

The Magis Project

Introduction and Background

The University of San Francisco embarked on the Magis Project to engage USF staff, faculty, student, alumni, and interested partners in a thoughtful contemplation of our current strengths and a realistic analysis to identify:

- Untapped opportunities for creativity and innovation as an institution of higher education
- Rich prospects for increased communication and collaboration across departments, divisions, schools, and colleges
- Unnecessary or overlooked redundancies and inefficiencies that might be minimized

Magis is Latin for “more.” *Magis* is a key concept for Ignatian spirituality and Jesuit education, calling us to depth and quality in what we do. *Magis* invites us to consider how we can serve the world better, with fire, passion, and zeal.

The Magis Project was designed as an inductive brainstorming/blue sky series of conversations among the members of seven working groups, each tasked to think about a broad area of university operations.

- The charge of the **Academic Portfolio Working Group** was to review degree, non-degree (academic and professional certificates), and executive education offerings, as well as delivery methods (face-to-face, hybrid, and on-line) and delivery locations. The team considered opportunities for new programs in relation to market demands, as well as changes to existing programs.
- The charge of the **External Relations and Global Visibility Working Group** was to imagine ways to advance and enhance awareness of USF's distinction, points of pride, and mission-driven initiatives. The team considered paths that may result in philanthropy, sponsorships, alliances, or strategic partnerships, and that may better communicate the USF story to donors, alumni, prospective students, peers in higher education, and opinion leaders in the community, media, and government.
- The charge of the **Physical Space Utilization, Management, and Operations Working Group** was to review the current use and management of university facilities. The team explored current processes for planning, constructing, and/or modifying physical space for teaching, research, creative and business activities, and other opportunities.
- The charge of the **Process and Systems Working Group** was to examine and make recommendations to radically improve or change the university's fundamental processes as a means to increase collaboration, transparency, and evidence-based decision-making.
- The charge of the **Organization Structure and Culture Working Group** was to examine roadblocks or friction points that may exist in our current organizational

structure; and to identify impediments to effective internal communication, governance, transparency in decision-making, and community-wide participation.

- The charge of the **Student Success Working Group** was to examine ways to improve student success (as measured by recruitment, retention and persistence, attainment of educational objectives, academic achievement, career discernment and placement, and holistic development). The team was guided by USF's aspirational goal to create a seamless, mission-driven, inclusive, and engaged environment.
- The charge of the **University Services Working Group** was to review the provision of campus services to find opportunities for efficiencies and effectiveness. The team examined adequacy, efficiency, and effectiveness of internal services provided for units across campus, as well as partnerships with local, regional, and international vendors for alignment with mission-driven university values.

Over 90 faculty and staff members participated in the Magis Project (see Appendix A for complete list of participants). Each Working Group was composed of ten to 14 faculty and staff members, and a ten-member Steering Committee encouraged broad participation from the USF community. The Steering Committee is responsible for putting forward the most promising ideas that have resulted from the Project.

In early 2017, USF President Paul Fitzgerald, S.J. identified the university as “healthy but vulnerable” and kicked off the Magis Project to pause and take stock of where we are and where we would like to go. This communal discernment process has involved deep listening, a careful consideration of suggestions against the backdrop of our university mission and identity, charitable dialogue, and a willingness to be inspired by promising ideas that suggest new ways of proceeding.

Background and Relevant Literature

Context & Background – the Need for Employee Innovation

Changing conditions in today's higher education market are putting new demands on colleges and universities. Shifting student demographics, increasing competition, funding and financial challenges, heightened legal and regulatory concerns, and complaints about the essential value proposition of attaining a college degree are just some of the forces applying pressure to already-stressed business models and stretched leadership teams within colleges and universities. In response, many institutions are looking to develop new revenue sources while also instigating comprehensive program-review and cost-cutting initiatives to reallocate and optimize current resources. Notably, where old “belt-tightening” models might have emphasized cost savings and efficiencies through small, incremental improvements, today's organizations are being called to foster radical innovation and ingenuity to survive.

John Burkhardt, in his discussion of “Boundary-Spanning Leadership in Higher Education” (2002), highlights how higher education is remarkably adaptive in nature. He explains how higher education’s capacity to change [and respond to the changing needs of society], demonstrated over hundreds of years in a wide variety of different cultural and national contexts, is a reflection of continuous adaptation among individuals and institutions. It is this inherent capacity to change and adapt, then, that can be leveraged in today’s challenging environment as institutions look to change the way they operate and embody their mission.

In short, there is a high need for innovative thinking and creative problem-solving in higher education. Ulrich et. al. (2002), in exploring the power of the GE Workout Method in the 1990’s, discovered that an organization’s *own employees and stakeholders* are one of the best, and often untapped, sources of business improvement ideas.

“...those closest to the work know it best. And when the ideas of these people, irrespective of their functions and places in the hierarchy, are solicited and turned into action...an unstoppable wave of energy, creativity, and productivity is unleashed throughout the organization.” (Ulrich et. al. 2002, Chapter 1, Kindle E-book)

One way to tap into the collective wisdom of an organization is to institute an Employee Suggestion Program (ESP). Recognizing that employees are a rich source of relevant, workable ideas, ESPs give employees a voice and increase organizational participation by encouraging the sharing of ideas. They rely on the belief that employees possess unlimited potential, have the ability to solve any problem, and are adaptable enough to respond to unforeseen circumstances (Ulrich et. al. 2002).

ESPs give all levels of employees and stakeholders the opportunity to influence and improve day-to-day and long-range operations by encouraging direct participation in finding a better way to do things. With first-hand knowledge of organizational processes and systems, student and customer needs, organizational inefficiencies and redundancies, and opportunities for improvement and expansion, staff and faculty have the perspective and experience to know which changes are needed and will deliver the greatest impact. Very simply, the people closest to the work have significantly more to contribute to achieving organizational goals and want to do so (Ashkenas et. al., 2002).

“When employees speak up, research suggests that a host of positive things can happen, including higher employee engagement and job satisfaction, greater learning, enhanced innovation and creativity, fewer accidents and safer workplace, and even better financial performance.” (Hofmann and Sumanth, 2015, *Harvard Business Review Online*: <https://hbr.org/2015/03/get-your-employees-to-make-better-suggestions>)

Innovation and Employee Engagement

“An engaged employee extends themselves to meet the organization’s needs, takes initiative, reinforces and supports the organization’s culture and values, stays focused and vigilant, and believe he/she can make a difference.” (Macey 2006 as cited in Sundaray and Vihar, 2011, p. 54)

By leveraging and growing the passion and purpose employees (and stakeholders) feel toward an institution, ESPs are a critical tool for increasing Employee Engagement. Employee engagement is important to a university. As documented by the University of Minnesota in their broad E2 (Employee Engagement) Survey Initiative, “The degree to which employee engagement is present profoundly shapes the quality of experiences and outcomes in the University workplace, including recruiting, retaining and developing top talent, employee resilience and wellbeing, collaboration and innovation, and sustaining a high-level of performance” (University of Minnesota 2014 E2 Engagement Survey: <http://slideplayer.com/slide/3421327/>).

Employee Engagement is defined as a state in which an employee participates actively in his or her job by dedicating “discretionary effort” to the organization, building broad networks beyond his/her immediate team, participating in meetings, and spending time collaborating directly with students (Imandin et. al., 2014; Fuller, 2014). The *IBM Smarter Workforce* initiatives recognize that Employee Engagement is often associated with increased levels of employee satisfaction, advocacy and support, commitment and longevity, and pride with the organization (IBM Engagement Report, 2015). To sum up, David Almeda, Chief People Officer at Kronos Incorporated, says, “Engaged employees are passionate about what they do...Engagement is the measure of personal investment in one’s work.”

Engagement is good for both organizations and individuals because it generally promotes positive performance and the broadening of employee resources such as *creativity* and *innovation* (Shuck and Reio, 2013; Song et al., 2012). In their work with *Achieving the Dream* (an initiative of 200 community colleges optimizing culture and process for student success), Harrill et. al. (2015) discovered that faculty and staff are the key to successful cultural and organizational change and that the most sustainable and impactful change comes when faculty and staff are not only engaged, but also are the drivers of the work. The most successful initiatives are those that are driven by faculty and staff who work with the students every day.

“Higher education institutions that want to significantly increase their student success outcomes must design their policies, practices, and organizational culture to *promote the engagement and leadership* of their faculty and staff [emphasis added]. Colleges that invest in designing engagement and empowerment strategies that leverage the talent and

dedication of faculty and staff are likely to produce more meaningful and sustainable results” (Harrill et. al., 2015).

Unfortunately, however, in their 2015 *Inside Higher Ed* survey, Gallup found that “Universities are among the *least* engaged workplaces in the world and they are failing to maximize their biggest asset – their faculty and staff.” According to Gallup, in 2015 only 34% of University faculty and staff reported feeling engaged with their job; 52% reported feeling not-engaged, and 14% are actively disengaged. And yet “Highly engaged faculty and staff members can make the difference between students who thrive and ones who fail to grow...Thriving staff equals thriving students.” (www.gallup.com)

As colleges and universities face the need for greater adaptation and innovation, it will be crucial to explore ways to engage faculty and staff more fully.

Boundary-Spanning Activities and Higher Education

In addition to supporting increased employee engagement, ESPs (Employee Suggestions Programs) can also be a crucial part of a developing a *boundary-spanning organization*. Boundary spanning is the capability to create direction, alignment, and commitment across organizational boundaries in service of a higher vision or goal (Pryor and Henley, 2017). A *boundaryless organization* is one that sweeps away the artificial structural obstacles that get in the way of outstanding business performance to result in an organization with the ability to quickly, proactively, and creatively adjust to changes in the environment (Ashkenas et al., 1995). These organizations seek to remove barriers so that employees, customers, and suppliers can all work together, share ideas, and identify the best course for the organization.

Originally developed at the Center for Creative Leadership, Boundary-Spanning Leadership (BSL) is a model that addresses a leadership philosophy based on realizing collaboration, organizational effectiveness, and strategic responsiveness by overcoming five categories of “boundaries” inherent in complex organizations – vertical boundaries (across levels and hierarchy), horizontal boundaries (across functions and expertise), stakeholder boundaries (across external groups and interests), demographic boundaries (across diverse groups), and geographic boundaries (across regions and locality).

Colleges and universities provide a particularly compelling application of boundary-spanning leadership, as there are a host of challenges embedded within institutional structures and processes that can impede a college’s efforts to support and promote true engagement of faculty and staff in efforts to improve student outcomes. For example, silos between departments limit collaboration and the ability to build infrastructures to implement sustainable interventions (Harrill et. al., 2015).

“The importance of boundary spanning is raised by the need for higher education leaders to engage across internal and external boundaries to

formulate new strategic responses to a complex set of forces and pressures facing the sector” (Pryor and Henley, 2017).

To get the most out of internal innovation and ideation programs, colleges and universities must focus on spanning traditional organizational boundaries. This will help in the creation of more articulate and insightful ideas and will support greater collaboration and employee engagement.

Teibel Education Consulting’s Imagination Breakthrough Process – The Idea Campaign

Developed with the intent to support boundary-spanning activities, encourage greater innovation and creativity, and drive higher employee engagement, Teibel Education Consulting’s Idea Campaign Initiative is an imagination breakthrough process built upon a multi-month, inclusive, employee suggestion program (see Appendix B for more information about Teibel Education Consulting).

Teibel Education Consulting’s Idea Campaign is a university-wide initiative designed to support the following outcomes:

- Span traditional boundaries between administration, faculty and staff
- Generate innovative and creative solutions
- Engage and empower faculty and staff in decision-making
- Build an empowered workforce focused on continuous improvement
- Cultivate the definition and delivery of grass-roots solutions
- Create an organizational forum for dialogue and change
- Support buy-in and lower resistance to change
- Streamline and simplify existing processes
- Link distributed knowledge and competences
- Eliminate non-value-added work and unnecessary processes and systems
- Streamline the identification and prioritization of new business initiatives
- Speed up decision making and implementation
- Eliminate bureaucracy and barriers
- Develop greater systems-thinking within the organization
- Create higher levels of ownership and engagement in developing solutions
- Build trust
- Infuse an entrepreneurial spirit in the organization
- Support cultural change

Teibel Education Consulting Idea Campaign - Stages

Teibel Education Consulting’s Idea Campaign engages colleges and universities to innovate new solutions, improve organizational performance, support culture change, and

enhance mission impact by incorporating the following steps and outcomes (also pictured below):

1. **ENROLL** all stakeholders throughout the University
 - Designed to be an inclusive, participatory process, the Idea Campaign invites faculty, staff, students, administrators, and other stakeholders to participate generally in idea generation and/or more specifically as a member of a Working Group, Steering Committee, Leadership Committee, or Sponsor.
2. **EMPOWER** individual innovation & creativity
 - The Idea Campaign empowers individuals by giving them a “voice” in the process and asks for organization-wide engagement and idea generation. Emphasizing the importance of innovation and offering training in creativity, the Idea Campaign encourages participants to envision and offer solutions.
3. **ENGAGE** across boundaries for greater collaboration
 - The Idea Campaign is, at its essence, designed to be vertically and horizontally “boundary spanning” by utilizing cross-functional teams and individuals drawn from all levels of staff, faculty, and administration. There is also the potential for outreach and inclusion of stakeholders, neighboring constituents, and remote members of the community.
4. **ENERGIZE** cultural strengths and entrepreneurial spirit
 - Culture change is a key outcome of the Idea Campaign and encourages the development of skills and attitudes necessary for a growth-mindset, entrepreneurial culture, while supporting employee empowerment.
5. **EXECUTE** on ideas to generate results
 - The Idea Campaign is designed to be a participatory, transparent process that supports the initial creation of a breadth of ideas, as well as in-depth screening and deliberation to define and propose those ideas that are deemed high-impact. A multi-stage review and deliberation process leads to a set of “vetted” recommendations that already engendered discussion and buy-in.
6. **EVOLVE** the organization to support continuous improvement
 - Ultimately, the Idea Campaign is meant to seed elements of knowledge-sharing, growth culture, and innovation into an organization. These capabilities, taken together, are critical for the organization to begin to transform into a culture of innovation, creativity, entrepreneurialism, and engagement.

The Steps and Outcomes of the Teibel Education Consulting Idea Campaign are pictured below:



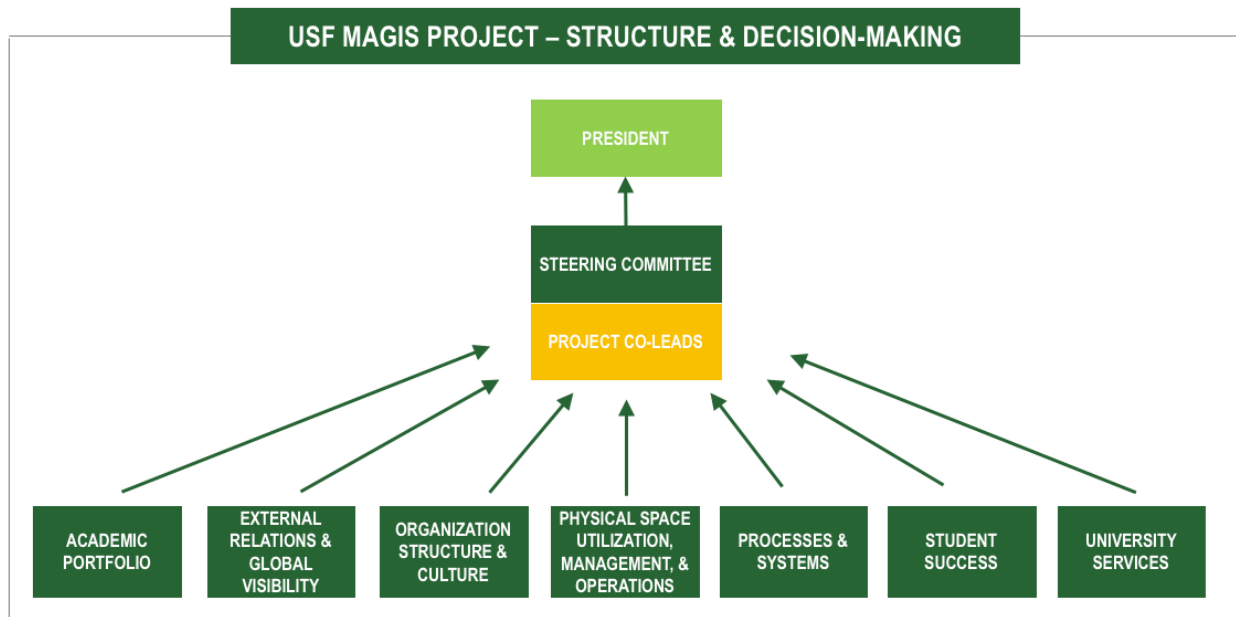
Methods

At the University of San Francisco, the Teibel Education Consulting campaign took shape as *The Magis Project*. President Paul Fitzgerald introduced the project as a process of "communal discernment" and an initiative to generate "new ways of proceeding" for USF:

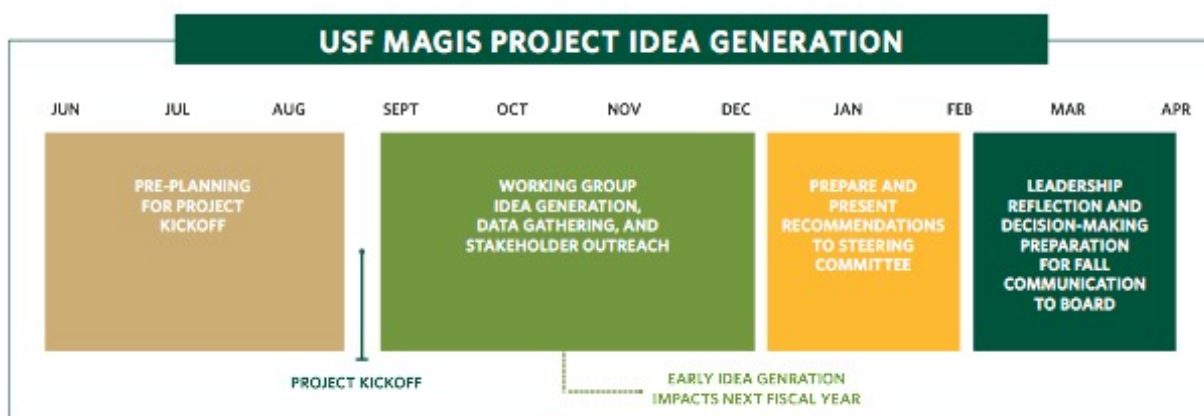
"St. Ignatius used the word *magis* to indicate a process of discernment through which a person or a community takes careful stock of who they are, where they have been, and what is the more excellent way forward. The communal discernment that we are launching necessarily involves deep listening, a careful consideration of suggestions against the backdrop of our university mission and identity, charitable dialogue, and a willingness to be inspired by promising ideas that suggest new ways of proceeding" (Letter from the President, Fall 2017).

The overall objective of *The Magis Project* was to review and assess functional areas of the university to generate ideas about potential new initiatives, enhance processes, and improve effectiveness, while fulfilling USF's commitment to mission. Built upon the Teibel Education Consulting's Inclusive Idea Campaign model, it was also intended to encourage employee engagement, empower innovation and creativity, and grow an entrepreneurial culture through boundary-spanning activities and activating front-line employees to offer suggestions. The specific working principles set out to the Working Groups emphasized a spirit of Collaboration, Innovation, Effectiveness and Efficiency, Accountability, and Objectivity.

The *Magis Project* was a 12-month inductive brainstorming process among seven Working Groups tasked to explore a broad area of university operations. The Working Groups represented the following categories: (1) Processes and Systems; (2) Academic Portfolio; (3) External Relations and Global Visibility; (4) University Services; (5) Organization Structure and Culture; (6) Student Success; and (7) Physical Space Utilization, Management, and Operations. In addition, two co-leaders and a cross-functional Steering Committee helped shepherd the process and acted as filters for screening the ideas.



Timeline



May 2017

In May 2017, after a series of meetings to envision and co-create the idea generation process, the USF Cabinet selected the Project Co-Leaders, the Steering Committee members, the Working Group Co-Leaders, and the Working Group members. Careful

consideration was given to the diversity of the groups and the intentional inclusion of representative faculty and staff members. The Cabinet decided to limit the number of administrative appointments to these groups, and to prevent University Leadership Team members from serving on the Steering Committee or Working Group.

June 2017

Early in June, invitation letters were sent from the President to the proposed Project Co-Leaders and members of the Steering Committee. After accepting the invitation, the membership of the Steering Committee and the Co-Leaders were announced. The members are:

Anneliese Mauch, Co-Leader
Assistant Vice President
Office of Marketing and Communications

Dr. Susan Prion, Co-Leader
Professor
School of Nursing and Health Professions

Dr. Sue Bae Young
Adjunct Professor
College of Arts and Sciences

Dr. Candice Harrison
Associate Professor
College of Arts and Sciences

Dr. Shannon Gary
Dean of Students and Associate VP
Student Life

Joan McDermott
Executive Senior Associate Athletic Director
Athletics Department

Rhonda McGee, Esq.
Professor
School of Law

David Philpott
Director, Employee and Labor Relations
Office of the General Counsel

Dr. Dean Rader

Associate Professor
College of Arts and Sciences

Dr. Christina Tzagarakis-Foster
Associate Dean and Professor
College of Arts and Sciences

July 2017

On July 11, the Magis Steering Committee met for the first time and formally accepted responsibility for the project from the President. In the subsequent discussion of goals, tasks, and Working Group membership, the Steering Committee recommended the addition of more faculty members to each Working Group. The Co-Leaders calculated a weighted percentage of Working Group faculty representation based on the numbers of faculty in each school and college.

At the July 12 USF Cabinet meeting, the Co-Leaders presented the request for additional faculty members of the Working Groups. In the next week, a list of names was generated by the Steering Committee and submitted to the President. On July 19, invitations from the President were delivered to the invited faculty members.

To facilitate communication and resource sharing, a Canvas portal was created for the Steering Committee. Information shared there includes:

- What is the Magis Project?
- Who is the Magis Project?
- Introductions written by each Steering Committee member
- A letter to the Steering Committee from President Fitzgerald
- Steering Committee resources including a contact list, examples from the Santa Clara University and Loyola Maryland University projects, link to Teibel Education Consulting, and background reading
- Minutes and resources from each of the Steering Committee meetings
- Resources from the Creativity and Innovation Workshop
- The January 2018 Working Group final presentations
- Working Group idea rating forms
- Rating results from the February 24, 2018 Steering Committee Retreat
- Results and discussion points from the April 21, 2018 Steering Committee Retreat
- The draft final project report

August 2017

The orientation for Working Group Co-Leaders was held from 1pm to 4pm on August 2. After a welcome by the President, the goals of the Magis Project and the specific purpose of each Working Group was discussed. Possible strategies for working together and with the USF community were described and discussed.

To facilitate communication and resource sharing, seven Canvas portals were created, one for each Working Group. Information shared there includes:

- What is the Magis Project?
- Who is the Magis Project?
- Introductions written by each Working Group member
- A letter to the Steering Committee from President Fitzgerald
- Working Group resources including a contact list, examples from the Santa Clara University and Loyola Maryland University projects, link to Teibel Education Consulting, and background reading
- Minutes and resources from each of the Working Group meetings
- Resources from the Creativity and Innovation Workshop
- Other resources created or shared by each individual Working Group

On August 10, a kick-off meeting was held with all 80+ Working Group members to introduce them to the project, share resources and strategies, and facilitate initial group team building.

The Magis Project was announced at the President's Convocation on August 17, and all Magis Project participants attending were asked to stand and be recognized for their service and contributions.

Starting in August and continuing throughout the semester, each Working Group met either weekly for a one-hour meeting or biweekly for at least two hours. The Working Groups conducted individual interviews and focus groups, sent surveys, and met with hundreds of people across the USF community to generate ideas and collect information.

September 2017

September 13 was a busy day for Magis Project work. The Steering Committee met for a project update, followed by the monthly Working Group Leaders meeting. The highlight of the day was a social hour for the Working Group and Steering Committee members to thank them in advance for their service.

Two Creativity and Innovation Workshops were facilitated by the Teibel Education Consulting on September 19 and 20, 2017. The four-hour workshops led Working Group and Steering Committee members through a series of exercises to help unlock creativity and encourage idea generation "outside of the box." The evaluations for the workshops were positive, and several Working Group leaders mentioned the usefulness of the workshops in planning the subsequent work of the group.

October 2017

The Working Groups continued to meet individually. The monthly Working Group leader meeting was held on October 11, and the format of the final presentation and report to the Steering Committee was discussed. The columns and information included in the Working Group idea spreadsheet was finalized.

November 2017

The Steering Committee met on November 14 for an update of the Working Group process and to start planning for the spring semester work after the Working Groups submitted their ideas. Tentative dates for the presentations were established.

The Working Groups met individually and continued their productive idea-generation work. The Working Group leaders met together on November 15 and discussed the status of their work. On November 20, Howard Teibel and Susan Prion met with President Fitzgerald to provide a project update and suggest a data sharing with the USF community amendment to the original timeline and project plan.

December 2017

By December 20, each Working Group had submitted its complete ideas list to the Magis Co-Leaders. Each Working Group's spreadsheet included the following columns:

- Idea short description
- Idea long description
- Pain point
- Benefits
- Owner
- Stakeholders
- Population impacted
- Notes
- Working Group ranking
- Context
- Additional Comments

January 2018

The Working Group Co-Leaders each made a 20-minute presentation to the Steering Committee on January 30 and 31. Each group was given a Power Point template and asked to provide an overview of the group process, any necessary context, and a summary of the key ideas. Six of the seven groups chose to make a presentation, and one group used their time as a question and answer session with the Steering Committee (see Appendix C for the six presentations).

February 2018

On February 6, each Working Group's idea list was made available to the Steering Committee and Steering Committee members were each tasked with rating every idea across a set of criteria. To facilitate the rating process, each Working Group's ideas were summarized in a new document including the short description, long description, and a brief overview. The Steering Committee members also had a combined spreadsheet with all 459 ideas to use for reference in rating the ideas.

Seven online surveys were created. Each idea was rated by each Steering Committee member on the following criteria:

- Congruence with USF Mission, Vision, and Values (mission centric)
- Potential positive influence on campus culture (+campus culture)
- Potential impact on more than one key group, defined as faculty, staff, current students, prospective students, alumni, employers (impact key groups)
- Potential positive impact on USF finances (+finances)
- Innovative and creative

The rating choices were high, medium and low. In addition, one additional item asked each Steering Committee member to rate their interest and enthusiasm in moving the item forward to the final high-priority list. This rating was also high, medium and low

	Mission-centric	+ Campus culture	Impact key groups	+ USF Finances	Innovative and creative	Should we move this idea forward?
Develop a scorecard for program review	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Define criteria for program success	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
More clearly define the review process for new programs	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

The Steering Committee had two weeks to complete their ratings of all 459 ideas on the six criteria described above. On February 20, the results of the ratings were calculated. Means ratings with standard deviation scores were calculated for all 459 ideas on all six criteria. For ease, each idea received a composite mean score, consisting of the five criteria average. A separate mean score was calculated for the “move forward?” score. These results were provided to the Steering Committee members as seven separate results worksheets on February 22 in preparation for the February 24 Steering Committee Retreat. All these resources were also made available on the Steering Committee Canvas portal.

At the six-hour retreat, the Steering Committee reviewed the results for each idea and categorized the ideas as follows:

- Highly ranked, continue to review
- Low ranked, do not continue to review
- Already doing
- Non-actionable
- Send to a specific department
- Impossible or not realistic for the foreseeable future

At the retreat, the members were provided with a “top 25” list of the 25 highest ranking ideas for moving forward, the top 25 high ranking ideas, and the 25 lowest ranking ideas. Multiple ways to access the information was created to allow the Steering Committee members to view the data from several different perspectives.

In addition, a thematic content analysis of the highly ranked ideas was completed during the retreat. The following 14 themes were generated through iterative discussion:

- Academic Programming
- Decision-Making Processes
- Diversity/Inclusion/Access
- External Relationships
- Faculty/Staff Experience & Development
- Internal Communications & Culture
- International (Students)
- Operational Effectiveness
- Physical Assets & Facilities
- Regional Campuses
- Strategic Vision/Planning
- Student Experience/Student Support
- Other

Only three ideas were categorized as “other,” so we are fairly confident that the themes were inclusive of the ideas ranked highly.

March 2018

During March, the Co-Leaders tabulated and organized the results from the Steering Committee Retreat and updated the list to indicate the disposition of the idea. The updated documents were again sent to the Steering Committee for their review in preparation for the April 21 Retreat.

April 2018

At a second six-hour retreat, the Steering Committee reviewed all the ideas (with their disposition) in total once again and made revisions to the final list. Redundancies and multiple mentions were discussed and an attempt to summarize similar ideas generated from more than one Working Group was made. The Steering Committee members also discussed the implications of the ideas and how to summarize the results for this report. The Steering Committee feels a strong responsibility to accurately represent the ideas generated by the Working Group members and also to provide a “big picture” perspective to the President and USF leaders.

Results

As might be expected, there are many ways to analyze the results of the Magis Project. In total, there were 459 ideas from seven Working Groups, composed of 88 USF faculty and staff. Each idea was ranked on six different criteria by ten Steering Committee members and a mean and standard deviation was calculated for each criterion, in addition to a composite mean and a “move forward?” mean.

Rather than write a long and ultimately complex narrative, we have provided the reader with each of the results resources as submitted by the Working Groups and subsequently analyzed by the Steering Committee members. Because there were so many ideas generated, the initial data analysis was completed by each Working Group. After the initial Steering Committee discussion, the ideas were decoupled from their Working Groups and reassembled as a list of high priority ideas. All of this information, starting with the giant combined spreadsheet of Working Group ideas, is presented as Appendices. (Appendix D includes all 459 ideas, organized by Working Group; Appendix E organizes the ideas by the thematic content analysis as performed by the Steering Committee and includes 105 ideas the Steering Committee elected to move forward for review.)

Discussion

At this point in the Magis Project, the Steering Committee and Working Group members are handing over the ideas and the results of our deliberations to the review of the President, Cabinet, and Leadership Team. You are the USF decision-makers and are the best people to make plans for moving these ideas forward.

However, the amount of energy and enthusiasm devoted to this project and the generation of these ideas offers some final observations to clarify the context for these ideas.

The Steering Committee spent many hours reviewing and ranking individual ideas, synthesizing themes across Working Groups, and repeatedly switching from detailed view to big picture. After spending this amount of time completing our Magis Project responsibilities, we have identified important enablers and detractors that continue to influence our ability to move forward.

Enablers

Everyone holds a unique and individualized perspective about the USF community and the work we share, but the following enablers were universally confirmed:

1. USF is fortunate to have extremely dedicated faculty and staff who serve as the face of the USF mission.
2. The Mission, Vision, and Values statement serves as a call to community for all of us.

3. USF continues to lead through a legacy of social justice and activism.
4. Steering Committee and Working Group members generously joined the Magis Project with overwhelmingly positive intentions and brought engagement around the potential to improve USF's ability to achieve its mission.
5. The Magis Project, Campus Climate survey, WASC self-study, and Leadership 360 evaluations are all examples of institutional risk-taking in the pursuit of excellence.
6. There are many positive examples of an affirming culture at USF.
7. We believe that good people (students, faculty, staff, and administrators) self-select for USF because of our mission and culture.
8. In all of our work for this project, we were reminded at every turn that students continue to be at the center of our enterprise.
9. People at USF really believe that they are changing the world from here!
10. We have opportunity and intention to change detractors into enablers.

Detractors

The Magis Project members also identified detractors that prevent us from moving forward. These obstacles include:

1. Perceived lack of effective communication across all aspects of the university. This was a universal theme that was voiced frequently.
2. Concurrent with the perceived lack of communication was a perceived lack of transparency in decision-making.
3. Many community members voiced frustration with our perceived inability to articulate a strategic vision for USF going forward.
4. There is a profound frustration with the current mix of centralized and decentralized services across campus. We heard this over and over from a wide variety of people at all levels of the university.
5. Many community members were concerned about our institutional identity and the potential conflict in future direction between our stated mission and our current financial situation.
6. Diversity, equity, and inclusion: concern about how we are operationalizing our mission, especially for faculty, administrators, and staff, was a frequent topic in the Working Groups' data collection

Recommendations

The Steering Committee sends forth a list of 105 highly ranked ideas that we recommend to the President as promising and potentially influential for USF's future (the ideas are organized by theme for easier assessment – see Appendix E for details). Not all of these ideas can, or should, be implemented immediately. However, we believe there are multiple ideas that could lead to increased revenue through better student retention and enrollment, decreased costs through increased efficiency, and enhanced campus culture through inclusive and shared community-building.

Academic Programming

1. Faculty development for online/hybrid program development
2. Assess extent that social justice is included in each program
3. Study abroad prep and reflection
4. Endowed faculty and scholarships
5. Guidelines for online and hybrid courses and programs
6. Increase information about academic program review process
7. Grad student writing/language/ESL
8. Create internships as part of USF academic programming
9. Dual-credit classes/degrees
10. Define criteria for program success
11. Offer joint programs with Jesuit Network

Additional Campus Locations

12. Student services, financial, writing, counseling for additional campuses
13. Strategic plan to improve student experience at additional campuses

Decision-Making Processes

14. Include all stakeholders in decision process of new programs

Diversity/Inclusion/Access

15. Visible clearly articulated commitment to diversity by business/non-academic units
16. Chief Diversity Officer becomes cabinet level
17. Enhance commitment to diversity hiring
18. Mandatory cultural competency training
19. Remove barriers to access for those with disabilities
20. Equity of compensation & benefits
21. Ombudsperson

External Relationships

22. Coordinate alumni outreach
23. Engaged social justice/pro bono position at Law School
24. Increase OMC resources to improve brand
25. Engage with external stakeholders about academic programming (advisory boards)
26. Use alumni for job creation, fieldwork, and placements
27. Increase external relationships through new positions

Faculty/Staff Experience and Development

28. Overall adjunct support
29. Bootcamps 101 for management/leadership roles
30. Onboarding 101 for new employees
31. Professional development for support staff
32. Increase student participation in course evaluations

33. Provide on-campus childcare and pre-school
34. Work-from-home telecommuting policy for staff

Internal Communications and Culture

35. Educate about onboarding process - HR does not control whole thing
36. Clarify role of SDS
37. Decision transmission and communication to key stakeholders
38. Leadership chats with President and Provost
39. Transparencies with budget process
40. Improve space planning transparency
41. Governance 101 to increase understanding of governance across and within USF
42. Publish org charts
43. Monthly town hall with leadership team
44. Create easy-to-find web page for regular, ongoing status updates
45. Awareness of confidentiality policy
46. Bring back "live" question and answer component of Town Hall and Convocation
47. Internal communications plan
48. Inappropriate behavior should be reported and warrant consequences (faculty/staff)

International Students

49. Robust support/engagement for international students
50. International student buddy program (housing)
51. Streamline I-20 process
52. International student career services/independent study
53. International student loan pool

Leadership and Governance

54. Create faculty senate
55. Leadership development in a culture of trust
56. Provost/school communication about policy improvement
57. Organizational location of Athletics

Operational Effectiveness

58. Rethink/re-envision One Stop
59. Paperless orientation
60. Centralize collection/use/management of student data
61. Clarify FMLA process/rules
62. Train OMC staff in college/school/unit specifics
63. Move paper forms to electronic forms
64. Improve onboarding process
65. Move payroll to one system and one cycle

Physical Assets and Facilities

66. More active learning classrooms
67. Classroom furniture upgrades

68. SHaRE facilities assessment
69. Develop Sea Ranch as retreat center
70. Facilities assessment of physical assets
71. Outdoor space: plants, tables, chairs, etc.
72. Develop physical space communication plan
73. Security upgrades: swipe access locking turnstiles/windows in doors
74. Under/over utilized space; Participatory, inclusive Space Committee
75. Refresh Koret (and CASA)
76. Study space for athletes per NCAA guidelines
77. Classroom technology is uneven and lacking in certain areas, wifi upgrades, technology upgrades, flex use of computer lab
78. Create map of how spaces are being used
79. Additional and better quality student housing
80. Install hand dryers in restrooms
81. Expand food service

Strategic Vision/Planning

82. Communications about financial aid options
83. Strategic plan and vision for online/hybrid
84. Strategic plan and vision for additional campuses
85. Master academic business plan for each school
86. Academic visioning for the institution
87. Sustainability

Student Experience/Student Support

88. More resources for CAPS given the increased need of mental health support
89. Veterans' services
90. Space and services for commuter students
91. USF welcome center (admissions, career, alumni)
92. Online web track system for financial aid
93. Financial aid efficiency and access
94. Audit of student services and cross functional team address and correct issues
95. New strategy for USF 101 (make mandatory)
96. 4-year financial plan for students
97. Provide GRE prep class
98. SLE budget/process review
99. Mimic living learning communities
100. Expand student services operation hours
101. Better inform students about existing USF resources and programs
102. Improve student retention

Other

103. Training for managers
104. Honoring veterans
105. Create a cross-school academic business plan

The Steering Committee and the Co-Leaders would be delighted to answer your questions about this report and the results of the Magis Project.

Thank you for trusting us with this important project for building community and shared excellence.

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