Governance Task Force

University of Louisiana Strategic Planning Committee

Report

March 12, 2015

UNIVERSITY OF LOUISIANA
Lafayette

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

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.

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Our Charge – Governance Task Force

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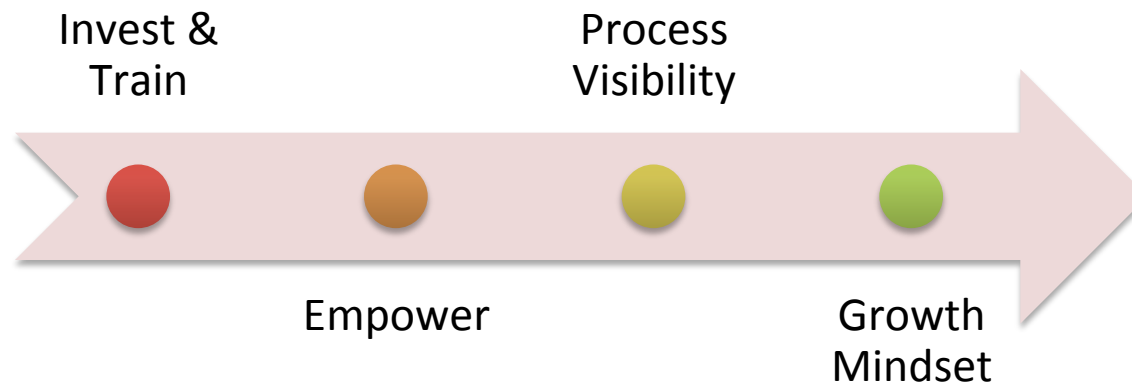
Strategic Imperative | Improve the capacity of the administration to prioritize, enhance, and support the mission of the University through improved communications, teamwork, transparency, and professional development.

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 stakeholders 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)

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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 <u>investing</u> in the continuous improvement of decision makers and university decision support systems.

2. <u>Empower</u> 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 <u>processes</u> that are documented, efficient, and easily monitored.

4. Establish a growth <u>mindset</u> 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.

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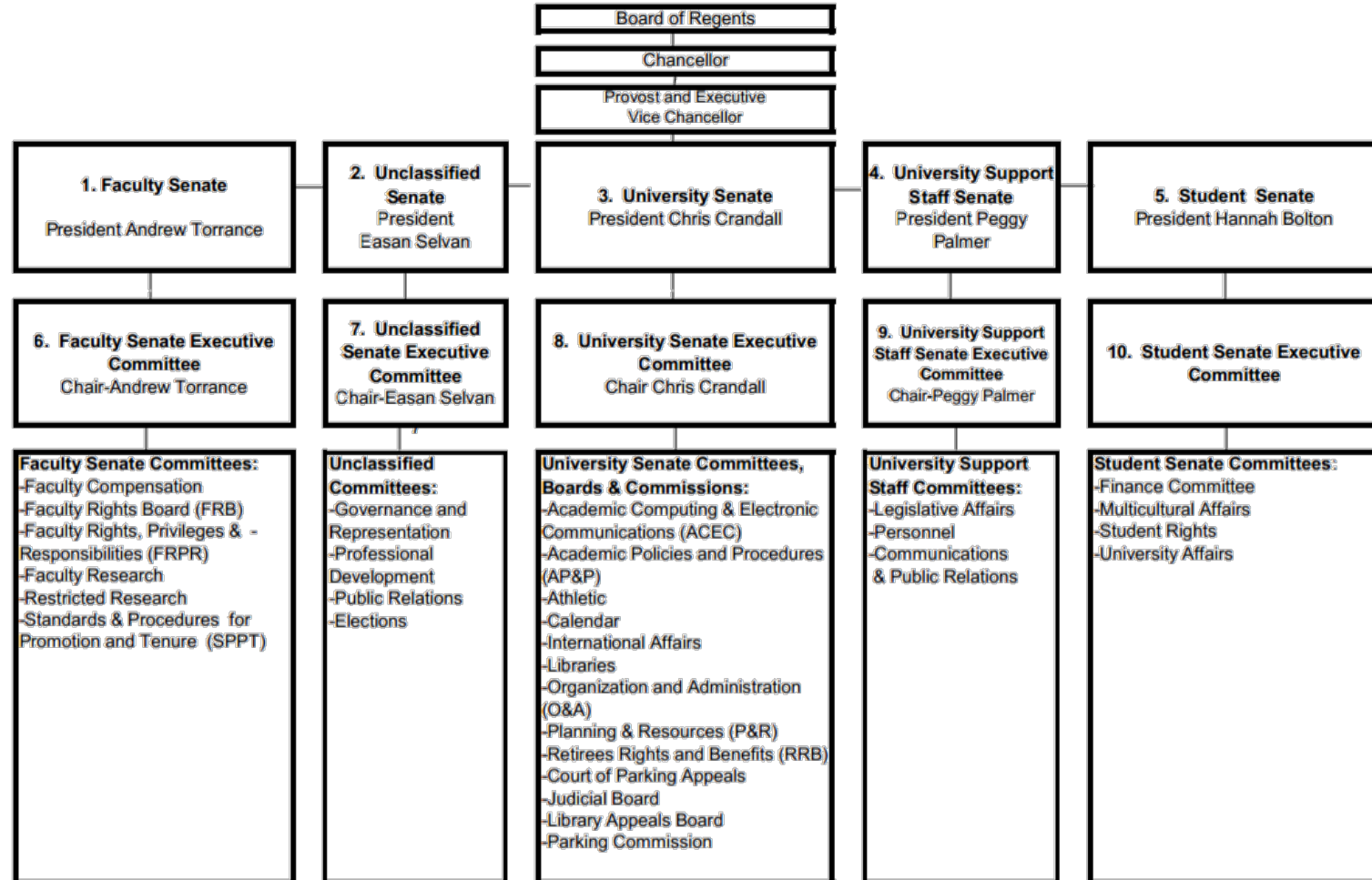
F. To establish a governance structure to evaluate and deploy types of technology needed to deliver teaching, learning, and support services.

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Appendices

Example – Governance Structure
University of Kansas Governance Structure

UNIVERSITY GOVERNANCE STRUCTURE FY2013

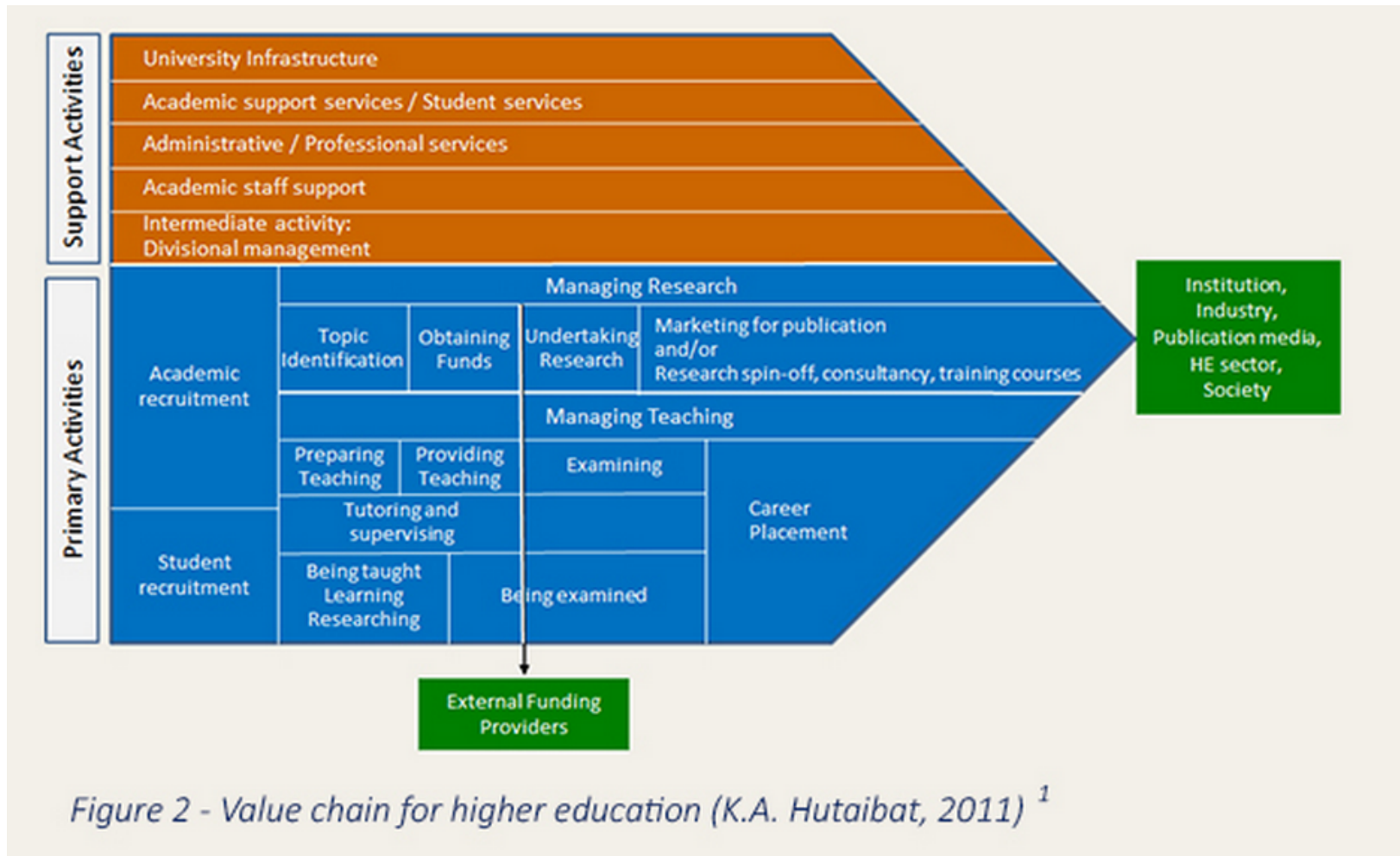Board of Regents
Chancellor
Provost and Executive Vice Chancellor

1. Faculty Senate
President Andrew Torrance

2. Unclassified Senate
President Easan Selvan

3. University Senate
President Chris Crandall

4. University Support Staff Senate
President Peggy Palmer

5. Student Senate
President Hannah Bolton

6. Faculty Senate Executive Committee
Chair-Andrew Torrance

7. Unclassified Senate Executive Committee
Chair-Easan Selvan

8. University Senate Executive Committee
Chair Chris Crandall

9. University Support Staff Senate Executive Committee
Chair-Peggy Palmer

10. Student Senate Executive Committee

Faculty Senate Committees:
-Faculty Compensation
-Faculty Rights Board (FRB)
-Faculty Rights, Privileges & -Responsibilities (FRPR)
-Faculty Research
-Restricted Research
-Standards & Procedures for Promotion and Tenure (SPPT)

Unclassified Committees:
-Governance and Representation
-Professional Development
-Public Relations
-Elections

University Senate Committees, Boards & Commissions:
-Academic Computing & Electronic Communications (ACEC)
-Academic Policies and Procedures (AP&P)
-Athletic
-Calendar
-International Affairs
-Libraries
-Organization and Administration (O&A)
-Planning & Resources (P&R)
-Retirees Rights and Benefits (RRB)
-Court of Parking Appeals
-Judicial Board
-Library Appeals Board
-Parking Commission

University Support Staff Committees:
-Legislative Affairs
-Personnel
-Communications & Public Relations

Student Senate Committees:
-Finance Committee
-Multicultural Affairs
-Student Rights
-University Affairs

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

University Governance 8/17/2012

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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-offico.
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-offico, 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)

Figure 2 - Value chain for higher education (K.A. Hutaibat, 2011) [1]

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).
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.

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