

## Comments/Questions from Leadership Summit index cards

**Comments and questions received from index cards are included below; the answers are in bold. Comments were carefully reviewed and influenced the revisions for the Report Format and Activities/Timeline process distributed on 10/3/03. Thank you for your suggestions and comments.**

### General Comments and Questions

1. This process marginalizes faculty. At a university, faculty is supposed to have a special role (co-equal with administration). Faculty not just employees in a university, and appear to be treated that way.
2. Would like to see example of the report.
3. Meetings of the Design Team should be open meetings – like the JRC did – that might be better than just having individual representatives of the governance groups.
4. Be sure to put today's power points on the web.
5. Clarify – reports will be on charting site only: it's clear from our discussions that the technical aspects of report format need to be very clear – PDF? Excel? Word? Directions need to be thorough and concrete.
6. Put all the questions and comments from the Leadership Summit on the web
7. Focus seems to be on academic programs, more than on other units.
8. Interdisciplinary Studies is a degree program in A & S (see catalog). The report should come to the Dean of A & S.
9. General education is an academic program, yet the report is directed to the Faculty Senate rather than the academic leadership for the program –
10. Would like to see a mechanism for greater student involvement. Perhaps this could be “unit” report by college or program groups. Perhaps this could be web-based and less formal. Regardless, I'd like to hear from the students as to why they're here, why they stay, and what they'd like UNC to look like. That is, what they would have liked “optimally” while here
11. Something to consider - The McNair program and Gear Up program are not represented within the OMA structure. Although I see that someone from CHE is here, neither McNair nor Gear Up report to CHE and in fact, Gear Up is housed in the Marcus Garvey.
12. As usual, effective communication to the campus is of utmost importance!
13. 6 weeks seems like a short period of time to develop the reports compared to the amount of time the design team has to review them.
14. Question the value of this process. People feel threatened so will only present their information in a positive light so will not get a true picture.
15. Seems very faculty/academic department driven (especially B, C)
16. Units impacted by preliminary proposal should be notified prior to web posting.
17. Criteria used by design team should be posted when finalized.
18. Concern – The dean of our college has stated that he wants (will) to attend our dept. meetings in which we will develop the reports. I am concerned about his influence on the content and direction of the report. The faculty will not be as free to develop the report with the dean in attendance.
19. The ability to create valuable and practical ways to deal (with) our problems mandates a substantial increase in departmental autonomy. The wisdom and integrity of academic departments must be respected to a degree that will empower departments and give them ultimate decision-making power in matters of workload, evaluation criteria.

20. In order to increase faculty income, faculty should be encouraged to form a partnership with the university in having faculty consult as agents of the university to external institutions. This would be a profit sharing arrangement.
21. Resources Available – it seems like it has been easiest to simply give same to all. Those with Ph.D. programs have more research demands than others. Be more sensitive on evaluation as we are heavy loads.
22. Need current administrative organizational charts – not up to date on who reports to whom
23. State resources are being diverted to road construction and prisons. “If you think education is expensive, try ignorance.”
24. Get TV up here to cover what we are doing. Campus-wide planning/work day for faculty/students working on the future.
25. Suggestion Set aside 2 days for planning and writing.
26. Faculty meet within unit
27. Students to meet to express their design for future – have facilitated by SRC.
28. Staff also plan. Administration can serve as resource to students
29. Administrative leadership needs to sanction “charting the future” university-wide planning workdays. If this is “the most important thing on our plate” we have to have actions that match the importance. Faculty are dealing with increasing teaching loads, etc. there are pockets of faculty who are suspicious and angry from the last RIF, and there is no faculty on the Design Team – so at least make efforts to allow some latitude for reassign time, etc. Thank you.
30. We need to use this to our benefit for PR activities. Involve students, use activities to help UNC w/ CCHE, etc.
31. Use this for generating positive publicity for UNC.
32. How do we explain to incoming students and staff that Colorado is either 49<sup>th</sup> or 50<sup>th</sup> in funding education? The “education governor” BS “the highway governor”
33. Partnerships with other entities leaders higher education institutions
34. View models – of “new education and learning methods” to deliver – study of the innovative programs – issue – team teach sections
35. There seems to be lack of support. Timing of this study is not optimum. Most of us are on 21-hour loads now. Writing the report will be time consuming. Suggestions – modify lighter requirements for tenure, promotion during this time. Has CCHE allowed this report to replace program review? *Charting the Future unit reports will substitute for the program review process for this year.*
36. It is important for all at UNC to be involved in charting the future. But academic programs need to be a main focus. As currently conceptualized, the reports and the design team minimize academic programs. While the other areas are indeed critical to our mission – should we not emphasize our academic mission – our reason for being? *Charting the Future is a comprehensive planning process, designed to include all units on the campus, we are not emphasizing any one over the other.*
37. More IT supports? *What type of additional IT supports is needed for the Charting process?*
38. If questions arise in the process of developing the 10-page report, whom do we ask? *You can ask a member of the Design Team or contact us by email at chartingthefuture@unco.edu*
39. Would each unit be represented in the final report? *Each unit’s report will be read and information considered in developing a strategic plan for the University. Each unit may or may not be represented in that plan, depending on the recommendations that will be forthcoming in March 2004.*

40. General Q 1. Specificity required - 10 pgs? *Yes, we are limiting the report to 10 pages plus appendices* 2. Quality of policy – how reassured? *We are not certain what is being asked with this question.*
41. How do I share this with my staff without alarm to the “real agenda”? *Please do share the process and report format with staff, we want everyone to be involved and we want to hear from all persons on the campus. There is no “real agenda”, only an agenda to implement a process that provides opportunities for discourse and input from the campus community.*
42. How should different components of the unit be organized for report? *Organize the report to represent your unit. Organize the report within the major headings of “Past - Present Descriptors—and Future”*
43. Baby boomers children are coming into higher education. How can this state reduce funding higher ed at this time? *We are all concerned about the funding for higher education; hopefully the citizens of Colorado will inform the legislators of their concerns.*
44. For programs with undergraduate and graduate programs, should we discuss them as a unit, or as separate programs? Or do you leave that choice up to us? *You can choose how you want to discuss your programs.*
45. Design Team – 10 members? Only two are academics. Should the academic deans be included? This would add only 4 more people. Student member? *The Design Team has four persons with many years of academic experiences as faculty and as academic administrators; Allen Huang, Vinnie Scalia, Tom Gavin and Ellie Gilfoyle. Academic Deans need to have the freedom to advocate for their College. Students are represented through their official councils and like other faculty and staff members, students can provide input via email, the Web, and through reports.*
46. Deans and governance reps should be considered for Design Team.
47. On the process: no faculty governance committees are involved. What if the chart for the future includes a demand for a major overhaul in general ed or graduate ed? Shouldn't faculty committees be involved before the chart is presented to trustees? *We agree that faculty committees need to be involved in the process; both the General Education Council and the Graduate Council will provide.. If a recommendation goes forth to the Board that suggests an overhaul in general ed or graduate ed; it would be necessary to refer that recommendation to appropriate committees or governance groups for the next steps and implementation plans.*
48. Flavor of the report? Positive or negative? *We hope the reports are positive; however the flavor of a report is the decision of the authors.*
49. How will students be involved in the process? *SRC and the Graduate Student Council are completing reports and will gather information and facilitate involvement from students. Also students can become involved with academic department or college reports. A major venue for student involvement is via the web for comments and to send opinions and recommendations via email [chartingthefuture@unco.edu](mailto:chartingthefuture@unco.edu)*
50. Is diversity still a goal of UNC? And how important is it? *Enhancement of diversity in all its forms continues to be an important goal for UNC*
51. How is “unit” defined” Dept/Div. or Program? *A unit is an organized administrative entity that has a cost center for budgeting purposes. The only groups that are providing reports to Charting process that do not have a cost center assigned are the official councils, e.g. Faculty Senate, SPEEC, SRC, etc.*
52. Concern – page limit. Why not flexible depending on nature of limit? *We need to provide a limit that is feasible for all reports to be read and carefully considered, and yet long enough to provide space to “tell the story.”*

53. Are the university's diversity goals being modified? ***There are no changes or modifications in process for the University's diversity goals.*** Within the last 10 years we have been told of CCHE driven minority enrollment goals. Are these still on the books? ***They have been refined.***
54. How will the plan be revised in the future? ***Planning is a dynamic, ongoing process and a comprehensive plan should be reviewed and modified every five years.*** Will this type of process w/ open comment (leadership summit) be implemented again if substantial changes are proposed? ***Yes, we plan to involve the campus and provide many opportunities for comment during the process. (See Activities and Timeline document)***
55. What makes this planning process different from previous efforts? i.e., How does the plan come to life? ***We believe the process is unique with its activities and timeline designed to promote campus involvement and a unique report format that has a focus on the future.*** How does it continue to be a vehicle by which we steer UNC and guarantee that we drive budget with our new vision as opposed to how budget has driven mission in our past. ***A strategic/comprehensive plan establishes direction and priorities that should be used to inform the budget decisions.***
56. Will Spectrum carry a story in December issue to communicate to alumni? ***Thanks for the idea; we will include information to alumni about this exciting and important process.*** We may receive very valuable input from alums.
57. Program seems to be oriented to academic areas. How do you adapt the reporting to support units? ***All units will be included in the process. Support units can choose to address questions that are relevant to them. The revised Report Format has been modified to provide focus for functions in both academic and non-academic units.*** How will change be addressed to help faculty in transition? (Can see that we are dealing with fear by open communication) ***Until we define the changes that will be recommended to the Board, we cannot address "faculty in transition."***
58. What if the change demanded contradicts the research goal/focus of university? Realistic to expect academics/research of traditional sense to change fast enough (processes) ***The mission of the University and its designation as a "research intensive" institution serves as the foundation from which ideas for change will emerge, thus it is not anticipated that the change recommended would contradict this designation..***
59. Will departments be encouraged to generate profits that can become part of the faculty's pay? (Incentives) ***At this time we have not considered any ideas or recommendations regarding the Future. We encourage you to submit your ideas and dreams; perhaps the idea of profit generation can be considered.***
60. What is role of JRC in this process? ***The JRC is a committee that has its foundation in Board- defined policy and is a committee to address the possibilities of a reduction in force for tenured faculty. The JRC has met and its discussions and recommendations have served as a foundation for developing a comprehensive plan. The JRC has no official role with the process. If in the planning process it appears that a RIF may need to be activated, then the JRC will be convened. The committee would function independently and follow the responsibilities and time lines defined in the Board policy***
61. Is there room for an indicator for minorities served by the program? By % or number? Quality indicator? ***Please note the questions listed on page 9 of the report format, included with "Quality of programs or services offered, bullets 3, 4, and 5; page 10, bullet 2.***
62. Why can't we release the questions in each of the sections? ***The questions in each section can be released. This is a public document and is available to all on the Web.***

## Report Format

1. Combining headings in report – otherwise most of the report’s 10 pages will be headings. e.g.,
  - I. Past: Reflecting on our heritage
    - History & Development of Program
    - Unit Description
    - Present Descriptors:
    - Centrality to Mission, etc...

## Appendices

1. Appendices can introduce much information to which text refers. Combine undergraduate and graduate programs
2. Is there a page limit to appendices? ***There is no page limit to appendices; however each appendices needs to relate to a discussion topic in the text.***
3. Will the appendices (i.e., mission, board policies) be sent to us electronically to attach to our documents? How quickly can we receive these attachments? ***Each unit will receive paper copies of the statutory mission, board policies, productivity data and expenditure/revenue. Our goal is to have this sent by 10/8/03. Also, the mission and board policies have been included with the draft report format received at the Leadership Summit (in the blue pocket folders)***

## Timeline

1. It seems ironic that we will spend 6 weeks actually charting the future and 6 months discussing it Consider making reports due to dean, avp’s etc., on Dec. 14 and combine/streamline some of the Jan-March processes, e.g., deans comments due to VP’s in January.
2. Implementation of proposal needs to be better defined. Timeline? Details?
3. Timelines: get revised report form out closer to Oct 3<sup>rd</sup>!!
4. #23 What format for comments and recommendations by deans, etc? Are comments/recs only provided for unit’s reports or overall for the larger unit? ***Both*** are needed. ***The deans, AVPs, VPs will receive guidelines for their review and report in the near future, they are being asked to comment on the units within their administration and to provide a report for the “larger” unit, e.g. College Dean’s Office***
5. #22 I assume group meetings can be held with some other than unit leader? Otherwise the timeline is difficult for those with large #s of units. ***Please feel free to meet with anyone you believe will be valuable to the development of your report***
6. F 22 & 23 larger units or more complex units will have a difficult time w/ the timeline. Can extensions be granted? ***Extensions will not be granted, the due date has been moved forward to 11/26/03.***Is so, by whom Timelines: What about extending the November 14 deadline to allow more time for report preparation and less time for consultation and review of unit reports? ***The deadline is now November 26, 2003; if a report is completed prior to that date, please submit it earlier than the 11/26/03 date.*** What happens if units do not submit reports on time? ***The report may not receive the careful review and attention it deserves.***
7. Concerns: Timeline for report – unrealistic
  - a. Students will lose out on quality. Time/Attention due to commitment to report
8. Suggested activities & timeline for discussion: P. 1 #2, last line “ex-official” – should this be “ex-officio”? It is listed on p. 2, #20, line 5. ***Thanks for the editing, you are correct***
9. Timeline Q. Due to operational shift work schedules, it may be difficult to obtain feedback from all employees... and have them perceive that they all have an equal voice.
10. Can we move the dates toward December? ***As mentioned above, we are currently considering all suggestions and the final timelines will be forthcoming – at least by 10/8.***

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

### *History*

1. 1A Can individual departments in MCB submit a common report/section for history with the other MC depts.? ***Yes, a common report re history can be submitted if the content is consistent for all units. Please have the report sent with each unit report for assistance with the reading of the reports.*** All share a common background and college awards only one degree. Same questions apply to large portions of report.
2. Section 1. What is the purpose of history section? ***The history section provides brief context from which a unit has emerged. History is important in directing the future plans for the unit.***
3. How will that impact our “future plan” thinking? Seems unnecessary. ***Although each unit is encouraged to dream, it is important for the Design Team to have an understanding of each unit and its functions to determine the best recommendations for the future of UNC. History provides an important context.***
4. How relevant is “history” to these reports? (*See above comments*) Should history be limited to 1 paragraph or to the last 5 years? ***The history need not be a lengthy section, one paragraph may be all that is needed or be all the information you have. AT a minimum we would like to know the approximate date (year) when the unit was created and what were the antecedents for creating the unit.*** We could spend months researching history to what benefit? That should be left to program review. ***Your past program review documents or accreditation reports are good places to uncover the data about the unit history.***
5. History data – resources? ***The archival section in Michener Library is one source, your accreditation or program review documents are another source, and retired faculty, administrators and staff may also be helpful. To contact Archival Services Department, for academic unit histories use the web. 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 1-5 PM, M-F, or other times by appointment.***
6. Report. In current section. Ask how is the unit measuring the quality of its contribution (i.e., shaping the future) and services? ***Thanks for the suggestions***
7. What if we do not know the full history of our department? ***At a minimum please provide an approximate date (year) when the department was created and the antecedents for that creation. If you can add other factors please do so, e.g. department name changes, mergers, etc. The history section should not be extensive, one or two pages or less.***

### *Unit Description*

1. I.B. Unit description, FTE, revenues, etc. Why is that “past” and not “present”?
2. Unit description. Should this section not be the 1<sup>st</sup> in the section on the present? This is present info (or alternately, it should be its own section). ***Good point, we will change this to include with the “present”***
3. Report I.B. 2 Ask to define what mechanism is the unit using to stay in tune with the pulse of global changes and evolving trends ***Thanks, we have included the question in the revised report format.***

4. Are the included listings of faculty and staff with specialty to be in the body or in an appendix? What about faculty and staff profiles? ***We have deleted questions and criteria that request information about faculty, staff and students.***

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

#### *Centrality to Mission*

1. The current revision of the mission statement revised by the Board of Trustees has removed most references to student development as people – too focused on all academics as if development of a fully developed people is not important. e.g., elimination of the division of student affairs shows a consistent view of the new mission statement, which should be questioned. II.A.2 Guidelines – comment on how faculty specialties do not support us
2. Guidelines for Report: P. 5 A Centrality to the mission, 7<sup>th</sup> line. The quote “shall offer a comprehensive array of baccalaureate...” is attributed to UNC statutory mission” Should it be the Board of Trustees adopted mission? ***Yes, we will edit the statement to include the correct reference.***

#### *External and internal demand for program/service, including its uniqueness*

1. 1B If “uniqueness of program” is a plus, how is lack of uniqueness not a negative? It obviously sets one above the other. ***If there is a unique program that is not being offered at any other institution in the state or not accessible to students on line, or is not offered by any other unit on campus, it becomes a factor for consideration of the future. However, if a unit is not unique, it does mean that the lack of uniqueness would be a negative factor for consideration.***
2. In the bold future, can credit hours generated formula be modified to reflect our future delivery of learning ***SCH generation is a current formula for distribution of funds; however in considering the future we should dream and propose other ideas. Please see the questions with the Future section, page 11, bullets 5 and 6.***
3. P. 6 #2 2<sup>nd</sup>/3<sup>rd</sup> bullet – relevance of question in contrast to comprehensive undergrad program. 6<sup>th</sup> bullet – relevance of question? ***Higher education in Colorado has a responsibility to provide education to its citizens, if a specific program from another institution is readily accessible to our students or to prospective students, then it might not be necessary for UNC to also offer it.***
4. P. 6 External and internal demand is written too much from academic stand point – broader “demand” to have factors that represent service units w/in university – this is particularly in guidelines section.
5. How to determine if internal and external demands are “real” or “perceived”? ***We trust that the information we receive will be “real” demands and can be justified if needed.***
6. Clarify “constituents” to become involved – internal/external. (see #18)  
Constituents can include any department or unit for whom you provide services (internal); external constituents can include alumni, donors, professional organizations and other organizations for which you provide services such as students for internships or student teachers.

### **Quality of program inputs and outcomes**

#### *Quality of Faculty, Staff, and Students This criterion has been deleted*

1. How address quality of student if non-academic unit? P. 7 Same issue with quality of faculty and staff – all guidelines apply to faculty/professional staff.
2. P. 7 quality of students – local regional and state, presentations/publications.
3. Program Input pg 7. Internships provided by your unit for the students

### *Quality of Program/service*

1. C2a & b Can recent MCB Baldrige report be appendix for all MCB units? It has all this information in a very readable format. ***Yes, the Baldrige report would be valuable information and can be included as an appendix or mentioned in the text that the report exists (summarize findings) and reference where the report can be obtained.***

### *Quality of equipment, facilities, and other resources*

1. Quality of equipment, facilities lead to an expectation of resources to improve in those areas – reasonable expectations? ***We need to know the current state of equipment to have an idea of what would be needed to maintain quality programs. The question does not imply that there will be resources to address the issue.***
2. II C 2 d quality of equipment, what if it's bad? ***We need to know the truth about the equipment we have.***

### **Productivity and revenue**

1. Academic FTE allocations from 2001-2003 are way down, so productivity for FTE is way up. More classes per faculty, larger classes, Delaware Study. Most, if not all units are very much more productive in 2003 than they were in 2001 so reports will emphasize what a great job we do. But, report should not emphasize only productivity (and woe is me)!
2. Number of years of data.
3. What if don't produce revenues? ***Not all units generate revenue nor are they expected to. The reason for the question is to gain information regarding revenues available to units. This information is not available centrally.***
4. How do we find out about enrollments offered by programs that are similar to ours? ***If this is important for your unit, please call other institutions or go on line via Web pages to obtain that information.*** Example: UCD has an Instructional Technology division – how would we find out about various programs within that program? (their certification programs) (processes)
5. Do we have reports available to us on national demand trends or are we supposed to dig these up ourselves? (processes) ***We do not have specific data on national trends, the internet can provide some information, professional associations that are pertinent to specific units frequently generate data, and the US Department of Education also is a resource for trends.***
6. How closely does the data tracked by the university “map” with the requests of this report? (In other words – how much work do we do just finding data?) (processes) ***Institutional Research and Administration/Finance are providing the majority of the data for the report. Some data, such as grant and contract revenue, gifts, etc are not available centrally and will need to be provided by each unit.***
7. Do we include budgets? ***The expenditure/revenue data provided for your unit will provide the data we need. However to have a total view of the budget may require data that is not provided centrally, i.e. revenue from donations or grants.***
8. Credit hours measured – internships  
Will departmental data from Institutional Research be forwarded to us automatically or do we have to request it? (processes) ***Data will be provided automatically to each unit. We plan to have this sent to you by 10/8.***
9. What support/resources are available to collect external data, student success after graduation ***The criterion has been deleted, thus you do not need to provide this data. For your information, Institutional Research does have some data on recent graduates.***

10. The “official” productivity reports are often undercounts of student enrollment and SCRH activity – at least compared to unit records. How do we handle these discrepancies in the report? Or will the institutional reports be considered the standard? ***The productivity data from Institutional Research will be considered the standard***
11. How is productivity defined and validated? ***Each unit has the freedom to determine what best defines productivity for your unit. The productivity data being provided from Institutional Research is illustrated with the sample data forms received at the Leadership Summit (in blue folders)*** Please consider how this differs for various functions.
12. Who determines what data are appropriate measures of “productivity” for each unit? ***Each unit can determine what data to use to best tell its “story”***

### **The Future: Expressing our Dreams**

1. In the future part of the report, to what extent are we bound by the “current” 2002-2005 university plan? ***There are no boundaries for the “Future” section.***
2. Is the future part of the report to be only your particular unit or can you comment on other areas as they affect your unit? ***Please feel free to comment on any areas or organizational units at UNC. We are requesting your ideas about the University, its Colleges and Departments, your unit and ideas for new structures, etc. \*Reminder – Items will be posted on the Web.***
3. P. 11 is pretty exciting even given the current constraints of budget.
4. Re The Future - How can your unit become more efficient and affective to work for the whole? ***Good suggestion to be included***
5. On page 11 reports – the last sentence and other pressures on higher education are permanent. Please define permanent? ***The current budget is the baseline for defining permanent.*** (Our current declining budget or dream without declining budget) ***Budgets should not limit your ideas, dream about the future while also being realistic.*** Page 11 indicated, “assume budget, regulatory and other pressures on higher education are permanent.” If we are “dreaming” and thinking outside of the box, aren’t we limiting our possibilities with this statement? ***We hope you don’t let this be limiting, we truly want your dreams and ideas.***
6. Future: infrastructure (for sciences in particular) – basic instruction that cannot be obtained or difficult to obtain through grants. Maintenance/upkeep of equipment.
7. People want to approach the future like this: Someone will be eliminated and I’ll get more money – this is what I’ll do with it. The criteria need to be very clear about financial considerations or you’ll only get dreams about growth.
8. Pertains to my unit only or a bigger picture? ***The Future section is requesting your ideas about the “big” picture and about your unit.***
9. Guidelines about the future processes – make explicit that it should be collaborative what happens if there is not consensus in a unit? ***Please encourage your constituents to express their individual ideas via email on [chartingthefuture@unco.edu](mailto:chartingthefuture@unco.edu) or by a report mailed to Charting the Future, President’s Office***
10. If our unit is to be visionary and the vision includes other department’s activity, do we meet with other departments to help them understand our vision? ***You may do so; it is a decision you can make.***
11. Surprised section 3 does not ask to dream in regard to unlimited budget possibilities.
12. Stresses how to do more with current budgets.
13. Draft for report under future: If you were creating a new university today
  - a. Assume budgetary pressures are permanent - Partnerships w/ other higher ed institutions.