



Consolidation Planning Study and Implementation Task Force

Shared Governance/Transparency Committee Call

November 1, 2018
12:00 p.m. – 1:30 p.m.

Committee Members: Melissa Seixas, Chair; Kayla Rykiel; Nicole Washington
Staff Liaison: Amy Farrington

A G E N D A

- | | | |
|------|---|----------------|
| I. | Call to Order | Melissa Seixas |
| II. | New Business – Action Items | Melissa Seixas |
| | a. Approval of October 24 Meeting Notes | |
| III. | New Business – Information Items | |
| | a. Introduction and Context | Melissa Seixas |
| | b. Discussion | Melissa Seixas |
| | 1. Review draft recommendations | |
| | 2. Next steps | |
| IV. | Adjournment | Melissa Seixas |

Shared Governance and Transparency recommendations will be presented to the USF Consolidation Task Force at the meeting on November 29, 2018 at USF Sarasota-Manatee.

Notes
Shared Governance/Transparency Subcommittee
October 24, 2018

Present: Melissa Seixas, Chair; Kayla Rykiel, Nicole Washington

I. Call to Order

The meeting began at 4:00 p.m.

II. New Business – Action Items

Minutes from the October 2, 2018 and October 8, 2018 meetings were approved.

III. New Business – Information Items

a. Introduction and Context

Chair Seixas outlined the work of the committee to date and thanked everyone for rescheduling the meeting.

b. Discussion

Mike Stallworth with Huron Consulting provided an overview of the facilitation guide and reviewed subcommittee focus areas.

Committee members discussed the overall framework of governance and creating bold and visionary recommendations as to what “one” USF can look like. The goal of the members, through recommendations, is to shape what the consolidated university will look like. Members emphasized the need for transparency, checks and balances and accountability in an effort to raise all three campuses.

Chair Seixas asked for clarification on the difference between branch campus and instructional site definitions under SACSCOC guidelines. Peter Stokes from Huron Consulting explained that a large component of the difference is budget and hiring authority. Members were concerned that if USFSP and USFSM are designated instructional sites by SACSCOC that it could affect students ability to access services and the ability to hire talented instructors. It was noted that SACSCOC requires uniform services across the system so there would be no loss in services. Members discussed various aspects of branch campus vs. instructional sites with Huron including risks associated with a branch campus designation as well other SUS institutions.

The subcommittee focused on language for a recommendation that emphasized the processes around governance noting the recommendation must include a high degree of transparency, accountability and checks and balances. A change in governance cannot

result in a dramatic decrease in the responsibilities of the Regional Chancellors to serve in the role of external leader as well as internal leader for students.

Members discussed a second recommendation around the mutual accountability that goes beyond congenial collaboration but establishes a process to ensure ongoing dialogue. Members stressed the importance of enhanced services for students and avoiding any decline. This includes the idea of a process that provides for mitigation built in in case issues with services do arise. Members discussed concentrating on what the campuses look like, not as much what the designation might be.

In reviewing the General Education recommendations on the facilitation guide, members highlighted the impact of Gen Ed is on the student experience and campus identity, noting the language should reflect that. Members noted that the pyramid example from the presentation during the October 2nd hearing showed how Gen Ed is infused throughout the curriculum. There was some concern about transfer students not being required to take additional, unnecessary credits.

In reviewing student governance, members noted the importance of representation across the three campuses that would include collaboration as well as individual campus vision. Any recommendation on creating one student government system structure must stress campus representation and transparency as well as the idea of rotating lead representation across the campuses. Members discussed student fees and the need for a transparent process, including students be informed about the process. There should also be an assessment process in terms of services as well as some uniform expectations around service and quality.

Budget transparency should entail responsibility and accountability to all three campuses. Members agreed that student should not pay a fee for services they do not receive. All discussed creating a consolidated fee structure that provides for a differentiated fee built around service provided. Any efficiencies created through additional shared services should not have a negative impact on students. The university should look at opportunities to enhance shared services in an innovative and integrated way.

Next step is reviewing a draft of the final recommendation document on a subcommittee phone call the week of October 29th.

IV. Adjournment

Meeting adjourned at 5:55 p.m.



Consolidation Planning Study and Implementation Task Force

Shared Governance / Transparency Committee Final Recommendations

Revised Recommendations

Category	Recommendations
Governance and Transparency	Implement matrix reporting structures and governance procedures that promote mutual accountability between University leadership and Regional Chancellors in key areas such as budgetary decisions and hiring authority to enable local leaders to meet community needs.
Faculty Governance	Develop a faculty governance structure with one Faculty Senate and local Faculty councils to promote one USF while ensuring equitable representation and accountability for certain unique, local matters.
General Education	Appoint representative faculty leadership to oversee the transition to a consolidated general education curriculum to promote consistent learning outcomes and seamless student mobility (including transfer students) among USF's campuses, including service learning, internships, and other experiential learning opportunities. Leverage experiential learning and other high-impact practices to reinforce local campus identity.
General Education	Ensure faculty input in the delivery of consistently high-quality curricular and extra-curricular experiences to students in each geographic location in which USF operates, while ensuring that these activities are only enhanced for students post-consolidation. Periodically report publicly on progress in enhancing student experiences.
Student governance	Develop a student government structure that promotes transparency, equitable representation, and mutual accountability across USF's campuses and incorporate mechanisms that ensure equitable geographic distribution of student leadership.
Student governance	Maintain USF's commitment to high-quality student services by increasing efficiencies and maximizing student affordability. Create a process to assess students' utilization of and satisfaction with services provided, revisiting resource allocation as needed.
Student governance	Promote system-wide events for students to further student collaboration and partnership among USF's campuses.
Student governance	Research feasibility of transportation between USF campuses to support additional connectivity for students, faculty and staff.
Shared services	Assess services that could become more centralized post-consolidation without negatively impacting the student experience and accessibility and integration across campuses.
Shared services	Identify opportunities for cross-training of USF staff and leveraging of innovative technologies to promote efficiencies across the university. Create incentives that empower and reward staff for identifying efficiencies and implementing best practices.



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Top Five Recommendations:

	Focus Area	Issue Statement	Recommendation	Description
1	Governance and Transparency	USF must establish oversight and reporting processes to ensure meeting BOT and community expectations in a geographically distributed model.	Implement matrix reporting structures and governance procedures that promote mutual accountability between University leadership and Regional Chancellors in key areas such as budgetary decisions and hiring authority to enable local leaders to meet community needs.	<ul style="list-style-type: none"> a. Clarify delegated authority along with matrixed reporting relationships that further mutual accountability and coordination. b. Define roles and responsibilities for the one geographically distributed university. c. Establish a process to include campus leadership in budget discussions to represent local perspectives and needs.
2	General Education	USF is required by its accreditor, SACSCOC, to develop a consolidated general education curriculum.	Appoint representative faculty leadership to oversee the transition to a consolidated general education curriculum to promote consistent learning outcomes and seamless student mobility (including transfer students) among USF's campuses, including service learning, internships, and other experiential learning opportunities. Leverage experiential learning and other high-impact practices to reinforce local campus identity.	<ul style="list-style-type: none"> a. Implement a single, consolidated general education curriculum in compliance with the SACSCOC requirement. b. Identify opportunities to incorporate the unique campus identities into the top tiers of the enhanced general education curriculum pyramid including high-impact practices in local communities. d. Ensure high-impact practices reflect campus identities through community collaboration, service learning opportunities, and civic engagement.
3	Faculty Governance	USF must maintain and enhance the current level of service to students post-consolidation.	Ensure faculty input in the delivery of consistently high-quality curricular and extra-curricular experiences to students in each geographic location in which USF operates, while ensuring that these activities are only enhanced for students post-consolidation. Periodically report publicly on progress in enhancing student experiences.	<ul style="list-style-type: none"> a. Assign local responsibility for coordinating, integrating, and delivering value-added student experiences that support PBF and PE metrics. b. Deliver public updates on the university's progress in providing consistent services to all USF students. c. Establish process to monitor and triage performance regarding the quality of services to students.



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	Focus Area	Issue Statement	Recommendation	Description
4	TBD		<i>Additional recommendation prioritized by committee</i>	a. b. c.
5	TBD		<i>Additional recommendation prioritized by committee</i>	a. b. c.

Additional Recommendations:

	Focus Area	Recommendation
6		
7		
8		
9		
10		

**USF Consolidation Taskforce – Shared Governance and Transparency Subcommittee
DRAFT RECOMMENDATIONS, October 27, 2018**

	Focus Area	Issue Statement	Recommendation	Description
1	Broad Governance	<p>Empowered campuses make for a stronger USF and fulfilling student experience:</p> <p>The future governance of the USF shall build upon the existing strengths of each campus, and the historically strong organizational and collaborative nature of all three campuses to ensure continued and increased benefits to all USF students regardless of home campus, and to enable continued status as a pre-eminent Florida university.</p>	<p>Conduct and execute all governance reviews, changes and implementations with processes that guarantee transparency, mutual accountability and collaboration among internal stakeholders including faculty, staff and students. Provide seamless consolidation transition to students, faculty and staff by building upon proven success of branch campus governance.</p>	<ul style="list-style-type: none"> a. Ensure continuity and enhancement of programs, (BA, MA and PhD levels), services to students, sustain distinctiveness of campus identities and guarantee robust opportunities to attract talent on historically mature campuses (USFSP and USFSM) by designating each as branch campuses as defined by SACSCOC and FL Board of Governors¹. Please note: Both USFSP and USFSM held the branch campus designation under SACSCOC prior to separate accreditation actions in the early 2000s. b. Develop a matrix organizational structure that holds university leadership, at all levels, accountable to students, faculty and internal and external stakeholders through transparent processes, communication and reporting. The framework for this exists, in large part, in the current organizational state since both branch campuses have always operated as part of USF. c. Define, update and communicate Campus Advisory Board member roles and responsibilities for clear understanding of the advisory, not governing, role of the campus board. Establish a practice of collaborative review of branch campus governance by the board including, but not limited to, review of campus plan, budget and legislative agendas. Although not governing/binding, those actions should maintain a high degree of well-informed members who represent USF among external stakeholders. d. Task internal academic and shared services committees to identify new opportunities for collaboration among campuses and efficiencies in governance processes.
2	Faculty Governance	<p>Engaged faculty and equitable campus representation shall support pre-eminence objectives and offer students the benefits of learning from engaged leaders:</p> <p>All faculty members should have clear and accessible options for engagement and</p>	<p>Ensure continued representation of faculty priorities through a strong and respected Faculty Senate structure that promotes collaborative dialogue and decision making between faculty and university leadership, and reflects the priorities of both academic matters and unique geographic opportunities.</p>	<ul style="list-style-type: none"> a. Faculty Governance shall have matrix accountabilities to ensure transparency. b. Develop one Faculty Senate, including campus councils, across the system to include equitable representation by campuses. c. The Faculty senate organizational structure should allow for Campus Senate Councils or Committees with

¹USFSP and USFSM can be designated by SACSCOC as branch campuses. The designation decision will be based on the degree of autonomy and authority delegated by USF BOT.

SACSCOC Branch Campus definition: Institutions that have their own administrative structures, faculties, hiring and budgetary authority.

BOG Type I Campus definition: A university operation that has obtained and continues to maintain an enrollment level of more than 2000 university student FTE in courses which lead to a college degree. A Type I campus typically provides a broad range of instruction for numerous full and partial degree programs, research activity and an extensive complement of student services

Section 7(d), Art IX, FL Constitution; History—New 4-9-87, Amended 6-892, 2-15-94, 12-2-99, 11-10-11.

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		leadership of academic missions regardless of geographic location as they represent their peers, students and community.		<p>officer representation serving on the system Executive Committee (either as officers or council/committee chairs). Officers (Pres, VP, Sec, and Sergeant –at-Arms) should have diverse representation from all campuses.</p> <p>d. Carefully assess the potential impact of organizational changes to academic structure (Colleges and Schools) on the structure and representation of USFSP and USFSM to ensure maximum faculty engagement from all campuses.</p> <p>e. Clearly define the accountability and defined powers of faculty governance.</p> <p>f. Ensure that the Senate Faculty President continues to serve on the Board of Trustees (BOT).</p> <p>g. Review and identify opportunities to consolidate committees with similar functions such as awards councils, academic committees and Gen. Ed. committees without negative results to branch campuses.</p> <p>h. Review, update and communicate roles and responsibilities of all faculty governance councils and committees to support consolidation and ensure no compromise of campus identity.</p>
3	General Education	<p>An enhanced General Education model offers students and faculty a dual experience of quality learning and engagement:</p> <p>General Education at USF shall offer students core courses across programs that foster critical thinking skills, create engaged citizens and develop cross-functional soft skills, while providing opportunities for service learning, civic engagement and experiences unique to their home campus.</p>	<p>Strengthen the internal collaborative Enhanced General Education Leadership process review to model High Impact Practices (HIP) and ensure representation from all campuses to shape key focus areas of:</p> <ul style="list-style-type: none"> • Curricular alignment • Course alignment • Assessment • Faculty oversight and engagement 	<p>a. Identify Gen Ed core values and HIP for a unified USF.</p> <p>b. Update governance processes and documents to support a unified university while creating equitable participation opportunities from all campuses.</p> <p>c. Implement an assessment plan for annual review and approval oversight.</p> <p>d. Create a unified general education curriculum that ensures maximum ease of transition for native and transfer students to USF.</p>
4	Student Governance	<p>Student government opportunities, both in leadership and local roles, shall remain open to students on all campuses:</p>	<p>Identify a structure that allows for student governments to be housed on each of the three campuses in an effective way including system-</p>	<p>a. Create a system-level SGA and ensure alternating campus representation on the system-level SGA.</p> <p>b. Allow for presiding officer of campus board to hold</p>

**USF Consolidation Taskforce – Shared Governance and Transparency Subcommittee
DRAFT RECOMMENDATIONS, October 27, 2018**

		The student government experience and opportunities shall be enhanced by consolidation efforts with student participation available at both the local home campus and system levels.	wide representation, and opportunities for interaction with faculty, university leadership and students from all campuses.	voting membership on the university council. c. Define a clear process for equitable budget allocation. d. Outline and communicate processes and tools for student input/feedback during the consolidation transition.
5	Budget Transparency	<p>Budget and funding allocations shall be conducted with transparency and to the benefit all USF campuses, and their students, faculty and staff:</p> <p>USF budget governance practices and policies shall concurrently operate in accordance with all regulatory and legislative mandates, and ensure internal transparency through diverse leadership engagement that provides USF students, faculty and staff with clear understanding of financial decision processes, fee schedules, allocation of multiple funding streams and equitable disbursement of advancement investments.</p>	All proposed organizational changes, including development of Colleges and Schools and restructuring of fee schedules, shall include a robust and transparent process for faculty, staff and student feedback on budgetary allocation, review and approval.	<p>a. TBD—Budget process alignment with academic structure.</p> <p>b. To maintain the university's commitment to affordability, examine and determine a fee structure that minimizes impact on student costs.</p> <p>c. Explore and recommend the feasibility of differentiated fee structures among the three campuses recognizing that equitable fee allocation does not mean equitable services.</p> <p>d. Create a continuous communication process/plan for transparency regarding how fees are assessed (home campus flat fees v. course/tuition based fees), applied and services rendered.</p> <p>e. Streamline the A&S funding process to allow for system student leadership structure to review and approve budgets while maintaining branch campus allocation processes.</p> <p>f. Conduct a student survey to determine interest in system-wide events, intramural activities to determine proper fee support and likelihood of using services on other campuses (such as Marshall Center)</p>
6	Shared Services	<p>Shared services shall provide students with the support needed to be successful on home campuses:</p> <p>Shared services target is to balance student success with organizational efficiencies.</p>	Conduct an internal review of possible consolidation of services through engagement and input by students, faculty and staff. The highest priorities should be accessibility to students and seamless transition across campuses.	<p>a. Proposed post-consolidation shared services should consider a menu of options: in-person/home campus access, online/virtual options, and collaborative space/resource initiatives.</p> <p>b. Engage and challenge staff to identify efficiencies and business process improvements since they are closest to the work.</p>

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2	Faculty Governance	<p>Engaged faculty and equitable campus representation shall support pre-eminence objectives and offer students the benefits of learning from engaged leaders:</p> <p>All faculty members should have clear and accessible options for engagement and</p>	<p>Ensure continued representation of faculty priorities through a strong and respected Faculty Senate structure that promotes collaborative dialogue and decision making between faculty and university leadership, and reflects the priorities of both academic matters and unique geographic opportunities.</p>	<p>a. Faculty Governance shall have matrix accountabilities to ensure transparency.</p> <p>b. Develop one Faculty Senate, including campus councils, across the system to include equitable representation by campuses.</p> <p>c. The Faculty senate organizational structure should allow for Campus Senate Councils or Committees with</p>

Commented [MS1]: When we finalize, we'll want to use "Preeminent/Preeminence" throughout.

Commented [MS2]: Prior to the Type 1 designation, the BOG has had a branch campus definition that was not the same as the SACSCOC definition. Should be cautious about implying regional campuses were accredited under a combined accreditation under SACSCOC using its branch campus definition. That said, referencing this in the footnote as done with the BOG reference could help strengthen.

Commented [FN3]: Consider adding a sentence that suggests clarification of delegated authority along with matrixed reporting relationships that further mutual accountability and coordination.

Commented [FN4]: We may want to consider rephrasing this, as SACSCOC may not respond well to suggestions of maintaining structures that existed in a time of separate accreditation?

Commented [MS5]: Might it be helpful to add an additional bullet (e) to suggest something like the implementation of matrix reporting structures and governance procedures that promote mutual accountability between University leadership and Regional Chancellors in key areas such as budgetary decisions to enable local leaders to meet community needs?

Commented [FN6]: Consider rephrasing to "academic and administrative committees" to be more inclusive.

Commented [FN7]: Perhaps we could expand on this statement (a) by suggesting the assignment of local responsibility for coordinating, integrating, and delivering value-added student experiences that support PBF and PE metrics.

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		leadership of academic missions regardless of geographic location as they represent their peers, students and community.		<p>officer representation serving on the system Executive Committee (either as officers or council/committee chairs). Officers (Pres, VP, Sec, and Sergeant –at-Arms) should have diverse representation from all campuses.</p> <p>d. Carefully assess the potential impact of organizational changes to academic structure (Colleges and Schools) on the structure and representation of USFSP and USFSM to ensure maximum faculty engagement from all campuses.</p> <p>e. Clearly define the accountability and defined powers of faculty governance.</p> <p>f. Ensure that the Senate Faculty President continues to serve on the Board of Trustees (BOT).</p> <p>g. Review and identify opportunities to consolidate committees with similar functions such as awards councils, academic committees and Gen. Ed. committees without negative results to branch campuses.</p> <p>h. Review, update and communicate roles and responsibilities of all faculty governance councils and committees to support consolidation and ensure no compromise of campus identity.</p>
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Commented [MS8]: It might be helpful to say "all campuses" or something to that effect to model the one university ethos.

Commented [MS9]: This may not be necessary since it's outlined in Florida Statute 1001.71 University Boards of Trustees.

Commented [MS10]: This impresses as another place to demonstrate all places where USF may operate in the future, perhaps by saying "to any campus."

Commented [FN11]: In addition to "no compromise of campus identity," it may be helpful to add that transparent faculty governance will ensure the delivery of consistently high-quality curricular and extra-curricular experiences to students in each geographic location in which USF operates.

Commented [FN12]: Perhaps this bullet could be divided into two to strengthen the messages. Bullet (a) could be to identify Gen Ed core values, and bullet (b) could recommend equitable representation of faculty from all campuses in the identification of high-impact practices that reflect campus identities through community collaboration, service learning opportunities, and civic engagement.

Commented [FN13]: Are we referring specifically to governance for General Education in bullet (b)? It may be helpful to suggest equitable participation on the General Education Council of the Faculty Senate.

Commented [FN14]: Consider moving this bullet (d) prior to bullet (a) and expanding it to suggest the appointment of representative faculty leadership to oversee the transition to a consolidated gen ed curriculum to ensure consistent learning outcomes and seamless student mobility among USF's campuses.

Commented [FN15]: Perhaps we could clarify this language a bit. Are we recommending that the presiding officer of the campus student council would be a voting member on the system-level SGA?

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Commented [FN16]: Consider adding a final bullet (e) to suggest the development of a process for student leaders to assess and refine the student government structure two years post-consolidation.

Commented [FN17]: Would it be helpful to include a provision to bullet (b) in case fees do end up increasing? For example, there should be a hold harmless period or other mechanism to ensure that current students still benefit from the fee structure under which they entered USF.

Commented [FN18]: Consider adding language to suggest that communications regarding fee assessment and application would include prospective and current USF students and families, given the importance of fees in the recruiting process.

Commented [FN19]: Consider expanding this bullet (f) to include the creation of ongoing processes to monitor students' utilization of and satisfaction with services provided.

Commented [FN20]: Perhaps this bullet (b) could also include consideration of incentives to empower and reward staff for identifying efficiencies and implementing best practices. Also consider adding a third bullet (c) to encourage USF to identify opportunities for cross-training of staff and leveraging of innovative technologies to promote efficiencies across the university.