

UNIVERSITY *of*
NORTHERN COLORADO



CHARTING THE FUTURE

DISCOVERING OPPORTUNITIES

FOSTERING IMAGINATION

INVESTING FOR GREATNESS

Guidelines for the Preparation of Charting the Future

Planning Reports by Individual Units

CHARTING THE FUTURE

PREFACE

The administration has a responsibility to develop a structure and vision for the University of Northern Colorado to continue to fulfill its mission as the external environment changes over time, including student and societal needs and the reality of economic constraints. To fulfill that responsibility, a comprehensive plan for the upcoming years – Charting the Future – will be prepared by the Design Team for campus wide review and comment, and ultimately action by the Board of Trustees. Charting the Future is a comprehensive and dynamic planning process that will direct the future of the University of Northern Colorado. To the degree that this planning process is grounded in the knowledge and hopes of its many constituents at UNC, it will create for us a shared vision.

To fully inform this plan, reports have been requested from all units within UNC. These unit reports are the first, but not the only, opportunity for leaders from all areas to contribute their ideas, thoughts and unique perspectives to the comprehensive plan being prepared by the Design Team. Thank you in advance for your efforts to represent your programs and to articulate your hopes for the future of our institution.

The focus of the reports should be a vision for the future of the University of Northern Colorado as a great University. The future is always shaped by the reality of the past and present and thus the report includes sections for that, but the focus is clearly on what we can be in the future.

This document provides a format with criteria to assist units with the preparation of their reports, which will inform decisions on the future of our University. The report format is organized into three major sections – 1. Past: Reflecting on Our Heritage; 2. Present Descriptors: Fulfilling the Mission; 3. Future: Expressing Our Dreams. In each section, you will address content specified as an expectation for that section. Expectations provide an overview of criteria and their significance. Guidelines include a list of questions or instructions to be considered for the preparation of the report. These questions will not be appropriate for every unit. Questions are not imperatives for all units to answer; rather they are presented as guidelines for telling the story about your unit. Other questions or statements may be more appropriate to describe the unit, and each unit should feel free to add to the guidelines. The outcome desired is not answers to the list of questions but rather text that will truly communicate the past conditions of your unit, present descriptors, and most important, your suggestions for the future.

To stimulate ideas for unit personnel and to help formulate the unit report, background information will be provided, including data about the people of the unit, productivity, and unit expenditures and revenue. These data are not intended to be information requiring a response or justification. Background information does not need to be submitted with the unit report.

Unit reports should be submitted by November 26, 2003, electronically to Chartingthefuture@unco.edu and a copy submitted to each respective Unit Administrator (Governing Group Chair, Dean, Associate/Assistant Vice President, Vice President, Provost or President). These unit administrators will then review reports and by December 23, 2003 provide an electronic letter or memo with their comments and recommendations to Chartingthefuture@unco.edu. Unit reports and the unit administrator's letter will be reviewed and discussed by the Design Team for its use in developing recommendations for the future of UNC.

Each completed report should be no more than ten pages; there is no minimum number of pages for reports. Text about the past and present should be no more than five or six pages with the remaining pages devoted to the future. Data supplied to the unit are considered background information and does not need to be submitted as part of the unit report. Data generated by the unit may be included as appendices, not counted as part of the ten pages. Report pages should be single spaced, with one inch margins; reports should be prepared with a 12 point font on 8.5" X 11" white paper. Specific dates for meetings, community comments and due dates for submitting reports are stated in the Charting the Future Activities and Time Line document.

ACKNOWLEDGEMENT OF JOINT RETRENCHMENT COMMITTEE (JRC)

The Joint Retrenchment Committee (JRC) of the University has contributed to the development of the criteria and report format. The committee prepared criteria for academic program evaluation in the context of the comprehensive planning process. Its material has been integrated into this document, which is prepared for all campus units, both academic and other administrative programs and services. We thank the members of the JRC for their excellent report and express appreciation for their contributions to the planning process.

If as a result of the Charting the Future planning process the need for a reduction of force becomes evident the President will submit a report to the Faculty Senate and the JRC requesting the JRC to review and make recommendations concerning any proposal.

Upon the receipt of the JRC's recommendation, the President then has the duty to take one of the following actions:

- a. accept the report and recommendation, or
- b. reject the report and recommendation in whole or part and take the actions described in BOT Manual 2-3-1302(5)(C)(IV)(b) and (c).

If either the President or the JRC or both recommend a reduction in force, the matter shall be taken to the Board of Trustees as described in the BOT Manual 2-3-103(5)(V).

The timeline for portions of the Charting the Future plan that are not related to a potential reduction in force will remain in place. If the Board of Trustees determines a need for a reduction in force, the JRC will devise a reduction in force plan on a timeline independent of the Charting the Future schedule.

REPORTING FORMAT AND CRITERIA

I. PAST: REFLECTING ON OUR HERITAGE

A. History and development of program/service

1. Expectations

Knowledge of the history and development of an academic, service, or administrative unit is an essential component for understanding the programs and services of that unit. History provides a context from which the unit has emerged and adapted to societal expectations; thus history directs its future. Relevant information includes the date of establishment of the unit, antecedents for it, the unit's original mission and goals, and how the unit has changed and matured over the years. Background information about the unit's history can be obtained from past Program Reviews, NCA reports and from accreditation and certification documents. The Library's 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. 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/study22.htm>. 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.

2. Guidelines

Prepare a brief description (no more than 1 page) to address the following questions, if the information is available:

- When was the unit established and why?
- What was the original mission or purpose for the unit?
- How has the unit evolved since its inception?
- What significant rewards, recognitions, endowments, gifts, or citations have been received by the unit? (Can be an appendix)

II. PRESENT DESCRIPTORS: FULFILLING THE MISSION

A. Unit Description

1. Expectations

Expectations include a brief description of the purpose for the unit, and the programs and services provided in support of its charge or mission. The narrative should provide an overview of the resources available to the unit, including space and location of the unit, description of FTE available, and the revenue allocated to the unit.

2. Guidelines

Use the productivity data provided to assist with preparation of the report and to answer the following questions:

- What are the current programs and services offered by the unit?
- How has the unit adapted to changing societal expectations?
- What resources, financial or other, are available for the unit to carry out its mission?
- What mechanism is the unit using to stay in tune with the pulse of global changes and evolving trends?

B. Centrality to the Mission

1. Expectations

An organization's mission drives everything. Mission is the basis for strategy and it determines what an organization will and won't do. UNC, as a public institution, has a historic and statutory mission, supported by the Board of Trustee Adopted Mission. Our mission serves as the guide to which programs and services in the context of the University as a whole can be offered. UNC's mission states that we "shall offer a comprehensive array of baccalaureate programs – with selective admission standards." The mission directs us to offer a wide range of majors, minors and general education programs at the baccalaureate level, including those administrative and student services necessary to support that designation. The University is committed to providing students with Colorado's best University experience through a solid liberal arts foundation, professional preparation and real world experience. At the graduate level the mission states UNC is a specialized graduate research university that offers "specialized graduate programs primarily in the fields of education." At the graduate level, the mission stresses UNC's statewide authority to deliver masters and doctoral degree programs primarily, although not exclusively, in education. The UNC Board of Trustees has also adopted a vision statement and a statement of values, purposes and goals. The statutory mission and the UNC Board of Trustees mission, vision statement and statement of values, purposes and goals are provided to each unit as background information for its use in preparing the report.

2. Guidelines

- Prepare a brief description to include the following:
- State the current mission of the unit; if your unit does not have a mission statement, briefly describe the purpose of business of the unit.
- Explain how the unit mission or purpose relates to and/or complements UNC's mission and stated vision, values, purposes and goals.
- Comment on how your unit's programs and services carry out the University's mission and support the larger UNC community.

C. External and internal demand for program/service, including its uniqueness

1. Expectations

This criterion calls for an overview of the need and uniqueness of the unit's programs and services. External demand includes national, regional, state and local need for the program. It is important to comment on the demand trends; although a unit needs to recognize current demand, a look at trend lines over time is advised. Address how demand for the program/service is being met or not met by other organizations/institutions in the state. Uniqueness of a program may be a plus; however the lack of uniqueness should not be considered a weakness. Comment in your report about what forces (financial, new technologies, etc.) may affect the program. Internal demand demonstrates the degree to which the programs and/or services are needed to serve students. Programs and/or services also may be necessary because they are required to support other units, programs and/or services. For academic units, the number of program majors and minors and the extent to which specific courses in the program are needed to serve the majors and minors is important. Some undergraduate courses meet the needs of the General Education requirements as well as requirements in the major and minor. These factors need to be included in the report. For units other than academic departments, the programs and services provided to support other units should make it possible for UNC to carry out its mission. Information describing the demand for these services needs to be included in the report.

2. Guidelines

Use productivity data provided to you by Institutional Research to assist with the preparation of the report. Some data will need to be provided by the Unit. The following questions serve as a guideline for preparing the report: (a reminder – units are not limited to these questions nor is it necessary to answer all questions)

- What are the local, state, regional and/or national demand trends?
- Is the program or service being offered at other institutions, public or private, in the state?
- If the program or service is offered elsewhere, is it readily available to UNC students or potential students?

- What is the likely potential for continued enrollment in the program or for need of the service?
- What external demands suggest that UNC continue to have the program or service?
- What are the enrollments in courses required by other programs?
- What proportion of enrollments in courses are for major, minor, general education, professional preparation (in the case of teachers or other licensed professionals), or service purposes?
- Does the unit produce courses or services needed by other units on campus?
- Is there potential for increased demand and/or decreased cost per student because the program may have pioneered new approaches to learning or uses of technology.

Please Note: Quality of program inputs and outcomes, including the Quality of Faculty and Staff and the Quality of Students, have been deleted.

D. Quality of programs or services offered

1. Expectations

Quality is difficult to define and may not be quantifiable. Quality of a program includes evaluative statements about the program and/or service offered. However, data provided to you as background information may be used to assist with the quality report. Some data will need to be provided by the unit. Examples include grants, contracts, and/or gifts received to implement specific programs or services, a listing of publications, performances and creative works by faculty and staff, and external and internal services provided. Unit accreditation, national or state awards and recognitions also documents quality. The unit reports should focus on the quality of the functions of the unit and its programs and services, not on the quality of the individual personnel of the unit.

2. Guidelines

a. *Quality of programs or services offered*

The quality criterion includes a unit's evaluative statements about the programs and services offered. Program accreditation or certification, awards, and recognition can be cited as evidence of quality. The following questions may assist with the preparation of the report:

For academic program offerings:

- How does the curriculum meet the expectations of society and students?
- How dynamic and/or rigorous is the curriculum?
- How does the curriculum meet the particular learning needs/styles of students? How is this assessed?

- Does the curriculum cover a diversity of viewpoints and schools of thought in the field?
- How does the program meet the needs of students from diverse backgrounds?
- How has the unit shifted the delivery of the curriculum to meet the changing needs of students? (on-line courses, evening or weekend courses, intensive courses, etc.)
- How has the curriculum taken advantage of advancements in technology to enhance its delivery?
- How has the curriculum changed with advances in the field of specialization?
- How do the curriculum and other programs provide undergraduate students with a solid liberal arts foundation, professional preparation and real world experiences?
- How do the curriculum and other programs provide graduate students with an academically strong foundation, professional preparation, and real world experiences?
- How does the unit collaborate with other academic units, particularly across discipline and college lines?
- How do you provide programs/services (other than curriculum) for your students?
- Comment on how your unit has contributed to the knowledge development of the discipline(s) within your unit?
- Comment on how your unit enhances the quality of life in the community, state or region?
- Comment on the quality of teaching or services within your unit?
- How has the unit contributed to the professional development of faculty (e.g., in their scholarship, grantsmanship, instruction, and service) and staff (e.g., in their professional skills)?

For programs and services other than academic departments:

- Is the program or service meeting the expectations of other units and students?
- How has the program or service taken advantage of advancements in technology?
- How does the program or service add value to the clientele it serves?
- Does the program or service collaborate with other programs and services to eliminate duplication of effort? In what ways? (give examples)
- How does your program or service promote the value of diversity in all its forms?
- How has the program or service contributed to students for gaining solid liberal arts foundation, professional preparation, and real world experiences?

- What other programs or services on campus serve the same constituency, in whole or in part?
- How does the program or service mirror the best practices of similar units at other institutions?
- How does the program or service foster innovation in its methods and operations?
- How has the unit cultivated relationships with other institutions or organizations to benefit UNC?
- What value is placed on external and internal services provided? How is this derived? How is it demonstrated?
- How does your unit support the larger UNC community?
- How has the program or service enhanced the professional development of faculty (e.g., in their scholarship, grantsmanship, instruction, and service) and staff (e.g., in their professional skills)?

d. *Quality of equipment, facilities, and other resources*

Units differ widely in the physical resources necessary to deliver programs and services. The following questions can be used to guide your thinking about the quality of unit resources.

- How current are the equipment and materials used by the unit?
- How significant are the program holdings in the UNC library or other learning centers?
- Are the facilities conducive to quality learning experiences and student life experiences?
- How has the unit modernized its laboratories and specialized facilities to ensure quality learning and working experiences?
- Are the facilities conducive to employee productivity and working experiences?

Previous draft dated 9/19/03 Productivity and revenue criterion has been deleted.

E. Unit Staff, Productivity, Expenditures and Revenue

1. Expectations

Each unit will receive several background reports to assist in preparing the unit report. All units will receive a unit staffing summary and an expenditure and revenue summary for fiscal year 2002/03. Academic units will also receive productivity data (enrollment by program, degrees awarded and student credit hour production) and faculty teaching assignment data. Each unit is asked to review the data and use it as reference material for the Past and Present Descriptor sections, and to inform ideas for the Future. Units should include any additional data related to program operations (services provided to other UNC units or external groups) and productivity (publications, performances, creative works, number of students served, etc.) that will help the Design Team develop a more comprehensive understanding of the unit. Program and

productivity data, collected by the unit, may be summarized and interpreted within the report and should be included in the Appendix.

2. Guidelines

Questions to address in the report:

- Who does the unit serve? (Students, UNC employees, other UNC units, non-UNC clients or groups, the general public)
- How productive is the unit? How many students, clients, customers, and/or patrons are being served?
- What is the significance, impact or results of the activities, events, publications, performances or creative works produced by the unit?
- How are the unit's resources (budget and personnel) used to ensure the efficient and effective delivery of needed services?
- Does the unit generate revenue from grants, contracts, performances, fundraising, or charges to other UNC units, and, how significant are these revenue sources for the operation of the unit?

III. THE FUTURE: EXPRESSING OUR DREAMS

1. Expectations

The last criterion looks to the future and provides an opportunity for faculty, staff, and students to dream, create ideas, and share innovative suggestions for the future of UNC. As faculty, staff and students, you are closest to the action. You are aware of possibilities and opportunities. You have valuable ideas of how the University can likely change for the betterment of UNC. The focus of the unit reports should be a vision for the future of the University. Our planning process recognizes that dynamic change is an ongoing process and realizes that the future is always shaped by the reality of the past and present. As you dream about the new UNC, please know that there are no right or wrong answers nor are there any preconceived ideas. Your input is essential for us to foster innovation that has its focus on students and a strong academic learning community.

2. Guidelines

Questions to guide your discoveries, imagination and creativity:

If you were creating a new University today with UNC's promise of providing students a solid liberal arts foundation, professional preparation and real-world experience, what would your unit look like? What would the University look like? What would the academic calendar look like? Assume that we are increasingly more responsible for generating revenue for operations from sources other than state appropriations (tuition, cash funds, grants, gifts, etc.)

If the University develops, by internal reallocation, a pool of \$11 Million (15% of our current state appropriated budget), how should we invest for greatness?

To address the above, consider the following:

- What services and functions are essential in the new UNC?
- How should the new UNC be structured?
- How should your unit or function be structured?
- How should resources be generated? From what services or sources?
- How should resources be allocated?
- How would you design an undergraduate experience that includes a liberal arts foundation, professional preparation, and real world experiences? How would you assess the success of UNC's delivery of that experience?
- How would you design graduate level experiences? How would you assess the success of UNC's delivery of graduate level?

- What is the relationship between undergraduate and graduate education in your new UNC?
- What programs and services must be offered to support student success?
- What collaboration and efficiencies could be achieved in delivering these programs and services?
- How can we advance quality teaching and learning, given the fiscal, technological and societal realities facing higher education?
- How can your unit be more efficient and effective in supporting the larger UNC community?
- How can partnerships with other higher education institutions benefit future programs and services of UNC and its students?
- How will the role and responsibilities of faculty, staff and students need to change to maintain quality teaching and learning programs at UNC?
- How should faculty and staff be assisted in restructuring their roles?
- How can technology be integrated to provide quality learning programs and services for students?
- Finally, we invite your ideas and comments – please tell us about the rest of your dream for UNC’s future.

CHARTING THE FUTURE

UNIT REPORT

APPENDICES

Appendices include data to substantiate the narrative in the body of the text. Be certain that an appendix is referenced in the text of the report. Please limit narrative in the appendices.