

**CHARTING THE FUTURE**  
**LEADERSHIP SUMMIT**  
**February 6, 2004**

The agenda for the Leadership Summit included group discussions about the emerging themes from the Unit Reports and campus meetings. The topics or themes discussed included:

- Academic Functions and Structures,
- Professional Development for Faculty, Staff, and Administrators,
- Marketing the University,
- Recruitment and Retention of our Students,
- Technology as a Management and Instruction Tool,
- Teacher Preparation – Our Mission,
- Financial Strategies for Increasing Revenue Sources,
- Strategies to Enhance Operational Efficiencies and Effectiveness,
- General Education

Comments and suggestions from the group discussions are reported below. These comments are organized by topic or theme listed above, together with the questions provided to facilitate discussion. Each group included a member of the Design Team who served as the group leader, an assigned recorder/reporter and members attending the Leadership Summit. The material reported will be used by the members of the Design Team as they move forward to develop the comprehensive plan for the University.

**Group 1: Academic Functions and Structures**

*To achieve greatness, should the Colleges be restructured, and how?*

- Are libraries included in definition of colleges for these purposes? Probably not
- Departments could be moved based on discipline similarities. Note there are a variety of configurations for a College (Example: Behavioral & Applied Sciences; Arts & Humanities)
- To achieve greatness, do we need to restructure the colleges?
- How do we define greatness? Is uniqueness a part of it? It depends
- Should efficiency and effectiveness be a part of the equation?
- What can we achieve on micro and macro levels?
- What positive unique qualities do we want to be known for?
- Is there a change in structure that would support interdisciplinary?
- Vision may not be best defined through centralized management structure
- We should be restructured” expressed by one person
- Advantages - some impediments could be overcome. Tension between graduate/undergraduate programs over resources could be alleviated.
- Restructuring would provide more opportunities for interaction

- Duplication of resources could be reduced - streamlined
- Question may be what needs to be functionally different. Structure should support functions we identify as important.
- Some discussion on value of small organizational structures
- Need to define how centralized/decentralized we should be
- What is the function of a college?
- General agreement that colleges should be restructured after we review and define what we need to do to achieve greatness. Form should follow function.
- Suggestion: Listen to what faculty are saying

*Can UNC afford to have the number of graduate and undergraduate degree programs and emphases areas?*

- Being great will generate revenue
- One opinion is that we can't offer the current number of graduate/undergraduate programs
- General agreement: Shouldn't be solely driven by numbers
- Could reconfigure so course content remains but not necessarily as a department
- Can consider partnership w/ graduate programs at other institutions in terms of funneling our undergraduates to those programs
- Should also look at low enrollment graduate programs. Should consider retention issues associated w/ low enrollment for programs where retention is not an issue.
- One solution might be to combine degrees under common title w/ different emphasis areas. Should also look at why students are not completing some graduate programs.

*To achieve greatness, what should be the role of the Graduate School?*

- General agreement that we need Graduate School. Need to look at what functions Graduate School needs to provide.
- Graduate Schools are seen as what leads to excellence.
- Suggestion re: SPARC: Should be decentralized to colleges
- Deans' offices should be more involved
- Concern expressed about whether all of the colleges would have enough resources to decentralize
- Another option: Keep central offices w/ liaisons to the colleges
- Need to retain some critical functions of SPARC (e.g. budget, uploading grants)
- Some decentralization for SPARC and Foundation would be helpful
- What structure at Provost's Office would facilitate these activities?

*Naming Deans as Academic Deans for (specific program) and the reason why or why not?*

- Should Deans have stronger centralized role through Provost's Office in addition to managerial responsibilities? What problem would this solve?
- Deans tend to focus on specific College rather than University as a whole
- Suggestion: This problem could be addressed without pulling Dean into the Provost's Office
- Some support for idea of Associate VP & Dean of ...
- No consensus on this issue

- Need to address perception that Deans are not responsible to more than their colleges
- Restructuring may address this issue
- An upside would be that Deans would have a little more authority. Example: tenure/promotion decisions
- Concern that faculty would see this as top-heavy
- Crux is the amount of communication between Provost & Deans. Titles won't necessarily address this.
- Style of communication is important: 1-way or 2- way?

*How should we implement advising – central advising, faculty advising, advising in the Dean's office – advising for undeclared majors, advising for majors?*

- Advising:
  - Issue of accountability to students, parents, etc.
  - 2 Areas: Pre-major & Faculty. Faculty advising loads vary dramatically. Large loads impact quality.
- Undergraduate:
  - Need faculty advising for retention benefits but need to address load. Could equalize workload for non-major advising/undeclared by providing faculty training for 1<sup>st</sup> year students.
  - Group advising not a good idea
  - Group advising can work for mechanics
  - Need 1-on-1 for academic/career advising
  - Career development needs to start earlier
  - Train faculty on Gen Ed?
  - Need to clarify expectations for advising
  - There are a variety of ways to measure impact of advising
  - Could assign new students to Colleges, then let Colleges decide how advising will be provided
  - Library faculty could be great resource
  - Could have 1 faculty in dept. assigned to new student advising
  - Suggestion: Undeclared students should work w/ advising centers to help decide majors sooner

*How should we infuse and promote diversity into the culture of the University?*

- There has been quite a bit of discussion in Academic Council
- Need to inventory what we are doing
- Need to measure effectiveness
- Setting goals; developing mission
- Constantly have to work on diversity
- Difficult in some areas
- No matter what the curriculum is, diversity can be infused
- External \$ for visiting professors
- Need more than lip service
- University should always be about diversity of thought
- Teach how to respond to diverse ideas

- Need to bring in diverse students
- Gen Ed: Offer other options for meeting Multicultural requirements
- Atmosphere on campus
- Need to promote more interaction between diverse groups

## **Group 2: Professional Development for Administrators, Faculty and Staff**

*Discuss and identify ideas and focus for providing professional development programs to faculty, administrators, and state classified employees*

- What about sabbaticals: how does that offer opportunities for professional development?
- What does faculty need?
- Instructional design
- Balance with teaching load
  - Define professional development and professional activity
  - Incorporate what is learned into the role of the faculty/chair
  - Establish a professional development plan
  - Give chairs flexibility in managing faculty load
- Meet the faculty where they are
  - How is research incorporated into classroom?
- Skill development
  - Connecting with the student
  - Orientation to the campus
  - Basic fundamentals in managing the classroom
  - Teaching “Boot Camp”
  - Mentoring faculty: what is the role of senior faculty?
  - What happened to the Social Dynamic for faculty? How does one get revitalized?
  - Taped resources: need to utilize
  - Need support for faculty attendance at conferences, seminars, workshops, etc.
  - Center needs to promote the aspects of research
  - “Support Group”: meeting with chairs (cohort for chairs) – how to deal with legal issues, student issues
- Is there more value in a national training or an on-campus professional development center? Consensus that both are important for professional development

Training for management and leadership

- On/off-campus training combo (specific to the field)
- Continue with brown-bag sessions (topic per month)
- Utilize Skill Soft
  - Another level of advertising for this is needed
  - Central location for obtaining this info
  - Does this address the issues that students have today?
  - Need assistance with budget planning and management: the leadership and direction needs to be stronger

- Assistance with evaluation of employees (what is the use of resources): resource guide, Q & A
- Classified system of evaluation is not good and needs attention
  - Develop new evaluation tool
- There is a need to evaluate supervisor as well (open the communication lines)
- Develop a cross system of mentoring (helps in learning another area)
- How can a mentoring program be formalized? Mentoring a valued part of professional development
  - Input from campus
  - Obtain names of people interested
  - Need for a centralized area to manage this
  - Mentor needs to be trained
  - Need set outcomes
  - Needed within the college/division/area
  - Administrative Fellowship Program: Stryker Institute is a good model
- Technology as a management and institutional tool – on-going training needed
- WEB based: redesign the “Experts List,” connecting students to the right resources
- Instructional tools (on-line, Blackboard) need to be enhanced
- Smart classrooms are needed and appreciated

*Discussion and ideas for providing a professional development program for faculty, to enhance their skills in teaching – Would a Center for Teaching and Learning be a good thing? Assigned to where?*

Advantages/disadvantages of centralizing a Center

- Too broad and generic
- Needs to be relevant
- Involve Graduate Assistants also in the training programs re teaching skills
- To compliment a centralized area, have funds available for units

*How do we promote and infuse diversity into the culture of the University?*

- How does this become *everybody's* responsibility?
- Décor of our offices and the physical environment sends a message
- Diversity with faculty and staff: there is a division
- How do we define diversity?
  - Ethnicity, sexual orientation, gender, geographic, positions, age, areas of expertise, thought and intellect, and politics are all areas to be valued
- Does this hurt the evaluation process? (Too much “one size fits all”) we need to value diversity and individualize our evaluation processes.
- Establish a piece of the evaluation to respect the diversity of the individual
- Society is in a transition time
  - Bring people into campus that address these issues (college, unit)
- There can be some danger in a definition established by UNC
  - If definitions are too broad does this limit our own understanding of diversity?
- Establish a value system: these are the outcomes that drive the operation

- Diversity can exist in continuity: does not divide us, we can get through our differences
- Include the internships in the professional development

### **Group 3: Marketing the University**

*How do we promote and infuse diversity into the culture of the University?*

- Up number of international students, older, disability. Broaden definition.
- Develop forum between Greeley community & UNC
- Study abroad program

*Organizational structure changes re Web management (academic and communications) Internships?*

What should structure for Web delivery be?

- Resource issues
  - Web communication could take on CPDO functions or more resources: hardware, personnel. “Centralization of Web.” Up consistency.
  - Centralized web person in each college. “Train the trainer” model with Web master
  - Problem with consistency
  - Web master would work very closely w/ each college
  - Advantage – content experts within colleges can keep pages current and accurate

Should there be a central look?

- Suggest we up emphasis on consistency. Rethink “running our own show.”
- University is diverse & we need flexibility
- Balance between consistency & flexibility
- Resource issue: If we have dire issues we need to centralize

What are our marketing objectives?

- All websites need to be equally functional and easy to access
- Students need easy access and quick response by e-mail
- Benefits of consistency & centralization
- If centralization, we need ownership & individuality
  - We are now missing “ownership”
- We have multiple audiences

Summary

- Design of Web with institutionally clear objectives
- Distinction between Web communication & academic functions
- Suggest survey to determine goals & objectives across campus
- Web manager goals next few months
  - Content review (management)
  - Re-design top level pages
  - Best practices academic website
- Consistency to design & individual ownership
- Identify resources

*Should our publications be outsourced?*

- No (It would cost twice the current cost)
- We have a current staff of 2 people (we used to have 15)
- Keeping publications in house is most effective model re:
  - Image fragmentation
  - Communication
- Marketing Dept. in College of Business serves as useful internal resource!
  - We need to draw more on our internal resources
- Internships: Can we do more?
- Goal: Up longevity of students in pubs

*How to enhance marketing & communication?*

- Focus on increasing internal expertise
- Publications offer classes 3 times per year to administration re: Logo, etc.
- Advancement office takes summaries of faculty expertise and uses this for media (we only have 20% return from faculty on this)

*Ideas for best practices on Web page*

- What is goal of marketing?
- More students? Up quality of retention & program
- Marketing about quality: Recruit the BEST
- Marketing related to supply and demand
- Marketing also about influencing public policy – external constituents
- Build a sense of community
- Concern re: presence of UNC in community (broader marketing)
  - Media
  - Volunteer
- Need reward system for faculty to participate in media productions (marketing)
- Need to infuse what we do in community and let others know
- Redefine role of Marketing
  - Get the right kind of students
  - Alums
- Use of UNC Cable
  - Resources are big issues
  - Consider alliances

*How do we enhance our internal communication with students?*

- UNC Today for students electronically
  - Deadlines
  - Charting the Future
  - Calendar
  - Things you need to know, what's happening locally (ex. Libraries, finances, etc.)
- Identify where students frequently go?
  - Put kiosks and TVs where students can see events
  - MCB has ticker tape message screen updated daily

- Email system that would:
  - Provide weekly info they need
  - Ability to select additional info

*How do we communicate best with external groups?*

- TV (very pricey)
- Teach at Budweiser (Ft. Collins & Greeley merging)
- We are all a part of marketing (find ways to broaden circle)
- Redefine role of service
  - With limited resources, need incentives for faculty to market the university

*What is the role of intercollegiate athletics and performing arts performances in marketing the University?*

- Be sure there is adequate parking
- What is the role in our advancement of the university?
- Reexamine role of communication about events

#### Group 4: Recruitment and Retention of our Students

*In order to achieve greatness, should the various student support services be organized into one unit and how? Or possibility of two units and how?*

- Organizational structures
  - Who is included?
- DAC, admissions, FA, advising, Cultural Center (one-stop shopping, all in one place)
- Wish we had student affairs & services together to enhance units. Need structure to facilitate this. (Would this involve administrative costs, which might detract from student services?) We need to do something to get this back to promote student success. Important to be together to support the students – we are fragmented now.
- One unit with contact to help each other
- Other thoughts – this is not the best way
- Areas are scattered all over. Would it help to all be in one building? YES. Easy access for all students to go one place to the next.
- Need monthly meetings of student support services for keeping all informed to help move forward
- Sharing info is important to enhance communication (like a 30-minute meeting). Departments are isolated now.

*Should we be providing support services to all students and if so what should they be?*

- More academic advising is needed to all – include one main advising center for the university – aids in retention
- Admission students need to be looked at in the planning. Window admits are becoming regular admits.
- Faculty need to be educated in talent & skill of advising

- Faculty need to be trained and rewarded for advising. Advising needs to be in general education, but career & academic advising is important as well. Not all can do this well or are trained to do this. Referrals to counseling center, if necessary.
- Peer advising in CTC does not have all the expertise regarding undeclared going toward major. Issue of mid term grades is an issue as well.
- Reward for people who do advising well – advising is a university-wide responsibility
- Have dwelled on undergraduate, traditional students. We need to be open to graduates, non-traditional cultural students & how to help them best.
- Retention issues can be an indicator of high risk
- Hours for support services, after 5 p.m. What needs are there? Weekend or evening for advising would be nice.
- Non-traditional want counseling after hours – unfortunately, this is not cost effective
- Flexible times i.e., 10am-8pm. Could this be implemented? Academic programs calendar expanded to evening and weekend?
- Problems getting advisors over break, i.e. international students
- Small units are hard to use flexible time if only a few people. Vans are needed to transport students & cannot do evenings (i.e., DAC)
- Security issues in evening need to be addressed. One person working by themselves is not a good idea. Safety – no administrator on site when students are there.
- We are not providing resources for students to come in the evenings. We have tried this before & had not worked well – we need backup and support.
- Passing period – classes are later – they need a place to go
- All in one location that is centralized & have a rep there from each area (i.e., UC) – this is where students are

*To achieve greatness what is the right size and composition of the student body? And Should UNC become more selective with its admission standards?*

- Select services are needed to include – we could always expand
- 8700 – what about out-of-state students, undergraduate; TABOR is an issue on these aspects
- Mix of grad & undergrad – \$7,800 savings
  - 2,100 freshmen: 1,880 resident, 113 non-resident, 135 WUE
  - WUE is a popular & good recruitment tool, only giving 35%. How does this impact WUE?
- Size is important to students – the draw is smaller size which makes us unique. We need to push this compared to CU & CSU.
- Variety of students in this mix – both top & average students
- Global perspective – what do we want? More diversity; mission service to 1<sup>st</sup> generation students, suburbanites. We need diversity as a primary mission. Hispanic population needs to increase, as well as all minorities – 25% of population?
- International students – 140 international out of 11,000. International students are not presently recruited, support services, travel issues involved. Even encouraging our students to study abroad. We need to increase international students, present problems w/ Visas. What about recruiting from community colleges? What are our goals here? What are the challenges in this?

- We need to help faculty be familiar with cultural differences (i.e. working in groups, etc.)
- Issues of financial aid to 1<sup>st</sup> generation, non-residents on grant money available for them
- University needs to make effort to increase scholarships dollars. Grant writing can be targeted also – go after training grants
- Window reduced 19% F '06, 16% F '09
- Easier for some students to achieve 94. Up by 624 students over last year. Ties into important support services. Learning communities aid in retention – this is support is very important. (55% needs to be in instruction – doesn't include learning community)
- Blend to increase
- Retention of students needs to be supported & enhanced for 1<sup>st</sup> year – learning communities are successful. Could we charge more for differential tuition for these students?
- Aims Dual Enrollment Program are highest risk students. Do we want to continue with this program under these circumstances?
- We want to select students & give them a chance to succeed. We don't want to ignore this.
- Push CCHE more K-12 students to community colleges
- Since we retain less than 50% are we giving people too many chances?
- Non-learning community vs. learning community retention hand-out

*How do we promote and infuse diversity into the culture of the University?*

- All units should be responsible for these areas
- Faculties are not trained for recruitment and might not have all the necessary info.
- Faculty can be taught to recruit. Can they recruit for an area that is not like them? (Should this role be expanded or changed to include recruitment?) Do cultural centers want others to recruit that are not a representative of that culture? Faculty has been recruiting students of minorities.
- Retention is a community-wide responsibility. Recruitment is a specialized area.
- International students recruiting is in CIE, but faculty should be recruiting as well
- Let's expand on people's strengths and utilize them. We need to set goals & know what we are shooting for.
- Recruit faculty & staff w/ ethnic diversity – this enhances student diversity
- Includes thinking, ideas, disabilities as well as minorities
- Non-traditional students need to be recruited
  - Curriculum changes to promote this?
- Make programs more accessible to diverse population
- How do we promote diversity in the classroom? Relevant items, exposure to the world.
- Welcoming atmosphere – possible diversity training for faculty. Who determines what the standards are?

## Group 5: Recruitment and Retention of Our Students

*In order to achieve greatness, should the various student support services be organized into one unit and how? Or possibility of two units and how?*

Organization of units: define student services

- Dining, lodging, parking, protection
- Student affairs: registration, retention, financial aid
- Cultural centers and diversity: academic, professional, personal success = ultimate
  - Academic overlap: tutoring and counseling
- Enrollment services needs more relation to academics
  - Academic, personal, physical

Current:

- Financial and administration: auxiliary non-academic vs. enrollment services move to academic
- Informational technology and facilities: paid/support separate
- Fit of cultural centers: need networks

Change:

- Must meet basic needs, then academic needs (Maslow)
- Vision? (vacuum – need leadership)
- Cultural centers moved, a lot of administration
  - Cultural centers have many roles
  - Need to meet with others
  - Smaller centers can get lost in a bigger group
  - Need effective collaboration
  - Physical one-stop is ideal
  - Reporting structure more difficult
  - Too much change

Leadership is key (consistent, stable, advocate)

- Marketing improves with consistencies
- Number of units – how many leaders?

Traditional student affairs structure

- Enrollment services, including: admissions, registrar, student financial resources, transition center, career testing
- OMA, multicultural
- Residence life? Housing activities? Need collaboration with facilities
- Campus recreation
- Student activities
- Women's Resource Center
- Disability Access Center
- Counseling services
- Career testing

Need communication

*Should we be providing support services to all students and if so what should they be?*

Distance education support differs

- Need to inform, extra help with technology skills
- Need to pursue cutting edge
- Size? (facilities capacity)
  - Optimal 10-11K?
- Personal touch important
- Pressure on facilities – finite facilities
- Need \$ to grow
- Academic space room for 15K on campus, 5K disk
- Services: e.g. rec, advising, field (already need more space)

*To achieve greatness what is the right size and composition of the student body? And Should UNC become more selective with its admission standards?*

Minority retention important for state, local communities and businesses

Selectivity: index scores too narrow an indicator

- Need to make freshman year experience
- Stellar to support all types of students
- Focus on first year students and then help them become independent
- Minority numbers can be severely affected by 0 in score
- Need to acknowledge disparities and ensure our resources exist
- Index scores as guidelines not set in stone
- Selectivity necessary for survival?
- If not more selective, must shift services?
- Increase faculty involvement in retention?
- State-wide shift of scores – impact?
- “Selective” not just numbers, need to be creative and use interviews and other factors
- Timing of student arrival/orientation – late arrivals have more problems – time deadline should be a factor
- Our treatment of students is key – quality of our services
- Student fee allocation for career development

*How do we promote and infuse diversity into the culture of the University?*

Too much burden of dual roles? Recruit and/or retain

- OMA can train recruiters re: cultural differences, etc., increase effectiveness
- Faculty involvement re: graduate recruitment
- Need benchmarks re: graduate student minority recruitment & goals – overall leadership
- International area needs stable leadership; common goals
- Hire diversity in administration/management positions (ethnicity, age, gender)

Greeley community – recruit here!

- Do we reflect Weld’s diversity?
- Need to work on evening and online scheduling
- Child care center to accommodate non-traditional students

- BAT/BAS applied technology – a success
- How?
  - Hiring policies – consider impact upon diversity, e.g., WUE
  - Procedures – response team
  - Training – e.g., sexual harassment training
  - Accountability – must be campus-wide
  - Curriculum – e.g., teacher prep for diverse K-12 population

### Group 6: Technology as a Management and Instructional Tool

*What are the elements of technology support and services that are essential to the operation of their department, program, or office?*

*What level of services and support are currently being provided?*

#### Black Board Support

- Comment – training is good time requirement to develop/convert courses to deliver on blackboard. There is a need for support to digitize content to free faculty time.
- Support for students
  - Need orientation to system
  - 24/7 access to help
  - Library & information access
  - Copyright

#### Black Board Supplemental Tool

- Post syllabi
  - All functionality available for faculty and students to utilize
  - Electronic access to handouts and other resources. This result is cost shift; computer labs are now using more paper/time.
- Interactive syllabi
- Increase student interest and requests for blackboard system for course delivery

#### Blackboard System

- Online courses
- PowerPoint content
- Links – resources, websites, textbooks, study aides
- Work assignment & work submission
- Group discussion & bb function
- Grade management
- Testing
- Case studies/simulations
- UGLY

#### Webster

- Student advising management
- Comments about Webster were positive
- UNC web presence also good

#### Scheduling

- Resource 25 tool

- Centralize vs. decentralize
- Mac compatible

#### Administrative Tools & Support

- Mainframe – EDB, FRS
  - Need for more current financial info for management
- E10 system has improved faster transfer of funds
- Posting of payments on system needs to be more timely
- Facility management – replace work-order system to something more comprehensive
- 
- Faculty environmental & energy management system

#### Other Academic Support

- Library – digitized materials
- Print costs
- Copy right
- Expert Electors
- More Smart Classrooms
- More large classrooms
- Find better ways to get people to ask for help and ask if technology can help
- More grant writing

#### My UNC

- Discussed benefits & limitations of My UNC features and content

#### Other

- Broadband – tech infrastructure
- UNC needs to stay ahead of public schools
- Archive class rolls
- University Archives and technology support
- Campus standards (not enforced)
  - Campus standards for students: Communicate to students, inform faculty what to expect and limitations of formats etc. for users w/ disabilities
  - Equipment upgrades
  - Knowledge & skill upgrades

#### Essential Elements

- Internet
  - Computer hardware as appropriate for MACS
    - Integration and compatibility
- Financial reporting inventory
- Webster-like tools for student management and advising
- Instruction management, course management & delivery (see above)

#### Course scheduling mess

- Path from current approval, entry in catalog, scheduling courses, scheduling rooms, appearance on transcript
- Equate File (frs)
  - Adobe Acrobat
  - Main frame (XDB, FRS)
  - Schedule 25 Resource 25

- Transcripts on main frame
- MAC Compatibility

### Group 7: Teacher Preparation – Our Mission

*To achieve greatness should we create a Center or Institute or School for Teacher Education? How would it be structured? Where should it be located? Should faculty have joint appointments? What are the advantages/disadvantages of a special unit and joint appointments? How can we promote collaboration among content faculty and pedagogy faculty?*

*Our mission vs. a mission*

- Role of teacher ed in university – implications for culture/funding/public perception
- Need integration of disciplines with teaching
- Foundation in other disciplines for excellent teachers

Teacher preparation (what is it here?)

- Broad view – how many graduates will actually teach? Education of all students in a discipline should be strong
- Integration of teacher education and students interested in discipline for other reasons/careers
- How can we improve by greater/more effective integration of the broad & deep education of those who will teach, and education in how to teach?
- We are not starting from scratch – excellence currently exists
- Inclusion of pedagogy is an added component, not a replacement for content

Should an institute be created?

- Would creation of “institute” fracture the integration of knowledge base(s) and pedagogy that is important to development of excellence in teaching?
- Reasons for creating
  - Mechanism for developing cross-college & cross-department strategies
  - Developing synergy
  - Bring together units that might otherwise fracture – content & pedagogy
  - Improving current integration
  - Institute good idea for teacher preparation
  - Need to address how teachers should be prepared to optimize education of K-12 students, research & application
  - Leadership role on social, political, cultural issues related to educating children (policy issues)
  - Funded externally – some currently exist on this campus, e.g., MAST
  - Joint appointments, institute & university
- Structure
  - Move beyond current model to integrate excellent teacher prep & “metaphysical” aspects of education (social, political, cultural issues)
  - Institute can’t be “over there” – need enough de-centralization that discipline faculty can be incorporated/included – lower barriers to participation – open boundaries
  - Current structure (colleges/departments) may be impediment to cross-fertilization and integration

- How is faculty workload assigned & perceived? This will take time for faculty. Need to look at course assignments – graduate model.
- People are tenured into program – if tenured into university, more flexibility
- Structure/configuration/faculty involvement
- Do we have evidence that current structure isn't working?
- Two issues can't co-mingle:
  - Are we doing what we need to do to deliver “a product” (teacher)?
  - How can we improve what is already being done well?
- Can we help shape educational policy issues?
- Institute has little to do with teacher preparation piece, more to do with policy piece – scholarship of education
- What contributes to fragmentation?
  - College structure?
  - Campus geography?
  - Graduate/undergraduate?
- Institute providing a “center of thought”
- Placement of institute
  - Not in college – too many bureaucracies
  - Should be at a level that answers to the Provost directly
- Focus
  - Ideas, center of thought
  - Dissemination of ideas
  - Policy issues

*Ideas to enhance research funding? What should the research agenda be for this unit?*

- How to create external funding?
  - What is initially fundable? Need to identify those areas, then grow from this base
  - IDC money to institute from grants generated – begin with IDC money that currently exists? Seed money.
  - SPARC as facilitator and manager of grant activities

*How do we promote and infuse diversity into the culture of the University?*

- Diversity – infusion in teaching education – part of training?
  - Make centerpiece of research
  - Why are there discrepancies between test scores/grades between students of color and anglo students? Between economic levels? Between students with disabilities & other students? Gender? 1<sup>st</sup> generation college?
  - Tutorial, immersion, service activities to create shifts in viewpoints
  - Infuse throughout university
  - Core knowledge component across university
  - Recruiting materials – need diverse students
  - Diversity in university community – faculty, students, staff
- Issues we need to get our minds around
  - Value of teachers in society
  - Encouraging very capable students to pursue careers in education

- Post-baccalaureate students/programs vs. alternative programs

## Group 8: Financial Strategies for Increasing Revenue Sources

### *Strategic pricing, e.g. differential tuition*

- (E.g. Graduate/Undergraduate 5 years- \$175/225)
- Differential tuition
- Fees rolled into tuition
- (Rate Model – per credit hour 9-18 hours)
- MCB Tuition
- Resident – 8.7%, Non Resident – 13%
- Increase numbers of non-resident students and tuition merit scholarships
- Based on cost and/or benefits
- Engage alumni groups in recruiting
- Impact of perceived values on enrollment
- General support of differential tuition
- Shift on-line instruction to part-time faculty
- Reduction in overhead
- Increase number of graduate students on-line

### *Summer as cash funded*

- Graduate program Impact – summer reliance/Flex implementation – program/college
- Tuition covering cost of instruction
- Possible negative effect on certain graduate programs
- Recruitment/retention
- Affects ability to provide comprehensive graduate programs while sustaining momentum to graduation for adult students
- How much subsidizing current graduate programs
- Differential tuition – summer vs. AY
- Distributing subsidy over 12 months
- Can we be flexible with which summer programs are cash funded?

### *Academic offerings during interim periods*

- Flexible scheduling
- International students & those from out of state
- In-load vs. extra components
- Faculty already “maxed out”?
  - Address workload issues
- Impact on grant writing
- Possible part-time instructors
- Interim as cash funded
- 
- Establish “teaching faculty”

- E.g., full-time
- “Sweeten” interim deals
  - E.g., back into travel
- Tri-mester system
- Six week courses embedded in the term

*Strategies to increase external funding from grants, contracts, donations, sponsorships*

- Differentiated workload
  - To allow grant/research activities
- Increase alumni donations
  - Internal education process
  - Faculty Involvement
- General donations
- Culture of grant-seeking
  - Core of faculty

Outsourcing

- Outsource specialized skills
- Not always less money
- Case by case vs. overall strategy

Group 9: Strategies to Enhance Operational Efficiency and Effectiveness

Charge backs – advantages and disadvantages

- Charge backs – means of accountability
- Broad term – service & fee; non-optional (e.g. phone) (different discussion)
- Exceptional items – some type of charge back
- Non-optional – debate on how best to charge. Advantage – know how much programs cost
- Issue of state & auxiliary funding
- Issue of what is essential (e.g. cleaning, safety training...)
- Charge backs can force individuals to make decisions that are not good for University (e.g. pt faculty email), sub-optimal choices
- Consider out-sourcing (e.g. Black Board Training) and/or bid for services within other expertise is available on campus. Resolve bottleneck, but be aware of standardizations.
- New Idea – implementation (but lack thinking through the process)
- Big Issue: Charge backs may be advantageous, however can be counter-productive for decision-making – depends on what the service is. Where do you draw the line for essential functions?
  - Problem with deferred maintenance – budget issues
  - Remember – nothing is free

*What ideas do you have to simplify and streamline administrative processes and procedures?*

- Electronic imaging – huge time and space saver. Eventually saves in disposal costs.
- New SIS system that's integrated to other systems
- Contracts for at will employee, is it necessary? Very time consuming process. Employee agreement at time of hire may be an option.
- Every department should review their processing – use technology available, convert to electronic version
- Look at option of using outlook/email more for conversation
- Change culture of students to use emails (e.g. create policies for usage). Also, extend to faculty & staff. Need to be able to implement throughout entire process (e.g. training, etc.).
- This group would like Student Communication Survey!
- SPARC – simplify and streamline, less of a barrier for Grant application procedures (e.g. division of foundation & SPARC) – internal policies. Important as funds get reduced.
- IRB – may need more exploration & orientation for users
- Outsourcing – need to look at those options & partnerships. Be aware of existing University policies/guidelines – how it impacts students is critical. Look at long-term effect.

*How do we educate the campus community about financing of higher education and the University?*

- Also important to educate general public
- Also important to educate students
- Small group meetings (Open forum too intimidating)
- Connect with other state universities, colleges
- Needs to be done BEFORE 2009

*Should we develop a financial Training Programs and Certification?*

- (E.g. learn budget system, purchasing, etc.)
- Certification would allow movement up in levels
- Is this a benefit?
- More training is good, but is this specific training necessary for Charting the Future?

Centralized/Decentralized (very short on time)

- (e.g. Information Technology)
- Decentralization – know just enough in certain areas, limited expertise
- Centralization – critical for technology
- Centralization – be cautious of bottleneck

## **Group 10: General Education**

*Discuss having a General Education Program or a Core Curriculum that includes general education requirements and states some requirements for majors e.g. Writing across the Curriculum, Capstone Course with each major, First Year Experience Course, Service Learning and/or Internships, etc.*

- General education is related to funding
- General Education: What everyone should know

What's wrong with the present system?

- Too large
- Too small/selective
- No rationale for what's included

What categories of courses?

- What is necessary to inform life decisions and quality/breadth of life?
- Emphasize content and skills
- Globalization and diversity should inform our general education curriculum

What's desirable? (Start here!) What's possible?

- No single class will give you what you "need" to know – it can impart values and insights
- Are 40 hours applicable to present 120-hour degree programs?
- Does Arts & Sciences dominate the general education curriculum?
- "Pre-professional" colleges offer fewer general education offerings
- Staffing specialized courses can become a problem (courses dropped if not offered in a 2-year period)
- Other ways of dropping courses?
- General education should be a small core of content courses
- General education is inherently superficial
- General education also may inform new "majors" for students (areas they knew nothing about previously)
- We need to be "literate" in a multitude of areas
- General education takes students *beyond* their major
- A combination of required "core" plus fewer choices
- Is 40-hour curriculum too much?
- If we design a "core" should this be divorced from particular colleges?
- Should "capstone" general education courses be within or outside the major?
- If we reduce our 40 hour core, we will turn out less-educated citizens
- Is there a lot of fluff in our general education curriculum?
- Should the program be more rigorous?
- Should the general education council be able to reject/eject courses?
- Classical and contemporary integrated core of courses (detached from colleges)
- Can we reorganize this curriculum in a year?
- How can we avoid turf wars?

- The administration will have to help design a model where there are less likely to be turf battles
- Could each college design its own general education program?
- Have a common core, *plus* individual general education curriculum for each college?
- What does this “core” look like?