

## Comments/Questions from Leadership Summit Small Group Session One

**Comments and questions from the small group discussions about the Draft Report Format and Criteria are listed below with answers to the questions displayed in bold type. Thank you for your suggestions, your input was considered for revisions to the Report Format sent to all units on 10/3/03.**

### General Comments

1. How to keep the process collaborative – involving faculty, staff, students within each unit
2. Representation of academics on Design Team is a prevalent issue
3. Trust: Suggest faculty input on design team. Representation from governance.
4. Emotional piece: past, present, future, retain objectivity, need to respect emotions
5. Threat is very real, has both good and bad stress
6. Fear of budget cuts
7. Relativity of representation: Size of unit = more political influences
8. Focus on individual department vs. larger picture
9. For new units/non-academic or support units – how adapt because focused on academics
10. Apples and oranges asked to do same thing
11. No funds for facility maintenance/improvements/development
12. Examine lines of billing - exchange of services
13. Trust: parallel process to Charting the Future.
14. Admissions and others have made commitments to be away from campus during the specified time period – impossible to do the necessary
15. Reporting requirement will seriously reduce time available for serving students, particularly small units
16. Not enough time to deal with future issues. Multiple meetings required.
17. Suggestion: cancel classes etc. for several days so the whole unit can concentrate on the issues and prepare the report
18. Suggestion: include student staff (UG & Grad, centrality to what we do) everywhere – past, present, future
19. Need question to address global perspective
20. Concern about state policy/funding impact on planning/mission
21. Physical facilities
22. Futility of process based on state policy/funding impacts
23. Integration from multiple perspectives is a challenge
24. Ability to respond to trends
25. Shock reaction to current pressures
26. Concern: include ALL faculty, staff – at all employee levels (in open discussions)
27. List of units rather than definition of groups
28. Bi-function of constituent (student) needs and societal needs
29. Need to consider likely funding when planning
30. Need to be prepared for change
31. Concern about programs/units that provide university-wide services – stretched thin resulting in struggle with creativity for future.
32. Timeframe on completion based on other responsibilities on reports. Feedback on 9/30. (i.e. all areas) [timelines]
33. Dilemma of data in decision-making and adequate representation

34. In revision of document include leading questions to facilitate units' discussions. Include with bullet points of past, present, and future
35. Revisit the proportions of the 3 areas: more definition on use of space
36. Clarity on guides vs. imperatives - language in the document shows inconsistency
37. There are a number of units not included (from A&S)
38. Upgrading infrastructure to keep current with best practices
39. Clarify perspective to use in "Charting" (e.g., unbiased, etc.)
40. Focus is mainly on academic and degree graduating units
41. Chain of reports inconsistently defined in some areas
42. Concern about having to justify unit/department
43. Definition of "unit" is unclear
44. May need to increase focus on university as a system → interactive benefits
45. How unit more efficient and effective in supporting university?
46. Cuts essential – so how will decisions be made? May lead to defensive reports designed to justify rather than describe (especially if comparative data is missing).
47. Look beforehand for broad parameters and specifics

### **General Questions**

1. Where does general education fall regarding governing groups? *A Faculty Senate Governing Council – General Education Council, governs General Education. There is a section in the Faculty Senate constitution concerning the general education council that says the GEC reports to the Dean of Arts and Sciences, although it is a council of the faculty senate. Therefore, we are treating the GEC report like a unit report, which will go to the Dean of A & S for comment (but not editing). All other deans will have the opportunity to comment on the general education issue as well*
2. Can units get consensus on issues that deal with broad university community? *You are not required to reach consensus, each unit can determine the guidelines for making the decisions as to what to include in the report. You may comment on units outside of you own. Encourage individuals to submit ideas via email, if they feel the unit report does not include their dreams, etc.* Is it better to address what my unit can contribute to our vision for the future? *It is important to address your unit in the vision for the future; however you are not limited to that. Share all the ideas and dreams that you believe will enhance UNC as it invests for greatness.*
3. How can we blend disciplines during reporting process to assist in instigating collaboration across the areas in the long-term? *You may want to discuss ideas with other units as you prepare your report.*
4. Spirit of cooperation/collaboration among closely aligned units/units with similar missions – can discussions occur prior to report submissions? *Yes, feel free to discuss your draft report prior to submission.*
5. Morale in units: How does this process avoid "stepping on toes" that yields barriers not bridges? *We have established a set of guiding principles that we believe directs us to respect all persons and provide opportunities for open, honest discourse. Please use these with your unit as you move forward. It can be helpful to discuss your concerns and questions with your unit and listen to their concerns.*
6. What is the role of unit administrator? Scribe? Futurist? Archivist? Facilitator? *The unit administrator may perform all of the above functions, or may determine what role is best for the unit and have others assist.*
7. Role of College Deans in this process = to make comments but cannot make changes
8. Concern: structural changes preceding educational changes? *In the Charting the Future process and recommendations structural changes may precede educational changes and vice versa.*

9. What about programs that may not be represented? (i.e. “Life of the Mind”, film, Asian studies) ***The College Dean, AVP or VP should make certain that all programs are represented in the reports, if not as a separate report or combined with another unit report or be part of the Dean, AVP or VP’s report.***
10. How will (should) Division I AA or Division II affect planning for academic – financial program? ***The Athletic Department, as with all units on campus, are submitting a report. The recommendations related to Athletics will be considered as an important part of the planning process.***
11. Will different units be rated differently? ***No, we are not going to rate, rank or prioritize units. All unit reports will be read and discussed equally.***
12. Should we comment and/or make suggestions for areas outside our own units? ***Yes, use the “Future” section to provide your ideas and dreams for areas across the University.***
13. Clarify how to address the specifics without noting a source from the list ***We can’t comment here because we are uncertain to what “list” you are referencing.***
14. What is a “unit” – program, dept, something else? 10 pages for each program in a department – what is the unit of analysis? ***A unit has been determined as an administrative organization that has a cost center. Unit includes a college, department, school, office, services, operations, program, institute, and center. There are a few listings, such as Councils, that may not have a cost center but are pertinent to the governance of the University, and therefore included with the groups to provide a report.***
15. How is “unit” defined? (see above) Unclear/no definition
16. Units that administer programs – should they discuss quality of programs or their admin.? ***Units should discuss the quality of programs, using the criteria and its guidelines.***
17. Do we need a period of reduced academic output expectations (Pubs. and report production) during this time of teaching overloads? ***The answer to this question needs to be addressed by the Department Chair and/or the College Dean. Expectation for performances are specific to the unit and the individual.***
18. Given the very heavy teaching overload situation, will the department have time to even schedule meetings to deal with the Report Format’s requirements? ***The departments will need to identify time to complete the report.***
19. Does having data available by Oct 1 give us enough time to generate the report? ***The October 8 date for data availability gives a unit six weeks to prepare the report.***
20. Can this report = a program review? ***Yes, this report for Charting the Future can serve as the program review for this year.***
21. Current university plan calls for 15K students on campus by near future date (2002 plan). Do we think outside this parameter? ***We are asking for your dreams and ideas. If you dream that UNC should be capped at 15K, then state that and proceed; but if you dream that UNC will be larger, proceed accordingly. There are no standards or restrictions for your thinking and dreaming.***
22. Goal is reallocate 10-15%: what other goals are there? ***The percentage number for reallocation is not a goal, rather it is a suggested number to identify needed internal financial resources that can be reallocated within the University.*** Is the \$ saving the overriding goal? ***The goal is to implement a process for discovering opportunities, fostering imagination, and investing for greatness.*** Who will provide input? ***The process requests input from the total campus community.***
23. How to determine day-to-day cost of running university? ***The most effective way to determine day-to-day costs is through cost accounting processes.***
24. Is there a place to address facility services? ***If the question is related to “facility services” as a unit, use the criteria and guidelines to tell the story of the unit. If the question refers to the facilities services available to you, address your comments in the***

- section “Present Descriptors” and/or provide your ideas and dreams about facility services in the “Future” section.*
25. How does bottom line fit with dream? *The dreaming of ideas provide the plans to direct the bottom line. A budget should not direct programs; rather the programs should inform the budgeting process.*
  26. If you had to make a change, what would it look like? *This is a good question to include with your thoughts in section three of the report – The Future.*
  27. Identify inhibitors to change *The Proceedings from the President’s Retreat, pages 10-14 summarizes inhibitors to change. The Proceedings are published on our Website. Also, the Web has the listing of references used by the President’s Staff in preparation for developing the comprehensive plan.*
  28. Need to include what does state, workplace, society need? *These are good parameters to consider as you think about the Future.*
  29. Grant programs (i.e. MAST) – are they included? (tutoring) *Grant programs may be included to document your revenue and quality of program offerings.*
  30. Duplication of areas in units – will that happen? *Duplication of areas in units will be noted and considered in the review process.*
  31. Who is representing each of these areas? (multicultural, gear-up, McNair, etc.) *Units mentioned should be included in the report from the AVP in charge.*  
*\* Please note that grant funded programs are for specific purposes and the financing for these programs are not available for reallocation.*
  32. How do we deliver quality services with reduced funding? *We have reached a point where we cannot reduce funding any more without impacting quality; thus, planning is imperative to identify the best and most effective use of funds for us to deliver quality services.*
  33. How do we include separate units into one report? *If a unit is a cost center it should complete a report. If a unit is part of a cost center, i.e. program;, then the administrative head of cost center unit should complete the report.*
  34. Can the document include suggestions about how units can include all folks and how to conduct process in units? *Yes, we encourage suggestions.*
  35. Provide way for all folks to comment individually in addition to reports from report writers? *We have established an email for individuals to comment.*
  36. How can we involve students (including potential students) more and where do they have opportunities for input? *Students have opportunities for input via the Web, Student government councils, their academic departments and/or through student services.*
  37. Missing: questions asking about diversity *Questions regarding diversity are answered in Report Format, page 9, bullets 3 – 5.*
  38. Part I & II asking for local information, Part III for global conceptualization – are we equipped as units to provide that? *Regarding the report format, Part I is asking for information about the history/past; Part II is asking for program description and is geared toward the present; Part III is asking for ideas, suggestions regarding the future. Your unit report should include comments and text you are equipped to provide. If a question cannot be answered, you do not have to include it in your report.*
  39. Is there a movement to revise the statutory mission, to include more non-educator curriculum? *No, there are no plans or even discussions about revising the statutory mission.*
  40. At next Leadership Summit, will group 9 (and other groups) remain intact? *This is a good idea; however, the organization of small group discussions will be dependent on the agenda topics for the meetings. We may keep the table groups together or we may organize small group discussions around the themes that emerge from reports.*

41. What is the main “tone” of the report? *We want the report to be an honest story about your unit and the future section can be dreams, suggestions or recommendations about a new UNC.*
42. How do service-oriented departments balance revenue (or lack thereof) with university expenses? *We are uncertain what this question requests. In your unit report we are not asking you to balance the revenue with expenses, these data are provided for you to use as background information.*
43. After reports are submitted, can units submit addendums to their reports based on additional information received? *After the unit report is submitted there are opportunities for a unit and/or individuals to submit comments and ideas via email [chartingthefuture@unco.edu](mailto:chartingthefuture@unco.edu). These comments will not be included as an addendum to the report. Rather, they will be included with comments and suggestions from the campus community. However, all reports and comments will be considered by the Design Team*
44. How is program defined? Could be different from area to area. Guidelines needed for areas. *We are organizing the review of “units”; which is defined as an organization that has an assigned cost center. A program may be part of a unit and the definition of program would be specific to that unit.*

### **Report format**

1. Concern about document length limit and content
2. Structure on where to find things (easier for Design Team)
3. Due date be included in “Introduction” last paragraph
4. Separate section on revenue generation
5. Need more questions that focus on support areas
6. Difficult to define reports for some units – such as general education
7. Need for greater clarification in guidelines re: what conceptually should be included and actual formatting
8. Wide range of conceptual concerns reflected in one of the final comments about the challenge of creating integrated vision from so many perspectives
9. Degree of specificity – 10 pages
10. Clarify ahead of time the format (e.g. PDF)
11. Length – a major consideration
12. Benefit of electronically submitted report = alleviates fear of supervisor not agreeing with content; other side of issue = having info on web means putting your unit at risk
13. Problematic to have same language for all units
14. Format longer than final report *The Report Format provides descriptions and guidelines for all units on campus. To address the variety of services and programs offered on campus, the format had to include many questions.*
15. Organize report thematically, rather than by responding to each question *You may organize your report thematically rather than by questions. The only requirement is for you to organize the report following the major headings (Past, Present Descriptors, Future) and the sub headings stating the criteria.*
16. Intro – format? *In the final report format the introduction will include parameters for the unit report and instructions for preparing the report. Is there a minimum? We assume this question is requesting the minimum for the report length. There is no minimum length.*
17. Maybe less? Maybe more than 10 pages? *We believe the ten-page limit provides a unit with enough pages to tell its “story.” If a unit can present its story with fewer pages, that is fine. There is no minimum length.*

18. Many units overlap, reports will overlap? ***It is possible that reports will overlap and that is OK.***
19. Space - # of pages more specific and manageable? Do we have to answer every question? ***You do not have to answer every question. The questions are presented as guidelines for thinking. Some questions are not appropriate for some units.***  
Appendices may be very lengthy.
20. Security levels of report? ***UNC is a public institution and its reports are open to the public. We are not asking for any information that requires confidentiality or security.***  
Will draft copies be presented prior to final report? ***We are not requesting draft copies of reports. The unit reports and next level administrative comments are considered final. We will, however, share Charting the Future plans in draft to encourage comment and suggestions.***
21. Faculty listing? How much detail? ***The quality criterion requested information about faculty, staff, and student has been deleted from the final report format. With careful review and discussions we determined that the unit reports should focus on functions, programs and services, not on the people of the unit.***
22. Bullet points: Are we at a disadvantage if we don't answer all? ***No, the questions or bullet points are guides only. We do not expect each unit to answer all, only those that are relevant to the unit's mission. Because the format is for all units on campus there are several bullet points that are not appropriate for each unit.***
23. All reports will have a different focus but all will use the same format. How can we compare these to other external units? ***We are not using the reports as a comparison or for prioritization. Rather, the reports should be considered as a "story" about your unit and your dreams for the future.***
24. What evaluative weight will be given to each section of the report? What rubric? Want to see BEFORE the report is written. Don't want to put too much in under weighted section. ***We are not ranking or weighing sections in the report. There is no rubric. We want to learn about your unit in the past and present sections; the future section is to include your ideas, suggestions and dreams, not only about your unit, but the University itself. We consider the Future section to be the most helpful in developing the Charting the Future plan.***
25. Can we cut the number of questions down? ***Because the questions cover all units, we need to have a comprehensive listing to facilitate the development of the report. You do not need to answer all the questions.***
26. Length of document: Faculty/staff appendix? Quality indicators? Appendix? \* ***Note, we have deleted the quality criterion about faculty, staff and students.***

#### Appendices

1. Clarify limit and use on appendices
2. Suggestion: add an appendix or section on how we can get more money (e.g., grants) to meet our dreams.
3. Inclusion of additional data in appendices
4. How to decrease process and number of forms to justify what we do?
5. Appendix Data for all reports needs to be posted (assistance provided for units who need help format/convert to Web access.
6. Appendix: narrative? ***The Appendix sections is to include data to substantiate the narrative in the body of the text. There should very little, if any, narrative in the appendices.***
7. Appendix: will data be sent electronically? ***Data will be sent as paper copy to each unit, by October 8.***

## **The Past: Reflecting On Our Heritage**

1. Past information: identify who & how we access the archives (prep library staff ahead of time). Email okay. Contact: Janet Waters
2. Resources to help with history? *Archival Services Department is the repository of historical information about the university. People writing reports about their units are encouraged to use the Archives in writing the history section of the report. As a starting point, there is a web page that provides information about the beginnings of academic units on campus. The url is: <http://www.unco.edu/library/archives/study.22htm> Archival Services also has a historical collection of university catalogs/bulletins that provide information about academic and non-academic units. They are available for use from 1-5PM, M-F, or other times by appointment.*
3. History may be more relevant to academic departments – is it necessary for administrative units? *We believe history is relevant to the mission and functions of all units, the history provides information as to why and when a unit was organized as well as its development and changes.*
4. How far back do you go for history and how much do you use? (*see below*)
5. Length of report guidelines: History – how far back? *We are requesting that if available, you state the date (year) the unit was formed and include the antecedents for that formation. We do not want extensive information with this section. We envision the history section to be 1 to 2 pages or less.* Length of appendices? *The appendices are to be documentation of data that back-up the comments in the report. The appendices are to be submitted with the report should include productivity and revenue data generated by the unit. We have not placed a limit to the appendices, only that each appendix be referenced in the text and*

## **The Present: Fulfilling Our Mission**

1. 6 pages of questions in “Present” section – how to summarize concisely? Impact vs. bean counting? *Select the most important questions or create guidelines that will give you the opportunity to tell your “story.” Bean counting may not be helpful. However, some data is important to your story and can be included in the Appendices section as long as there is narrative about it in the text.*
2. Questions that overlap past and present. Many questions so specific, directed may limit creativity *The questions are to be used as guidelines only, they are not there to direct your report. We do not want to limit creativity and encourage you to exercise your creativity in preparing the report.*

### *Centrality to Mission*

1. UNC mission does not have “liberal arts” language (only in statutory mission)
2. (Pg 5, #2, bullet 4) possibly remove because justify all personnel lines
3. Bring together distinct areas – relation to overall mission
4. Does each “unit” have a mission statement? *We do not know if each unit has a mission statement; if you do, include it. If not, briefly explain the business of the unit.* Is it the college’s mission statement? *The college mission states the business of the college and is not directed toward the unit. We are asking for the Deans to submit the college mission*
5. Enhance how we connect information to mission, values, and goals. Mission limiting *Please feel free to comment on the connection of your unit with the values and goals of the University, as well as its mission.*
6. How can internal operations be more efficient to keep focus mission?

### *External and internal demand*

1. External info (demands): need more clarification at all levels (e.g., local, state, etc.) ***In reporting on the external demand, focus on local demand, state demand, regional and/or national or international demand.***
2. How to prepare to show uniqueness? Size – mission ***The unit's mission relates to uniqueness. For example, a unit may be unique with its programs and services offered on campus, or an academic program may be unique because it is the only one in the state that provides a degree program in that discipline. Size is not a major factor to demonstrate uniqueness.***

### *Quality of program inputs and outcomes*

***\*Please note, we are deleting requests regarding faculty, staff and students in the quality criterion section. Quality of the functions, programs/services and resources remain.***

1. Clarify timeframe in “Quality of Program” input section
2. Need to address quality of teaching
3. Resources to help with quality of service
4. Address quality of services (non-academics)
5. Departmental anatomy: how to establish/maintain?
  - Workload policy
  - Best meeting student needs
  - Quality indicators
  - Evaluation criteria for faculty, program, and students
6. Problem with current quality as a primary indicator rather than centrality to mission.
7. Proportion of faculty with terminal degrees is not an indicator of quality
8. How to represent quality in the art (not quantity)? How do we measure quality?  
Suggestions: Selective use of indicators as appropriate to unit. Employee outcomes after graduation – long term?

### *Quality of programs and services*

1. Programs of “greatness”/“excellence” needs definition: preference for “innovation” ***All three terms can be used --- CCHE acknowledges programs of excellence and if that designation has been given to a unit, it should be included.***
2. Quality of resources, etc.: If scarce now...future implication. Will current status unfairly impact outcome? ***An important truth for us to know is the current quality of resources; the need for controlled maintenance and/ or upgrades to maintain that quality. The current status will not impact decisions about your future as the Design Team reviews and develops plans; we realize that the current status may impact your ability to offer quality programs, but this will not unfairly impact the outcome of our planning***

### **Productivity Data**

1. Verify the ability to provide additional data if units can (pg 4)
2. Comparison info: need more clarification on what kind of data and how to obtain data
3. Academic productivity
4. Guidelines for productivity for support programs
5. Undergrad Bacc. Comprehensive
6. Data doesn't adequately describe the program
7. Your own data can provide a current snapshot of your unit whereas IR data is/can be dated

8. Productivity related to national norms – concern that report format not focus just on \$ needs. De-emphasize how much more is being done with fewer resources. Try to eliminate redundant data – important to allow for comparisons
9. Asking for info already available
10. Quantitative data on number of minority students served by each program on campus
11. Lack of systems focus may lead to parochialism
12. Data on student perceptions of UNC as whole
13. Focus on “saving” unit versus building quality – quality distinct from revenue generation
14. Threatened feeling may block certain info from being presented
15. Feel the need to defend programs
16. Report not a justification or “woe is me” exercise. Don’t let productivity section dominate report.
17. Addresses structure and function of units but not faculty work load. Can faculty load be included both as present and future?
18. Need assistance gathering data (i.e. career trends data)
19. Measure productivity in relation to role and mission
20. How do we define productivity and how is it evaluated? ***The definition of productivity will be unit specific and driven by the mission or business of that unit. We are not evaluating the productivity of your unit; rather data is being submitted as background information to help tell the complete story about your unit.***
21. Just state funded programs involved? ***We are focusing on the University as a whole. However, the state funding sources are the only ones we can consider for reallocation because grants, contracts and donations are earmarked for specific purposes. – To extent grant programs, how are these reported? Grant-funded programs should be reported in two areas, one with the unit productivity and quality sections and the other with data generated by unit in the Appendices section.***
22. Who determines what is the appropriate measure of productivity? ***We are not going to measure productivity, how you discuss you unit will be your decision The measure of productivity will vary from unit to unit. We cannot determine an appropriate measure that is generic or appropriate for every unit. We are requesting data to substantiate productivity and to tell your story***
23. Question re: production and revenue – what if you do not generate revenue? ***If you do not generate revenue, that is fine. You don’t need to comment on it. Many academic programs generate revenue from contracts; grants, fund raising, cash programs and others do not. The auxiliary units produce revenue from fees and charges; other support units do not generate revenue, nor are they expected to.***
24. How measure quality in non-academic/support units? ***There may be awards that have been received by the unit or recognition from outside organizations, or comments and letters received that recognize the quality of the unit. Some units have conducted surveys in the past to collect comments and suggestions.***
25. (Pg 6) How is need being measured? ***From the data being provided and/or generated by your unit. For example, the Student Credit Hours for a specific course because the course serves both general education and departmental majors; or requests for residence hall living that cannot be accommodated because of room shortages.***
26. How put complexity of multiple academic programs into short report format? ***Comments on complexity can be included with Program Description section, Quality of program section and productivity. Data that is pertinent to the complexity can be included with Appendices.***
27. How take data from multiple programs into one report? ***The data you receive will be about your unit and should be included in your report. If the unit report includes multiple programs, provide the data for each program.***

28. How determine if internal and external demands are real or perceived? *Available data from credible sources are the most reliable for determining that the demands are real.*
29. What do units do when their numbers don't match institutional data – definition driven? *The data you receive from Institutional Research is the standard we will use. Data sent to you is background information for use in developing the report, these data do not need to be returned with your report.*
30. Is there a resource on campus to provide data on students or student employee outcomes after graduation? – Long term? *Not long term, there is some data re outcomes after graduation.*
31. How do we find data about other programs – nationally, regionally, state? *The internet is a great place to start for obtaining data from other institutions, your professional organizations, state, regional and/or national Departments of Education, etc.* OR what if there are no similar programs to compare to? *Comment on your uniqueness.*
32. Question re: partnerships related to external funds – are there limits, restrictions regarding the generation of funds? *No, please include all resources and the amount you have generated within your unit from external funding sources.*
33. Where do we pull the needed data for our reports? *Institutional Research will provide data to you; however some data is not available centrally and will need to be provided by your unit.* Tom Gavin? *Yes, Tom is responsible for developing the format for data provisions.*

### **The Future: Expressing Our Dreams**

1. Excitement about Dream!
2. Add in the future section not only “how” but also “why”...
3. Contradictions in future section: Ideal university vs. reality of major constraints (political, administrative) and political constraints?
4. Future: how does the unit construct a vision without knowing the vision of the next level up?
5. Suggestion: breakout future sections (e.g., University, Acad. Affairs, College, Dept. Programs: Univ., Fin/Adm, Units: Univ., Univ. Relations, Units, etc) Macro ↔ Micro visions
6. Role of faculty in outside consultation – tiebacks to UNC in funding and revenue to individual faculty member and university – partnership model with external agencies
7. Reinvent university – start at the top/broad and everything fits in
8. Financial restrictions limit the dreams
9. Future – shortest section
10. How to save money in dreaming part (Focus on shared dreaming.)
11. Budget realities when we are dreaming: is it doable? Be realistic.
12. Dream big and think of ways to fund it
13. Important to organize structure of dreams in report – more specific guidelines
14. Questions needed re: internships for students
15. Future: What is intended – sphere of influence
16. Weight future more heavily in document
17. Need more questions that focus on future
18. #3: Dreams but with restrictions on budgetary constraints
19. For Part III: How does your unit OR how can your unit support the larger UNC community (administrative units, colleges, students, etc.) *We have included the question in Part 111 – thanks for the suggestion.*
20. 50% on Future – how to integrate different perspectives and avoid “silo” mentality? *Avoiding the “silo” mentality is an important challenge that the Design Team must*

- realize as we move forward in both the review of reports and recommendations for the future.*
21. Trust would increase if preconceptions revealed now. ***There are no preconceptions, no preconceived ideas and no right or wrong answers.***
  22. Past history of relation with governance affects trust level
  23. Relate to vision of future.
  24. Reinstate more focus on student development
  25. You can't think outside the box when the box (financial resources) is basically "fixed" in advance
  26. Don't get stuck in the box of fixed resources
  27. Format lends itself to silo building: How can we use the process to build bridges? Consideration of impact on other units? How can units complement one another? ***In the report we are requesting your ideas and dreams for the future. The Design Team will need to consider the questions that you have provided above, as they determine recommendations. A planning process needs to focus on the prevention of "silo building," "building bridges and collaboration"***
  28. Future: repercussions of suggestion or changes? ***No***
  29. In our "dreaming" for the future at this point are we constrained by the 10-15% out forever? ***No, the 10% to 15% is only an estimate of the revenue that can be generated by internal reallocation and it emulates the range of cuts experienced already.*** Can we envision the "enterprise" funding model will restore reasonable funding within, say, five years? ***At this time we cannot predict the answer. The "enterprise-funding" model deals more with the ability to price (tuition) and finance for facilities than increasing state revenue to UNC.***
  30. Can document request input for future unit and university as whole? ***Yes, we want your ideas about your unit, your college, other units in the University, and the University itself.***
  31. Clarification on future (dreams) – how broad? ***To include the total University and its programs, services, structure and funding.*** Beyond unit? ***Yes***
  32. How to format report for "Future" section that might adversely impact personnel? ***The "Future" section is an opportunity for the campus to share ideas, suggestions and dreams; unit reports should discuss functions, not personalities.*** Brevity does lend itself to explanation. Where does detail go? ***Detail regarding your unit needs to be included in the body of the report; some data or detail that substantiates the narrative can be included in the Appendices section.***
  33. Future section: needs formatting (Are we to be thinking big picture?) ***Yes, we are encouraging thinking big picture, including the format.***
  34. Can we dream outside of our units and how do we do this? ***Yes, think about the University as a whole, discuss ideas with others, dreaming together can be a great way to capture creativity and develop innovative ideas.***
  35. Are dreams restricted by current finances? – ***Don't limit your dreams by the current levels of funding.*** At the unit level. Do we have to dream of the cheap? ***Please don't dream cheap!!!!*** Should we suggest what to eliminate? ***Yes, your suggestions of what to eliminate or what we may be doing that we can discontinue would be welcome.***
  36. How do dreams come together? ***The Design Team will have a wonderful opportunity to synthesize the dreams that come forth.***
  37. Should we identify areas impacted by our dream? ***If you feel this would be important and would be helpful for the planning process.***
  38. Blank slate? ***Yes, we don't want to influence or direct your dreams for the Future. The information received will help leadership create a vision that is a "shared vision" for***

- your future.* Some want more vision from top. *President Norton believes in the value of inspiring a “shared vision”; to achieve a shared vision, your input is essential.*
39. Diversity – include or exclude in report? *The decision to include or exclude in area is up to the unit. In some of the bullets we are asking for specific responses that relate to diversity. In the future section, your dreams about “diversity” should be shared. For example, consider how we can realize integration to serve all Coloradoans.*
  40. What is meant by budget restriction? *Our resources for implementing programs may be limited, controlled, or curbed by the finances (budget) available*
  41. Does future vision have to have past data as support? *In the report you do not need to provide past data for your future visions. The Past section will provide the Design Team with the information needed to make the best decisions about the future.*
  42. More quantifiers in “Future” section – how should we be describing future? *Please describe the future as you would like to see it.* Examples. *As you dream about a new UNC, emphasize programs, services and functions that provide a quality learning community for our students.*
  43. To what degree should we be working with other units for “Future” section? *If collaboration with other units is helpful and useful for you in thinking about the future, please feel free to do so.* Suggestion: we need to do this (should be included in Report Guidelines)