

**CHARTING THE FUTURE
LEADERSHIP SUMMIT
APRIL 9, 2004**

Introduction:

The purpose for this Leadership Summit was to discuss Draft Two of the CTF comprehensive plan and Draft One of the Transition Plan. Two questions were given to the groups to guide their discussions - *What are your comments and questions about Draft Two? What are your comments and questions about the Transition Plan?* The statements below are unedited notes from the small group discussions to answer the questions. The small group notes are published here to communicate the information, from the Summit, that will be used by the Design Team in their upcoming deliberations and decisions to prepare the final draft to be presented to the campus community on April 30, 2004 and to the Board of Trustees on May 4, 2004.

Comments and Questions on Draft Two

- ❑ Design Team has been responsive to comments and suggestions
- ❑ Need to clarify how shared governance with faculty will be preserved under structure without departments and dept. chairs
- ❑ Draft 2 is a big step in right direction for psychology
- ❑ Need for a detailed Timetable – what will be done by 6/05?
- ❑ Faculty should be responsible for Gen. Ed.
- ❑ Pleased with Design Team’s sensitivity to traditional groupings of disciplines
- ❑ Gen. Ed. suggestions are good
- ❑ Pleased with retention of PVA (internal and external support for this)
- ❑ Like clarification re: service learning and Connections seminar, student teaching, internship, practica
- ❑ Design Team listened to comments
- ❑ Budget component still undefined – normal practice to look at budget and planning simultaneously – what happens if we can’t pay for plan?
- ❑ Looks more administratively heavy and more expensive
- ❑ Concerned about role of directors and coordinators, especially with regard to evaluation, appointments, etc. – What will role of coordinators be?
- ❑ Thanks for time and effort of the Design Team on revision process
- ❑ Table 5(AVP Research, Graduate, & Extended Studies – How possible for 1 person to be responsible for all 4 critical components identified? Will there be a person in each area responsible for oversight?
- ❑ Loss of graduate dean and director of extended studies has hurt
- ❑ Need full time administrator in Extended Studies and SPARC (if we want to increase external funding)
- ❑ Extended studies has potential for being a “cash cow”
- ❑ Are we over-programmed (majors, programs, etc.)?
- ❑ Resident vs. non-resident composition – we need to determine this
- ❑ Design Team listened – substantive changes – cultural centers, A&S, etc.
- ❑ Appears task forces will be used wisely

- ❑ Explanation of roles for Deans/Directors (Attachment D) is a good start
- ❑ Table 5 – in favor of decentralization of resources for grant development – center can help with synergies
- ❑ Add word “Health” in title of College of Natural and Applied Sciences
- ❑ Good idea to have someone to help with grants
- ❑ Concerned about concept of directors – would Design Team be open to collaborative leadership model (people work together instead of 1 person)?
- ❑ Is there a possibility that some colleges may decide to have some department chairs? Possibly position not compensated? Could be part of service component?
- ❑ Appears to be reasonable plan
- ❑ Gear- UP (Not to be used as a recruiting tool)
 - Move to another unit
- ❑ Deans of the New Schools should be done through a national search
- ❑ College of National & Applied Science- Sentence #2 should be in all college descriptions “Opportunities for the discovery, integration, and application of scholarship will be a hallmark for this College”
- ❑ IDLA will survive if it has its own director
- ❑ There is no mention of Multiculturalism in the new re-design of general education
- ❑ Cumbres--Relocate the office near the college they are a part of
- ❑ The task force on Gen. Ed once existed & should be revised for the upcoming Task Force. (Re-examine work done in the past.)
- ❑ The Task Force (gen. Ed) needs to have Faculty on the task force
- ❑ Table 10 Page 18. 3 Colleges are in the name of “Health”, but the College does not have “Health” as part of the name. Suggested College of Natural, Health, & Applied Services
 - School of Human Services changed to School of Human Services & Sciences
 - Make sure the international price of the School of H&HS is not lost
- ❑ Selection of Deans & Directors needs to be National Search
- ❑ The definition of “Coordinator” needs to be re-examined. The “Coord” note did not work out years ago & was disbanded from some programs
- ❑ Process- The design team is handicapped by not having a person with knowledge in Arts & Sciences
- ❑ Where’s Colorado’s Best University Experience in the document? The meaning is not clear.
- ❑ The college structure appears to be more reasonable. Directors & Coordinators information needs to be stronger
- ❑ Faculty exchanges need to be stronger. This helps with Faculty & Diversity
- ❑ Graduate Education has a different “Time & Effort.” Re faculty workload - UNC is using as undergraduate model for a graduate education. Superimposed the FTE model into work load
- ❑ Workload & Evaluation model needs to be re-evaluated
- ❑ Need more explanation of how the Chair would report to a Director. There is so much that the chair does. How can this happen?
- ❑ Cash accts need to be re-examined. Anywhere from 3-5% is changed back
- ❑ Fear of Audience “Kills US”

- ❑ Concerns re: Relationship between faculty evaluations & external funding for all disciplines seem less strongly stated - is this intent?
- ❑ Concern still exists that curriculum will be taken out of hands of faculty- Faculty involvement in revision of GE core within requirements from CCHE
- ❑ Management on local level still not clear to all readers: Deans role understood, but directors, etc not as clear- explanation to faculty about how this will be determined at college, school, program level over next year is needed
- ❑ Alignment of units in draft two is more logical
 - Still needs fine-tuning, e.g. (strongly recommended by many participants) Political Science with History & Philosophy, not with Social Science reflects how Political Science is currently configured at UNC & huge size of Social Sciences School
- ❑ Table 9 should show History, Philosophy, and Political Science? – as units within school
- ❑ Page 25 or 28-Table 17- two lines below table-“Investment for the future”- not used anywhere in relation to academics- is this an omission or intentional- need to explain why this isn’t there- and where it can be found (College level Plans) & Budget commitment to academics implies this investment
- ❑ Nomenclature? What are existing departments called? Units need clarity on what is being proposed. Part of transition year- Explain
- ❑ Strong rationales for maintaining depts. & chairs - maybe define roles differently
- ❑ Table 3 “Best University Experience” marketing term evolved into function - Name doesn’t clearly explain function – it is confusing- what does office do? General Ed/ Core Curriculum, house liaison with CCHE- need to understand why Gen Ed put in A&S historically & provide strong rationale for change
- ❑ FTE issue not clearly understood across campus - people don’t understand new perspective of enrollment #'s vs. FTE
- ❑ Academic college exclusively devoted to gen ed/core is recommended
- ❑ In proposed GE/ Core/BUE required courses may require individual faculty-student contact - how will credit be given for what are essentially directed studies/internships?
- ❑ Suggestion - when class size reaches- some critical mass, (80-90?), instructor has 1st right of refusal for GA time
- ❑ Science labs increasing which ups teaching resources needed - need for TA/GA, if tinker with this we will confront multiple problems - e.g. loss of inexpensive labor, loss of training grad students to teach at community college or university level
- ❑ Suggestion - TA’s (MA/MS level) not responsible for a class (lecture, grading, etc) - but truly as assistant to a faculty member - this may vary by program related to level of expertise of students (some come in with significant experience)
- ❑ Commend Design Team for statement re: the importance of advising - will advising for IDLA be part of IDLA program

- ❑ Natural & Applied Sciences - Why criminal justice is Human Services? Need to understand historical reasons for that? CJ Dept support for this needs to be explained.
- ❑ Include “Health” in the title of “Health & Human Services” School
- ❑ Why did departments in School of Physical Sciences come together? Did any departments involved suggest this
- ❑ Draft 2 is much better
- ❑ Good job, thanks to Design Team
- ❑ Dept chairs and general ed. issues – Is rank of coordinator new? Function of department chair in new plan, what is it?
- ❑ Natural Sciences – no mention of Health
 - Rename college “Natural Applied & Health Sciences”
 - School of HS has science base – school of Human Sciences, NOT Services
- ❑ Best University Experience: no mention of MIND in Gen. Ed. and should be
- ❑ IDLA (International Relations was left off – should be in Social Sciences)
- ❑ Interdisciplinary programs that students create - where does this fall? [AVP – undergrad studies]
- ❑ THANKS for breaking up School of Natural Sciences into different areas
- ❑ Could be more than 1 director in a school – organizational structure still needs to be finalized
- ❑ Does every school warrant a full-time director? (23 schools → 23 directors?)
- ❑ Faculty in charge of curriculum, but support staff are important because they have knowledge and history – need to be kept informed of what is going on so they do not feel left out of the process
- ❑ MIND – AVP of Undergrad Studies
- ❑ Women’s Studies – where does this discipline lie? Social sciences/humanities? New structure would support this – faculty work across interdisciplinary lines (i.e. joint appointments)
- ❑ IT – central & decentralized – teaching libraries and support
 - Teaching centers are helpful – need training on discipline areas
 - Center for Faculty/Staff will *coordinate* but will NOT deliver all area discipline training on campus
- ❑ Task force can determine how to make it better – put focus on our human resources
- ❑ Articulate needs and mechanisms to meet the needs in the various areas in training, education – we want to make it better
- ❑ In new colleges, need to develop cultures of working together and being in new disciplines – develop communication to work together with new people
 - Collaboration of all involved to make it work – *good will* is needed on campus, along with strong leadership
- ❑ Going to be different, faculty need to help make it work
- ❑ Map is not the territory
- ❑ Congrats to the Design Team – very responsive
- ❑ General Counsel as VP? Why not staff?
- ❑ AVP levels → students 4 layers down on chart!

- Students need to be higher on chart!
- Why is Provost not higher? Structure needs to reflect importance of # of VPs
- Division 1 Athletics? How governed?
 - Symbolism of placement on chart – emphasize *student* part
 - Adv./Fundraising/Athletic Recruit. – make these relationships clear
- Who represents UNC at outside meetings?
- Label of school vs. dept – will it translate outside of UNC?
 - Student and parent perception of above
- SPARC issue? What is best way to support grant-writing?
- Coordinator would have academic duties – advising, etc.
 - Remove admin chores from faculty
- Each new school need to have a task forces for 04-05
- Economy of chair system – decentralize?
- Balance of centralization/decentralization?
- Too much admin at dept. level?
- Deans/directors → dept level – reality at lower level (not one size fits all)
- Need better communication/management
 - e.g. Need time for grant-writing, balance with teaching & admin duties?
- Label of “program head” better than “coordinator”
- Need inventory of tasks of dept head
- Some work is done at program level (e.g. advising) – keep at program level
- Acknowledgment that units need control re: workload, teaching, and admin
- Need to work on faculty role in advising
 - Structure of advising? Model like IT central and decentralized model
 - e.g. Nursing has advising center
- Different models might co-exist – not always one-stop!
- Students and curriculum most important
- Intended message of team was not as perceived above
- Caution – temp faculty can become permanent
- Localize/decentralize faculty support?
- Faculty will be ON task forces
 - Heavily involve faculty in planning
- MAST is good model
 - Soft money now
- Strategically target grant areas
- Need seed money
- Provide expertise to support faculty research
- Appreciate that *input* items were addressed
- Makes sense as far as time and structure
- Concerns about directors/chairs restructure – duties implementation
- Presentation of report cleared up issues and problems
- Table 3 – Move Dean of Students and Career Services to AVP Enrollment Management and Office of Academic Support (because they work very close, would facilitate administrative flow)
- Combine Tables 3 & 4? Investigate and review functions – may be too big for one AVP

- IT – need clarification of the service levels of IT on campus
 - May be adding another layer of management
 - Further explanation of new structure
- What about specialized areas?
- Do we need a VP of student affairs in the new structure?
- Explore new Student Information Systems (SIS)
- Maybe special assistant to Provost needed for IDLA?
- Will changes save money?
- Appreciate changes made regarding cultural centers – should be better as far as students are concerned
- Maybe a more proper title for AVP of Undergraduate Studies
 - Could be “AVP Undergraduate/Graduate Studies” (Investigate duties)
- Investigate Student Retention Center
- External review of University
- Concern – Gear-Up is in Admissions, grant can’t be involved with recruitment to the University
- Where are the learning communities now? Under AVP for UG Studies (in text).
- General Ed. – know it’s a draft BUT recommend keeping multicultural piece (a separate course)
- Confusing – Best University Experience (like Student Marketing confusion issue)
- Impressed with the way we were heard
- Praise to the Design Team re Draft 2 – colleges make more sense now
- Concern – that no staff was included on the design team
- Table 3 – Confusion about International Student Support (listed in couple of places)
- National Exchange – where should it go? Student Activities?
- Pg 14 (of email version) – Should state: CIE events provide support for international programming including International Culture Week (Email coming for clarification)
- Why is assessment and accreditation now under AVP Research?
- Timeline – will we see another draft before going to BOT?
 - “No” – open forums for feedback on Draft 2, Final Report
 - Recommendation that Draft 3 will be open for comment prior to submission to BOT
- Definition of Center – how does that fit with Center for Professional Development? Will be state-funded (exceptions to the definition)
- Tutoring centers (e.g. math lab) – where will they be housed?
 - Answer: don’t know now, will decide during transition year
 - Concern: not to still include all the different tutoring programs
- Where is ESL? Answer: two components
 - Teacher component (extra credential endorsement) in College of Ed
 - Major component currently in A&S
- Dean of Students now advocate AND chief disciplinary officer (conflicting based on what we’re trying to accomplish)

- AAEO out of HR – advocacy function might be lost (conflicting with advocacy and compliance)
 - HR – way under-staffed
- Pg 14 – word “creation” is not really accurate (perhaps just renamed)
- Pg 24 – Human Resources (missing “s”)
- Utilize advisory committees (including faculty and program administrators) for SPARC
- Pg 4 – Web Management: How many people? (physical move, space issue)
- Question re: Dean of Students placement – why not with enrollment? Who should Dean report to?
- Question about placement of IDLA
- Criminal Justice okay with placement? (Emerging applied profession – strengthened with Human Services)
- When will we know which programs will stay?
 - This will take time – March/April 2005
 - Will need to get to BOT
 - In catalogue students are told length of time they have to complete program
- Question re: task forces – recommend list of task forces, who they are, info on web from task force
- Question re: College of Natural and Applied Sciences
 - Why biology out of physical science? (size)
- Concern re: move of facilities management
 - Suggestion: when moves are made to improve customer service, the question needs to be asked – “Who is the customer?”
- Suggest calendar with implementation plan (this will occur 2004-5)
 - Calendar for events occurring now to July 1 would help
- Recommend electronic communication for students and family – need “line” for this
- Need a University policy re: electronic communication (*all* email, especially directed for parents)
- Group commends Ellie’s leadership
- PR is particularly important (internally and externally)
- Increased participation during time of radical change would have helped
- Appreciate the clear language in the new document (KISS theory)
- Pg 4. – wording sounds like a “done deal”
 - Need to involve deans, etc. (all appropriate personnel)
 - Re-examine technology timeline
 - Involve AVP
- Move of Institutional Research a concern
 - The proposed change is much more efficient and promotes communication
- Need good communication as we proceed forward
- The new document validates participatory decision-making
- Confusion on name changes and timeline for that

- Table 5 – Research, Grad, and Extended Studies
 - What does the “research” refer to? Explain purpose in narrative, not just grant supported?
- Table 8 – Why does MCB appear to have free-standing departments? Would it be better to list the departments beneath the college title?
- Appreciate Design Team listened to the comments provided by the university community
- Concern re: physical location of schools – how will the restructuring impact the schools and their relationship to their college?
- Pg 20 – Cost structure: please clarify that new structure will not cost more than current structure
- Continued clarification how funding will be re-allocated
- Is this process driven by budget concerns or function concerns?
- Pg 23 - \$5.5 M: is that just colleges and schools?
 - Re: release time for admin responsibilities
- Who do the cultural centers report to in the upcoming year?
- CPDO – currently splitting into 3 components, where will the support of the Smart Classroom maintenance and operations go?
- Like the way the academics are aligned
- Why do some have AVP title and others have a director title? How is that determined?
- Like new titles in this draft (i.e. Student Financial Resources now Financial Aid)
- Draft 2 structure has better flow than Draft 1
- Re: ideal size of UNC – is there anything that will address the “ideal size of UNC”?
 - Question was originally asked in initial CTF proposals from depts.)
- Re: NCAA Division 1 status – are there any plans to change the level of competition or current path towards D-1 status after CTF?
- Liked careful attention to the various task forces that will be addressing specific issues involved in CTF
- 4 stages in change theory (Hershey Blanchard)
 - We don’t know what we don’t know (“unconscious incompetence”)
 - We don’t know what we know (“unconscious competence”)
 - We know what we don’t know (“conscious incompetence”)
 - We know what we know (“conscious competence”)
- Re: centralization of Tech Support
 - Clarify roles of people who now have split responsibilities between tech support and other things within their respective departments (e.g. Career Services IT Services)
- Collaboration at UNC is better than at other universities
- Add “Health” to “College of Natural & Applied Sciences”
- How big is a “school” as opposed to a “department”?
- How do we inform the public about the need for constitutional reform?
- Timetables and processes for addressing programs that are going to be redesigned or eliminated

- Future “Leadership Summit” input, or more distributed through units and traditional bodies?
- Questions about auditing of cultural centers?
- Will these new structures actually work, or will informal structures reassert themselves?

Comments and Questions on the Transition Plan, Draft One

- Will there be an interim Dean of A&S? Would national search follow?
- With transition, how should decisions about admitting grad students be handled?
- What is deadline for completion of Core Curriculum?
- Page 1 – good clarification re: tenure track faculty
- Based on fiscal realities, we may not be addressing budget situation
- Need more emphasis on revenue-generating options
- Cost/benefit analysis
- Concerned with how Faculty/Staff Development Center will tie into library budget
- Don’t weaken programs with across-the-board cuts, ensure that quality programs are sustained
- Need clarification on process for appointing deans
- Concerned about risk that strongest candidates may not apply because of uncertainty
- Gen. Ed. selection process re: representation among all programs that would be impacted
- How do we educate people about TABOR and Amendment 23?
- “Criteria at time of hire”- these may have all ready changed - why this wording? Further explanation needed. Creates potential for array of criteria within colleges
- Pg 3 - need to specify that undergraduate research is included in “Faculty & Grad Student Research” section - it is currently being supported & funded
- Suggestion - Talk to individuals who are currently directors regarding activities that they engage in to help frame roles/responsibilities
- Addendum (to big doc) - def of directors/responsibilities is teaching included/expected - if it is an important function it should be specified
 - What does “Professional development for self” mean/include?
 - Include 1. research/scholarship & 2. teaching in roles
- Director’s role leadership vs. management
 - If director’s role requires extensive management - who assumes leadership role?
 - Role of assistant/associate director
- Advocate of schools, programs and add faculty (chairs have been perceived as “looking out” for their faculty) - others see this as role of deans - may vary by unit
- Definitional issue - Define “APV”- (draft 2-CTF) deliberately faculty
- Advising site of secondary educators - should be stated in document that it is in content area
- How do we most effectively train GA’s/TA’s?
- Page 2 under management & Leadership w/in A.A.

- The need for a national search
- Responsibilities of director and chair issued discussed at college level during transition – to be more effective and cost efficient, faculty free to teach
- How will direction be selected? Not yet determined – dealt with at college level (deadline: during AY 04-05) 10/04
 - 1/05 – task force results due
- Colleges reconfigured – national search for dean’s positions?
- Short timeline in transition for search – re: dean position in new college – interim dean for new college in 04-05 during transition
- Pg 2 – who are we talking about old or new structures? – During transition will there be 2 deans (1 A&S, 1 new college)
 - Admin costs can NOT be increased during this time
- Large number of faculty involvement in task forces – could hire more part time faculty to free faculty time
- President’s Planning Council would replace Design Team – Who would be on this? Need dialogue on representation – President will determine membership, productive size
 - Utilize subgroups
 - In next phase, need more representation on committee – saw value in expanding to Deans as well
- Opportunity for all to provide input through various areas
- Staffing needs to be looked at regarding admin. assistants during transition as well – process will define this in 04-05 as people will not lose their jobs by having positions open
- Anxiety about being “bumped” – hopefully transfer to other open positions – fear of unknown
- Interaction is very important during this process re: territory and personalities are involved
 - Try to work things out
- Promotion/Tenure – how are these merged with new units? All this has to be worked out
- What about plans for physical moving? No plan in place at this time – will have to revisit in the future on Master Plan
 - Need to look at relocating from Michener basement
 - Plans for Bishop-Lehr in the future are being discussed
 - McKee master plan
- Timeline for AVP, Director choices?
 - Provost search and interims
- How are directors selected?
- School leadership choices? Program coordinators
- Non-director duties of chairs? To whom?
- Quasi-admin/day-to-day chores – better for non-director, maintain chair
 - Create task force re: director/chair issue?
- Generate lists of current committees and use that as a resource when forming new committees – for transition year

- ❑ The work of the committees, task forces for the transition year be posted on a regular basis
- ❑ Viewbook and catalogue need to be consistent – need comment in Transition Plan
- ❑ Best University Experience – no timeline mentioned in document
- ❑ Gen. Ed. curriculum – will current students be “grandfathered” into the system?
- ❑ What does this mean to my degree program as a student?
- ❑ Liked faculty and staff involvement in the transition process
- ❑ Happy to have a timeline and a place to start
- ❑ Immediate changes (July 1) make sense
- ❑ Publish an “easy-to-read” timeline on the web, similar to the one published in the early phase of CTF (date specific)
- ❑ CTF should be easily accessible for students and parents on the web – this version should be student/parent specific (FAQs, etc.)