

# CHARTING THE FUTURE TRANSITION PLAN

## Introduction

Organizational change is a dynamic process best sustained through recurrent planning. Activities and timelines presented in this document are the rudiments that support planning and facilitate change. These elements are not constant; rather they evolve over time as events are implemented and understood. *Charting the Future Transition Plan*, therefore, serves as an ever changing road map to guide the change process.

With the Board of Trustees' endorsement of the *Charting the Future Final Report*, the university community is poised to implement the next steps in the comprehensive planning process. Activities proposed in this document will be implemented during the upcoming academic year, 2004-2005. The ultimate goal for the upcoming year is to complete a transition from the current organization and governance systems to the vibrant and dynamic university design developed through the *Charting the Future* process. To achieve this goal, the following measures are recommended:

- Continual review and refinement of the Transition Plan.
- Appointment of a Transition Team to oversee and manage the activities to be completed during the 2004-2005 academic year.
- Appointment of various groups (task forces, committees, commissions) and their specific assignments to develop new or revised policies, procedures, operating guidelines and other activities that will support the implementation of the new design.
- Implementation of events to facilitate campus communication and participation, e.g. Transition Web page, Leadership Summits, Open Forums.
- Completion of an intensive self-study/performance audit, including recommendations for building an inclusive and supportive campus community.
- Appointment of ongoing advisory councils to the president, including the President's Planning Council and a Diversity Advisory Council.

## Transition Plan Activities and Timelines

During the transition year, administrators, faculty, staff and students will develop new policies and operating procedures to support the new colleges and other organizational structures of the new design. Until these are developed and approved, the current governing policies and operating procedures will remain in effect. **For example:**

- Until new governance constitutions and/or bylaws are approved by the Board, the current documents remain in effect.
- Until faculty in the new colleges/library have developed operating guidelines, evaluation systems and the promotion/tenure dossier, the documents for the faculties from their current colleges/library remain in effect. Tenure-track faculty

who are currently on contract will be evaluated for recommendation for promotion/tenure using the dossier and criteria in effect at the time of hire.

- Until course scheduling logistics and new systems are developed, the current systems remain in effect.
- Until updated (within current graphic standards) Web pages, letterheads, brochures, business cards, building signs, etc. can be developed and approved; the current ones remain in effect.
- Until the Faculty and Staff Professional Development Center can be officially formed, the functions performed by Academic Technology Services for faculty (Power Point, repair and training for Smart Classrooms, Blackboard) will remain as currently organized and under the supervision of the AVP for Academic Affairs.

### ***Governance***

The Board of Trustees Manual, titles 1 and 2 documents current policies of the University. The Secretary to the Board shall revise the manual as appropriate, with consultation of the faculty as needed, and present the proposed changes to the Board as soon as practical.

Faculty Senate should complete a review and propose necessary modifications to its constitution resulting from the new academic college structures, with a goal to submit its recommendations to the Board of Trustees no later than May 1, 2005.

PASC, SPEEC, and SRC should complete a review and propose necessary modifications to their constitutions or bylaws resulting from the new organizational design, with a goal to submit their recommendations to the Board of Trustees no later than May 1, 2005.

Before May 2005, administrators, faculties and staff in each college/library and its schools, institutes, and centers will recommend policies, procedures and operating guidelines; and identify committee structures for the management and leadership of the various organizations within the college. Policies that need to be submitted to the Board of Trustees will be forwarded for Board action at its May 2005 meeting.

### ***University Budget Development***

UNC's budget for 2005-06 will be developed to reflect the university's new structure. Resources will be aligned to support functions and priorities identified in the implementation of *Charting the Future*. Leaders across campus should use the transition year to evaluate budgetary requirements for the new UNC. The formal 2005-06 budget development process will begin in January 2005. Base funding requests should be submitted consistent with a continued emphasis on delivering instruction and applying the guideline of reallocating resources to achieve greatness.

### ***Management and Leadership Positions within Academic Affairs***

During the transition year, current administrative structures will remain in place. Persons assigned to leadership positions will continue to perform functions and assist with the

transition to the new structure. The following activities and timelines are presented to communicate the transition from the current to the new structure.

1. Prior to October 2005, the president will appoint a person as provost/academic vice president.
2. Before July 2005, the provost will initiate a search process and appoint three AVPs to assume the leadership positions for Undergraduate Studies, Enrollment Management, and Research, Graduate and Extended Studies.
3. Individuals to assume the positions (interim or permanent) of college/library deans for the academic year 2004-05 will be reappointed or named by July 1, 2004.
4. A national search for the position of dean, College of Performing and Visual Arts will be initiated by the provost during summer 2004. Selection of a dean should be completed prior to July 2005.
5. College deans, in consultation with their faculties and the provost, will appoint interim directors of the new schools by September 2004. The current school directors and department chairs will be reappointed by July 2004 for a one year term ending June 30, 2005. The current directors and newly appointed interim directors will work with deans to oversee the transition process and appoint task forces to begin the development of policies, procedures, and administrative assignments for their respective schools. Persons selected as school directors will remain in office until search processes have been completed (no later than July 2006).
6. Before October 2004 deans and school directors and interim directors will appoint task forces consisting of college/library administrators, faculties and staff to consider the budget parameters and develop recommendations and responsibilities for leadership and management positions in their respective colleges/library (see Appendix A, #7). These recommendations will be submitted for approval by January 2005 to the dean, provost, and president.
7. Search processes for deans and school directors will be implemented as needed during 2005-06 with a goal to have persons selected for these positions no later than July 2006.

### ***Degrees, Emphases, Minors and Course Reviews***

During the transition year, the Program Review process will be replaced with a more comprehensive study of degrees, emphases, minors and courses, and aligned with the mission and budget. The number of degrees, emphases areas, minors, certificates, licensure programs, and courses has an impact on faculty workload and advising complexity. Also, there is a direct, often unrecognized, cost for all programs being offered. As part of the *Charting the Future* process, a review of program offerings by deans and their faculties was initiated. Deans and faculties will continue this review and recommend to the provost action for investment, continuation or phase out with the final recommendation to the president by January 15, 2005. The date will provide time to prepare the catalog, promotional materials and departmental Web sites for students registering for courses beginning fall semester 2005. Within constraints of the budget, proposals for new courses and programs will be considered as part of this process.

***College/Library Policies and Operating Procedures***

During the transition year 2004-05, each dean, in consultation with faculty and staff will appoint task forces to develop policies and operating procedures for his or her specific college (see Appendix A, # 8). Topics for policy/procedure task forces will include faculty and staff evaluation processes, promotion and tenure processes, faculty workload, administrative and staffs work assignments, and other operating guidelines as needed. These task groups should be appointed prior to October 2004 with the recommendations and report completed by April 2005.

***Academic Support Functions and Responsibilities***

During the academic year 2004-05, academic AVPs will schedule meetings with their personnel to begin the development of policies, procedures, job descriptions and clarification of functions, leadership/management roles and responsibilities. Transfer of functions and personnel from the current organizational structure to the new UNC will be completed prior to the start of the academic year 2005-06.

Before January 2005 the provost and AVPs and their staffs will consider the budget parameters and develop recommendations and responsibilities for leadership and management positions within their respective assignments. These recommendations will be received as part of the budget process.

***Faculty and Graduate Student Research and Graduate Education***

During the academic year 2004-2005 the provost and deans of the colleges/library will develop policies, procedures, proposed budgets and implementation plans to enhance the research experiences and grant writing support for faculty and students (see Appendix A, # 3). The role of the Graduate School and SPARC will be discussed with the deans to identify collaborative systems for the enhancement of graduate education at UNC.

***Extended Studies***

During summer and fall semester 2004, the provost and/or designee will meet with deans and personnel from CPDO charged with off campus extended studies to develop policies, procedures, operating guidelines and delineate roles and responsibilities for their assigned functions.

***Program Assessment and Accreditation***

During the academic year 2005-06, the AVP for Research, Graduate and Extended Studies will meet with the program assessment director and selected individuals from disciplines that have specialized accreditation to develop operating guidelines, policies and procedures to implement the newly formed office that will provide support for academic program assessment and accreditation processes.

***Revisions and New Design for UNC's Best University Experience, Including the Core Curriculum (General Education) and Other Requirements***

The president, in consultation with the Faculty Senate chair will appoint a Commission on the University Experience (see Appendix A, #1). The Commission will consist primarily of faculty, and will review the general education suggestions about general education received as part of the *Charting the Future* unit reports, comments from the Summit and open forums, material in Appendix B of the *Charting the Future Final*

*Report*, comments received from [chartingthefuture@unco.edu](mailto:chartingthefuture@unco.edu) e-mail, and other resources that may be available. The commission members will be appointed before October 2004 and will be charged to develop a proposed undergraduate core curriculum and other academic requirements to present to the Faculty Senate for its consideration. The goal is to complete the process before October 2005 and forward recommendations through the ordinary governance procedures.

#### ***Faculty and Staff Professional Development Center***

Before October 2004, the president will appoint a task force of faculty and staff members to develop recommendations for program offerings and operational guidelines for the new center (see Appendix A, # 6). The task force will also be charged to recommend plans for the transfer of the functions of technology support for faculty currently performed by CPDO to be transferred to the center. The task force will submit its report to the president before February 2005.

#### ***Web Page Management***

By July 1, 2004 the functions and personnel for Web page management currently performed by CPDO will be transferred to Web Communications in University Advancement. The unit will develop a proposed budget and operating policies and procedures to be submitted to the VP for University Advancement before September 1, 2004.

#### ***Enterprise Resource Planning System***

In late fiscal year 2005-06, the university will begin implementing a fully integrated enterprise resource planning system, or ERP, which will include academic, financial and personnel data. The project will take several years, and when completed, will provide easier access to data. Information Technology, Enrollment Management, Financial Services and Human Resources units will collaborate on this initiative.

#### ***Centralized/Decentralized System for Campus Technology Support***

During summer and fall semester 2004, the AVP for Information Technology will meet with college deans, current staff and the personnel to develop policies, procedures, operating guidelines and plans for implementing a centralized/decentralized management system. The system will be implemented by July 2005.

#### ***Budgets and Institutional Analysis***

During summer and fall semester 2004, the AVP Financial Services will meet with staff from the Budget Office and Institutional Research to develop policies, procedures, operating guidelines and plans for implementing the functions of the newly formed office. After initial transition, the AVP will appoint a task force to ensure that college and non-college budget and institutional information needs are met by the office (see Appendix A, #5).

#### ***Facilities Management***

The units of Environmental Health & Safety and Planning & Construction will transition to Facilities Management effective July 1, 2004. Supervision and budget responsibility for these units will transfer to the director of Facilities Management at this time.

### ***ADA Compliance and Risk Management Functions***

The VP Administration and Finance and the director of Human Resources will meet with personnel from Disability Support Services and Financial Services to complete the transfer of these functions to Human Resources. The transfer should be completed by July 1, 2004.

### ***Leadership Summit Meetings***

During the transition year and beyond, Leadership Summits will be held to provide faculty, staff, students and community leaders with an opportunity to discuss and provide suggestions for the evolving change processes. The first is a Leadership Summit for campus administrators and governance leadership to discuss the *Charting the Future Transition Plan* and the Self-Study Report for the Higher Learning Commission of the North Central Association. The second, a Student Leadership Summit will include elected and selected leaders of campus organizations and student clubs as well as selected students who express an interest in participating. A major purpose for the Student Leadership Summit is to generate ideas from the student's perspective about the curriculum and co-curriculum activities for building an inclusive and supporting campus environment for all students. Material from the Student Leadership Summit will be forwarded to the president to use with planning during the transition year and beyond. A third will be a Community Leadership Summit to initiate discussions and develop an action agenda that will promote UNC and community connections.

### ***Building an Inclusive Campus***

Before September 2004 a two part self study to promote the concepts of an inclusive campus that fosters student success, as outlined in the *Charting the Future Final Report* will be initiated by the interim provost. In March 2004, the president appointed a Diversity Task Force to make recommendations regarding the campus climate for UNC's diverse students. One of these recommendations was for the university to conduct a performance audit of the cultural centers. This recommendation has been expanded to be a comprehensive self study of all student support services. Along with the decision to conduct a self study the focuses on student support services, the *Charting the Future Design Team* has expressed a strong interest in infusing diversity and enhancing student advising throughout the university's academic programs.

In preparation for the self study and to assist in the integrative process, the University of Northern Colorado will conduct a self-study fall 2004, to identify institutional strengths and opportunities for improvement. The self-study will encompass two parallel processes, with the first (Study A) focusing on a comprehensive evaluation of all campus student support services, for example, advising programs, student activities, cultural centers, the Women's Resource Center, and the GLBT Resource Office. The second study (Study B) will explore the extent of current diversity-related activities within the University's academic and academic support programs. These studies will be identified hereafter as Study A and Study B.

The self-study will rely on a steering committee to coordinate the activities from which the final report and recommendations will emerge. The steering committee will coordinate both studies, monitor the progress of the work groups, and prepare draft and final reports. To facilitate timely and efficient management of the self-study, the steering

committee will consist of representatives from academic and academic support programs appointed by the provost.

Study A will use the CAS Minority Program Standards and Guidelines and others as the basis for its evaluation. A work group will be appointed by the interim provost, and the CAS Self-Assessment Worksheets will be adapted to evaluate a variety of criteria, including program services, leadership, and financial and human resource management. After completing its evaluation, the work group will prepare a report describing the program's individual and collective strengths, identifying weaknesses, and making recommendations for improvement and identifying issues for consideration by the Commission on Student Success (see Appendix A, #2).

Study B will explore the extent to which diversity, as defined in the mission statement of the Office of Multicultural Affairs (see Appendix B), is currently integrated into academic programs. Each college and the library will assemble a work group, chaired by the respective dean. The work groups will include faculty, staff, and students from their respective colleges or library. These groups will be charged with collecting information on how their programs and services address diversity in recruitment, retention, hiring practices, student support services, curriculum, and campus and community climate. Information will be collected for the following questions:

- What are the specific programs, including curricula, initiatives, and/or activities currently provided by the college/library in support of diversity for each of the areas identified above?
- Does the college/library have specific objectives for these programs/curricula, initiatives, and/or activities, and if so, what are these objectives?
- How does the college/library measure the effectiveness and impact of its diversity programs, initiatives, and/or activities?

After completing their analysis of the college activities, objectives, and measurements, each work group will prepare a report describing strengths, identifying weaknesses, and making recommendations for improvement.

The steering committee will analyze the work group reports and prepare draft reports for each study, which will be disseminated and discussed at Leadership Forums and campus open forums (one for each study) to be held later in the fall. Feedback from the open forums will be integrated into the final reports, which will be shared with the campus and the Board of Trustees. A proposed schedule is provided below.

#### Proposed Schedule for Diversity Self-Study

##### Before September 2004

- Assemble steering committee and receive charge from President
- Steering committee develops self-study procedures and timelines
- Orientation for work groups to receive charge, University Statement on Diversity, and timeline and procedures (see Appendix A, #11).

##### September-October 2004

- Work groups collect data
- Work groups submit reports to steering committee by October 31, 2004

- Steering committee reviews data from previously existing sources (Charting the Future Diversity Advisory Task Force Report, Campus Climate Study, Diversity Focus Group Study, enrollment reports, etc.) to identify issues and themes for additional analysis

November 2004

- Steering committee analyzes reports and prepares drafts for dissemination to campus community
- Open forums for feedback on drafts (mid-late November)
- Steering committee reviews campus feedback

December 2004

- Steering committee prepares final reports
- Reports submitted to president and provost (December 15, 2004)

## Implementation of Transition Activities

Participation from the campus community that taps into the wisdom and experiences of people will be critical to ensure a smooth transition and guide the process to achieve what is best for UNC's future. To ensure participation, various groups will be appointed to carry out the Transition Plan activities. These groups will include ongoing councils and time limited commissions, committees and task forces. A Transition Team, appointed by the president, will be activated to oversee and manage the activities of the Transition Plan.

### Transition Team

The team will begin its work in September 2004 with a goal to complete its assignments by July 2005. The team will meet as needed, but no less than once a month during the transition year. Meeting agendas will be designed to discuss and monitor progress; and to discuss challenges and opportunities with a goal to assist each other in identifying solutions for completing assignments and responsibilities. The team will be chaired by the president, with a facilitator and administrative assistant serving as staff.

Communication about the team's discussions will be posted on the Web. The first meeting of the Transition Team will be held in September, at which time the group will discuss and clarify their assignments and responsibilities.

The Transition Team will include those administrators who are assigned specific responsibilities as stated in the Transition Plan. To broaden perspectives and campus participation, the team's membership also will include chairs of the various task forces, committees, or commissions, and selected faculty, staff and students. In addition representatives from the UNC Foundation will be selected. A suggested listing of the 41-member Transition Planning Team and a summary of their responsibilities appears below.

**President** - chair the Transition Team; provide leadership for transition process and activities; appoint various task forces, commissions, councils and provide charge to these groups (President's Planning Council, Diversity Advisory Council, Commission on the Undergraduate Experience, Commission on Advising, Faculty and Staff Professional Development Center Task Force).

**Provost & Academic Vice President** – initiate search for dean, PVA; implement new college structure in consultation with deans, initiate transfer of criminal justice to HHS; initiate transfer of psychology, Cumbres, Urban Ed & REAP to College of Education.; provide leadership for deans re their assignments to select school directors (interim) and initiate specific task forces; collaborate with deans re enhancement of graduate education and research; provide leadership to AVPs for their specific assignments re development of new units in academic affairs; initiate search processes when appropriate for deans, school directors, AVPs, etc.

**Vice President, Finance & Administration** – provide leadership for transfer of units to Facilities Management; provide leadership for transfer of ADA Compliance and Risk Management to HR; provide leadership to AVPs for their assignments re new budget process and systems, establishment of OBIA, information technology; oversee the appointment of Facility Usage Committee, Capital Planning Committee, and the Strategic Pricing Task Force, provide the charge to each group and monitor the progress;

**Vice President, Advancement** – provide leadership re transfer of personnel/budgets from Academic Technology to Web Communications; chair search process for athletic director; oversee communications (internal and external) necessary for the transition to the new UNC;

**Vice President and General Counsel** – advise leadership re policies, procedures to assure integrity of transition; advise governing groups re their development of revised constitutions and policies for specific groups (Faculty Senate, PASC, SPEEC, SRC); review and advise re needed changes in Board Policy Manual;

**Associate Academic Vice President** – oversee transfer of personnel and budgets from CPDO to specific units; provide consultation to Commission re CCHE polices for core curriculum; assist provost with responsibilities stated above and with creation of new academic units (Undergraduate Experience; Enrollment Management; Research, Graduate and Extended Studies); provide leadership re student life/support services and development of new policies and procedures;

**Assistant Academic Vice President** – collaborate with AVP Financial Services re creation of OBIA; assist provost with responsibilities stated above and with creation of new academic units (Undergraduate Experience; Enrollment Management; Research, Graduate and Extended Studies); collaborate on ERP implementation; provide leadership with transfer of budgets to new units; provide leadership re student life/support services and development of new policies and procedures;

**Assistant Academic Vice President** - provide leadership for development of unit to include Graduate School, SPARC, Assessment & Accreditation;

**Assistant Vice President, Financial Services** – collaborate with AVP re creation of OBIA; assist VP with development of new budgeting processes and systems; assist with transfer of Risk Management to HR; provide leadership with transfer of budgets to new units; collaborate on ERP implementation;

**Assistant Vice President, Auxiliary Services** – assist VP with responsibilities as listed above; provide leadership re student life/support services and development of new policies and procedures; provide assistance with Student Leadership Summit;

**Assistant Vice President, Information Technology** – initiate task force for Information Technology; collaborate with task force for Faculty and Staff Professional Development Center; collaborate on ERP implementation;

**Co Interim Deans College of Arts and Sciences, Dean College of Education, Dean College of Health & Human Sciences, Interim Dean College of Performing & Visual Arts, Dean Monfort College of Business and Dean, Library** - appoint task forces, in consultation with school directors & faculties for leadership/management of new units; appoint task forces, in consultation with school directors & faculties for faculty evaluation processes, tenure and promotion, faculty workload, etc.; collaborate with various campus wide task forces, commissions, councils, etc.;

**Chair & Vice Chair, Faculty Senate** – initiate process for Faculty Senate constitution review and modifications needed to support new structure; assist with appointments of various task forces, commissions, council membership when requested by president;

**Chair, PASC** – initiate process for PASC constitution review and modifications needed to support new structure; assist with appointments of membership when requested by president;

**Chair, SPEEC** – initiate process for SPEEC constitution review and modifications needed to support new structure; assist with membership appointments when requested by president;

**President, SRC** – initiate process for SRC constitution review and modifications needed to support new structure; assist with membership appointments when requested by president;

**Chair, Commission on the University Experience** – develop proposed core curriculum requirements and forward recommendations for action through ordinary governance processes;

**Chair, Commission on Student Success** – develop recommendations to implement an integrated advising system and enhance consistency and accessibility of advising;

**Chair, Faculty & Staff Professional Development Center Task Force** – develop recommendations to implement the Center including suggestions for program offerings, and operating policies/procedures;

**Chair, Campus Facility Usage Committee** – develop recommendations for operating policies and procedures regarding use of facilities for academic, athletic, and student recreation programs.

### **Transition Team Members At-Large**

**Co-Chairs & a student member of the Diversity Advisory Task Force**

**Faculty Trustee from the Board of Trustees**

**Student Trustee from the Board of Trustees**

**Athletic Director**

**Vice President for Development (UNC Foundation)**

**Director of Alumni (UNC Foundation)**

**Five Faculty & Five Students (3 undergraduate and 2 graduate students) to serve as at-large members** – nominations for at large members will be provided from the campus community and official groups

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### **ADVISORY COUNCILS TO THE PRESIDENT**

During the transition year, two on-going advisory councils to the president will be appointed, a President's Planning Council and a Diversity Advisory Council. These official bodies, recommended as part of the *Charting the Future Final Report*, will provide a forum for an on-going representative process designed to enhance continued comprehensive planning. During the transition year specific tasks will be assigned that relate to the transition process; in subsequent years the councils will receive reports from the various transition activities that will assist with decisions regarding the councils agenda to provide pertinent advise to the president regarding the ongoing functions of the university.

#### **President's Planning Council**

The President's Planning Council is an advisory body appointed and chaired by the president to provide recommendations to the president for ongoing planning functions of the university. The membership of the President's Planning Council includes:

1. President
2. Provost & Vice President for Academic Affairs
3. Vice President for Finance and Administration
4. Vice President for University Advancement
5. Vice President for University Counsel
6. Representative of the Academic Council
7. Chair, Faculty Senate
8. Chair, Undergraduate Council
9. Chair, Graduate Council
10. Chair, General Education Council
11. Chair, Professional Education Council
12. President, SRC
13. Chair, SPEEC
14. Chair, PASC

The president may appoint additional personnel to serve as supporting staff, ad hoc task forces and/or committees to the Council as deemed necessary. During the transition year the council will review the findings from the Student Leadership Summit and the self studies to gain ideas and formulate recommendations to build an inclusive campus for our students. Other initial assignments for the President's Planning Council are the refinement of the university's mission, vision, and values, and review of the various plans currently in operation to identify and establish the relationship of these plans to *Charting the Future*, which will become the overarching plan to guide the university.

### **Diversity Advisory Council**

By May 2005 the president will appoint a Diversity Advisory Council to provide recommendations to assist UNC with its goals to build an inclusive campus. The self-study, described above with the transition plan activities, will provide information to assist with decisions regarding the membership of the council and its purpose. Findings and recommendations from the self-study will be received by the council and serve as a foundation for future planning.

## **APPENDIX A**

### **Commissions, Committees and Task Forces**

A listing of other groups charged with responsibilities for the transition year is summarized below.

	<b>COMMISSIONS, COMMITTEES AND TASK FORCES</b>	<b>APPOINTED BY WHOM</b>	<b>ASSIGNMENT OR TASK FOR GROUP TO COMPLETE</b>	<b>DATE FOR COMPLETION OF TASK</b>
1	Commission on the University Experience	President, in consultation with the Faculty Senate chair	Develop proposed curriculum requirements and forward recommendations for action through ordinary governance processes	Initiate by 9/04; report complete by 10/05
2	Commission on Student Success	President	Develop policies, procedures, operating guidelines and recommendations to implement an integrated advising system to enhance consistency and accessibility of advising	Initiate by 9/04; report complete by 2/05
3	Graduate School & SPARC Committee	Provost and Deans	Develop operating guidelines and program offerings to enhance graduate education and research	Ongoing committee; Report on initial task completed by 3/05

4	Campus Facility Usage Committee	Vice Presidents	Develop policies/procedures for use of facilities for academic courses, student and administrative functions, athletics and recreation; develop guidelines for use	Initiate committee by 7/04; initial report completed by 1/05
5	Budgets and Institutional Research Task Force	AVPs	Develop operating policies, procedures and functions for new office	Report complete by 1/05
6	Faculty and Staff Professional Development Center Task Force	President	Recommend topics/focus for programs to be implemented and timeline	Initiate by 9/04; report complete by 2/05
7	Colleges/Library - Task Forces for Leadership/Management	Deans, in consultation with school directors & faculties	Recommend responsibilities for leadership/management and support staff; budgets; and recommend position titles, assignments & organizational structure	Initiate by 10/04; report by 1/05
8	Colleges/Library - Task Forces for Faculty Policies/Procedures	Deans, in consultation with school directors & faculties	Recommend policies/procedures for faculty evaluation process, tenure and promotion, faculty workload and other operating guidelines as needed	Initiate by 10/04; report by 4/05
9	Capital Planning Committee	VPs	Prioritize capital projects & identify funding sources	Ongoing committee
10	Strategic Pricing Task Force	VPs	Develop recommendations on tuition structure and pricing	Initiate by 7/04; report by 11/04
11	Self-study work groups for building an inclusive campus	Provost & Deans	Assess current functions and develop recommendations to foster student success and build an inclusive campus	Initiate by 9/04, report by 10/31/04

**APPENDIX B**

UNIVERSITY *of*  
**NORTHERN COLORADO**



**University of Northern Colorado Statement on  
Diversity**

**Mission**

The University of Northern Colorado embraces the diversity embodied within individual and group differences. Each member of the University is responsible for valuing and supporting interactions among diverse populations, thus creating a rich and inclusive community of learners.

We are committed to fostering an environment where diversity is affirmed and vigorously pursued. As such, we will strive to recruit and retain a diverse administration, staff, faculty, and student body by providing a campus climate that is welcoming and free of discrimination.

**Values**

We recognize that diversity encompasses race, gender, age, sexual orientation, gender identity, human capacity, and ethnicity as well as differences in culture, ideas, viewpoints, perspectives, values, religious beliefs, and backgrounds. Through exploration, discovery, interaction, collaboration, instruction, and partnership, we gain understanding about how our differences affect the way we see the world and our engagement with those around us. We also gain understanding of the equally important fundamental

11/18/04

similarities that exist among all humans. These understandings prepare our students and other members of the university community to work effectively in a diverse, global, and changing environment.

Adopted Spring 2004