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Implementation Statement Regarding Principles and Procedures Governing Regional Campus Administration and Academic Affairs

William Reece Smith

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UNIVERSITY OF SOUTH FLORIDA

TAMPA • ST. PETERSBURG • FORT MYERS • SARASOTA

OFFICE OF THE PRESIDENT
TAMPA, FLORIDA 33620

August 18, 1977

813: 974-2791

SCOTT

WALLACE

Regional Campus

MEMORANDUM

TO: All Vice Presidents
Council of Deans
Regional Campus Assistant Deans and/or Directors
President, Faculty Senate
President, Career Service Senate
President, A & P Council
President, Student Body
President, Student Senate
Student Representatives, Student Councils of Regional Campuses

FROM: Wm. Reece Smith, Jr. *Reece Smith*

On August 2, 1977, I forwarded to each of you copies of documents entitled "Principles and Procedures Governing Regional Campus Administration and Academic Affairs" and "Implementation Statement Regarding Principles and Procedures Governing Regional Campus Administration and Academic Affairs." I then stated that the Principles and Procedures, as explained and/or clarified by the Implementation Statement, would become effective August 15, 1977, without further notice.

The Principles and Procedures circulated with my memo of August 2 contained certain amendments to the plan originally promulgated. These amendments were indicated by underlining. I stated that I would delay implementation of the Principles and Procedures until August 15 in order to provide time for further reaction. I have received none.

I have now had the documents retyped to incorporate the amendments and to provide for all interested persons a clean and final copy of the plan. It is to be deemed in effect as a presidential directive until further notice from the Office of the President.

I would appreciate each of you taking such steps as you deem appropriate to advise your faculty and/or constituents of the adoption of the plan. I would also appreciate your making the plan available to any interested person upon request.

Please do not hesitate to let me know if you have any questions. Thank you.

WRSjr/jf

/attachments



IMPLEMENTATION STATEMENT REGARDING PRINCIPLES AND PROCEDURES
GOVERNING REGIONAL CAMPUS ADMINISTRATION AND ACADEMIC AFFAIRS

On June 30, 1977, I promulgated a proposal setting forth Principles and Procedures Governing Regional Campus Administration and Academic Affairs. The proposal was based upon written and oral submissions received from faculty and staff resident to the several campuses of the University and my own experience and study. On July 13, 1977, public hearings on the plan were held at Tampa and St. Petersburg. Administrators and faculty resident to the campuses at Sarasota and Ft. Myers attended those hearings and I have received no request for hearings on those campuses. Media representatives estimate that 80 persons attended the hearings. Attendance at the Tampa hearing, which lasted about two hours, was limited mainly to faculty, staff, students, and media representatives. Attendance at the St. Petersburg hearing, lasting about two and one half hours, included legislators and legislative aides, other public officials or representatives, media representatives, students, University faculty and administrators, alumni, and members of the public. Response to the proposal prior to the hearings was minimal. During and after the hearings oral and written responses were received and those responses have been carefully considered by me.

Suggestions and criticism of the proposal manifest that it is not without imperfections and does not satisfy everyone. Expressions of general approval, however, greatly outweigh those of general disapproval and I remain convinced that the basic premises and principles advanced in it are sound and that the plan represents an improvement over that which has been in existence since 1972.

It has been suggested that implementation of the plan should be postponed indefinitely for further study and reaction and for consideration by my successor. I am not disposed to do so not only because I believe the salient issues have been identified, studied, and discussed adequately, but also because more time will be lost without action if delay is accepted. The problems prompting the proposal have long invited treatment and resolution. In my opinion, the plan offers progress in this regard. Essentially, it speaks only to internal administration of University responsibilities, and there is nothing in it that cannot be changed if need be. Indeed, it is anticipated that change and improvement will be required as time passes

and experience dictates. Accordingly, I decline to postpone implementation of the plan as amended.

Consequent to submissions made before, during, and after the plan hearings, I have made some amendments and additions. These are identified in the attached plan document by underlining which is done solely for identification of change and not for emphasis. This will provide opportunity to identify the changes I have made and comment on them if that is deemed desirable. Such comment should be made before August 15, the date upon which I will place the plan into effect. Subject to such further changes I may make, the plan will then be retyped and distributed on all campuses. Since the plan essentially is a directive of the Office of the President, it may be amended thereafter at any time to effect improvement or discarded and replaced in totality. In my opinion, however, this should not be done without written notice and provision of adequate opportunity for University community reaction and advice.

The plan requires further implementation by action of the Academic Vice President and Deans within prescribed time periods, especially as to matters of faculty recruitment and evaluation. I recommend that all such responses be promulgated on all campuses for appropriate faculty and staff review before adoption.

Comments received during the hearings prompt me to make certain additional observations, mostly philosophical in nature.

In promulgating this plan, it has not been and is not now my intention to restructure the University or the regional campus concept. There are certain basic premises, dictated by higher authority, that are applicable. These I have specifically identified and no one, to my knowledge, has taken issue with them. I do not intend this plan to fix the parameters for long-term development of USF or its regional campuses or to be limiting in that regard. Essentially, it is a "management" and not a "development" document. It may well be that as the regional campuses grow, a different plan must be generated and a different administrative structure devised. I considered these possibilities in devising the plan. For example, I considered the notion of creating the position of Vice President for Regional Campuses and rejected it as premature. Generally, I have sought only to treat

existing problems and circumstances by statement of principle and broad guideline, leaving such questions as regional campus autonomy to the future and leaving present detailed development of the guidelines for campus, college, and departmental treatment.

While I regard the issue irrelevant to the premises, isolated argument was addressed during one hearing to the basic function of regional campus education and inter alia it was suggested that a primary purpose is to provide upper level education for "vocational purposes." What precisely is meant by the suggestion remains unclear to me, and perhaps I would not disagree if the suggestion was more clearly developed. I flatly reject the notion, however, that regional campus education at USF should be nothing more than an extension of community college vocational education or, stated otherwise, should be oriented mainly to providing students with a degree and the consequential hope that its acquisition will provide a job. I regard that concept unworthy of a University and a deprivation of that to which our students are entitled. In my opinion, the University experience, on whatever campus, should enhance the opportunity of our students both to obtain employment and advance in their careers and to live life with greater appreciation and enjoyment of its higher values. Further, in the appropriate context, it is for the Legislature and the State University System to make decisions as to the nature and extent of our educational mission. That has been one of the purposes of the pending Role and Scope study of the SUS. Thus far, USF has resisted -- rightly in my opinion -- the notion that it should be, at best, a large, metropolitan undergraduate institution emphasizing vocational education. As one who has been, and will soon again be, a lay citizen of this area, I regard that concept both as wasteful of our potential and resources and as a disservice to our students and to citizens of Florida.

In the course of the hearings, decentralization of the regional campus from the University control and coordination has also been suggested. That may come ultimately as the result either of growth or of political or educational decision. To implement that result now, however, is to ignore reality. The regional campuses, jointly or severally, do not yet have the financial or academic strength to stand alone, programmatically and otherwise, and it is incomprehensible and unacceptable to me to suggest that faculty in a given discipline resident to a given campus be treated separately and

differently as to such matters as salary increments, promotion, and tenure. If nothing more, with the advent of collective bargaining and union representation, the inevitable results promise administrative horrors which make any I have created pale by comparison. Moreover, it is for the students, not the faculty, that the University was created and in my opinion decentralization now would inevitably affect their interests adversely.

Nothing in my plan is intended to deemphasize the existence and importance of faculty resident to regional campuses and I reaffirm my conviction that such faculty are vital to the regional campus concept. They are needed to confirm the presence of the University in the area served by the regional campus, which properly is not to be regarded as a single city; they are needed to serve the regional campus students in various ways; they are needed to consolidate and enhance area support for the University. That faculty are designated as resident to a given campus, however, should and does not mean that they are to be regarded as faculty unassociated with the University-at-large. Rather, they are to be considered and treated as faculty of a designated University college and department assigned to a given campus.

Accordingly, if any faculty member resident to a regional campus has not been assigned to a college and department of the University, I hereby direct the Academic Vice President to assure that this be done within fifteen days after the effective date of this plan or otherwise at the earliest possible time legally permissible. Appeal of any decision in this regard may be made by any affected college dean, regional campus administrator, or faculty member directly to the President by written memorandum, a copy of which shall be submitted to the Vice President for Academic Affairs, the Regional Campus Dean-Administrator and the affected college dean and faculty member, as appropriate. This directive shall not apply to the New College program which is unique and in many respects resembles a separate college.

While I did not intend and find no basis for the inference, some apparently have read that portion of the plan regarding faculty rotation as an effort to make nomads of the faculty. I do not suggest or direct that college deans move faculty about from one campus to another willy-nilly. Rather, I direct the deans, working with the regional campus administrators, to employ principles of common sense and equity to the ends that students on

regional campuses have available an acceptable mix of faculty and educational experience; that faculty resident to one campus periodically have enhanced opportunity to teach and engage in research and service on other campuses; that instructional loads are more evenly balanced; and that departmental and college relationships among faculty are consolidated and improved.

That perfection cannot be achieved in these regards is recognized. Only improvement is sought. In implementing this aspect of the directive, however, the college deans are enjoined to collaborate with the regional campus administrators in order to assure adequate opportunity and reasonable availability for student counseling when faculty resident to one campus are assigned to another, and they are directed to commence planning to afford office space for such faculty.

Prior to assignment of a faculty member from one campus to another for instructional duties, the faculty member should be consulted by the involved deans or their designees and personal circumstances should be given reasonable consideration. Contrary to urging from one source, however, the agreement of the faculty member to the assignment either as to time, place, or course of instruction shall not be deemed a prerequisite to assignment. As stated in the plan, faculty contracts should provide for possible assignment to campuses other than that to which the faculty member is resident. The plan affords recourse to higher authority in case of abuse.

The observation has been made that the plan does not contain detailed directions and information regarding funding of faculty rotation, travel between campuses, research and release time, and provision of student assistants. This is true. The document does not purport to be a budget. Upon developing the plan, however, I did obtain cost estimates relevant to these concerns, and I have spoken generally in the plan of the funding responsibilities. In my opinion, the funding problems cannot be resolved in detail in a document of general nature. Moreover, the problems are compounded by the fact that State University System funding has yet to take into account the unavoidable duplications of administrative, library, and other expense inherent in any regional campus concept. Neither are the added costs of faculty rotation and travel given deserved funding consideration by the System. In addition, funding of research and student assistants has not enjoyed high legislative

priority. Attempts have been, and will continue to be, made by the University to correct these conditions at the System level. Pending improvement in these respects, the University must employ the funds available to it equitably, as best it can, to implement its comprehensive mission. Among other things, this entails annual presidential decisions regarding allocation of available resources throughout the University.

Provision of funding for regional campus operations is an annual responsibility of the President, working with the Vice President for Academic Affairs, the regional campus administrators and the involved deans, and will be taken into account when University resources are allocated internally. I have stated in the plan that resources should and will be allocated fairly to the regional campuses. As is the case among the colleges, this does not mean that funds will be allocated on a per capita, generated FTE, or other automatic bases. Judgments must be made annually that are deemed to be in the best interests of the University and, varying from year to year, more money may be spent proportionately on one campus or in one college than another. This fiscal year, for example, it is anticipated that substantial sums will be allocated to regional campus construction and attendant expense and to regional campus library acquisitions.

As to research release time and student assistant support -- as well as rotational and travel costs -- for regional campuses, these concerns are to be taken into account in the negotiations between the Regional Campus Dean-Administrator and the involved college dean. In the first instance, the primary responsibility for the funding of the activities shall be vested in the Regional Campus Dean-Administrator. However, in order to ensure equity in teaching and research assignments, the appropriate college dean must share the overall responsibility for these concerns and the funding consequences. Only that which reasonably can be done with available resources is expected to be accomplished.

Concern has been expressed about academic accountability. The plan contemplates that faculty assigned to a regional campus, whether or not resident to the campus, shall be accountable academically to the dean and the department to which the faculty member is assigned. The regional

campus Assistant Dean-Director shall have daily supervisory academic authority to assure that office hours, advisory duties, and instructional and service assignments are met by faculty assigned to a regional campus, as well as the planning duties that have been prescribed. The Assistant Dean-Director and the Regional Campus Dean-Administrator shall also have the duty to represent all interests of faculty resident to the regional campus.

Similarly, concern has been expressed about the possibility of a regional campus faculty member being subjected to conflicting directives from regional campus administrators and college deans. In such cases, the faculty member should call attention to the conflict. If it cannot be resolved by the deans, either the dean or the faculty member may appeal to the Academic Vice President and the President in that order for clarification and direction.

Allegedly, there are tensions existing in some cases between faculty resident to regional campuses and members of the departments and colleges to which they are or will be assigned. If so, the condition unfortunately is not limited to regional campus faculty. No one can obviate personal conflicts. In anticipation of such problems, the plan has placed emphasis upon procedural safeguards and avenues of appeal. To those who may reject the significance of procedural safeguards, I point merely to the genius of our federal constitution.

In the original plan, I proposed creation of a Regional Campus Curriculum Committee chaired by the Associate Vice President for Academic Affairs and composed of the Regional Campus Dean-Administrator, the Assistant Dean-Directors of the regional campuses, the deans of colleges offering programs on regional campuses, and those departmental heads and faculty designated by the Vice President for Academic Affairs. The committee's sole purpose was to be to consider and approve development of new programs on regional campuses. Although objection to this portion of the proposal is minimal, it has been noted that the plan has created yet another new committee and it has been suggested that the same end can be met by use of existing structures. This observation, I believe, has merit and accordingly I have eliminated that portion of the proposal. Instead, I have provided that general academic planning leading to creation of a new regional campus program be implemented as follows: Upon determining that a new regional campus program may be

required, either the Assistant Dean-Director of a regional campus or the Regional Campus Dean-Administrator may, after consultation, propose a new program to the appropriate departmental chairperson and college dean. Similarly, a college dean, or a departmental chairperson with the consent of the appropriate college dean, may propose a new regional campus program to the Regional Campus Dean-Administrator. After the program concept has been developed sufficiently, the program shall be outlined in writing to the Academic Vice President and before adoption presented to the Council of Deans for review and revision. Thereafter, it shall be finally approved by the Vice President for Academic Affairs before being further developed for implementation. If disagreement about the need for and development of the program develops at any stage in the process, any party aggrieved may, upon written notice to all concerned, present the matter for resolution to the Vice President for Academic Affairs and to the President in that order.

The annual peer evaluation contemplates a balance between faculty resident to regional campuses and the main campus. Although this balance need not be maintained on the promotion and tenure committees to be developed by the respective colleges for regional campus evaluation purposes, it is expected that such committees will afford significant regional campus representation. Plans that fail to do so should not be approved. If, however, the evaluation models I have prompted by the plan fail to work effectively and fairly, then I would commend, as a first alternative, employment of the annual peer evaluation committee concept for all purposes of evaluation. Later, the single departmental model may be perceived by all as acceptable, but that, I think, will take time and should be a third step in the process of development.

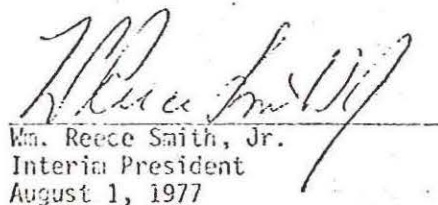
In development of my plan, I have referred primarily to relationships and communications between the deans. In doing so, I do not intend to preclude department involvement as is usual and appropriate in the University community. Such involvement is left to implementation of the plan by the deans, working in collaboration with the regional campus administrators and appropriate department heads, subject to the principles, guidelines, and safeguards that are provided.

Finally, I have received and reviewed a proposal, the effect of which I understand to suggest evaluation and definition of regional campus course

offerings in terms of majors, minors, and/or supporting course sequences.

I reject this proposal as inconsistent with basic premises upon which I have founded my plan.

Subject to the observations and directions contained in this document, the attached plan, as now amended, is placed in operation, effective August 15, 1977.



Wm. Reece Smith, Jr.
Interim President
August 1, 1977

Statement of Purpose and Procedure

With the growth of the University and its Regional Campuses, various problems regarding the relationship and administration of the several campuses have emerged. This proposal purports to identify and seeks to resolve those problems. The immediate written or oral response of all interested members of the University community is invited. Copies of the proposal are being provided to all Vice Presidents, the Council of Deans, all Regional Campus Assistant Deans, Directors and Provosts, the Faculty Senate, the Administration and Professional Senate, the Career Service Senate, the President of the Student Body, the Student Senate and the Student Councils on all Regional Campuses. Recipients of the proposal may make such further distribution of the proposal as is deemed appropriate. After allowing time for study, I will meet at the TAT Auditorium on the Tampa Campus, the St. Petersburg Campus Auditorium, and, if necessary, on other Regional Campuses with all interested persons and invite constructive suggestions and criticism. Thereafter the proposal, as amended in whole or part, will be made effective.

Background and Observations

The University was authorized in 1956 and commenced classes in 1960. Operation of the Bayboro Campus at St. Petersburg began in 1965 and its continuation was legislatively mandated in 1969. Without specific legislative direction, but pursuant to statutory authority, the Board of Regents authorized creation and operation of the Sarasota/Manatee-New College Campus in 1975 and the Fort Myers Campus in 1974. Educational offerings on the regional campuses have been limited to upper division programs with some graduate instruction.

The University's president issued written guidelines for Regional Campus administration in 1973. These are said to have been amended in some respects by oral direction since that time but the written guidelines generally have continued in effect to this date. A copy of the 1973 directive is attached.

Heretofore, daily academic, fiscal and administrative operations of Regional Campuses have been subject to the general direction of a Dean-Administrator of Regional Campuses who reports to the Vice President for Academic Affairs on all

academic matters and to the President on all other matters. Local operations of like kind have been directed by an Assistant Dean or Director resident to the Regional Campus. These individuals report to the Regional Campus Dean-Administrator. New College has a Provost responsible for its academic affairs who likewise reports to the Dean-Administrator. With the exception of the Director of the Fort Myers Campus, all persons presently serving in these positions hold temporary or "acting" appointments.

Fiscal, administrative, and student policy and planning for the Regional Campuses have been determined and implemented at the highest level by communication between the respective Vice Presidents of the University and the Dean-Administrator of Regional Campuses, subject to the ultimate authority of the President. The University has provided support services to the Regional Campuses and administrative personnel on Regional Campuses routinely have worked in that regard with appropriate offices on the Tampa Campus.

Subject to the authority of the Vice President for Academic Affairs, in academic matters the principal communications for decisional purposes have been between the Regional Campus Dean-Administrator and the appropriate College Deans or their designees. In turn, the several Deans, or their designees, have been responsible for communicating with Assistant Deans or Directors and Departmental Chairpersons. For recommendations regarding personnel assignments and programmatic details, designated faculty personnel on Regional Campuses generally have communicated with departmental and programmatic Chairpersons in the Colleges with final decisions reserved for resolution at the Dean's level.

Over a period of time, difficulties have emerged. Some perhaps arise from philosophical differences or personal conflicts. The majority appear to be operational in nature and seem to result mainly from deficiencies in structure and planning and failures to follow established procedure and to communicate through established channels. Numerous oral and written submissions made to me by Deans, faculty and staff suggest that, with varying degrees of emphasis, the following matters are perceived to be the principal matters of aggravation. Mention of them here is not intended to confirm the perceptions or to assign blame to anyone. Those matters are:

1. Delays and difficulties in fiscal planning and funding;
2. Differences among the campuses in student profile and educational and schedule demands;
3. Lack of understanding of and failure to follow established procedure and lines of authority and communication;
4. Division of responsibility and unilateral action that is perceived to impact accreditation criteria and educational standards;
5. Differences of opinion regarding the responsibility for determining student needs, for resolving course offerings, content and materials, for assignment of faculty, and for determination of teaching loads;
6. Failure to follow established procedures for employment of faculty and adjuncts and unauthorized commitments regarding employment and advancement of faculty;
7. Absence of understanding regarding procedure and guidelines for promotion and tenure of faculty and dual evaluation of Regional Campus faculty in these respects;
8. Assignment of instructional loads that create difficulty for Regional Campus faculty in complying with traditional criteria for faculty evaluation and perceived inability or failure to adjust those assignments or to modify the criteria accordingly;
9. Failure to clarify criteria and process for evaluation and advancement of Regional Campus faculty;
10. Need for rotation of faculty resident to one campus to another;
11. Failure to stimulate collegiality among faculty of the several campuses;
12. Failure to perceive and operate the several campuses academically and otherwise as one unit rather than several.

It is my opinion that each of these matters is subject to rational analysis and resolution. Commitment to the Regional Campus concept, however, will be required and sensitivity to the problems inherent in it is essential to its success.

Basic Premises

Implementation of the Regional Campus concept must rest upon basic premises. The premises employed in this proposal are set forth below. In my opinion they

are mandated by Legislative and System decisions which, though subject to change at those levels, are controlling upon the University until changed. The premises are:

1. The University is a single entity and must be considered and administered as such. Whether any Regional Campus may ultimately gain separate institutional identity, and thus complete autonomy, is a political and/or educational issue not open to ex parte resolution by the University.
2. The Regional Campuses are integral parts of a single University and their educational mission is an extension of the educational mission of the University.
3. Even if otherwise possible, no Regional Campus at this point in time enjoys sufficient resources and has gained sufficient strength to seek or gain separate accreditation of its educational programs. Accordingly, as applicable, the Regional Campuses must rely upon the accreditations of the University, its Colleges and its programs, and must comply with general administrative practices and educational standards adopted for the University.
4. Educational quality and standards are expected to be and should be uniform throughout the University. Responsibility for quality and standards is that of the University and does not fall solely upon individual campus units.
5. Resources of the University are to be shared among its several campus units in an equitable and reasonable manner to the end that the educational mission of the University is discharged on each campus in accordance with the highest possible standards.
6. The welfare and success of Regional Campus students, faculty, staff and programs are University responsibilities. Regional Campus students, personnel, programs and activities deserve and require the support and involvement of all appropriate University resources.
7. Regardless of campus assignment, faculty members are members of a single University Community and of the University, College, and Department to which they hold appointment. They are to be regarded and treated as such and given the opportunity to participate in the collegial relationships and academic affairs of their respective Departments and Colleges.

Administrative Structure

Sound administrative structure is fundamental to any successful enterprise, be it governmental or proprietary. Changes and adjustments, of course, are necessary from time to time, and it is to be expected that the structure proposed herein will be modified as growth and successful (or unsuccessful) operation dictate.

For the foreseeable future, it is proposed to continue the existing Regional Campus structure for facilitation of academic and administrative operations. Some change in titles, however, is contemplated. The position and title of Dean-Administrator of Regional Campuses will be continued. There will be an officer to be known as Assistant Dean-Director resident to each Regional Campus. To that end, the title of the Fort Myers Campus Director will be changed accordingly. The position and title of Provost of New College will also be continued.

Without reflecting adversely upon the dedicated service of those presently holding acting positions, I conclude that those positions and the vacant position at Sarasota should be filled by permanent appointment. Accordingly, upon adoption of this plan, as it may be amended, I propose to cause the positions of Dean-Administrator of Regional Campuses, Assistant Dean-Director of the St. Petersburg (Bayboro) Campus, Assistant Dean-Director of the Sarasota/Manatee-New College Campus, and Provost of New College to be advertised and filled, after appropriate screening and evaluation of applicants. Those holding acting appointments may apply for permanent appointment if they choose to do so.

Generally, the authority and responsibility of those occupying the aforementioned positions are to be as follows:

The Provost of New College shall have daily supervisory authority over and responsibility for the academic programs of New College.

The Assistant Dean-Director of the Sarasota/Manatee Campus shall have daily academic and administrative supervisory responsibility as to the upper division and graduate programs of that campus and general supervisory administrative authority over New College.

The Assistant Deans-Directors of the St. Petersburg and Fort Myers Campuses respectively shall have daily supervisory authority over and responsibility for the academic and administrative concerns of their respective campuses.

Each of the aforementioned officers shall report and be responsible directly to the Dean-Administrator of the Regional Campuses who shall coordinate and have general responsibility for all Regional Campus activities.

The Regional Campus Dean-Administrator, in turn, shall report to and be responsible directly to the University's Vice Presidents as to all policy matters and matters of general principle falling within their respective areas of authority and responsibility. The Dean-Administrator no longer shall be directly responsible and report to the President as to all non-academic matters. However, he shall continue to be a member of the President's Central Staff and shall have direct access to the President on fiscal, academic, and all other matters of Regional Campus concern. He may appeal directly to the President through the chain of authority any decision made that pertains to Regional Campuses.

The Dean-Administrator shall be a member of the Council of Deans and have rank and status equal to College Deans.

Division of Fiscal and Academic Responsibility and Authority

The President and the Vice Presidents in their respective areas of responsibility and authority, of course, have University-wide duties and are and should be no less concerned with one campus than another. Together with the College Deans, they should make special effort to identify closely with the several campuses and the communities they serve.

Despite the fact that the personnel, programs, and facilities of the several campuses are those of one University, the location of a campus in a given community with faculty and staff resident to that campus, as well as the distances between campuses and perceived differences in educational and service needs, tend to create "we and they" attitudes among the campuses. This is counter-productive to the concept of a single university with uniform standards and programs, although a predictable result of human nature. These attitudes can be minimized through structure, process and commitment to the common cause.

At this stage of development, I believe the Regional Campuses must have a designated spokesman who has direct access to higher authority and sufficient authority and leverage for effective collaboration and negotiation with collegial counterparts. However, it seems desirable to divide responsibility for discharge of the Regional Campus mission in a manner that will strike a balance between the various interests, and afford an effective process for fair and uniform resolution

of differences in viewpoint, opinion and judgment. To these ends, I propose to divide operational fiscal control and operational academic control and to provide an appellate process through appropriate chains of authority to the President.

Accordingly, funding for each Regional Campus unit and its activities shall be determined at the policy level by the President upon recommendation of the Vice Presidents, as is presently the case both as to the Regional Campuses and as to all College and University programs. Thereafter, funds allocated to the Regional Campuses, including funds for support of academic programs, shall be placed under the operational control of the Dean-Administrator of Regional Campuses in the same manner as with other Deans. As to matters regarding academic accreditation and standards, program and course content, employment and assignment of faculty and adjuncts, promotion, tenure and termination of faculty, the Dean of the respective Colleges concerned shall have the operational authority and responsibility. It is intended through this arrangement to create a device whereby the Regional Campus Dean-Administrator will make recommendations to the College Deans regarding the delivery of academic programs authorized and required on Regional Campuses and will be in a position effectively to negotiate and contract with the College for program delivery.

I appreciate that this arrangement may lead to occasional conflict between the College Deans and Regional Campus Dean-Administrator, and initially may create uneasiness among faculty resident to Regional Campuses. In an attempt to allay such concerns, more detailed discussion follows. Special attention is now invited, however, to what is believed to be a meaningful division of responsibility and control and to the creation of a process for resolving conflict, for insuring fair treatment to all personnel, and for full and appropriate recognition of Regional Campus responsibilities.

General Academic Planning

Upon determining that a new Regional Campus program is desirable or required, either the Regional Campus Dean-Administrator or any Assistant Dean-Director of a Regional Campus may, after consultation, propose a new program to the appropriate departmental chairperson and College Dean. Similarly, a College Dean, or a departmental chairperson with the consent of the appropriate College Dean, may propose a new Regional Campus program to the Regional Campus Dean-Administrator.

After the new program concept has been developed sufficiently, the program shall be outlined in writing to the Academic Vice President and before adoption presented to the Council of Deans for review and revision.

Thereafter, it shall be finally approved by the Vice President for Academic Affairs before being further developed for implementation. If disagreement about the need for and development of the program develops at any stage in the process, any party aggrieved may, upon written notice to all concerned, present the matter for resolution to the Vice President for Academic Affairs and to the President in that order.

Implementation of Approved Academic Programs

Implementation of approved programs on Regional Campuses appears to have been a source of periodic friction and difficulty. Ideally, programmatic implementation should result from long-term advanced planning. Realization of the ideal, however, has proved difficult on all Campuses and in all Colleges because of the manner in which the University and its programs are funded. Nevertheless, long-range planning is desirable, and should be pursued in implementation of Regional Campus programs, as elsewhere.

This proposal adopts an advanced planning concept. Before its mention, however, more basic observations seem appropriate.

It is my opinion that, because of familiarity with and the advice gained from the Regional Campuses, the Dean-Administrator of Regional Campuses is in an advantageous position to appreciate (a) the educational and service needs of the communities served by the Regional Campuses, (b) the problems of curriculum and course coordination and scheduling demands, (c) the availability of faculty resident to the Regional Campuses, and adjuncts in and near the Regional Campus communities, and (d) the problems of and capacity for Regional Campus programmatic funding. Accordingly, the Dean-Administrator should always initiate timely recommendations in those respects to the College Deans with whom he seeks to contract for provision of approved Regional Campus programs. These recommendations must be carefully and objectively considered by the College Deans and by the Departmental Chairpersons and College members with whom the Deans choose to consult.

The College Deans, on the other hand, are responsible for College and programmatic accreditation, for enforcement of educational standards, for proper use of all Departmental and College faculty, for faculty competency, for appropriate faculty exchanges among those resident to the several campuses, for peer, promotional and tenure evaluations, for provision of fair opportunity for faculty advancement, and for unified departmental and collegial operations.

Accordingly, subject to the fiscal decisions of the Regional Campus Dean-Administrator, the College Deans are hereby empowered to make the academic decisions about programmatic course content, the timing and scheduling of course offerings, the employment, selection and assignment of permanent and visiting faculty and adjuncts, the rotation of faculty among campuses, release time, and research and service opportunity and such other matters as pertain to the delivery and quality of the University's course offerings on Regional Campuses. In the case of New College, these decisions should rest with its Provost, as applicable.

I realize this proposal may be disquieting to some. However, the problems implicit in the proposal normally should be resolved to the satisfaction of all by virtue of collaboration and agreement among the Deans and by the dynamics of contractual negotiation. In the case of agreement, the results are to be reduced to writing, signed by the Regional Campus Dean-Administrator and the appropriate College Dean and submitted to the Academic Vice President for approval.

In the event agreement is not reached, either party shall have the right to appeal personally to the Academic Vice President for resolution of any impasse or disagreement. To facilitate a decision each party shall summarize his position in writing to the Academic Vice President, and if deemed necessary, the Academic Vice President may appoint a committee of his choosing to consider the problem and make recommendation to him for its solution. Any Dean may appeal the decision of the Academic Vice President to the President.

For the purpose of advance planning, the Dean-Administrator of Regional Campuses, working with the Assistant-Dean of each Regional Campus, shall develop and submit to the Academic Vice President and to the Deans of the involved Colleges no later than December 1 of each year, a Four-Quarter Plan (Summer, Fall, Winter, and Spring Quarters, in sequence) implementing the

academic programs authorized on each Regional Campus. Thereafter, the Four-Quarter Plan shall be adopted and reported to the Regional Campus Dean-Administrator and Assistant Dean-Director no later than March 15 of each year. This plan shall include recommendations as to: (a) the courses proposed to be offered each quarter; (b) the use of faculty resident to each Regional Campus each quarter; (c) the use of College faculty resident to other campuses each quarter; (d) the proposed use of adjuncts each quarter; and (e) the manner in which the plan is proposed to be financed.

For the purpose of such planning the Regional Campus Dean-Administrator and the involved College Deans shall work together at all appropriate times in the process and they may designate Departmental Chairpersons and Regional Campus liaison representatives to develop details and make recommendations to their designers. The official level of communication, however, shall be between the Deans. Once adopted by agreement between the Regional Campus Dean-Administrator and the involved Deans, the plan shall be reduced to writing, signed by the Deans and approved by the Academic Vice President. Thereafter, the plan shall not be modified without either (a) joint written agreement of the Regional Campus Dean-Administrator and the involved college Dean, or (b) written approval of the Academic Vice President. The respective Deans shall be responsible for notifying all appropriate persons under their supervision and direction of the plan and all modifications thereof.

Recognizing that four-quarter planning is impossible this year and may be impossible or impractical at other times, the Regional Campus Dean-Administrator shall have the continuing responsibility to initiate timely planning in order to assure that the University's educational mission on the Regional Campus is discharged properly in each quarter of an academic year. To the extent possible he shall do this by initiating recommendations in the manner contemplated for four-quarter planning.

Faculty Employment

Employment of faculty and adjuncts resident to the Regional Campuses has given rise to problems heretofore. This need not continue. No resident faculty or adjuncts serving Regional Campuses shall be employed except upon the joint written agreement of the Dean-Administrator of Regional Campuses and the Dean of the College in which the faculty member or adjunct shall serve. All pros-

pective employees are to be advised that only the Vice President for Academic Affairs has ultimate authority to recommend, and only the President (or his designee) has authority to employ faculty, and that no promises attendant to employment negotiations will be recognized except as expressed in a contract of employment. Any such promises previously made and not contractually expressed are to be considered unauthorized and will not be honored.

The Dean-Administrator of Regional Campuses, working with each College Dean in whose College Regional Campus programs reside, shall develop procedures for recruitment of all faculty -- Tampa Campus resident, Regional Campus resident, Adjunct, or Visiting -- to be used in Regional Campus programs. Such procedures may vary among Colleges, but shall be structured to assure involvement and consideration of the recommendations of appropriate Tampa and Regional Campus faculty and Chairpersons at the departmental level as well as the Assistant Dean-Directors from Regional Campuses. These procedures shall be submitted to the Academic Vice President for review and approval within sixty (60) days of the adoption of this proposal, as it may be amended.

Forms proposing appointment of all resident Regional Campus faculty, and faculty assignment forms for all faculty with assigned responsibilities on Regional Campuses, shall bear the signatures of the Dean-Administrator of Regional Campuses and the involved College Dean, in addition to other required signatures.

Faculty Rotation and Evaluation

In order to provide balanced educational opportunity to Regional Campus students, to provide more satisfactory research and service opportunity to Regional Campus resident faculty, and to provide a sound basis for evaluation of faculty members, more effective rotation of faculty among campuses is necessary. This rotation is the basic responsibility of the College Deans. Subject to provisions of collective bargaining, all faculty contracts should provide that faculty may be assigned for instructional or other work from time to time to any University campus. College Deans are expected to provide adequately for audit of the instructional assignments of all faculty, including Regional Campus faculty, so instructional loads are neither unduly broad nor unduly heavy. Regional Campus faculty are to be afforded adequate opportunity

to meet research and service expectations consistent with instructional assignments. Further, all College Deans should assure that faculty members resident to the Regional Campuses are provided reasonable opportunity to participate in Departmental and College meetings. The Deans should become acquainted with faculty members of their College resident to the Regional Campuses and should make periodic visits to those campuses in order to become better acquainted with the needs and progress of members of their faculties.

The peer evaluation portion of the annual evaluation of each Regional Campus faculty member is to include the recommendations of a joint Faculty Advisory Committee comprised of two or more faculty members from the College Department to which the Regional Campus faculty member belongs, and two or more faculty members from the Regional Campus of which the Regional Campus faculty member is resident. The respective representations shall be equally balanced. This Committee is to be chaired by a person selected and appointed by joint written agreement of the Regional Campus Dean-Administrator and the appropriate College Dean, or in the absence of agreement, by the Associate Vice President for Academic Affairs. In either case, the chairperson shall preside but not vote. Should the requisite number of faculty not be available on a Regional Campus, the Academic Vice President shall direct the manner in which the evaluation is to be performed.

Resident Regional Campus faculty shall have the same general status as all faculty of the University and the College of which they are members. They shall be subject to the same evaluation procedures for promotion, salary increment, tenure, layoff, and termination as those faculty of the College and Department to which the Regional Campus faculty member belongs. Each College Dean, working in collaboration with the Dean-Administrator of Regional Campuses and the appropriate Department Chairperson, shall develop and promulgate a procedure for evaluation of Regional Campus faculty whereby such faculty are subject to a uniform evaluation process. That procedure shall insure the participation in the process of the College Dean, the Departmental Chairman, the Assistant Dean-Director of the pertinent Regional Campus as well as at least one Departmental faculty member who has taught at the Regional Campus in question and is personally familiar with the professional work of the faculty member subject to evaluation. The evaluation is to give fair and reasonable recognition to the nature of the professional assignments given the Regional

Campus faculty member under evaluation. Regional Campus faculty members are also to be provided opportunity to participate in the evaluations of Departmental and College faculty wherever resident.

These evaluation procedures may vary from among Colleges provided they comport with law and generally accepted university standards. They are to be submitted to the Academic Vice President for review and approval within ninety (90) days of the adoption of this proposal, as amended. Any Dean may appeal the decision of the Academic Vice President regarding these procedures to the President.

The Dean-Administrator of Regional Campuses may create a Promotion or Tenure Committee, or both, on any Regional Campus. These Committees may evaluate a faculty member for promotion or tenure only upon request of the faculty member. If an evaluation is requested and made, it shall be forwarded to the Departmental Chairperson and College Dean for consideration and included in any recommendation made regarding promotion and tenure. The Assistant Dean-Directors and the respective College Deans shall have the responsibility to notify faculty of the schedules employed by pertinent promotion and tenure committees in order that both Regional Campus faculty and Promotion and Tenure Committees have reasonable opportunities to employ this process without delaying recommendations for promotion and tenure.

The provisions for peer, promotion, tenure, and other evaluations mentioned above shall not apply to New College. The Regional Campus Dean-Administrator and the Provost of New College shall jointly, within ninety (90) days of adoption of this proposal as amended, submit appropriate evaluation plans for New College to the Academic Vice President, who, prior to their approval, shall review them with the Council of Deans. The Provost or any Dean may appeal the decision of the Academic Vice President regarding these plans to the President.


Graduate Students

Selection and retention of graduate students who are considered students of a Regional Campus shall be based on criteria established by the Department College in which their work is to be done.

Conclusion

The success of our Regional Campus mission, in my opinion, rests heavily upon the Deans. They must view their responsibility broadly, take no less interest in Regional Campus faculty and programs than in others and employ and urge common sense, fairness and objectivity in treating the problems that are and will be presented.

I recognize that this proposal fails to treat important details encountered in daily academic and administrative functions and that it is not without its cumbersome aspects. These deficiencies are not entirely accidental. Rather, I have chosen both to propose imperfect structures in an attempt to balance competing interests and to leave significant details for development at operational levels. I believe, however, that employment of the premises, structures, procedures, and other guidelines that are provided will resolve most problems we have encountered. Especially will this be so if all of us seek to work together fairly and objectively to insure success of the Regional Campus concept.


Wm. Reece Smith, Jr.
Interim President
University of South Florida

August 1, 1977