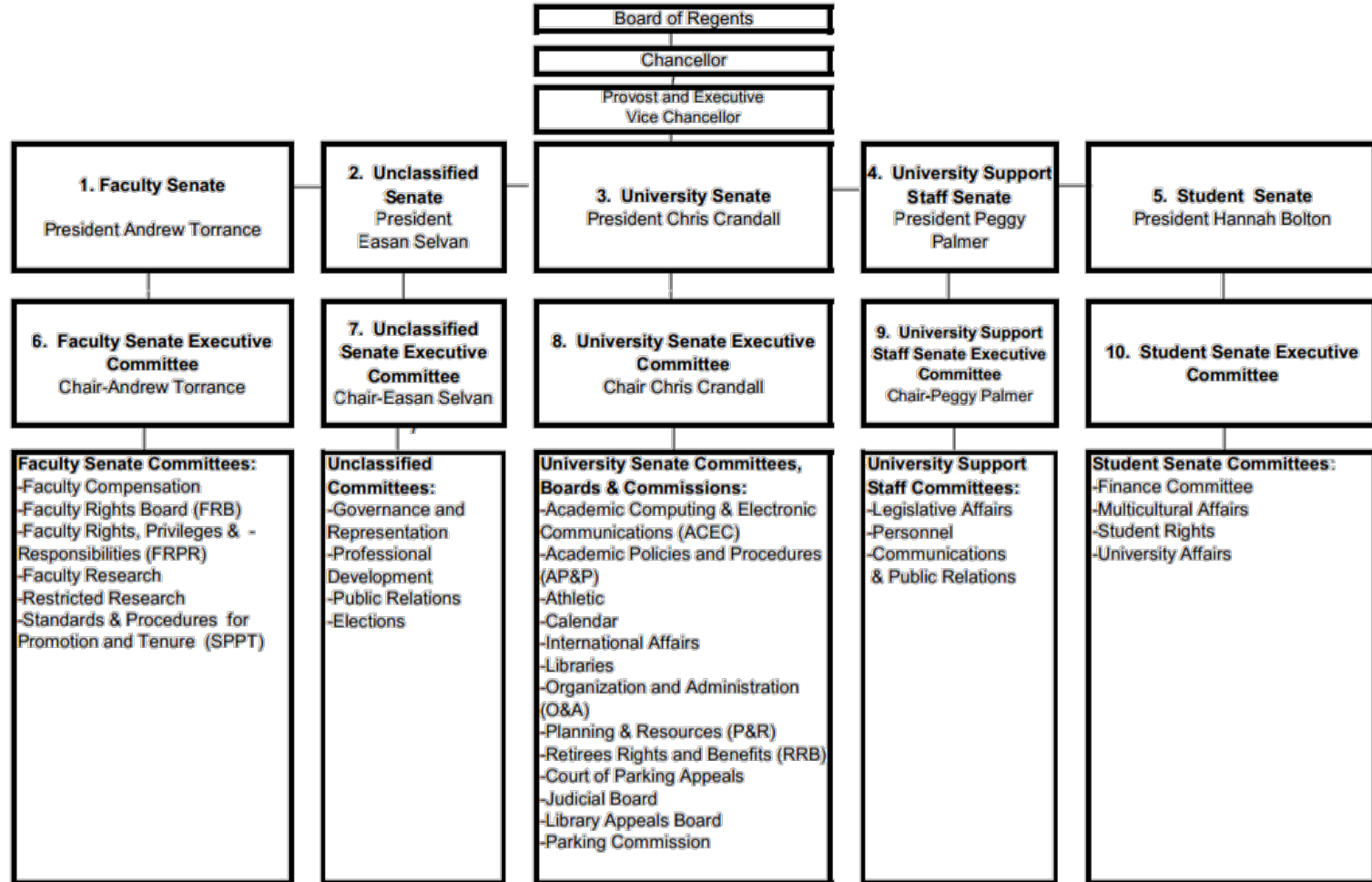
- F. To establish a governance structure to evaluate and deploy types of technology needed to deliver teaching, learning, and support services.

Appendices

Example – Governance Structure

University of Kansas Governance Structure

UNIVERSITY GOVERNANCE STRUCTURE FY2013



<http://www2.ku.edu/~unigov/chart.pdf>

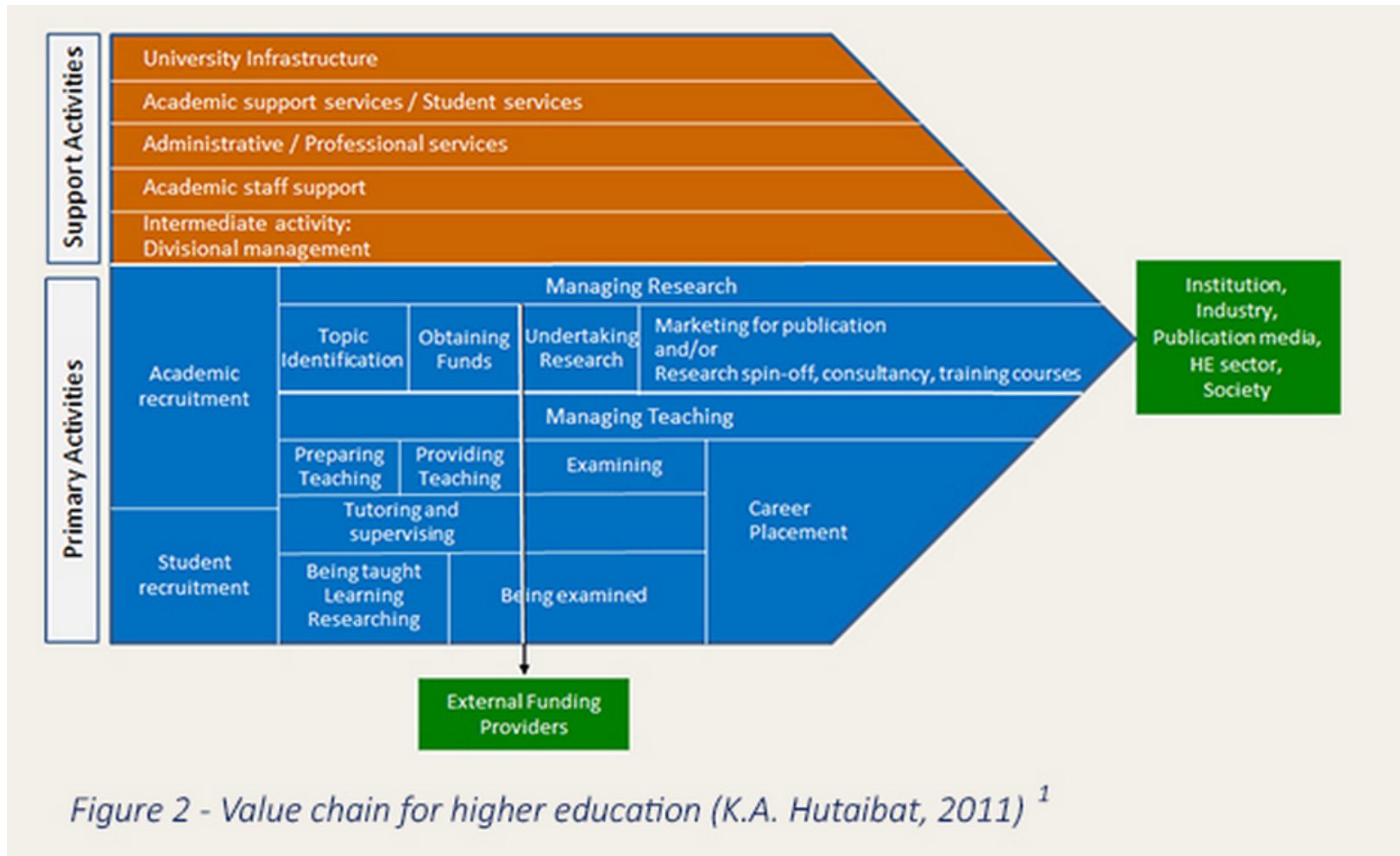
University Governance 8/17/2012

University of Kansas Governance Structure

- 1. Faculty Senate:** 39 faculty members (also shall serve simultaneous terms on the University Senate).
The Chancellor and the Provost, serve ex-officio.
- 2. Unclassified Senate:** 30 Senators, President, President-Elect, Past President, chairs of the standing committees. Representatives of HREO , Faculty, University Support Staff and Student Senate Executive Committees will be ex-officio non voting.
- 3. University Senate:** Composed of 39 faculty members(also shall serve simultaneous terms on Faculty Senate).
6 Unclassified Senate members, 6 University Support Staff Senate members, 13 Student Senate members. The Chancellor and the Provost shall shall be ex-officio, non-voting members. The presidents of the student, faculty, unclassified, and university support staff senates shall also be ex-officio, non-voting members (if they are not among the elected members of the University Senate).
- 4. University Support Staff Senate:** 30 Senators, President, Vice President, Past President, chairs of the standing committees.
Unclassified Staff Representative, Human Resources Representative, of which both are non voting members.
- 5. Student Senate:**
- 6. Faculty Senate Executive Committee:** 6 members of the Faculty Senate (also shall serve simultaneous terms on University Senate Executive Committee).
University Senate President & President-Elect, are ex-officio non voting members if they are not elected to the Faculty Senate Executive Committee.
The president and the president-elect of the Faculty Senate shall be ex-officio, non-voting members, if not elected as members.
- 7. Unclassified Executive Committee:** Composed of the Senate President, President-Elect, Past President, Secretary, Treasurer,
University Senate representatives, chairs of the standing committees.
- 8. University Senate Executive Committee:** 6 faculty members (who shall serve simultaneous on Faculty Senate Executive committee),
1 university support staff from the University Senate, 1 unclassified staff from the University Senate, 3 students
The presidents of the Faculty, Student, University Support Staff, and Unclassified Senates shall serve as ex-officio, non-voting members of SenEx if they are no among those elected.
- 9. University Support Staff Executive Committee:** Composed of the Senate President, Vice President, Past President,
Secretary, treasurer, chairs of the standing committees, EEO representatives, University Senate Representatives
- 10. Student Executive Committee:** Composed of 11 members of Student Senate, including Student Body president and vice president, 3 students on SenEx,
5 committee chairs, chair of Student Executive Committee. Student Senate Treasurer is ex-officio member.

Example - University Value Chains – Carnegie Mellon

(<http://www.cmu.edu/erm/concepts/value.html>)



Growth Mindset

Changing Our Mindset

Carol Dweck, world-renowned Stanford University psychologist, talks about the power of our mindset or our beliefs (especially around challenge). We can either have a Fixed Mindset where we let failure (or even success) define who we are, or a Growth Mindset where we see setbacks as opportunities to grow and improve ourselves. Just like how we learned how to walk... there are many stumbles along the way, but to reach our potential and live the life we desire, it takes practice and perseverance. We always have a choice about which view we adopt for ourselves... and it's never too late to change. What's your view?

It's up to you!



FIXED MINDSET

Belief that my intelligence, personality and character are carved in stone; my potential is determined at birth



GROWTH MINDSET

Belief that my intelligence, personality and character can be developed! A person's true potential is unknown (and unknowable).

| | FIXED MINDSET | GROWTH MINDSET |
|---------------------------------|--|--|
| DESIRE | Look smart in every situation and prove myself over and over again. Never fail!! | Stretch myself, take risks and learn. Bring on the challenges! |
| EVALUATION OF SITUATIONS | Will I succeed or fail? Will I look smart or dumb? | Will this allow me to grow? Will this help me overcome some of my challenges? |
| DEALING WITH SETBACKS | "I'm a failure" (identity) "I'm an idiot" | "I failed" (action) "I'll try harder next time" |
| CHALLENGES | Avoid challenges, get defensive or give up easily. | Embrace challenges, persist in the face of setbacks. |
| EFFORT | Why bother? It's not going to change anything. | Growth and learning require effort. |
| CRITICISM | Ignore constructive criticism. | Learn from criticism. How can I improve? |
| SUCCESS OF OTHERS | Feel threatened by the success of others. If you succeed, then I fail. | Finds lessons & inspiration in other people's success. |
| RESULT ... | Plateau early, achieve less than my full potential. | Reach ever-higher levels of achievement. |