Task Forces Feedback Survey Report

Background

In fall 2018, Provost Theo Kalikow convened three task forces "charged with making recommendations, by December 1, for improving student outcomes, reducing the equity gap, realigning student affairs functions to better serve students, and identifying programs and services that can be strengthened, expanded, restructured or discontinued." Feedback from the UNC campus was sought on the task force committee recommendations via an online survey. The survey was open from December 10th, 2018, through January 14th, 2019. The analyses herein aim to summarize the feedback gathered via the online survey. Questions regarding the contents of this report can be directed to the Office of Assessment via Allison Grant (Allison.Grant@unco.edu) or Kim Black (kim.black@unco.edu).

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Response Counts by Committee and Question

Academic Portfolio Committees' Response Counts
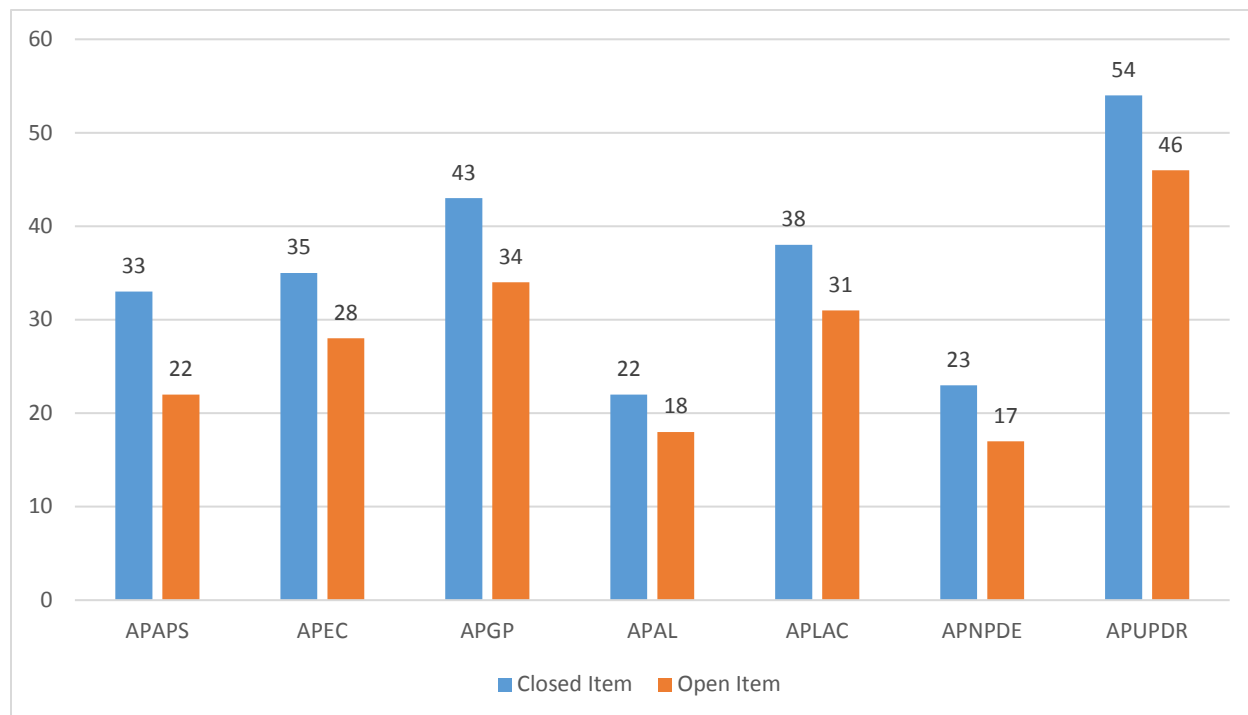
- Closed item prompt: Please select the option below that best describes your level of agreement with the committee's recommendations (5-point scale where 1 = agree with none and 5 = agree with all).
- Open item prompt: Please provide comments to elaborate on your response to the previous question.

APAPS - Academic Portfolio: Academic Program Support
APEC - Academic Portfolio: Extended Campus
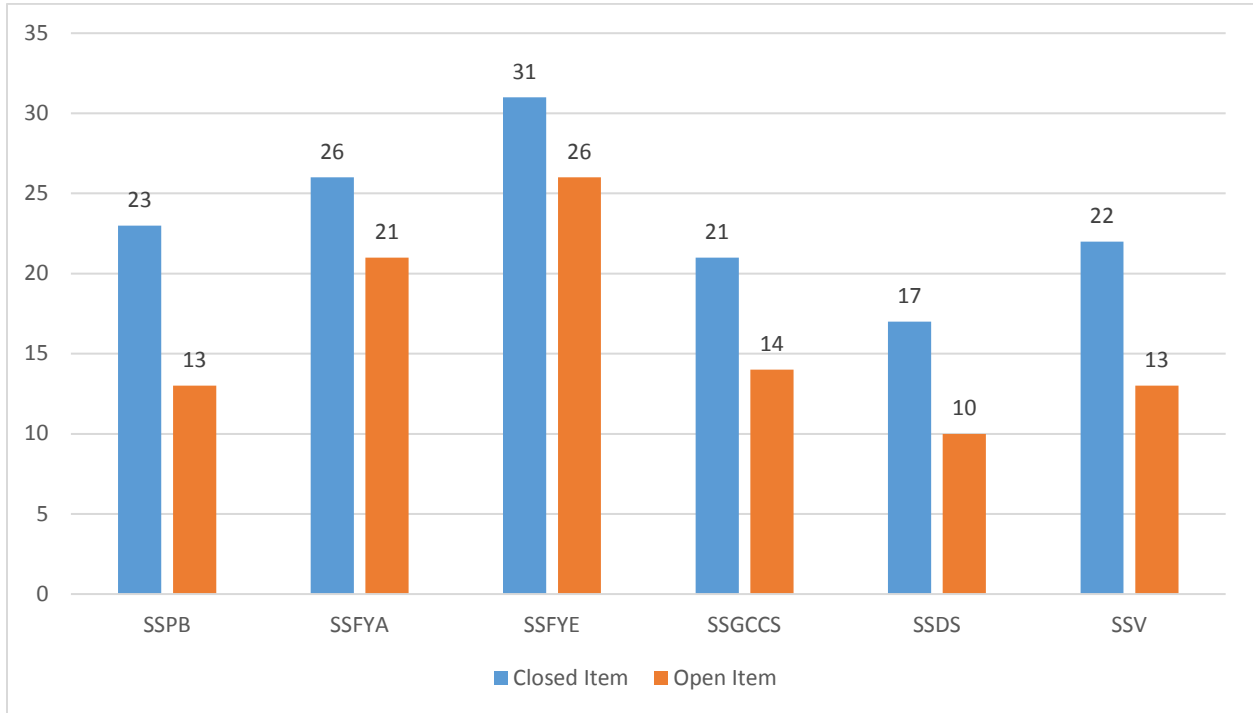APGP - Academic Portfolio: Graduate Programs
APAL - Academic Portfolio: Active Learning
APLAC - Academic Portfolio: Liberal Arts Core
APNPDE - Academic Portfolio: New or Expanded Academic Programs
APUPDR - Academic Portfolio: Undergraduate Program Discontinuation or Restructuring

Student Success Committees' Response Counts

- <u>Closed item prompt</u>: Please select the option below that best describes your level of agreement with the committee's recommendations (5-point scale where 1 = agree with none and 5 = agree with all).
- <u>Open item prompt</u>: Please provide comments to elaborate on your response to the previous question.

SSPB - Student Success: Peer Benchmarking

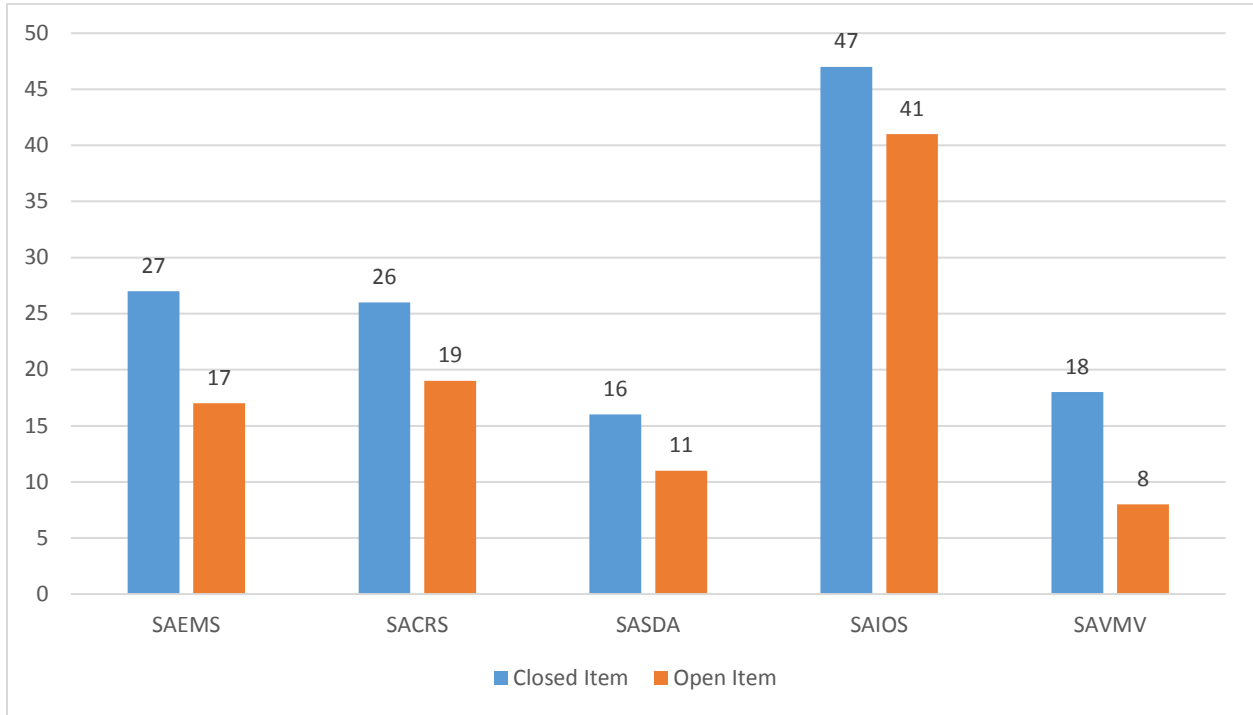SSFYA - Student Success: First Year Advising

SSFYE - Student Success: First-Year Experiences

SSGCCS - Student Success: Gateway Course Completion Success

SSDS - Student Success: Student Success Data Strategy

SSV - Student Success: Student Success Vision

Student Affairs Committees' Response Counts

Bar chart titled with Closed Item (blue) and Open Item (orange) response counts:

Committee	Closed Item	Open Item
SAEMS	27	17
SACRS	26	19
SASDA	16	11
SAIOS	47	41
SAVMV	18	8

- <u>Closed item prompt</u>: Please select the option below that best describes your level of agreement with the committee's recommendations (5-point scale where 1 = agree with none and 5 = agree with all).
- <u>Open item prompt</u>: Please provide comments to elaborate on your response to the previous question.

SAEMS - Student Affairs: Equity-Minded Strategies
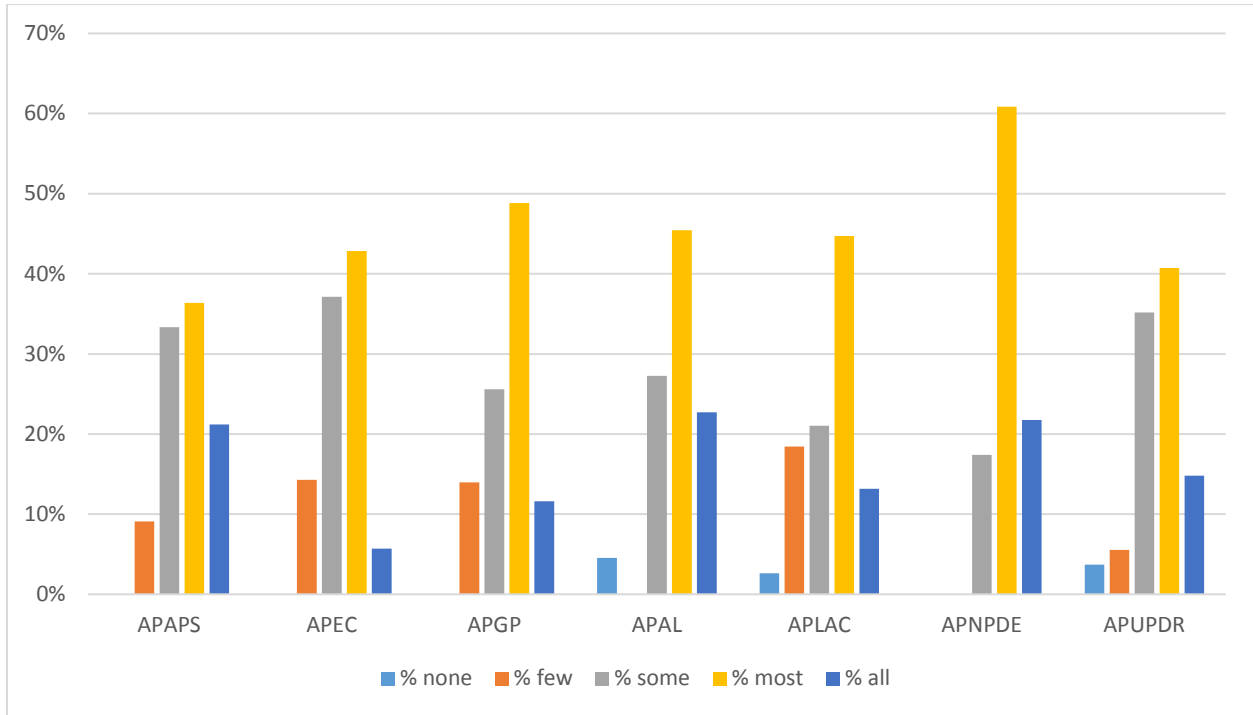SACRS - Student Affairs: Career Readiness Strategies
SASDA - Student Affairs: Student Data Analysis
SAIOS - Student Affairs: Inventory and Organizational Structure
SAVMV - Student Affairs: Vision, Mission, Values

Academic Portfolio Committees' Percent Agreement

APAPS - Academic Portfolio: Academic Program Support (n = 33)

APEC - Academic Portfolio: Extended Campus (n = 35)

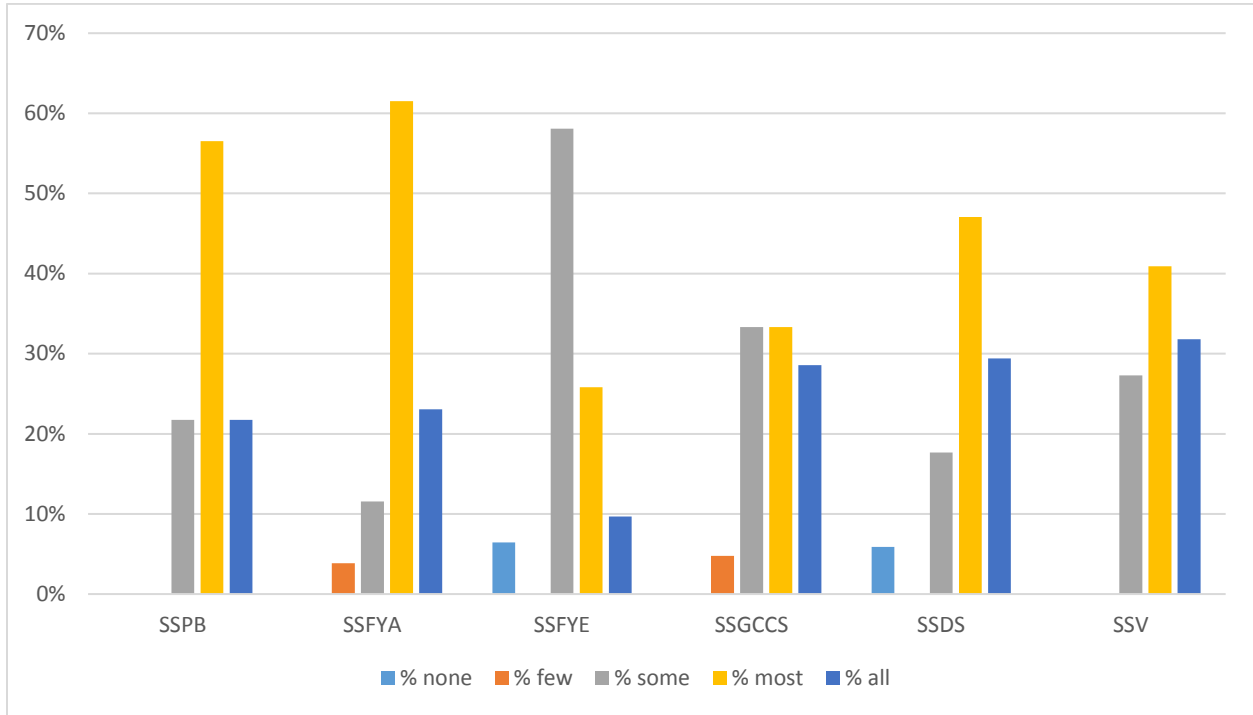APGP - Academic Portfolio: Graduate Programs (n = 43)

APAL - Academic Portfolio: Active Learning (n = 22)

APLAC - Academic Portfolio: Liberal Arts Core (n = 38)

APNPDE - Academic Portfolio: New or Expanded Academic Programs (n = 23)

APUPDR - Academic Portfolio: Undergraduate Program Discontinuation or Restructuring (n = 54)

Student Success Committees' Percent Agreement

SSPB - Student Success: Peer Benchmarking (n = 23)

SSFYA - Student Success: First Year Advising (n = 26)

SSFYE - Student Success: First-Year Experiences (n = 31)

SSGCCS - Student Success: Gateway Course Completion Success (n = 21)

SSDS - Student Success: Student Success Data Strategy (n = 17)

SSV - Student Success: Student Success Vision (n = 22)

Student Affairs Committees' Percent Agreement
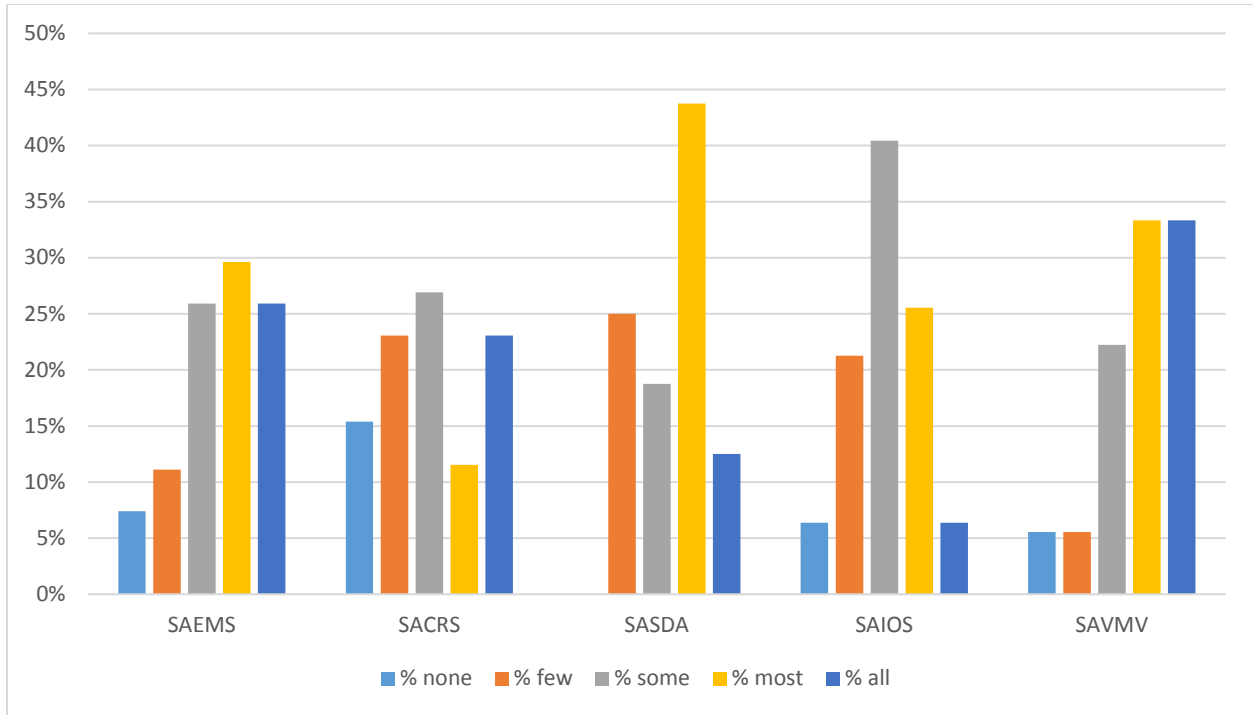
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SACRS - Student Affairs: Career Readiness Strategies (n = 26)

SASDA - Student Affairs: Student Data Analysis (n = 16)

SAIOS - Student Affairs: Inventory and Organizational Structure (n =47)

SAVMV - Student Affairs: Vision, Mission, Values (n = 18)

Average Agreement Figures

Academic Portfolio Committees' Average Agreement Scores
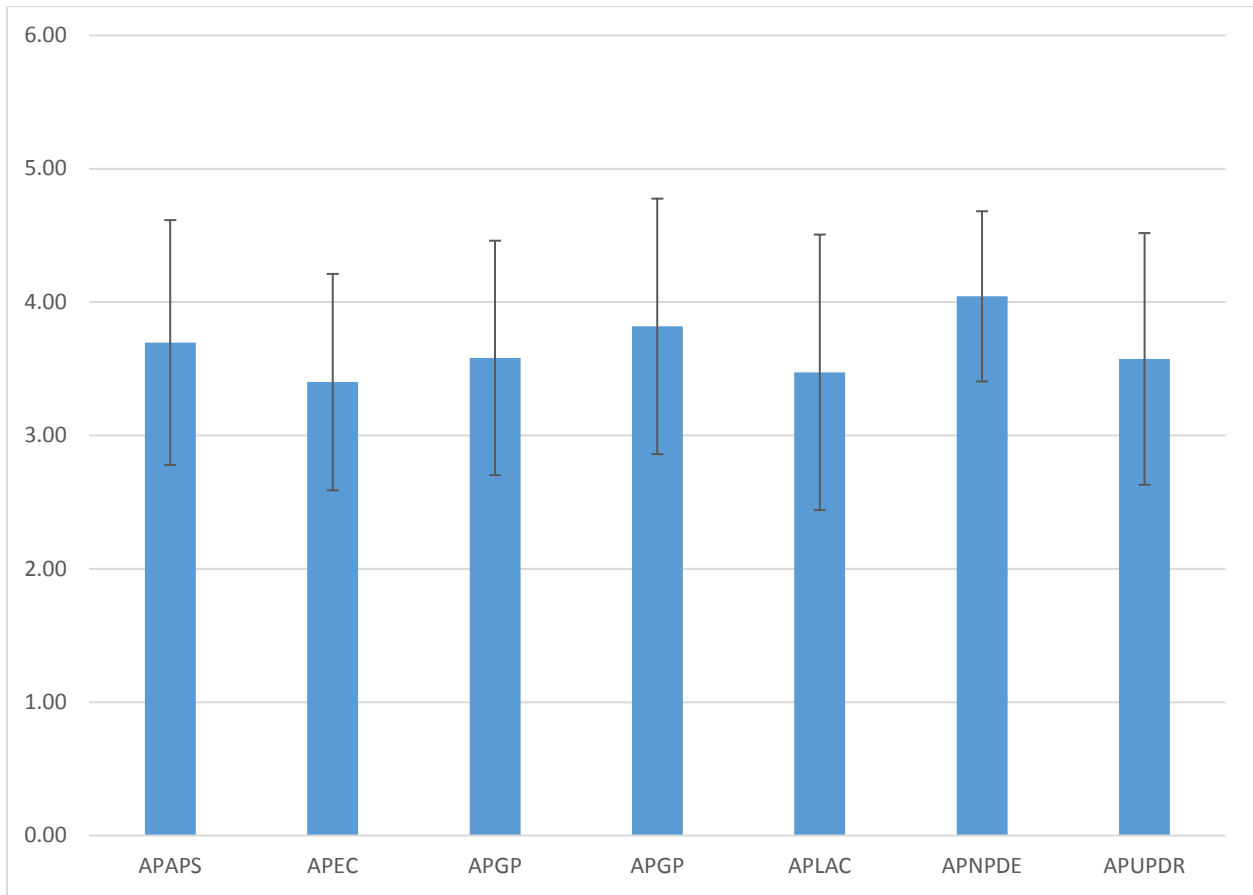
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APUPDR - Academic Portfolio: Undergraduate Program Discontinuation or Restructuring (n = 54)

Note: The standard deviation was smallest (indicating less variation in reported levels of agreement) for the New or Expanded Academic Programs committee. The standard deviation was greatest (indicating more variation in reported levels of agreement) for the Liberal Arts Core committee.

Student Success Committees' Average Agreement Scores
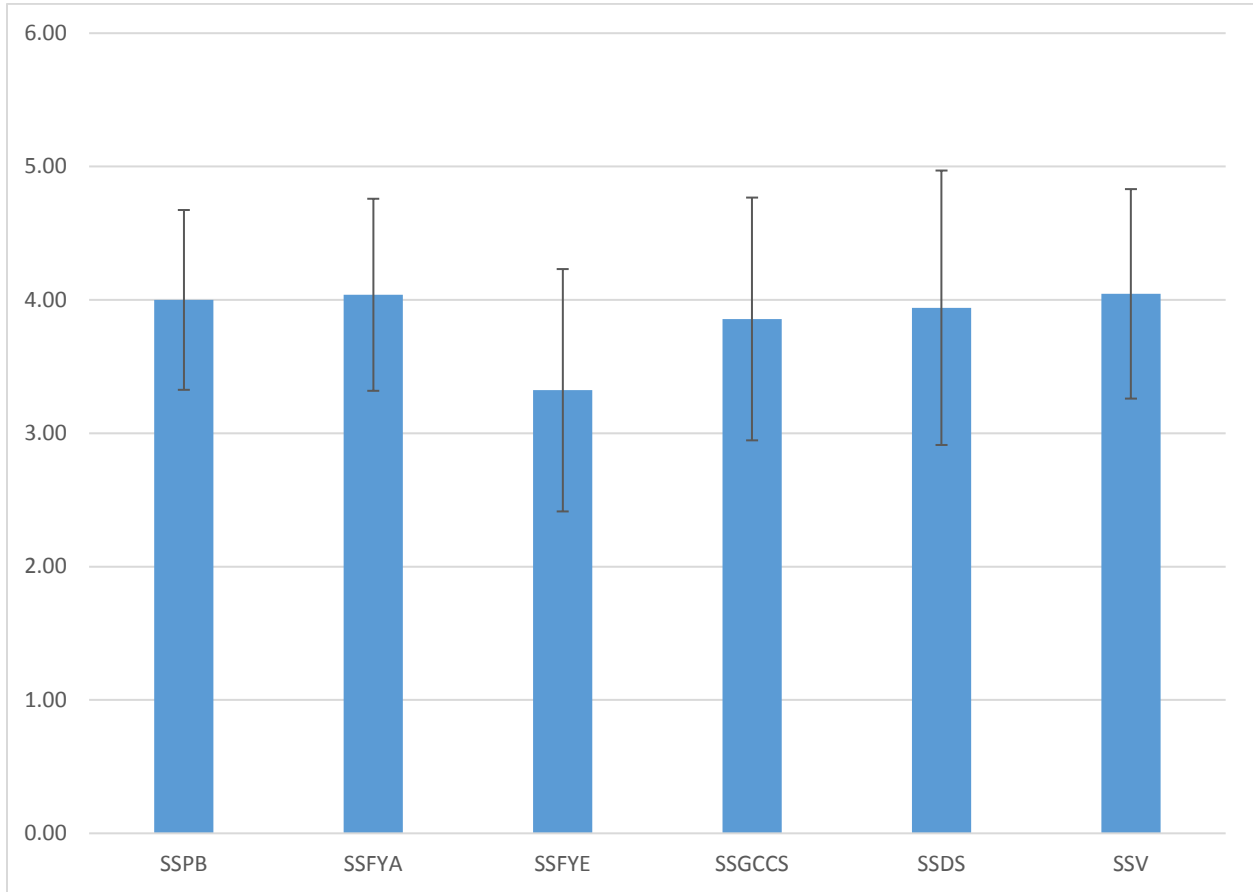
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SSDS - Student Success: Student Success Data Strategy (n = 17)

SSV - Student Success: Student Success Vision (n = 22)

Note: The standard deviation was smallest (indicating less variation in reported levels of agreement) for the Peer Benchmarking committee. The standard deviation was greatest (indicating more variation in reported levels of agreement) for the Data Strategy committee.

Student Affairs Committees' Average Agreement Scores
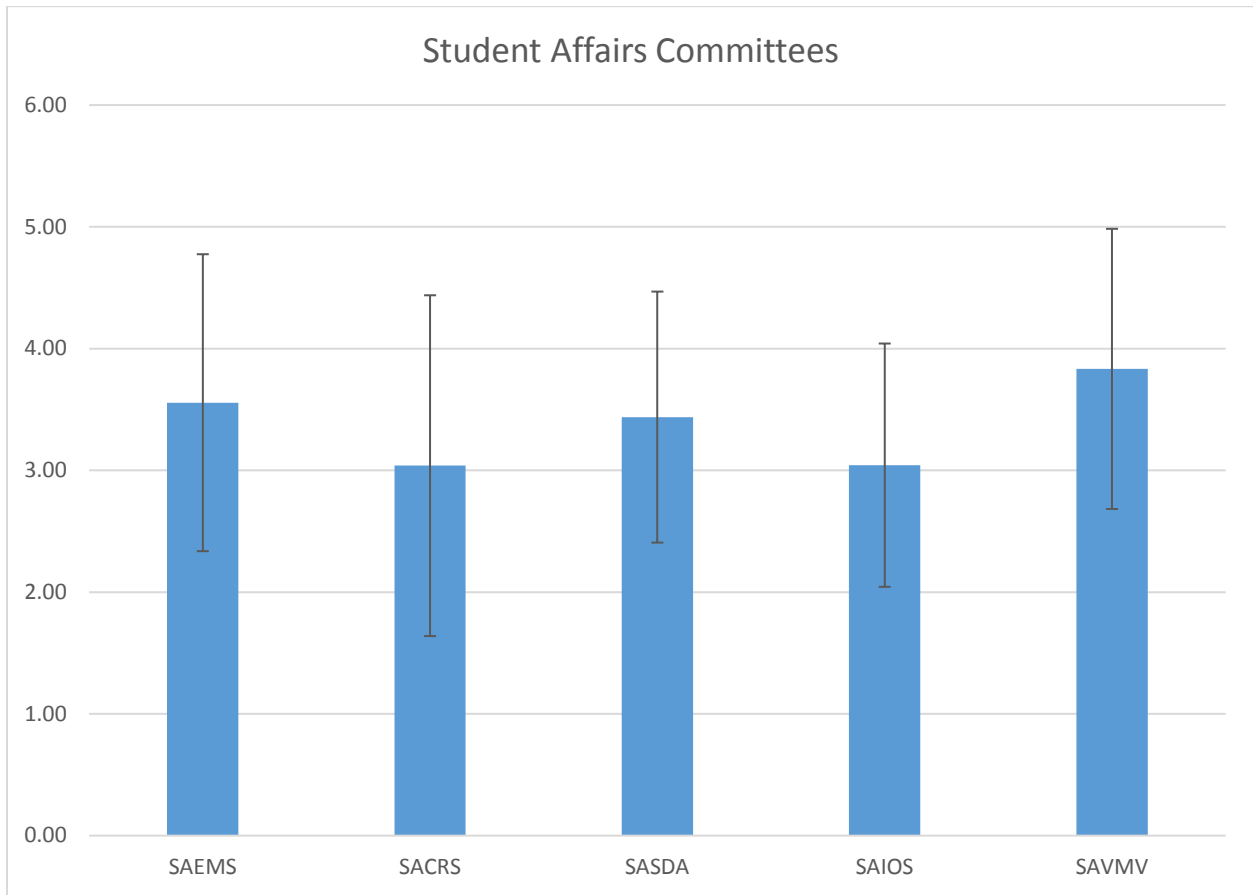
SAEMS – Student Affairs: Equity-Minded Strategies (n-27)
SACRS – Student Affairs: Career Readiness Strategies (n=26)
SASDA – Student Affairs: Student Data Analysis (n=16)
SAIOS – Student Affairs: Inventory and Organizational Structure (n-47)
SAVMV – Student Affairs: Vision, Mission, Values (n=18)

Note: The standard deviation was smallest (indicating less variation in reported levels of agreement) for the Inventory and Organizational Structure committee. The standard deviation was greatest (indicating more variation in reported levels of agreement) for the Career Readiness Strategies committee.

Open Ended Comments Summary Findings

Respondents were given the opportunity to provide comments elaborating on their level of agreement with each committee's recommendations and to offer general comments at the end of the survey. Those who chose to comment were able to offer feedback on as many or as few of the committee reports as they wished. 465 comments were submitted, with the number of comments per committee report ranging from 8 to 46. 76 general comments were received. As an anonymous survey, it is possible that some individuals may have chosen to take the survey more than once, a factor that should be considered when interpreting the findings. An emergent thematic analysis was used to identify common themes across all 465 comments. The findings from this analysis are intended to deepen understanding about the perceptions of those who chose to provide comments. These findings should be interpreted with some caution as they may not be representative or generalizable to the entire UNC community. Appendix A provides a summary of themes specific to each committee, and Appendix B contains a complete list of all comments, organized by committee. Please note, personally identifiable information (names/position titles) in negative comments was redacted for the published report; however, the President and Cabinet received the full, unredacted comments.

Findings

While many of the comments submitted were focused on a specific committee's recommendations, two primary overarching themes emerged across all of the 465 comments: (1) **need for a strategic vision and purpose** and (2) **awareness of the need for change**.

Need for strategic vision and purpose

The first theme suggested a sense among those who responded that the university has been operating without a strategic vision and purpose. Addressing this gap was viewed as urgently needed for making long and short term decisions about the future of UNC. Representative comments[1] include the following:

1. All of this work will be of little value unless an institutional identity can be articulated. From here, clear vision, mission, values, goals (and performance indicators) are needed so that we, the faculty, staff, and students can say "This is why we are here. This is who we are. This is what we do, and we're great at it. If you want to join us, we welcome you. If who we are is not what you need, that is fine too." Trying to be all things to all people has us unfocused, over-extended, listless, and lost which makes it nearly impossible ethically recruit students to the institution. To quote Simon Sinek, we must find our why and let that inform our decisions - every decision. (General Comments)
2. Where does UNC want to go with graduate education? Since we are primarily an undergraduate institution, how do we define graduate education at UNC? What focused programs should we enhance and develop, even if we have more resources to enhance more, we should focus on what we are. (Graduate Programs)
3. Re-creating Student Affairs should be integral to a newly identified and clearly-articulated institutional identity and vision. Until those are in place -- along with a strategic plan (assuming we are no longer using the Strategic Framework and 9 Core Plans), it is difficult to establish a well-integrated Student Affairs unit. (Inventory and Organizational Structure)

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[1] Many comments addressed multiple issues. For reporting purposes, only the portion of the comment directly related to the theme being discussed is included. The full set of comments is available in Appendix B.

4. I agree that UNC needs to develop a clear vision that we promote. That being said that needs to be balanced with sound data. (Student Affairs Vision, Mission, and Values)
5. We cannot be all things to all people. Further, without a clear, specific, and well-defined mission, we can not - as a community and institution - make effective, actionable change to address any issue on our campus. The lack of clear identity, vision, mission, or goals prevents quality decision making at all levels. This must be addressed so that stakeholders at all levels can contribute to our shared success. (Student Success Vision)

The lack of a clear guiding framework for making decisions has resulted in *inequitable distribution of resources* and *inefficiencies*. Representative comments are provided below.

Inequitable distribution of resources

1. I would also like to see consistency in evaluation and hiring, especially which programs get new hires. My program has a ratio of 70 students to one professor and we also teach several LAC courses. This semester, only 3 of our 12 offered courses are not at capacity and 4 courses have added overrides. I am really worried that we won't be able to offer enough courses for students in our program to graduate and I'm doing a lot of course substitutions. This means that other programs are getting credit that should go to our program because we don't have sufficient faculty to meet student needs. (Academic Program Support)
2. The recommendations are specific, and many can be implemented soon. If we are serious about student academic success, the recommendations for Learning Assistance Programs will need to be better funded. Given our budget woes, we need improved overall strategic planning to accomplish this. (Gateway Course Success)
3. Please consider long term revenue generating programs. I come from a program that is bursting at the seams with enrollment. We are growing in both size and reputation in the Rocky Mountain Region. We are have been fighting for resources since I have been hired and the university's budgetary restrictions have thrown us into disarray. I understand that difficult decisions need to be made, but I worry about morale for younger faculty. Speaking for my department, we want to stay here. We have put up with low pay and lack of resources because we have consistently been told that things are going to get better. We believe in what we are building and want to continue to do so. We believe in UNC and our amazing students. We want to see this all through, but morale is low. What I ask is that you examine programs that are thriving and please do not take more from us. An investment in us will result in more revenue for the university. Taking resources away from programs like us might cause a mass exodus of young faculty and students. (General Comments)
4. Before we can explore the expansion or development of new programs, the university should look to the existing programs showing promise of growth and expansion based on increased enrollments - at the graduate and undergraduate program. UNC has a long history of starting programs and then not appropriately funding them to encourage recruitment, retention, and faculty retention/promotion - which ends up leading to a wasted investment and poor academic programing. When we fail to think about the institutions long term vision and mission, we end up with a hodge podge of poorly funded and failing academic programs. How about we look at where there have been successes - despite the budget problems of the last three years - and INVEST in those programs. Use those programs to serve as models for other programs at UNC - either that we get back on track or that we start from scratch. We have a LOT of programs with tremendous success, and we are neglecting those programs in this current climate and in these task force report. Given the administration's current approach, we are missing an opportunity to expand on success. (New Program Development)

5. I also echo the reports remarks about inequities among colleges. Some colleges took seriously a demand a few years ago that we raise enrollment caps for a course to "make." Others did not. Nothing happened to those who did not, but those who did are, as always, doing more with less. This is only one example of a history that has created vast inequalities among colleges, among units, and among faculty and staff. While I embrace President Feinstein's approach of decentralizing budget decisions, these vast inequalities must be addressed FIRST so as not to perpetuate them. Simply decentralizing budget decisions based on the current budget structure perpetuates a problem that almost everyone knows exists and by which many people are very demoralized. (Undergraduate Program Discontinuation and Restructuring)

Inefficiencies

1. Let me reaffirm that "bureaucracy does not save money, it costs the university money in human resources." This seems related to the comment that decisions at UNC appear to be reactive, rather than forward planning. I find this true across the university, not just in relationship to the work admins do. (Academic Support Programs)
2. For academic-program staff to provide excellent customer service, however, two things MUST first occur: (1) academic-program staff must be given the necessary resources to provide excellent customer service (e.g. enough staff positions in their units), and (2) streamline the onerous university processes (e.g. complications with Slate, GA/TA hiring process, numerous IT systems that do not "talk to each other"). When academic programs do not have enough staff in their units and/or must spend extra time to navigate UNC processes (i.e. inefficiencies), time is limited for customer service, and employees can become frustrated (rightfully so). Consequently, students sometimes do not receive the best possible customer service that staff would like to provide. (General Comments)
3. Aligning functions clearly and logically is a critical step to identifying redundancies and inefficiencies at the institution. Of primary concern should be improving the nimbleness and clarity of functions and reporting relationships. (Inventory and Organizational Structure)
4. It really struck me that UNC spends THREE TIMES as much as its peer institutions on Student Affairs functions. To be sure, we may report expenses more broadly, but that cannot possibly account for THREE TIMES as much money. This news accompanies data that shows significant increases in administrative staff over the past 5 years, while the number of faculty has remained stagnant. I would be flabbergasted if these two things were not related. It is crucial to ask what we are spending THREE TIMES as much money doing, who is doing it, and why it costs so much. It might be helpful for folks interested in this question to read "Administrators Ate My Tuition," by Benjamin Ginsberg, in the Washington Monthly, September/October 2011, available here: https://washingtonmonthly.com/magazine/septoct-2011/administrators-ate-my-tuition/ (Student Affairs Report)
5. We need to provide data and training to faculty and staff so that they may make data informed decisions. The current limitation of data is inefficient, wasteful of peoples' time and causes many errors. For example, a department chair cannot pull a list of their majors with their GPAs to make recommendations for their Honor's Convocation. They can be provided with a list of students with a GPA above a certain level and then go into SSC or Degree Works to determine the specific GPAs. This is unacceptable. If someone violates our data policies, address the concern with the individual, but we need to stop the process of limiting data to our faculty and staff. We need to hold workshops to train folks how to use the data we have to improve student retention and graduation rates. (Student Success Data Strategy)

The lack of a clear strategic vision and purpose presents challenges to making decisions about the **types of students the university seeks to enroll**, the kind of **learning experiences** they will be provided, and the **values** that should guide decisions within the university. There was significant diversity of thought about what UNC should be, and lack of a shared division will make it challenging to implement the recommendations that emerged from the task force initiative.

Types of students served
1. I think this is a key area for a revised vision at UNC; it compliments work with first-generation and under-served populations. (Active Learning)
2. This entire task force is hamstrung by the statement that we will "Claim intentionally as our mission the education of first generation and other underrepresented groups. Initiatives should be structured and delivered to promote the academic progression and success of these students. Students who don't belong to these populations will also benefit." The sole goal right now should be to find students who can pay to go to school here for all four years. Deliberately targeting students who are statistically the least likely to succeed seems like a very poor idea indeed, at least at this juncture. (Career Readiness)
3. I have had several students drop out or complain (rightfully) because they felt alienated on campus. Most of these were first-generation students, and often students of color. I did not see these specific targets in mind in this section - but they should be a priority. (First Year Experiences)
4. It was encouraging to see transfer students identified as a population for consideration, because additional and alternative services are needed to ensure their inclusion, success and degree completion. However, any higher education institution should also be specifically identifying, enrolling and supporting online students as part of its vision if it wants to keep itself viable. High school graduates are not a growing population over the next few years, especially if official and unofficial immigration is restricted as certain groups are hoping. However, degree completion, distance learning and post-traditional student populations are growing. (Student Success Vision)
5. Think about really bolstering the mission/vision of UNC - own the vision of an institution that supports first generation students, active/community engaged learning and make it something that is universal across colleges/departments. (Undergraduate Program Discontinuation and Restructuring)

Learning experiences
1. I would like the leadership team to truly consider this task force report as a framework for reimagining a vision for UNC. I believe we need to set ourselves apart from our competitors and a way to do this that I believe would be successful would be to use active learning as a cornerstone for our university mission and vision. Active learning has been shown to increase student success and would align well with a mission to support first-generation and minority students. UNC should invest in community engaged learning as a way to support our students and Greeley and set us apart. (Active Learning)
2. The idea of career-readiness as a campus goal is an interesting one, and it seems to be supported by the literature and may offer a helpful branding tool. At the same time, however, the presence of turf-wars and micro-aggressions across academic programs and student affairs offices will make this goal incredibly difficult to achieve at UNC. We are not currently functioning as one team - united in supporting students. As a result, two issues should be consider. First, the functioning of the overall UNC institution should be addressed, prior to the development of lofty new initiatives that seek to bridge the gap b/t academics and career services/readiness. Second, many academic programs are already engaging in career readiness

activities (e.g., nursing, husr, and crj). Why not highlight the innovative work of these programs to provide models/examples for other departments to emulate? Many academic programs are already doing fantastic work with career readiness, and they should be celebrated, recognized, and replicated. (Career Readiness)

3. I believe we need to support the centrality of active learning as a cornerstone for a distinguishable institutional approach to recruit, retain, and support students' academic success and career readiness. (General Comments)

4. This component needs to have an ACTIVE LEARNING component to LACs to get the students engaged early in their college training. (Liberal Arts Core)

5. However, the focus on career readiness contains a fundamental philosophy about what college is and what college does with which I vehemently disagree. College is and must be about more than job training. Technical schools do that for much less money and probably better. College is about training people for LIVES as well as for jobs and, at its best, college develops aptitudes, attitudes, habits, feelings, appreciations, and many other things that are and must be beyond "job training." Indeed, college education must also be about the ability to critique the status quo within which we all work and live. Training for career readiness certainly does not do this. All of these things are also, alongside jobs, part and parcel of "social mobility" when the concept is defined beyond economic terms as living a better life. It may be the case that, for some, social mobility may mean NOT participating in the relations of production as they are currently constituted; if one is only ever trained for career readiness, how would one know this? One must be trained not only to work and live in the world, but also, and arguably more importantly, to critique the world in which one lives and works. Career readiness DOES NOT and CANNOT prepare students to do this. (Student Affairs Report)

Values

1. Additionally, the commitment to "social justice education" as compared to a commitment to diversity and equal opportunity (not outcome) excludes a large portion of our student population. We've been committed to social justice (the activism side) over equity of opportunity in 'Student Affairs' from an administrative viewpoint for over a decade. This commitment has not resulted in a healthy campus; between the bias investigations out of the Dean of Students office (since disbanded) to prior public statements made by current administrators in this (proposed) office disparaging white males, the over-emphasis on social justice activism has not resulted in positive outcomes or media coverage. (Equity Minded Strategies)

2. I do think it is very important to have social justice and equity education be a part of the university function, but I don't feel like it necessarily needs to live in Student Affairs. This may hinder some initiatives to educate and develop effective teaching techniques with faculty. (Inventory and Organizational Structure)

3. Don't focus so much on equity that non-minorities suffer. Equity is equal, not more, for any particular group. (Peer Benchmarking)

4. While I agree that faculty need to be involved in creating equity, inter-cultural competence, listening, assessment, etc., evident in the Supplemental Narrative, faculty's capacity to do this is severely limited by the other demands of their job. Faculty simply don't have time or space to do this work. In order to get faculty to buy in, other elements of their job expectations will have to change significantly, and I don't think Student Affairs is in a position to demand such a change. (Student Affairs Report)

5. The recommendation of this report is singular - social justice. I find this short-sighted, presumptive, self-contradictory, and unhelpful. To list "intellectual freedom" as a value then to

promote nothing but a singular postmodern, Marxist ideology is disingenuous, let alone "caring", "inclusive", or ""supportive". To challenge is educational, but to presume "transformation" is necessary is tantamount to indoctrination. (Student Affairs Vision, Mission, Values)

Awareness of need for change

A second primary theme that emerged is that the campus is ***aware of the need for change***. While many respondents acknowledged this need, comments were frequently framed around four perspectives:

1. *Hopefulness and positive attitudes* about the possibilities change could bring;
2. *Skepticism* about the task force process;
3. *A call to action* requiring direct, concrete steps to implement recommendations; and
4. A sense that the current problems facing the university are the result of *poor decision-making on the part of leadership*, and that change in this area, along with more accountability, is needed.

Hopefulness and positive attitudes

1. Excellent report. This provides a coherent and well-structured approach to thinking about how to integrate active learning into the entire educational experience of students. Implementing this could be a game changer for UNC, especially with a focus on educating first generation and students of color, who have fewer networks and opportunities for advancing their professional goals after college. (Active Learning)
2. Nice ideas. I think these can be implemented without cost. (First Year Advising)
3. Excellent and thoughtful recommendations. These recommendations tie together so many different issues related to students' academic success. Many of these would be relevant to all courses, not just Gateway courses. (Gateway Course Success)
4. I was happy to know that the graduate programs were being considered as part of the strategic plan since most of the discussion has been on undergraduate enrollment and retention. As a graduate faculty, I have felt the inequity across programs and I'm happy that this task force has recognized that and has a plan for addressing it. There are many graduate programs that are great examples of sustained success and I encourage the work group to also focus on what those programs are doing well. (Graduate Programs)
5. While disconcerting that some academic programs will need to be cut, it's reassuring that with the cuts/restructuring, the university will be able to invest in areas of growth. (Undergraduate Program Discontinuation and Restructuring)

Skepticism about the task force process

1. No real recommendations are made for fear of upsetting one or more vocal minorities. Without a clearly defined mission, it is impossible to determine which programs are "central to the University's mission". (Academic Program Support)
2. I still do not understand the relationship between the work of the task forces and the proposals for fixing the budget. Some of the task forces looked at pruning programs, which could certainly save the university money, but that is not one of the 13 options proposed by the PLC. Other task forces seem to be suggesting new or expanded programs and initiatives. In this time when everyone will be asked to do more for less anyway, I am skeptical that taking on new responsibilities on top is asking too much. (General Comments)

3. It is unfortunate that the graduate program committee did not release the names of the graduate programs with low or declining enrollments. The committee and/or administration is perpetuating the cycle of non-transparency in this process. By acknowledging the decision to not release the names of the programs, we all now know that there is a "list" of grad programs on the chopping block, which creates additional fear and distress. Why not tell us the ugly, honest truth? Why not be forthcoming? The truth is that the listed programs will not be a surprise to most. It'll be refreshing to have it publicly stated. (Graduate Programs)
4. This is a minimal report. Is it protecting someone's favorites? This recommendation appears to ADD costs, not save them. (Liberal Arts Core)
5. I'm really disturbed that this is the only committee deliberately charged with actually cutting anything. As the report says, given that the university's primary mission is educating students, shouldn't academic programs be the LAST place we look to cut things? In a sense, the task this committee was charged with assumes that academic programs are the reason the university has a 10 million dollar budget deficit, but the size and expense of the administration has grown much more than the size and expense of academic programs. Perhaps we should look to make cuts there. (Undergraduate Program Discontinuation and Restructuring)

Call to action

1. The report underlines the critical gaps in business processes and academic support that drain institutional funding and other administrative resources, promotes incompetencies among staff and lack of oversight and erodes accountability and trust among employees. If no changes are made to the existing structures, the university will continue to lose significant amount of money internally and will not be successful in the increasingly competitive higher ed environment. (Academic Program Support)
2. This is the same story we have been hearing for years. There is no evidence of urgency and a propensity for action. It would help to focus on three or four big ticket items that will exploit the significant financial potential of extended studies. (Extended Campus)
3. Time to get moving. This cannot wait. Where are we going? Answer this question and go. Time to be different than we have been for too long. It is time for clear and purposeful change in order to be relevant as an institution. (General Comments)
4. The only real recommendation was to wait and form a committee. That has left my faculty feeling very vulnerable and starting to look for other positions. I appreciate that there are no easy answers but extending the period of decision-making is not helpful for smaller programs that are concerned they might be under review. Concrete recommendations for which programs are going to be cut should be made in early fall right before most of the academic openings are posted so faculty will have a chance to be competitive in the market. (Graduate Programs)
5. Reducing minimum LAC credits is long overdue. These are great recommendations that have been lying around for a long time. However, where is the sense of urgency? It doesn't help to recommend the creation of another action team, develop policy, etc. Why can't these issues be addressed directly if the problem is known? (Liberal Arts Council)

Leadership change and accountability

1. Even so, there is still a lot of fear and distrust that the faculty and staff have for the upper administration. Time and time again we have seen inappropriate direct appointments to under qualified staff put in leadership positions that one might believe this work is contributing to that buddy-buddy system. I hope this work is looked at critically, I hope upper administration will be held to a higher standard and I look forward to seeing UNC on the other end of this difficult time. Happy Reading! (General Comments)

2. We are all now being held accountable for the poor financial decisions that most of us had no part in making, and it's very unfortunate that faculty and staff alike will all bear the consequence of those mistakes. (General Comments)
3. Why is there no report for "unproductive" administrators who contributed to this large debt accruing over time? Why balance the debt on the backs of the workers - who - when compared to upper administrators - are paid very little? (Graduate Programs)
4. There needs to be more discussion on this topic. There is fear from many departments that this org chart was built specifically to "save" or create certain AVP positions which was personal motivation to why to org chart looks the way it does. How many people will be supervising these categories "wellness, equity//inclusion, campus community" etc. (Inventory and Organizational Structure)
5. Specifically order and rank programs by economic viability, and start cutting the programs, faculty, staff and support services from bottom ranked programs until you have your 10 million. Then you need to wake up. You have the same administrators in leadership that we had under our last president. You all wasted 80 million, you underpay and over work faculty and staff and have shown poor leadership. TIME TO CLEAN HOUSE ANDY (Undergraduate Program Discontinuance and Restructuring)

Conclusion

The primary themes that emerged from the comments on the task force recommendations show a community that is ready, and in some cases eager, for change informed by a strategic vision that guides thoughtful decision-making and provides accountability for those decisions. While hope for the future is evident from many respondents, this hope is tempered by a perception of unfairness about past decisions and their lasting impact on programs and individuals.

Appendix A: Themes by Specific Committee

Academic Portfolio Task Force

Academic Program Support – 22 total comments	
Theme	**Representative Comment**
Support for increasing efficiencies (10 comments)	I do believe the committee did an excellent job describing the problem with duplicated efforts and overall inefficiencies throughout the university. The problems with processing inconsistent forms for different processes (hiring, travel authorizations, curriculum etc.) has been an ongoing issue in the 12 years I have been here and continues to flummox the administrative staff.
Concern that decisions about academic program support be made on an equitable basis (5 comments)	[Report] Appendixes A and C: Taken together, these show HUGE disparities in how colleges are staffed. Wow. We seriously need to do something about this. It seems fairly clear to me that HSS is vastly understaffed and NHS is vastly overstaffed.
Comments related to the metrics that should be used for making decisions (5 comments)	I believe you need to consider more than student numbers, but also clinics, grants activity, and external accreditation. We need staff members to keep these programs running, they are essential to the success of these programs!
Other suggestions (3 comments)	The spreadsheet provided in the appendix should be used as a model when we are creating the metrics for possible elimination of undergrad or grad programs.
Active Learning – 18 total comments	
Theme	**Representative Comment**
Support for adopting the recommendations as part of UNC's mission and identity (13 comments)	I would like the leadership team to truly consider this task force report as a framework for reimagining a vision for UNC. I believe we need to set ourselves apart from our competitors and a way to do this that I believe would be successful would be to use active learning as a cornerstone for our university mission and vision.
Skepticism about the concept of digital badges (6 comments)	I am unclear as to the value of the digital badges. What benefit do these provide for the student and the employer? Will it just add one more layer of red tape and expense that students and employers will find cumbersome? It adds software cost, so I am unclear on the perceived benefit to students and UNC.
Extended Campus – 28 total comments	
Theme	**Representative Comment**
Improving Extended Campus structure (13 comments)	I like the idea of restructuring. We need a consistent model and a clear structure to the unit for everything from development, support, budget models, revenue flow, class sizes etc.

Allocation of revenue (9 comments)	While it may make money for UNC, it is a complete mystery where that money goes to and why academic programs do not benefit from the revenue generated - at all.
Support for giving control of programs offered through Extended Campus to the programs (7 total comments: 6 in favor; 1 opposed)	It is an EXCELLENT idea to allow programs to have more control of budget including revenue.... as it is frustrating to put a ton of time and effort into online degree programs and certificates, but then not have the department benefit at all from any of the revenue generated.
Model 1: Rebranding as School of Professional Studies (6 total comments: 3 in favor, 3 opposed)	In favor – I am partial to the recommendation of rebranding it as a School of Professional Studies and Continuing Education (something similar to CSU Global?). Opposed – The rebranding and structural organization of Ex Campus as its own school has failed at other Colorado institutions, creating a strange competition among units.
Support for faculty and programs (including compensation) (5 comments)	There is extreme inequity in terms of pay for faculty who teach extended campus courses across campus. Right now there is little incentive to expand successful programming because there is no financial or resource support for programs.
Need to clarify mission/purpose (5 comments)	UNC needs to decide what Extended Campus is for and not try to have it be all things to all people.
Expanding non-degree professional development offerings (4 comments)	Consider providing opportunities for professional education/lifelong learning through extended campus - including hosting continuing education courses/conferences. This is being done elsewhere and UNC is missing out on these types of opportunities.
Model 2: Supporting programs and expanding non-degree options (4 comments)	I don't agree with the recommendation concerning the transformation of Extended Campus into an independent "School of Professional Studies." I am concerned that if some programs were to be moved entirely under the umbrella of Extended Campus, they would be disconnected from academic departments in the University. I agree, instead, with the alternative view of Extended Campus playing a supportive role for the universities academic programs--supporting distance learning, elimination of traditional barriers for prospective students, etc.
Graduate Programs – 34 total comments	
Theme	Representative Comment
Underlying purpose of committee's charge (15 comments; 8 support premise that some programs need to be cut; 7 express	Support – We need to work to review our Graduate program array. Some programs are out-dated, others low-enrolled; and yet others of poor quality. Such programs need to be deleted..... Concern – It also bothers me that the recommendation is to cut - rather that to build capacity or find another way to increase resources. We have been told that we need to build capacity, but with extremely limited

concern about long term impact and/or recommend focus on improving programs rather than cutting)	resources, the ability to build is extremely limited. With more resources directed to smaller programs, it might be possible to make them larger. Providing assistance such as directed marketing would be helpful.
Need for clear and equitably applied metrics (11 comments)	I want to stress the importance of starting with a consideration of leveling the playing field across graduate programs in terms of workload and productivity. Equity is an issue right now. Part of leveling everything out would be to consider a minimum class size and level along with course type. I also think colleges should develop consistent definitions for research productivity so that each program can then consider a differentiated workload model. Other considerations: demands of external accreditation for workload, student/faculty ratios, physical space.
Impact on programs from GA/TA allocation decisions (7 comments)	Finally, if UNC plans to continue to offer graduate degrees, it must find a way to fund the students pursuing those degrees through assistantships and scholarships. And the funding needs to be consistent - for three to five years stints so that faculty and programs can plan accordingly.
Faculty workload issues (7 comments)	I would love to see serious consideration for differentiated workload models that would include equity across faculty. Right now emphasis is on teaching in the 'standard' load yet research productivity expectations are not altered for individuals with heavier teaching loads than others. Consider faculty who might prefer to focus on teaching/teaching pedagogy to incorporate higher teaching workload and perhaps reduce/eliminate professional activity to allow for more classes to be taught without needing to hire more faculty.
Resources for programs (4 comments)	Continued provision of resources to productive and growing graduate programs should be a high priority. The funding for graduate teaching assistantships is especially important for promoting these program's continued growth. Furthermore, promoting this growth is paramount for the long-term success of these program which enhances the quality of education for all of UNC's graduate students.

Liberal Arts Core – 31 total comments	
Theme	Representative Comment
Reducing required credits (15 total comments; 13 in favor; 2 opposed)	In favor – Paring down the LAC to 31 or 34 credits and eliminating the electives requirements will provide necessary streamlining. Opposed – I am concerned that reducing the number of credits required in the LAC and making it possible for students to get credit for more courses with the same prefix will reduce the breadth of knowledge and perspectives that students are exposed to the LAC. I do not feel that these revisions will serve our students in the long run.

Suggestions for additional changes (9 comments)	One other, final need I see is that the final 3-credits from area 3, 4, or 5 be an upper-division course. This would require students to 'get out of' their major at some point in their final semesters, and could prove useful in prompting reflection on the intellectual growth that has occurred.
Proposal for adding a third composition category (8 comments; 7 opposed; 1 in favor)	Opposed – Addition of a third course LAC 1 would significantly impact many programs and require that they are now >120 credits total. Instead of formally requiring another course that isn't discipline specific, why not require that one foundational course in each discipline (say at the 400 level) be writing intensive where the students learn discipline-specific composition. In favor – I strongly support adding Advanced Composition in Area 1 (especially for scientific writing).
Changes to Areas 7 and 8 (5 total comments: 3 opposed; 2 in favor)	Opposed – I completely disagree with the third recommendation in the appendix, to remove areas 7 and 8. If history is any guide, removing these areas will result in courses from other areas rushing to attain an "M" or "I" status . . . Moreover, it would send a dangerous message to the UNC community that UNC cares less about diversity and global education. In favor – The addition of (I) and (M) indicators provides the opportunity for more options to students while creating a more - not less - robust liberal education in the areas of international and multicultural studies.
Eliminating elective LAC courses (4 total comments; 2 in favor; 2 opposed)	In favor – Paring down the LAC to 31 or 34 credits and eliminating the electives requirements will provide necessary streamlining Opposed – However, removing the elective category is a mistake. These courses should not be in any of the current categories (they would be already if that were appropriate), but that does not mean they are without value.
New Programs – 17 total comments	
Theme	Representative Comment
Agreement with recommendations (5 comments)	These recommendations transcend the task force charge and would lay the groundwork for transforming UNC into a nimble, authentic, and cohesive institution.
Need for leadership to provide strategic direction (4 comments)	Great recommendations. Creation of new programs is a strategic decision. It seems the main issue has been poor leadership and guidance from the top.

Invest in existing programs before starting new ones (3 comments)	I think it is vitally important to better support our current programs, especially with regard to admissions outreach, marketing, advertising, and website support before considering new programs.

Undergraduate Program Discontinuation or Restructuring – 46 total comments	
Theme	Representative Comment
General support for the recommendations (15 comments)	I agree that we need to consolidate, eliminate or update some programs. This should be systematic, data driven and with the mission of UNC in mind. Using a model such as that referenced in the grad report seems appropriate. With initial cuts, I agree that consideration should be given to cuts some programs have already made.
Additional metrics that should be considered (11 comments)	I strongly suggest "contribution to LAC" and "contribution to other programs" as part of the criteria 4 "Establish performance targets". There are some programs who don't have many majors, but are critically important to our LAC program. Also there are classes that are not part of the LAC, but required by programs outside of their program prefix. For example, Biology and Earth Sciences require students to take an ENST prefix class for interdisciplinary studies.
Ensuring fair and equitable treatment of programs (11 comments)	I also echo the reports remarks about inequities among colleges. Some colleges took seriously a demand a few years ago that we raise enrollment caps for a course to 'make.' Others did not. Nothing happened to those who did not, but those who did are, as always, doing more with less. This is only one example of a history that has created vast inequalities among colleges, among units, and among faculty and staff. While I embrace President Feinstein's approach of decentralizing budget decisions, these vast inequalities must be addressed FIRST so as not to perpetuate them.
Support for faculty and programs (8 comments)	My program could probably double its size if given the resources. We were asked to make a BAS that could have brought in over 100 students, but we were given, quite literally, no support to do that. And with our already shitty salaries we're not going to do more with no compensation. You need to make hard decisions, cut programs that cost money, but also share with us a sustainable vision going forward. Because right now if all you do is fire staff, increase heath costs, and reduce retirement, I am no longer going to work here and I promise anyone else who can get a new job will leave also.
Vision for students and student learning (8 comments)	Think about really bolstering the mission/vision of UNC - own the vision of an institution that supports first generation students, active/community engaged learning and make it something that is universal across colleges/departments
Need for more clarity about metrics (7 comments)	I echo the report's message about the unclarity of the metrics of evaluation of a department's productivity. These metrics have consistently been incredibly vague and shifting. Vague and shifting expectations are difficult to meet.

Importance of communication and transparency (5 comments)	It is incumbent on the decision makers to describe a process and timeline by which a program may be evaluated, put 'on notice', and encouraged to make changes in order to avoid dissolution.
Concern that contextual/qualitative considerations not be overlooked (5 comments)	I wish that this discussion didn't make cost savings the primary reason for looking at program discontinuation or restructuring. I think there are programs that are doing fine from a cost standpoint but that have outdated curriculum, no evidence that they are benefiting students, and curriculum structures that are focused more on the needs and interests of faculty than students. Where is the discussion of program quality, currency of the curriculum, effectiveness of instruction, student outcomes beyond persistence and graduation? Our goal should be to have all programs meet baseline quality measures, and that should be the first set of metrics over productivity and cost (although there could be an indirect relationship).

Student Success Task Force

First Year Advising – 21 total comments	
Theme	Representative Comment
General support for the recommendations (8 comments)	The task force did a nice job proposing new ideas. Seems like low-hanging fruit in some areas and improving organization and information dissemination.
Need for a new advising model (7 comments)	Advising has been problematic on this campus for years, and these recommendations are not disruptive enough to the system. We have inconsistency across the colleges, and these recommendations do not do enough to create change. They are not bold. There is no mention of accountability for poor advising, length of time it takes for students to have transfer credits approved, etc. Why are we looking at small changes to a broken system?
Need for advisor training (6 comments)	I agree with all the recommendations for First year advising. Primarily, having advising training for faculty and staff to improve consistency and better student service so that students in all majors and class years can receive the same level of thorough advising.
Skepticism about 0-credit course recommendation (6 comments)	I am dubious about the recommendation for creating a 0-credit course. Who would teach it and why? Why would students enroll in it? We have a highly effective UNIV 101 course (even though some faculty continue to reject the well-supported research findings regarding its effectiveness). Why not recommend that more students be required to take this course, which counts for LAC credits, is academically focused, and has been proven to increase student success outcomes?

First Year Experiences – 26 total comments	
Theme	Representative Comment
University 101 recommendations (14 comments: 11 in favor; 3 opposed)	In favor – It seems to me that the recommendation should be aggressive with respect to UNIV 101. It is the only student success activity that has long-term, comprehensive data showing its success, and it clearly has played a significant role in increasing retention, GPA, and graduation rates across all demographics. Its resource needs seem relatively small compared to the bottom-line benefits to the university. Opposed – There is too much praise placed on UNIV 101 and too much pressure for it to be required of many students without colleges having needed input on the content of the course. It seems like a sham for Counselor Ed doc students to have funding. This course should include more basic orientation to life at UNC, career readiness and major exploration, and not as much ed psych theory.
Learning Communities proposal (13 total comments: 10 negative; 3 positive)	Negative – I don't see how reestablishing the Learning Communities would address student success outcomes. Most majors have very specific requirements for which LAC courses their students should take, and the number of undecided students continues to decline. There is no evidence that students would be interested in enrolling in this. Also there are assumptions that costs would be minimal. This is an unsupported claim and the recommendations underestimate the level of administrative support necessary to run a program like this. Finally, the assumption that most courses would come from HSS makes it sound like this proposal is more about supporting programs in HSS than supporting student needs. It seems the goals of the LAC would be better supported by helping students make connections between how different disciplinary fields create knowledge and approach the same issue (physical sciences, art, etc.). Positive – I don't think the work load associated with the Learning Communities proposal has been adequately determined. I believe it will take more work than the report indicates. I think this is a great idea, but I think the cost will be more than what is indicated. However, I don't think that should stop the proposal from moving forward.
Support for increased mental health resources (5 comments)	As seen students assessments, students self report a need for additional financial aid information. In that same assessment, the number one factor affecting students academics is stress management. Therefore, I agree with the push for the mental health recommendations for extra staffing.
Gateway Course Success – 14 total comments	
Theme	Representative Comment
General support for the recommendations (5 comments)	Excellent and thoughtful recommendations. These recommendations tie together so many different issues related to students' academic success. Many of these would be relevant to all courses, not just Gateway courses.

Increase resources for learning assistance programs (4 comments)	Many of the recommendations hinge on increased support for Tutorial Services, especially the suppl. instruction (SI) piece. Over the years, this mechanism has been shown to HELP students succeed in difficult classes. So, support in this realm is absolutely necessary. More classes need to be supported and academic units need to support this initiative far better than in the past. As a school director, we've heard reports from Tutorial Services and the budget they receive for the efforts necessary to improve retention on this campus is pretty low.

Peer Benchmarking – 13 total comments	
Theme	Representative Comment
Concerns about recommendations (3 comments)	Noticeably absent from these recommendations is a consideration of peer institutions or where suggested peer institutions are successfully addressing cultural climate. Our reputation is poor, at best, in regards to campus inclusivity...largely the result of poor faculty interaction (from previous climate survey findings). What are other institutions with a similar demographic breakdown doing to address inclusivity effectively and what role does that play in student success.
Recommendations for data infrastructure and support (2 comments)	We do need a true Office of Institutional Research to do true analysis of our persistence, graduation, and equity data. We need to have more thorough analysis of dis-aggregated data, and analysis of what is already working and why.

Student Success Data Strategy – 10 total comments	
Theme	Representative Comment
Support for increased access to data (5 comments)	The lack of available, reliable, and customizable data at UNC is the most pronounced than at any institution I have worked, with obvious negative impacts.
Sole Source data (4 comments: 2 in favor; 2 confused about meaning)	In favor – Especially agree with need for Sole Source reporting. Confused – What does the committee mean by SOLE SOURCE data and reporting? It this simply getting data from a single source or is there some significance to this as indicated by the all capital letters throughout the report?

Student Success Vision – 13 total comments	
Theme	Representative Comment
Need for clear mission and strategic plan (5 comments)	We cannot be all things to all people. Further, without a clear, specific, and well-defined mission, we can not - as a community and institution - make effective, actionable change to address any issue on our campus. The lack of clear identity, vision, mission, or goals prevents quality decision making at all levels. This must be addressed so that stakeholders at all levels can contribute to our shared success.

Support for expanding definition of student populations for student success support (3 comments)	It was encouraging to see transfer students identified as a population for consideration, because additional and alternative services are needed to ensure their inclusion, success and degree completion.

Student Affairs Task Force

Career Readiness – 18 total comments	
Theme	**Representative Comment**
Skepticism about digital badges (14 comments)	The idea of Digital Badges seems to be a complete waste of time and money. Students are not interested and it appears to have little value. Students I have asked about this just laugh. They do not want to spend more money and don't see the advantage.
Career readiness as a core purpose (10 total comments: 7 in agreement; 3 disagree)	Agree – While lacking a clear citation and connection to the Liberal Arts Core as the foundation of a UNC education, the recommendations put forth would go a long way to helping students recognize, understand, and articulate the value of their experience, in-, out- and between classes. Disagree – I find the "T-Shaped Professional" model problematic in that a university education is not and must not be solely about training professionals. It's also about training future city, state, national, and global citizens, family members, community members. Anyone interested in these issues should take a look at "How Workers Killed the Liberal Arts," by Andrew Taggert, available here: https://qz.com/work/1402745/how-workers-killed-the-liberal-arts/
Equity Minded Strategies – 18 total comments	
Theme	**Representative Comment**
Not inclusive of majority populations (6 comments)	Equity is the WRONG word to use. We should be using the word equality. Equity implies a power struggle between perceived marginalized groups when that is simply not the case. This mindset hurts students and creates an insufferable and dare I say "toxic" atmosphere in the classroom and on campus. This calls for the silencing of perceived privileged groups in favor of the perceived marginalized groups. This is blatant silencing of free speech.
Lack of concrete action (6 comments)	Including equity in the mission, vision, and values of the Div. of Student Affairs is playing lip-service to the concept, but the recommendations lack actionable improvements and how those improvements will be assessed for effectiveness.
General support for recommendations	Knowing who are students are and knowing the direction that we are wanting to go towards (becoming and HSI and serving underrepresented students), it only makes sense to have the division rooted in equity minded

(5 comments)	strategies. Equity minded strategies will benefit all students (not just the ones listed) and capitalizes on what UNC is already great at. This can also be an opportunity for UNC to stand out from other universities.
Web-based resource hub (4 comments: 2 in favor; 2 questioning details)	In favor – I felt I needed more details here. I like an equity statement and a resource hub for students, faculty and staff. These ideas should be developed without additional resources. Questions – The only substantive recommendation is the establishment of a web-based resource hub. Maintaining this type of resource requires dedicated time and effort and also requires significant knowledge about the quality and reliability of the information posted. This cannot be assigned to a graduate or undergraduate student, especially if there is an expectation that faculty will use and find such a site valuable. I also don't see anything about collaboration with faculty who have expertise in equity-minded practice.
**Inventory and Organizational Stucture – 41 total comments**
Theme	Representative Comment
Inappropriate placement of academic programs/ units within division (13 comments)	In terms of the organizational charts, I am very concerned about some of the departments listed on the chart that clearly have academic outcomes as their primary goal. (There may also be a social/student affairs aspect to the program, but the program is focused on academic outcomes.) These offices are the Office of Engagement, Cumbres, Tutoring, Univ 101, MEAP, Advising and Trio. There should be no unit called "Student Academic Success" as part of the Student Affairs Division. This is why there is an Academic Affairs Division, and while the two should work together, the programs listed here should be part of and report to AA.
Recommendations for revisions to the models presented (9 comments)	I agree that ASAP (Assault Survivors Advocacy Program) and CPE (Center for Peer Education) should be under the Wellness category. I disagree that ASAP and CPE should be split up.
General disagreement with all models presented (9 comments)	The three proposed organizational charts include too many direct reports. In that respect, these organizational charts might be unmanageable and ineffective.
Concern with costs (7 comments)	I have a very general concern about org charts creating a need for additional staff, which seems counterproductive to the exercise. Creating additional offices/focuses, creates need for more people. For instance, Parent Programs is listed on all three org charts. While this is common functional area at other institutions, I don't believe we have the financial resources and will result in "thinning" of current staffing structure. We need strategic focus; all three org charts feel more like a wish list than reflecting actual needs of students.
General support for a Division of Student Affairs (6 comments)	Creating a Student Affairs division is necessary for UNC's success. I can't believe we have gone so long without a division of student affairs as it is obvious our current structure is doing little for student retention and allows for wasteful redundancies.

Student Data Analysis – 11 total comments	
Theme	**Representative Comment**
General support for recommendations (3 comments)	Consistent with the recommendations of other workgroups in the Student Affairs and other task forces, I generally find these recommendations to be well-supported - especially #3, 7, 8, 9, 11, and 12.
Opposition to recommendations related to advising (3 comments)	While professional advisors may be able to address some student issues, the main / major issue (students feeling and being part of a department) would be eliminated. Faculty advisors perform this role better - but need better training in advising to improve. Hiring additional people to do this doesn't improve the outcome.
Student Affairs Vision, Mission, and Values– 8 total comments	
Theme	**Representative Comment**
Disagreement with one or more aspects of the vision, mission, and values (3 comments)	I'm not sure it is our job as educators to tell students what they should believe or to expect that all students should be agents of social change. I think we need to equip students with the knowledge and skills needed to construct their own meaning, identity, and purpose in life, but I am very uncomfortable with any organization pre-determining what other people's lives, goals, and purposes should be.
General agreement with one or more aspects of the vision, mission, and values (2 comments)	I really like the emphases on social equity, economic mobility, and debt reduction, which are particularly evident in the Supplemental Narrative, the Mission, Vision, and Values, and the Career Readiness Action Team.

General Comments (76)

Theme	Representative Comment
Desire for change and accountability among senior leadership (11 comments)	Even so, there is still a lot of fear and distrust that the faculty and staff have for the upper administration. Time and time again we have seen inappropriate direct appointments to under qualified staff put in leadership positions that one might believe this work is contributing to that buddy-buddy system. I hope this work is looked at critically, I hope upper administration will be held to a higher standard and I look forward to seeing UNC on the other end of this difficult time.
Concerns about the task force process (10 comments)	Although the committees are aimed at being transparent they have systematically withheld early judgements and decisions. Most of the committees are also powerless because they are only making recommendations to the new president. Glad I don't attend these meetings because I would not like to waste my time. I guess everyone would be better served to grovel to the very new president to save their programs.

Appreciation for time and effort of committee members (10 comments)	This was a useful first start and I appreciate the enormous amount of work that people put into creating these reports.
Additional suggestions (8 comments)	There needs to be a stronger focus on collaborating across departments, but particularly across colleges. We need to SHARE resources as a way to reduce expenditures. It is better to focus on sharing rather than cuts.
Need for a clear vision and path forward (5 comments)	I still do not understand the relationship between the work of the task forces and the proposals for fixing the budget. Some of the task forces looked at pruning programs, which could certainly save the university money, but that is not one of the 13 options proposed by the PLC. Other task forces seem to be suggesting new or expanded programs and initiatives. In this time when everyone will be asked to do more for less anyway, I am skeptical that taking on new responsibilities on top is asking too much.

Appendix B: All Comments

Comments are provided verbatim, with no corrections for spelling, punctuation, or grammar. Please note, personally identifiable information (names/position titles) submitted in negative comments was redacted for the published report; however, the President and cabinet received the full, unredacted comments.

Academic Portfolio Task Force

Academic Program Support
• After reviewing all each of the three different task force recommendations it seems that a majority of the staffing recommendations do not align with the overall goal of the university. For example, the first year advising task force is recommending increased communication from advisors during the summer and seasonal breaks and this report is recommending to "adjust" staffing during these times. I think the university needs to come up with a clear plan and vision of what staffing is needed during these crucial times. Yes, cutting advising during the summer may save money short term, but will ultimately hurt the mission of the university in the long run. Faculty are not on contract over the summer and students need to a direct contact person over these breaks.   Also, I do not agree with having "experts" in the college for advising. Students need to be meeting with their advisor every semester. There is no way that anyone could be an expert for an entire college. Each major is specific to its own needs and needs to be evaluated separately.
• Availability of data and transparency of data are super important. Programs need data for adequate evaluation.
• Awesome job. My only suggestion would be to not spend so much time "auditing" and "studying" things that we complicate the problem.   Appendixes A and C: Taken together, these show HUGE disparities in how colleges are staffed. Wow. We seriously need to do something about this. It seems fairly clear to me that HSS is vastly understaffed and NHS is vastly overstaffed.   On the survey: one thing missing in the questionnaire is asking whether we actually need admins to do the things they are tasked to do. It would be interesting to know what parts of their job admins find unnecessary and and resource saving to collapse how much time admins spend doing tasks that don't actually need to be done.   Let me reaffirm that "bureaucracy does not save money, it costs the university money in human resources." This seems related to the comment that decisions at UNC appear to be reactive, rather than forward planning. I find this true across the university, not just in relationship to the work admins do.   I agree that all hiring functions should be centralized in HR. Getting hired was quite painful for me; I can only imagine what it is like for an admin trying to hire multiple people.
• I agree that before we can adequately determine staff inefficiencies, we can and should address process inefficiencies. All of the areas listed - travel, on- and off-boarding, curriculum, scheduling, official functions, etc. - can be improved and standardized.   I am unsure about the recommendation of "Shared Service Staffing Options" since I would need more information. UNC is very siloed in its processes as it is, so eliminating the number of people who know certain processes will create an even longer list of people or areas you need to know to refer to with questions, etc. An admin sitting in a department office is STILL going to get questions about travel (for example) even if they aren't the "travel person" - so then there's another layer added to the process. Could be beneficial, but needs extra thought. However, if it's more of a "train the trainers" thing where there are a few experts in charge of implementing procedure and training in their respective areas, that may work.
• I believe you need to consider more than student numbers, but also clinics, grants activity, and external accreditation. We need staff members to keep these programs running, they are essential to the success of these programs!
• I do believe the committee did an excellent job describing the problem with duplicated efforts and overall inefficiencies throughout the university. The problems with processing inconsistent forms for different processes (hiring, travel authorizations, curriculum etc.) has been an ongoing issue in the 12 years I have been here and continues to flummox the administrative staff. All hiring should be done through HR and they should be given the resources

needed to do so. I also agree that their is inequity across campus in support staff with HSS severely under supported, but I do find one omission in the report. There are many academic units on campus that are direct student service and many academic units that have administrative assistants at reduced FTE (.92, .89, etc.) with time off in the summer. However, we have many academic units at 1.00 FTE that still have limited student interaction in the summer and frankly time on their hands to just twiddle their thumbs. Some cost saving measures could be found in doing some departmental evaluation regarding reduced FTE's in academic units without summer classes, graduate programs or extensive research loads because there just isn't as much work in the summer when students aren't in class (most of our summer classes are online). This should be seriously evaluated for cost reduction options.

- I especially appreciate the recommendations to streamline workflow. Faculty spend a lot of time doing service that could be reallocated to advising and scholarship and better work satisfaction.   I would also like to see consistency in evaluation and hiring, especially which programs get new hires. My program has a ratio of 70 students to one professor and we also teach several LAC courses. This semester, only 3 of our 12 offered courses are not at capacity and 4 courses have added overrides. I am really worried that we won't be able to offer enough courses for students in our program to graduate and I'm doing a lot of course substitutions. This means that other programs are getting credit that should go to our program because we don't have sufficient faculty to meet student needs.

- I feel that academic units all have very distinct individual needs as departments even though the Administrative staff perform similar duties. Although streamlining many of the processes, forms, and programs that we utilize as Administrative support staff would certainly be beneficial, it also needs to be acknowledged that the workload for some Administrative staff is much greater in some departments than others. It is important to get all the detailed facts before making any sweeping decisions, and acknowledge that not everything can be measured by a survey or task force gathering data from Administrative staff that had a very short amount of time to analyze their workday and summarize the multitude of tasks they do on a daily basis into categories on a spreadsheet.

- It is CRITICAL to staff's quality of life at this university that we make cumbersome processes related to travel, accounting, and hiring more efficient. Eliminate paper forms wherever possible. Have ONE centralized platform where documents can be stored and tracked.   I also am in favor of more specialized staff at College levels (recruiters, advisors, marketers) vs. generalized staff that is centralized. There is too much variance between programs and colleges for one person to know everything. Staff with knowledge of their Colleges specific disciplines have proven far more effective in my unit.

- Need to consider more than student numbers: external accreditation, clinics, grant activity etc.   Staff are essential to keep the programs running.

- No real recommendations are made for fear of upsetting one or more vocal minorities. Without a clearly defined mission, it is impossible to determine which programs are "central to the University's mission".

- Official function processing definitely needs to be changed: - Have the dean be the final authorization for non-alcoholic and non-blanket requests - Personnel who make inappropriate expenditures should have P-cards disabled. (Cristal Swain and Brett Naber indicated that there were some individuals and departments that were inappropriately spending on official functions. If so address the issue with the individuals and departments.) - Initially the PCard system called for individuals having parameters set up when they received their card thereby eliminating the need for constant changes by AP/Purchasing. Go back to this practice.   Travel: -Put travel authorization in OnBase and all personnel including faculty who want to travel must use and follow the approval chain.   -Travel to be awarded base on faculty tenure and rank. Tenure track who are below professor to receive most funding, then tenured who are associate, and the least to tenured professors. Faculty should have to bear some burden of cost for their own tenure and promotion. Faculty are paid for every little thing they do. They should not expect to have the university to pay for their own promotions. Training: -There is inadequate training across campus. Communication about changes is rarely done and is found out via word of mouth so it shouldn't be a surprise that their are inconsistencies. -Employees work in silos and are encouraged to do so. This results in not knowing how things interconnect

or the inability to think processes through. -There are very few employees who have a even small understanding about the campus as a whole and this impedes communication, cooperation, training, and production.

- Reduce the amount of upper level positions and associated redundancies.
- Some programs have a great need for staff resource due to regulatory requirements related to the specialty. Right sizing staff numbers and workload should consider specialty program requirements.
- The recommendations are reasonable. However, I see nowhere in ANY of these reports where it speaks of faculty support. All I read is how faculty will be expected to make all of these changes and change the culture of UNC (Which is great), but NOWHERE does it speak of faculty compensations. It's like it doesn't exist, like we're indentured servants to UNC. We do not get raises and the previous administration was so pleased to pay us at 90% of average. That's just horrible.
- The report underlines the critical gaps in business processes and academic support that drain institutional funding and other administrative resources, promotes incompetencies among staff and lack of oversight and erodes accountability and trust among employees. If no changes are made to the existing structures, the university will continue to lose significant amount of money internally and will not be successful in the increasingly competitive higher ed environment.
- The spreadsheet provided in the appendix should be used as a model when we are creating the metrics for possible elimination of undergrad or grad programs.
- There is much more to consider for academic program support than just a survey of the administrative support personnel. Faculty and students should also be surveyed as much of their work and efficiency is dependent on well-trained, skilled administrative support that perform duties that may not be captured on the list in the report. Familiarity with the program itself is essential and generic staffing is not useful in many instances. Program accreditation also carries a substantial workload, and the administrative support for ongoing tracking, justification and data management for accreditation reports is a high-level job, the administrative support in our program also have responsibility for financial recordkeeping and support to the chair and faculty. Lastly, for research active faculty, the administrative support in the program is essential for grant success and this is not a routine part of all administrative persons. This role could be consolidated at the School/College level and would also make the opportunity for faculty to have successful grant-writing and research outcomes if the administrative support for grant management is in place. OSP does not support the faculty research beyond initial paperwork to get a grant submitted. Managing the grant falls on the individual faculty member and academic administrative support in the program. Staff are essential to us keeping our enrollment full and sustaining student completion of the program.
- TRAVEL: Travel processes are frustrating, both for the staff member inputting the TA and other travel docs into Xtender and the traveling faculty member who has to wait (and wait) for funds to be loaded onto his/her Pcard. Many, many times, funds are not loaded in time and the traveler then uses his/her own personal credit card, resulting in the admin/office staff member duplicating their work by processing a travel reimbursement after travel is completed (in addition to earlier uploading all necessary travel docs into Xtender). As stated in the committee's paper, savings are lost because travelers cannot, for example, take advantage of "early bird" conference registration and/or the chance to buy airline tickets weeks earlier at a reduced rate and/or being unable to reserve a hotel room which was part of a block set aside at a lower price. This costs the university a lot of money. (Note: the Travel/AP/P-card staff at Carter Hall are not to blame for this--we know they are understaffed. They are always professional and courteous and are working as hard as they can--but the dept clearly could use another one or two staff members.) HIRING: Sometimes office staff who normally do other, specialized work are asked to help with processing hiring documents; this involves looking at passports and filling out the I-9 form. We have no formal training in this and wonder about the liability to the university if an error is inadvertently made. It would seem that a dedicated HR staff with knowledge of these processes would be a better choice for these tasks.

- UNC has a lot of unnecessary bureaucracy and we need to come into the 21st C in terms of using technology to streamline business practices. It is unfathomable that leave records are entered manually by hand by one person!   Shared services has some appeal, but we will need to be very careful that it doesn't create inequities in terms of whose needs are served and when. A good example is IRAS. It seems that the unit's first priorities are directed toward serving Finance and Administration, and that F&A priorities outweigh Academic Affairs (even though the staff in IRAS are excellent). UNC definitely has a culture of "who you know determines what kind of support you get." We don't want to harm some programs that already struggle with getting the necessary support.
- Under III. Tactical Recommendations. 1. Hiring: Faculty, Staff, Adjuncts, Students, GATA.   The pre-hiring process and paperwork also needs evaluated as many of the forms could be combined. Each type of open position (faculty, classified, staff, and student) requires a different set of PRE-hiring forms. First, pre-approval of a position opening from Provost Office with 3-4 forms. Then, People Admin posting approval with additional PRE-posting forms. One open position can require 6-8 forms, many of which are different formats, and there is no consistency in what levels of approval are on each form. Consider adding #8. Automating Payroll Forms to the Tactical Recommendations. The Payroll Data Form and Personal Service Agreements (PSAs) contain sensitive information that is emailed to the Payroll office due to lack of Xtender or On Base utilization. The PSA forms require 8 approvals which could be done more efficiently through On Base. In the Action Plan at the end, most Responsibility falls to the Deans. ALL should be in consultation with Provost and Sr. VP for Academic Affairs for consistency across colleges.
- We need to consider more than just student numbers. Things such as external accreditation, clinics, grant activity require significant workload. Staff are essential to keep these successful programs running.

Active Learning

- "Active Learning" is what teaching is all about.   There seems to be overlap in some of the committee work - this committee (Active Learning) with Student Success/Orientation committee, with academic advising committee, etc.
- Active learning is essential to many employer's hiring practices now with some universities even turning to REQUIRED Co-op/internship completion for their students in order to graduate. Many students are seeking our these co-op required schools to get practical experience. However, I am unclear as to the value of the digital badges. What benefit do these provide for the student and the employer? Will it just add one more layer of red tape and expense that students and employers will find cumbersome? It adds software cost, so I am unclear on the perceived benefit to students and UNC.
- Again, I don't think this is the right direction. Badging is unnecessary and redundant. Career Services can support students with some of these initiatives, but many of them will happen without an engagement office. Student teachers still need placements, but it can be coordinated by the program(s). Students still need jobs and internships, but handshake sources most of that (beyond students taking advantage of their own connections). I also don't believe this would help our branding or recruitment.
- Badging was better explained in this subcommittee's recommendations.
- Excellent report. This provides a coherent and well-structured approach to thinking about how to integrate active learning into the entire educational experience of students. Implementing this could be a game changer for UNC, especially with a focus on educating first generation and students of color, who have fewer networks and opportunities for advancing their professional goals after college. Only thing I am unsure about is the digital badging. Some type of co-curricular transcript would be useful, but badging seems a bit like a fad.
- I believe this task force has provided concrete recommendations to set UNC apart from other CO institutions in a way that we know supports student success.
- I do not agree with creating yet another administrative position - Associate Provost for Undergraduate Education and Academic Engagement. This does not seem aligned with cost-saving efforts.

- I don't agree with a top heavy administrative position and structure. If the framework is provided to programs, the active learning component can be managed at the School/program level with feedback to the university level, providing adequate administrative support is available at the school/program level. Building more administrative infrastructure will not save costs. 2) Active Learning will need to be defined for the general public, branding the university in this way is a good idea, but the general public won't know what this really means for their child or potential UNC student. We need to specify in the brand what the outcome from this is which in my mind is "Real World Experiences making you ready for Real World Jobs". It is the ultimate employment and job readiness that is the end goal for everyone.
- I think it sounds great, otherwise and would be awesome to add to recruitment efforts to clearly define what makes UNC unique!! A few concerns/questions: How will this affect transfer students that come in at Junior year and may not have the first "level" of active learning? Will the benchmark/milestone requirement be waived? How will these requirements be tracked/verified? Considering concerns of efficiencies and budget, this seems to require a high level of resources, including the addition of another high-level administrator, which, in the current climate, may not go over so well if we hire this new expensive position and move forward with layoffs/hire freezes of existing staff.
- I think this is a key area for a revised vision at UNC; it compliments work with first-generation and under-served populations. We would like to see this appreciated as part of establishing a vision for UNC. This can be supported in the form of faculty development and other resources.
- I want to begin these remarks by saying that I wholeheartedly agree that active learning is nearly a universal good. I want to clearly register my resistance to the "badge" idea. It just seems silly to me. It makes things like advising and timely completion more complex than they already are and gives students one more set of requirements to consider beyond LAC, major, minor, and elective requirements, giving students way too many moving parts to try to navigate. Moreover, creating a badge system means someone has to evaluate student product to see that it masters the skill and we don't have resources to do that. Thirdly, we will have to devote ongoing resources to educating UNC students, staff, and faculty about how this program works and why it is important, resources we don't have. I looked at the Maine example and there are things I like about it, but I'll need to see significant longitudinal data about its effectiveness for students, which I don't see here, before I could support such an investment. Currently, I don't see benefits that are worth the many costs. We don't need another administrator (associate provost). If I am guessing correctly, the existing line that would be repurposed has been vacant for over a year and no one has really noticed. I submit that may mean we don't actually need the existing line at all. We also don't currently have the funds to support the other human resources required to do most of the things this report advocates. One thing I found quite absent from this report is how active learning, particularly the community engagement piece, might actually work on the ground. I'd like to see how a faculty member might plan, execute, and evaluate community engaged learning in a course of 65 students, especially when that faculty member delivers 2 to 4 such courses in a semester. I'd also like to see how UNC can have these kinds of expectations of our student demographic, many of whom carry full-time workloads, have heavy family obligations, are first generation college students, etc.
- I would like the leadership team to truly consider this task force report as a framework for reimagining a vision for UNC. I believe we need to set ourselves apart from our competitors and a way to do this that I believe would be successful would be to use active learning as a cornerstone for our university mission and vision. Active learning has been shown to increase student success and would align well with a mission to support first-generation and minority students. UNC should invest in community engaged learning as a way to support our students and Greeley and set us apart.
- I would like to see this appreciated as part of establishing a vision for UNC. This can be supported in the form of faculty development,
- I would love to see the UNC Ropes Course and Old Man Mountain used more as an active learning tool. Most of the UNC doesn't even know those facilities exist. They are so unique to UNC and are under utilized and under funded.
- The emphasis and encouragement of active learning is very important. I'm not sure the creation of a badge system is the most effective means to encourage this. Departments should be encouraged and rewarded for including active learning as a key piece of faculty evaluation for annual and comprehensive review purposes.

- The types of active learning described by the task force seem to be primarily those that require students engage in activities outside of the classroom. For some majors, this is absolutely appropriate, and often is already implemented. I am concerned with the universality recommended though. Shoe-horning all students into activities such as these is probably not appropriate, and while it might benefit them in some ways, there are other, lower cost (both financially and in other ways) interventions that can improve student learning.
- These recommendations enhance the learning experiences of all UNC students. These recommendations also provide a comprehensive and holistic approach to students' learning beyond the classroom. These recommendations will also provide meaningful opportunities for all students to acquire new knowledge and skills that will allow them to be well-equipped to effectively interact in local and global communities
- This should be a fundamental part of our student retention plan. It is a fairly low-cost way to address future market demand, and to put UNC ahead of the competition instead of level with or behind.

<table>
<tr><td>Extended Campus</td></tr>
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- This is the same story we have been hearing for years. There is no evidence of urgency and a propensity for action. It would help to focus on three or four big ticket items that will exploit the significant financial potential of extended studies.
- '- not all online courses need to be offered through extended campus - there should be certain percentage of revenue returned to the department who offers the course
- A focus on creating graduates ready to enter the workforce is noble, but not appropriate for all majors (how can experiential learning be applied to all majors? it can't in some cases.)
- Agree that Extended Campus should report to Provost. It is too closely tied to Graduate School priorities. Position should be Dean or AVP level. UNC needs to decide what Extended Campus is for and not try to have it be all things to all people. I am partial to the recommendation of rebranding it as a School of Professional Studies and Continuing Education (something similar to CSU Global?).
- All stakehoders need to be represented in the ongoing work and review with Extended Campus. Particular attention needs to be on the demographics of potential undergraduate students in extended campus programs. Also, attention needs to be on the demographics of current students who choose to attend extended campus and those who attend main campus.
- Expanding dual enrollment programs sounds like a promising source of revenue. Researching cost savings (e.g., in rent, in facility use at the various satellite campuses, etc.) seems like an important strategy. I don't agree with the recommendation concerning the transformation of Extended Campus into an independent "School of Professional Studies." I am concerned that if some programs were to be moved entirely under the umbrella of Extended Campus, they would be disconnected from academic departments in the University. I agree, instead, with the alternative view of Extended Campus playing a supportive role for the universities academic programs--supporting distance learning, elimination of traditional barriers for prospective students, etc. I am concerned that eliminating or substantially reducing compensation for coordination and course overloads will make it less likely for faculty to take on this extra work.
- Extended Campus recently re-branded from Extended Studies. This is very costly. Relocating the administrative staff to campus is a mistake. Having an off-site campus in Loveland not only provides a great location for classes for students living between Ft. Collins and Denver but it also utilizes empty rooms for businesses to lease on a day-by-day basis, resulting in an annual income of $10,000 or more per year. Now that the Center is being promoted more, this income has been increasing. One of the justifications of EC is that we are able to establish procedures that are UNLIKE campus. If business practices are aligned with main campus, why would there be an EC? EC is not aligned with main so that things can be done quickly and concisely. Main campus rarely consults with EC NOR do they communicate to EC when procedures are changed that impact EC currently. Aligning business practices would cause a great number of redo's for EC, most likely, due to the lack of communication on the part of main campus.
- Extended Campus will have a hard time finding faculty willing to coordinate programs without compensation. Who is going to do it?

- Extended studies' mission and purpose needs to be redefined.
- I agree we have several programs taking resources without any payout that should be eliminated. Faculty salaries should be reviewed and kept on the same guidelines throughout. I don't think a name change would be beneficial. Extended Campus is beginning to be known throughout the state and compliments any of the changes discussed. I do not think exc should move to campus - part of it's success is due to operating separate from campus. A total online undergrad degree should be developed - many requests for that. EXC should be included with UNC events - such as the Roadshows for the New President. EXC has centers in Denver and Colorado Springs but was not included in any planning or even invited to the events.
- I agree with the alternative model presented.
- I like the idea of restructuring EC. We really need a consistent model and a clear structure, right now it doesn't seem like EC treats all programs the same.   I also like the idea of programs having more control of degree granting programs and budgets, which should also include revenue.
- I like the idea of restructuring Extended Campus and the alternative model. Currently all of the support for delivering the online program falls on the faculty who are all ready overloaded. There is no transparent financial relationship with the program and the online program has to meet the same accreditation standards as the on-campus program. Program revenue is needed to support the teaching and delivery of the program and accreditation documentation. Extended Campus should function as a RESOURCE for programs that help deliver online program, but not be a separate entity with its own programs. The future of distance education is critical for UNC and programs can run with this if given the foundation structure and resources to build it, not turn it over to someone else who turns into our own competition. Programs need more direct control of degree granting programs including budget and revenue. There is also not an opportunity to offer innovative training to working professionals or the public. Currently, there is no reasonable way for faculty to offer workshops, certifications through the EC as the cost model being credit-based is unreasonable, and there needs to be a co-existing model of faculty pay for these additional educational offerings. Without faculty, there are no programs, certificates or credentials to offer. Life-long learning opportunities are important to the public, and there is no UNC focus or support to develop these at this time as an additional source of revenue.
- I like the idea of restructuring. We need a consistent model and a clear structure to the unit for everything from development,s upport, budget models, revenue flow, class sizes etc. It is an EXCELLENT idea to allow programs to have more control of budget including revenue.... as it is frustrating to put a ton of time and effort into online degree programs and certificates, but then not have the department benefit at all from any of the revenue generated. Consider providing opportunities for professional education/lifelong learning through extended campus - including hosting continuing education courses/conferences. This is being done elsewhere and UNC is missing out on these types of opportunities.
- I prefer the model of "Rebrand the Extended Campus as a School of Professional Studies and Continuing Education. This school would be the revenue generating division of the University of Northern Colorado delivering fast, flexible and affordable degrees, professional development, credentials, and certificates for working professionals and members of the community." rather than the model about supporting existing academic units.
- I support the first paragraph under Vision, not the alternative.
- Overall, I enthusiastically endorse the recommendations. Historically, the approach to extended campus has been quite ad hoc and we haven't really considered its relationship to the main campus. I enthusiastically agree that we need to separate CIE from Extended Campus. I enthusiastically agree that extended campus should not cannibalize on-campus programs.   I am very, very disturbed by the sentence near the beginning of the report that, essentially, claims that the purpose of the extended campus is revenue generation through "fast, flexible, and affordable degrees." First, the purpose should be education, not revenue generation, and degrees should be meaningful as well as fast, flexible, and affordable. The alternative model is much, much more akin to what an institution of higher education should be doing.

- Program oversight and advising needs improvement. I first-hand have been in contact with many students who are turned away from extended campus for example because they are a seeking dietetics major, but cannot take the classes yet. Students are not enrolling here because they are getting passed along with no support or answers fro extended campus.
- Rebrand the Extended Campus as a School of Professional Studies and Continuing Education is a poor plan. Think in terms of marketing. How would this name be used to market UNC online programs? Keep it simple, perhaps "UNC Online", "UNC Online Studies". Consult with experts to guide you rather than making a decision based on the opinions of a few staff and faculty that are probably not informed on branding.
- The extended campus report provided very few concrete recommendations, perhaps because [name redacted] was on her way out and not genuinely invested in finding solutions. Extended campus should be folded into main campus - relocating to main campus and reducing staff. There are numerous redundancies in their practices - with scheduling courses, enrolling students, and reserving room space. They insist on having a staff person in the building during evening courses, which is an unnecessary staffing expense. While it make make money for UNC, it is a complete mystery where that money goes to and why academic programs do not benefit from the revenue generated - at all. Close it down. Move it to main campus. Have better oversight. Blend existing ExC programs with main campus academic programs and remove the expense of the Centerra staff and director.
- The extended campus should be greatly expanded and advertised more. UNCO should move to make an online M.ed that is a national leader with name recognition. It should be targeted to teachers around the country as a worthwhile credential for working teachers. Micro credentials and badges are for video games, not for respectable universities. in a budget crunch.
- The rebranding and structural organization of Ex Campus as its own school has failed at other Colorado institutions, creating a strange competition among units. Although I appreciate how the recommendations are guarded about this, I would hate to see UNC make the same mistakes other institutions are already learning from and cleaning up from.
- The report seems to overlook the need for program's to be responsible for extended campus offerings. While the report hints at this problem, it does not clearly state how to place that power back in the program's hands, which is crucial to the success of extended campus offerings.
- This Extended Campus task force report has some recommendations in common with a separate plan that has been submitted to the Provost. Both advocate the conversion of Extended Campus to a "School of ... " with its leader reporting to the Provost. I am in favor of the unit having direct reporting to the Provost, but some proposed elements of the "School of..." plan are concerning in regard to how it might impact overall enrollment, revenue and strategic adaptability for UNC in the future. One vision of this new school is that the current online degree, licensure and certificate programs would "return to campus" and this new school would focus on smaller credentials, individual courses, and perhaps degree programs that aren't already offered by departments on campus. However, the fact that few, if any, of the other UNC task force reports mention online students, distance students or delivery modes reinforces a long-running concern. Many UNC administrative, leadership and academic units do not even think of distance students when sending communication, supporting students, purchasing software, engaging with consultants, segmenting data, or drafting UNC vision and planning statements. Therefore, I am concerned that removing the existing online programs from a unit that specializes in researching, recruiting and serving these students could have two unintended impacts: - It is likely to further marginalize students who already feel confused or ignored by many of the service and communication experiences they encounter from centralized offices. - UNC could lose out on future revenue if online degree programs don't have the daily attention and support of those who specialize in post-traditional student audiences. These students are fundamentally different in how they compare and choose institutions, and in what services they do/don't want as part of their educational experience. Growth in dual enrollment, and the consideration of emerging credentials, should definitely be something towards which UNC dedicates energy and resources. Those areas provide opportunities for additional revenue, and help us serve new groups of students. But I do not think UNC can just count on all of its current online degree, licensure and certificate program revenue to just roll over to campus if the marketing expertise, student support knowledge, and just plain top-of-mind consideration for these students do not transition with it. Having a team who thinks about these students every day makes a

difference, and this population of students is still growing. Regarding the brand/name of the unit: if the unit will keep supporting full academic programs (degrees, licensures, etc.) - whether that includes programs from campus departments or its own new programs and faculty - I don't feel that "continuing education" accurately captures the prestige and modernity of those offerings. Online students, and those who return to college, are no longer considered "non-traditional." They are a growing portion of the typical college student population, and the current Extended Campus lineup includes credentials up through doctorates. Distance learning isn't just a service for "adult students" anymore. It is about providing access, current technology and customized student service for an increasingly digital society, and it is an integral part of the changing landscape of higher education. However, the term "continuing education" has more of a "night school" tone/reputation. Whether it is the current Extended Campus name, or something new, I think that a shorter, more contemporary name would better identify and promote the role that the unit fills in the higher education market.

- This report seemed to lack detail so it's difficult to know exactly what is suggested. I do agree with the fact that extended campus needs to be restructured. We need a consistent model and a clear structure to the unit for everything from development, support, budget, revenue, flow, class sizes. There is extreme inequity in terms of pay for faculty who teach extended campus courses across campus. Right now there is little incentive to expand successful programming because there is no financial or resource support for programs. I like the idea of programs having more control of degree granting programs including the budget and what to do with the revenue. We should keep things like conferences and professional learning courses in extended campus but need to develop a model for compensation for this.
- We need to offer LAC's online and keep online programs through Extended Campus.
- What is the revenue from the dual enrollment students? Is it worth the cost? Do we see more of those students come to UNC later?
- While I agree a new model is needed, the options are not entirely clear. Need a consistent model and a clear structure to the unit for everything from development, support, budget models, revenue flow, class sizes. Like the idea of programs having more control of degree granting programs and budget, including revenue. Keep things like conferences and cont. ed in EC. Need a model of compensation for this. Life-long learning opportunities for the public should be considered.

Graduate Programs

- '- graduate recruiting budget and assistantships need to be discussed.
- Since I am unfamiliar with IRAS, it is difficult to ascertain if that is the proper comparison metric to utilize. It also may be wise to have more than one comparison metric as there is no ideal metric to target in my view. 2. It is interesting to me that there is no discussion of the actual revenue generated by a program in terms of grad application fees, course fees, differential tuition costs, and other sources of revenue for the program such as on-campus clinic serving the public. 3. These non-classroom oriented teaching venues are critical to the success of some graduate programs and also help meet accreditation standards which include student/faculty ratios, physical space, workload and research productivity. Any decisions have to take into account program accreditation at every level of decision-making and this did not appear to be considered in the matrix. This may be another aspect of the Quality of the program, as poor quality programs will have their accreditation withheld or temporarily suspended and the reality of achieving accreditation should be considered, along with extra support for programs that have a long history of sustaining quality and accreditation. 4. More support for ACTIVE RESEARCH is needed. A differential workload is CRITICAL and necessary for grad programs to have the scholarly research output required to maintain graduate faculty/DRE status, meet accreditation and bring in grant revenue to support laboratories and graduate student work. Programs that are actually supporting students via grant funding should also be given preference. This only happens when faculty have a differential workload or devote personal time to research since the 60% teaching load is already over-extended and supporting scholarly research on 20% workload is not feasible, especially when student doctoral capstones/dissertations are required without any workload compensation. These take me hours of each week, and I currently exceed the grad school allotment for the number of committees which is not enforced, or fairly distributed. 5. Our applicant

volume is huge for our graduate program which takes days/weeks of work without revenue credit back to the program. 6. Graduate student assistantships are essential to us attracting the best students, and first-generation students. They also support the program directly and save costs and help with efficiency. 7. It is interesting to me that there was no mention of effficient use of Faculty time. I have been through many cost-saving efforts outside of academia and the first thing that is usually done is making sure you are not having your high revenue producing employees spending time on low revenue producing activities. Faculty are asked to do a zillion tasks that could be done by others, especially as we have lost administrative support. It is not a wise use of faculty time to fill out forms for other departments. 8. Use of adjuncts is not always a possibility, much of our over-load is because of the lack of availability of others to teach the course. Our pay is so low, that potential adjunct-faculty working clinically or in other settings (hospitals, schools) are unwilling to work for such low pay, so we have to teach in over-load, especially as faculty positions are not filled for the same reason. 9. Besides a differential workload for research active faculty, there should be consideration of a differential pay structure for faculty who are generating indirects. Grants can support higher salaries, which results in more indirect revenue. We are short-changing ourselves in this regard. Thank you for the opportunity to share my thoughts.

- 1.Counting cheeks in seats should not be the only or the primary criterion for determining program quality. Program's reputation and impact on the university and the community should be considered as well. 2.A differentiated workload needs to be considered. Faculty involved in one-on-one clinical and/or research activities are not fairly compensated and recognized.

- Close down unprofitable programs.

- Continued provision of resources to productive and growing graduate programs should be a high priority. The funding for graduate teaching assistantships is especially important for promoting these program's continued growth. Furthermore, promoting this growth is paramount for the long-term success of these program which enhances the quality of education for all of UNC's graduate students.

- For programs to continue, they must be productive and align with the mission of the university.

- I agree that we need to take measures to improve graduate education at UNC but labelling some programs as "unproductive" is extremely value-laden and judgmental. The term "retiring" program is equally offensive. Why not call it what it is - firing faculty. I am concerned about the ability of such a small and non-representative committee - lead by the Graduate School Dean - to create a plan for all. Why is there no report for "unproductive" administrators who contributed to this large debt accruing over time? Why balance the debt on the backs of the workers - who - when compared to upper administrators - are paid very little?

- I agree with most of these metrics, but I don't think we should consider "history or legacy of program at UNC." I fail to see how that has anything to do with program quality, productivity, or efficiency. I'm a little disturbed at this committee's eagerness to eliminate programs. It seems that this committee should, like the undergraduate "pruning" committee, offer inefficient programs opportunities to remediate themselves before simply cutting. In this sense, perhaps the committee's concern about the "optics" of publishing a list of programs slated for elimination is well-founded.

- I appreciate the clear metric. Other factors to consider include whether programs have external accreditation demands or not. Class sizes AND type of course should be considered. Revision of current processes: c) I would like to see consistency/equity in teaching load expectations and class sizes. This should also relate to Extended Campus. I like the idea to pilot the metrics and involve the programs directly.

- I believe that the stated recommendations all are logical and sensical in theory. In practice however, what other steps are to be taken to reduce the actual/perceived bias of the committee members/leaders? After all, some of their own programs are chronically under-enrolled, etc. from what I understand and deserve the same degree of scrutiny as do all of ours. I believe that they all are good and well-intentioned people, but let's face it: the stakes are quite high with this to say the least.

- I believe these should be considered in the recommendations: - Minimum class size, level and course type - Differentiated workload, equity, and productivity - Develop definitions for research productivity - Consider amount of applicants with workload and money should be returned to the programs
- I want to stress the importance of starting with a consideration of leveling the playing field across graduate programs in terms of workload and productivity. Equity is an issue right now. Part of leveling everything out would be to consider a minimum class size and level along with course type. I also think colleges should develop consistent definitions for research productivity so that each program can then consider a differentiated workload model. Other considerations: demands of external accreditation for workload, student/faculty ratios, physical space. Amount of applications should be considered with workload and portion of the money generated should be returned to the program. GA awards are critical for programs and quality students; they help maintain reputation for quality and may be critical to attract first generation students. In certain areas, we can't find adjuncts due to low pay so faculty must cover via overload.
- I was happy to know that the graduate programs were being considered as part of the strategic plan since most of the discussion has been on undergraduate enrollment and retention. As a graduate faculty, I have felt the inequity across programs and I'm happy that this task force has recognized that and has a plan for addressing it. There are many graduate programs that are great examples of sustained success and I encourage the work group to also focus on what those programs are doing well.
- I would love to see serious consideration for differentiated workload models that would include equity across faculty. Right now emphasis is on teaching in the 'standard' load yet research productivity expectations are not altered for individuals with heavier teaching loads than others. Consider faculty who might prefer to focus on teaching/teaching pedagogy to incorporate higher teaching workload and perhaps reduce/eliminate professional activity to allow for more classes to be taught without needing to hire more faculty.   GA awards are critical to recruit and retain high quality students. In terms of adjuncts - we are all currently on overload and can't even find adjuncts to teach our courses because of the LOW pay. Our faculty do not have competitive salaries when compared to industry standards.
- I've spoken with several members of this Task Force and it has been noted that the report was not written as a collaborative effort in that a significant number of recommendations were NEVER discussed among the committee. Members of the committee noted that the report did NOT represent the recommendations agreed upon and may, therefore, be considered fraud on behalf of the chairs in a misrepresentation of the faculty on the committee's recommendations.
- In principle, the goals of the recommendations are agreeable, but the devil is in the details. In particular, precisely which metrics are used and how they are waited, will change which programs are deemed more or less valuable. Without more details about the metrics, it is impossible to agree or disagree with the direction these recommendations are going. For increased transparency, the university community should be involved moving forward as the metrics and their weights are established.
- In the report they stated "The initial review produced a great deal of discussion and general agreement about identified programs and certificates to retire." Yet they decided not to be transparent as stated and publish why or how they saw clear reason to retire programs. This is not in agreement with the terms of the committee.
- It is unfortunate that the graduate program committee did not release the names of the graduate programs with low or declining enrollments. The committee and/or administration is perpetuating the cycle of non-transparency in this process. By acknowledging the decision to not release the names of the programs, we all now know that there is a "list" of grad programs on the chopping block, which creates additional fear and distress. Why not tell us the ugly, honest truth? Why not be forthcoming? The truth is that the listed programs will not be a surprise to most. It'll be refreshing to have it publicly stated.   Finally, if UNC plans to continue to offer graduate degrees, it must find a way to fund the students pursuing those degrees through assistantships and scholarships. And the funding needs to be consistent - for three to five years stints so that faculty and programs can plan accordingly.

Currently, each year, we are on a graduate funding yo-yo, and we do our best to recruit students with the funding provided (and meet the benchmarks year after year). But when the grad school dean sends a panicked email on a Sunday afternoon right before admissions deadlines - saying - your funding will be cut, panic sets in. How can we plan - to recruit grad students, to staff grad courses, to write grants with RA funding - with these kinds of crisis like operations raining down on us.   Our grad student deserve better than this university's administration is currently offering. Our excellent grad faculty deserve better than this university's administration is currently delivering. It does not seem likely that the committee's report will help improve our offerings or delivery, as it's simply too vague.

- Most of the recommendations look quite reasonable. I'm not quite sure how faculty workload fits in as a metric, but consideration of faculty workload certainly needs to be part of the conversation. Also, does redundancy refer to within campus, within state - it was not specified.

- New programs take a few years to gain traction. 3 years may not be enough to determine viability of new program.   It would be helpful if the grad school would share the results of the exit interviews with coordinators.

- Not really sure as they are not fully published.

- Overall, the Graduate and Undergraduate programs (discontinuation and new programs) were disappointing, because nothing was learned and there was nothing innovative about their work. I found the Graduate report and the UG discontinuation and new program reports almost completely wanting in creative and decisive recommendations, unlike other reports I've read. It's obvious from these thin reports that the committees were paralyzed by substantial hand-wringing. Internal politics can, unfortunately, be appreciated for causing such vagueness in discontinuation (phasing out) reports, but that doesn't explain the weakness in the new programs suggestions for graduate and undergraduate levels.   I suggest leadership continues engaging the committees, but with very firm expectations and a slightly longer timeline.

- Please consider the strategic plan and vision of graduate programs. If the programs have been growing and greatly supporting the students (both graduate and undergraduate), consider the longterm impacts. Consider the utility of the program, what the departments do with TA's/GA's and how it can fit into the long term cost savings of the university. Graduate programs should not necessarily be viewed independently of undergraduate programs. For instance, in our program, we use TA's to push our undergraduate retention efforts. This is something that the university is striving for. Removing programs and TA positions without this consideration can further dig the university into a hole in the future in seeking short term cuts.

- Retiring of chronically under-enrolled programs seems like a highly necessary course of action if the University is going to achieve its goals of fiscal stability.

- The metrics chosen to eliminate small graduate programs need to be better worked out. Many faculty chose UNC because of those programs and the ability to work closely with a smaller body of students. Not all graduate programs operate similarly (in some the students do the majority of the work, in others, the mentorship is much more significant and requires smaller numbers of graduate students). Will "small program" be compared to the average number of students across UNC, or will that be compared to peer-institutions? In some cases, a program here that graduates 2 students a year outpaces every other program in the country. It also bothers me that the recommendation is to cut - rather that to build capacity or find another way to increase resources. We have been told that we need to build capacity, but with extremely limited resources, the ability to build is extremely limited. With more resources directed to smaller programs, it might be possible to make them larger. Providing assistance such as directed marketing would be helpful.

- The obvious problem is the broader perception of a college when signature programs are cut. If, for example, a university considered cutting one low-enrolled, low graduating science program, would students in the sciences in general begin to perceive UNC as not a place to go for sciences? Quality is an issue.

- The only real recommendation was to wait and form a committee. That has left my faculty feeling very vulnerable and starting to look for other positions. I appreciate that there are no easy answers but extending the period of decision-making is not helpful for smaller programs that are

concerned they might be under review. Concrete recommendations for which programs are going to be cut should be made in early fall right before most of the academic openings are posted so faculty will have a chance to be competitive in the market.

- The report does not reflect the work completed by the committee over the fall 2018 semester. Much of the information included in the report was not discussed in any of the committee meetings, and information that was thoroughly discussed and evaluated was not included in the report. Although the task force and the related committees were designed to increase transparency, this report suggests the opposite was accomplished, as only one voice was reflected in the final report. As we move forward, steps must be taken to ensure faculty involvement and input is not ignored due to contrary opinions or desires of administrators.
- This is a good starting point for beginning to make decisions. I like the focus on collaboration, transparency, and quality. Agree that program review is ready for a revision. There needs to be more accountability in the current process, and deans and the provost need more options for dealing with programs that refuse to improve, grow, or adapt to changing student and public needs.
- We need active leadership in the Graduate School to make tough choices and cut costly and/or unproductive programs. The growth model didn't work. The staff of the graduate school in marketing and enrollment have not facilitated growth and should be reduced. Marketing funds should go directly to units to promote their own programs. Hiring and promoting students from HESAL (most of whom are already staff or spouses) should stop- We need game-changing shifts at UNC and not reproduction of the same failed culture on this campus of all talk, more administrators, and no decisive action.
- We need to work to review our Graduate program array. Some programs are out-dated, others low-enrolled; and yet others of poor quality. Such programs need to be deleted.....
- When I chose to comment on this committee's recommendations, I expected them to be about more than program pruning and how that might be done. Perhaps the committee wasn't tasked with this, but I'm missing a positive vision here.
- Where does UNC want to go with graduate education? Since we are primarily an undergraduate institution, how do we define graduate education at UNC? What focused programs should we enhance and develop, even if we have more resources to enhance more, we should focus on what we are .
- While I do think that phasing out unproductive programs is needed, this idea that we need to meet target enrollment in some causes doesn't take into account faculty size. My department has been told it should have 25 graduate students per cohort, but we only have FIVE faculty who can teach at the graduate level. I have no idea how we are supposed have a program that large with a faculty that small. Also, if you take away TAs from our program, you may as well just get rid of it. The only way we can recruit in a program as popular as ours (CJ) is to offer assistantships. If those go I can't in good conscience advise students to come here and pay when they can get funded elsewhere.   I think my biggest problem, in general, is that a lot of short-term decisions are about to be made with no consideration of long-term consequences. I KNOW that we need to cut the budget, but then we also need to look for ways to improve our finances (especially if we're not going to fire [name redacted]). To hurt programs that are producing is just downright illogical. Instead of being sheepish, you, those in charge, NEED TO cut programs that are not producing while also SUPPORTING those that are. My program could probably double its size if given the resources. We were asked to make a BAS that could have brought in over 100 students, but we were given, quite literally, no support to do that. And with our already shitty salaries we're not going to do more with no compensation. You need to make hard decisions, cut programs that cost money, but also share with us a sustainable vision going forward. Because right now if all you do is fire staff, increase heath costs, and reduce retirement, I am no longer going to work here and I promise anyone else who can get a new job will leave also.

Liberal Arts Core

- Extended Campus gets many, many requests for LAC's online. It's awkward to tell prospective students that the need to go to another school for something EC could offer.
- I agree that the core should be reduced in number. I just don't want to see the useful classes reduced or eliminated from the core. What is useful? Things that teach skills to our students that they need for success. English, Business Computing, Math (to an extent), Personal Finance, etc...

- I agree with how the different areas should be covered and how that broadens our academic minds and scopes of life.
- I agree with the idea of decreasing the overall credit requirement and removing some of the complexity involved in the LAC.
- I agree with the recommendations for streamlining the curriculum, reducing credits, providing administrative support, and using data and assessment. I read the Learning Communities recommendations, and these seem to be more about shoring up programs in HSS than meeting student needs. Also, I would encourage the Council to also look at instruction in the LAC and training for adjuncts and teaching assistants. There were recommendations in the Gateway Courses that have implications for the LAC, and close coordination with that group would be beneficial.
- I am concerned that reducing the number of credits required in the LAC and making it possible for students to get credit for more courses with the same prefix will reduce the breadth of knowledge and perspectives that students are exposed to the LAC. I do not feel that these revisions will serve our students in the long run.
- I am not inherently opposed to cutting areas 7 and 8, but I worry A LOT about the dilution of the purpose of those categories. I think the way this has been suggested minimizes the importance of global and diversity education. Simply putting an "M" or "I" initial next to a class symbolically minimizes the importance of global and diversity education and makes that element of the course seem "tacked on" to a course that is really about something else. I also worry about this "tacking on" phenomenon in the actual course. I suspect the "M" and "I" initials will be in demand, so courses and units will seek these designations in a variety of ways, probably most of which have to do with including more international or diverse CONTENT. As a practitioner of diversity education, I know that simply including diverse content is in no way sufficient. Diversity education requires much, much, much more than content. It is a way of thinking, a methodology, an approach, a way of reconsidering/rethinking what "counts" as knowledge and who decides, a set of concepts (intersectionality, the personal is political, identity politics, matrices of oppression, etc.) that help us do this sort of intellectual, theoretical, conceptual, and practical work. People who do diversity education as part of their jobs (in gender and ethnic studies, in sociology, in anthropology, and in other fields), have specialized training in these things that they systematically apply to the content of their courses. This is to say that while teaching a course about, for example, scientists of color, or a course about women of color in STEM, or about Black-owned businesses, could teach the ways of thinking, methodologies, approaches, reconsiderations, and concepts, such a course could much more easily teach those sorts of courses without teaching those things which are central to diversity education, particularly if the person teaching the course does not have training in diversity education. I suspect much the same thing is true of international education. A few years ago, when we revised the LAC, the whole point of the revisions of Areas 7 and 8 was to minimize, if not eliminate, courses whose only claim to global or diverse education was content, not ways of thinking (etc.) I fear the way the LAC revisions are currently being approached will undo that labor. I also fear this kind of dilution will happen gradually. One "content emphasis" course may slip by, that instructor may get on whatever committee decides which courses get an initial, may not understand or may misinterpret the meaning of the current Area 7 and 8 learning objectives, and that would be the end of the integrity of global/diverse education. Again, I'm not completely opposed to getting rid of areas 7 and 8, we need to be very, very careful if we do so to not dilute their purpose or significance.
- I completely disagree with the third recommendation in the appendix, to remove areas 7 and 8. If history is any guide, removing these areas will result in courses from other areas rushing to attain an "M" or "I" status. Let's imagine, for example, that a current Astronomy class teaches some content on how various cultures around the globe and across time have understood and interpreted the night sky. It also teaches other content. This change would incentivize this astronomy class to teach more of the "global" content and less of the other content, making it less of a science class and more of a global class, in order to get its "I" designation. At the same time, other classes in the science area would be incentivized to make similar moves or would be less appealing to students because they did not have an "I" designation. This move would impoverish, in this instance, our science LAC curriculum as well as our global curriculum by making one class serve too many masters. Moreover, it would send a dangerous message to the UNC community that UNC cares less about diversity and global education.

- I have one comment on the recommendations and an additional recommendation for consideration.   First, the comment on the recommendations. While I understand the benefits of reducing the LAC credits to 34, it will be a significant loss to lose several (most?) courses currently in the LAC electives category. Nearly all of these courses will not fit into any category or they would have already applied and been granted that designation. They include some very valuable courses, such as BAFN 240 Personal Finance planning, CS 101 Intro to Computer Science, COMM 100/101 (speech), several interdisciplinary MIND courses, and maybe most significantly UNIV 101. I fear that these courses will largely die or be drastically reduced in enrollment if they are not included in LAC, which will be a loss for our students. On balance, the benefits of reducing the LAC credits may outweigh this loss but it is a loss nevertheless and should be weighed in the consideration of these recommendations.   Secondly, here is an additional recommendation for a revision to LAC.   We currently exempt students from the ENG 122 and/or LAC Category 2 requirement if their SAT or ACT scores are high enough. However, students with these exemptions still must complete the full 40 hours of LAC credits.   I propose the following modification: Exceptions to the Requirements of the Liberal Arts Core   • If a student presents an ACT score of 30.0 or higher in English, or an SAT Critical Reading score of 630 or higher prior to March 2016, or an SAT Reading Test score of 34 or higher after March 2016, he or she is exempt from ENG 122. In such a case the student's total number of required liberal arts core hours is reduced by 3 hours.   • If a student presents an ACT score of 26.0 or higher in mathematics, or an SAT math score of 560 or higher prior to March 2016 or an SAT score of 580 or higher after March 2016, he or she is exempt from the Area 2 requirement. In such a case the student's total number of required liberal arts core hours is reduced by 3 hours.   Justification: The Area 1 and Area 2 requirements are somewhat different than the other Area 3-8 requirements. They are treated more like a skills requirement in the areas of composition and mathematics. If students have demonstrated that they have met one or both of these skills requirements then I think that it makes sense to acknowledge that fact by waiving them from the courses. Students will still need to meet the 120 credits to graduation requirement but not the 40 hours of LAC (or 34 or whatever that number is reduced to). I think that this change has the potential to make our programs more attractive to better prepared students and in some cases will reduce time to degree completion (and hopefully retention rates).
- I strongly encourage UNC to address having enough LAC courses available online that all minimum LAC credits per area can be met online. This will: - Improve pathways to graduation for on-campus students - Provide feasibility for serving online students (even online "degree completion" at UNC has gaps currently).
- I support removing the 2 prefix requirement for LAC6 and I strongly support adding Advanced Composition in Area 1 (especially for scientific writing).   I also strongly support the idea of learning communities, Please check out the Earth and Environmental Network (launching soon) as an example of a collaborative effort.   I am very confused about the rumors regarding reducing the LACs. We have a state requirement that students take 120 credits for a bachelor degree, so removing 2 LACs doesn't actually reduce the total workload. I see the justification is to give programs more courses or to help students who have trouble graduating because they can't get their LACs, but is this *actually* a problem? Our very own LAC page states that "To be an educated person means not only to possess a set of skills and knowledge within a discipline but to be a continual learner able to understand the connections between and among the academic disciplines." Having programs that don't let students take any classes outside the program goes against what the LAC is supposed to do. There are some programs who have co-opted the LAC by having a class in every section and I think that is a disservice both to the students AND to the heart of what LAC is supposed to be (looking at you PVA!) - I'm not in Biology, but I know that they just reduced their requirements to give students more flexibility to take courses outside their field and our "standard" at UNC is 40 LAC - 40 Major - 40 University Wide. Are we just going to end up with 50 University wide credits? That seems unreasonable.
- I support the 2017 proposal of the LAC rather than the Task Force recommendation of removing the requirements down to only 31 (keep at 34 instead). I think that it's important for students to have breadth in the liberal arts education. Along those lines, I reject removing the course prefix requirements (which IS in state requirements for area 3). I think the LAC of 2017 offers better recommendations than the Task Force.
- I support the idea of reducing LAC credits, however there is NO NEED for more English courses, seems like a waste of resources since we already have adequate English course offerings. 2. The report did not address the development of new LACs which would offer more diversity of choices for the

beginning students to explore and get interested in areas more related to their course of study. There needs to be support for making this happen across all programs. 3. This component needs to have an ACTIVE LEARNING component to LACs to get the students engaged early in their college training.

- I think almost all "Introduction to..." courses should somehow be included in the LACs. It should count for them to be able to explore numerous programs. If they are trying to fulfill something and have to take Intro to Literature, but would rather take Intro to Journalism, either one should count. Or if they are trying to figure out what they want to do, they should be able to take up to 3 intro courses of their choice to explore and have it count for something.

- I think more LAC's should be offered online. We have a lot of students who need, or prefer, to take them online but a majority are only offered on main campus. We often have to tell students to go elsewhere to complete their LAC's if they cannot go to main campus to take them. This is a large revenue source we are turning away to other colleges/universities.

- I very much approve of simplifying the LAC requirements, and see an advantage to lowering the total required credits. However, removing the elective category is a mistake. These courses should not be in any of the current categories (they would be already if that were appropriate), but that does not mean they are without value. There seem to be two categories of course here: interdisciplinary courses (like the MIND courses) that would need to be in more than one category at the same time (but probably should not satisfy either category themselves), and the "life skills" courses, including UNIV 101, CS 101, and BAFN 240, for example. It would be nice if there were a home for both these sorts of classes. Perhaps a new required category in interdisciplinary and applied academics, allowing students to round out their LAC as they see fit.

- It bothers me that a representative from each of the LAC areas was not included on the committee. Thus, the committee elected to remove the 2-prefix restriction on LAC 6. This would significantly impact the meaning of a liberal arts program. A student could choose only 1 area of science - but is still required to take multiple areas of LAC 3. Obviously, if the council believes that the prefixes in LAC 3 are different enough that students must take at least 2 of them, the same should be true in LAC 6.   From the student viewpoint, taking all 7 credits in one subject would mean fewer courses (and an easier time graduating with a degree in science). However, the students would be much less 'rounded' in all disciplines. Addition of a third course LAC 1 would significantly impact many programs and require that they are now >120 credits total. Instead of formally requiring another course that isn't discipline specific, why not require that one foundational course in each discipline (say at the 400 level) be writing intensive where the students learn discipline-specific composition. This would require fewer resources. A model for this could be the senior-level course that everyone in that discipline takes has to include writing, editing, and revising. This would be significantly less expensive and likely would already fit into most programs (if they aren't doing it already).

- Paring down the LAC to 31 or 34 credits and eliminating the electives requirements will provide necessary streamlining. I also welcome the idea of reinstituting learning communities. More than anything else, the LAC needs to be presented as its own program of study. Students need to understand and reflect on why they are taking these courses, and not just see it as a series of hoops to jump through before or during their path to the major.

- Recommendations highlighted by this task force seem to align well with previous conversations and committee work on campus. In addition to their recommendations, a much shorter list of available classes should be considered (we have TOO many now) and the addition of an advanced composition class should wait until we VASTLY improve ENG 122 and 123.

- Reducing minimum LAC credits is long overdue. These are great recommendations that have been lying around for a long time. However, where is the sense of urgency? It doesn't help to recommend the creation of another action team, develop policy, etc. Why can't these issues be addressed directly if the problem is known?

- Removing the specifications will allow students to take more classes they are truly interested in, which will increase effort and performance in the courses and academic success. It will also help avoid students experiencing a GPA drop due to lack of interest in a course urelated to their major, as they are more likely to find ones they care about with less restrictions
- Should be reduced and of course made much more easy to comprehend for students and advisors.
- The liberal arts core should be reduced from its current 40 credits required to somewhere in the 31-34 range. Some of the recommendations of this committee were very good. Consolidating the Area 7 and 8 classes into Area 5, eliminating the subgroups in Area 3 and 5 and taking out the prefix restrictions in Area 6 are all outstanding suggestions and further clarify the LAC for students. I also believe that eliminating the elective space and moving those classes into an other area are beneficial. I would not be in support of requiring an advanced composition class. This is not in alignment with other institutions outside of UNC and I can imagine students will balk at taking three composition classes for little perceived value, especially if they transfer between institutions and the norm at CU Boulder, CSU and the community colleges are 2 composition classes completing their requirement for composition. What I also failed to see in the report is a recognition from the LAC council and this committee that the LAC checklist needs to be revised to remove classes not offered regularly. Students in our office regularly complain that they want to take a class in the LAC to fulfill an area, but it is never offered.   There should be a more reasonable time limit on a class in the LAC being allowed to remain in the LAC (2 years) if departments aren't going to offer it. Finally, there was one phrase in the report that concerned me essentially asserting that "limiting the LAC to 34 credits will reduce students time to degree completion." This is not true if students still need to complete 120 credit hours. The time is the same; the way that time is used will simply change. So if the LAC is reduced to 34 credits, it needs to be outlined what will change for the students in other areas to fill out the 120 credits. Will majors be expected to add to their major credits? Will they be allowed to? Will those extra credits simply go to university wide elective credits? This needs to be spelled out.
- The opportunity for students to pursue a second major or a masters program should be increased. It seems useless to have 120 credits required to graduate when most liberal arts majors are 40-50. This means that the majority of classes taken by students are not ones that they necessarily want to take, or ones that will further their professional interests. I realize that this is a common model in American higher education, but it should be pared down, perhaps so that students could take "allied" liberal arts classes. E.g., a psychology major with a neuroscience interest could take more classes in anatomy and physiology.   We should eliminate BS fluff classes that do nothing to further intellectual inquiry or improve educational outcomes. Students are shortchanged when they can dodge challenges by taking classes like "exploring biology" instead of an actual biological sciences class.
- The recommendations to eliminate Areas 7 & 8 are naive and shortsighted at best & racist and insular at worst. While the LAC needs reform, do not use Areas 7&8 as a convenient SCAPEGOAT.
- This is a minimal report. Is it protecting someone's favorites?   This recommendation appears to ADD costs, not save them.
- We don't need more English courses. Seems like a waste of resources. I like the idea of more in the area of digital technology. The investments needed and the expansion of programs seems inflated and unnecessary.   I suggest streamlining not increasing and collapsing programs within LAC.   More timely topics could replace older ones. Taking advantage of this time to update LAC is important.
- We especially do not need more English courses in our LAC. We just need to support students appreciate the value of the LAC and support their success through initiatives such as the gateway course task force suggested.
- We really do not need any more English courses. This really seems like a waste of resources.
- With the exception of not making UNIV 101 a required first-year experience as part of the University's educational centerpiece, I find the recommendations to be very clarifying and student friendly. The addition of (I) and (M) indicators provides the opportunity for more options to students while creating a more - not less - robust liberal education in the areas of international and multicultural studies. I would like to see a similar approach taken with the addition of an advance composition course (i.e. existing upper-division writing-intensive courses could simply be indicated, without

creating a new area requirement, per-se).   One other, final need I see is that the final 3-credits from area 3, 4, or 5 be an upper-division course. This would require students to 'get out of' their major at some point in their final semesters, and could prove useful in prompting reflection on the intellectual growth that has occurred. UCCS has a similar requirement as part of their 'Compass Curriculum' which, despite initial reservations, seems to have been effective in helping students see the interconnectedness of their studies.

- Would like to add emphasis that the LAC needs an admin REALLY BADLY. This is not the place to skimp on resources as a service that makes an impact on EVERY student at UNC. The only thing I would add under the resources/communication piece would be communication with advisors and students (both new and prospective) the importance of the Core. The Liberal Arts Core is a strong asset to UNC and needs to be communicated better to students about WHY it is important and relevant to their future. The learning outcomes that go on syllabi are not interesting to read from a student perspective. Most students have an attitude of toward the LAC of "getting it over with" and taking the easiest classes. We can communicate with students better about the value of a liberal arts education that is well-rounded in areas beyond each students' discipline.

New Program Development and Expansion

- Great recommendations. Creation of new programs is a strategic decision. It seems the main issue has been poor leadership and guidance from the top.
- Before we can explore the expansion or development of new programs, the university should look to the existing programs showing promise of growth and expansion based on increased enrollments - at the graduate and undergraduate program. UNC has a long history of starting programs and then not appropriately funding them to encourage recruitment, retention, and faculty retention/promotion - which ends up leading to a wasted investment and poor academic programing. When we fail to think about the institutions long term vision and mission, we end up with a hodge podge of poorly funded and failing academic programs. How about we look at where there have been successes - despite the budget problems of the last three years - and INVEST in those programs. Use those programs to serve as models for other programs at UNC - either that we get back on track or that we start from scratch. We have a LOT of programs with tremendous success, and we are neglecting those programs in this current climate and in these task force report. Given the administration's current approach, we are missing an opportunity to expand on success.
- Creation of a three-year program that includes summer instruction is a great idea. I don't understand why diversity-of-delivery would impact the decision to implement a new program. A traditional mode of instruction may be the best way to instruct students in a particular program - and its premature dismissal doesn't seem appropriate. Co-curricular activities don't exist for all majors/disciplines. While they do exist for some, they don't exist for all.   I do understanding awarding value to a proposed new program if the existing program has excess capacity. However, if the proposed new program isn't selected, should the excess capacity be removed from the existing program? Does the lack of excess capacity doom a proposed new program? How are additional resources leveraged in the creation of a new program?
- I agree with the need to develop new programs while consolidating/eliminating those which are no longer desired/timely. I would like to see more specifics e.g. data analytics.
- I have no comments for this survey
- I know online courses are a cash cow, but I simply can't get behind programs offered entirely online. Some programs which emphasize content knowledge can probably get away with this, but those which require human interaction, such as education, psychology, most of the humanities, health and human services, and many of the "hard" sciences, simply can't. I think it wise not to compromise the value of our product, education, by too much digitization.   I'm also troubled by the emphasis on preparing students for professional lives. Yes, this is an important part of what we do, but it is only part of what we do. A liberal arts education, which we say we offer, should prepare students for critical thought, critique of the status quo, citizenship, and a well-lived life. We are not training job widgets, we are educating people (at least I hope we are).   Many of the structures, policies, and procedures don't need to be so much authored, as the report claims, but streamlined, as the report claims later. I enquired once about what it took to get a new major approved and was absolutely astounded at the enormity and complexity of the flow chart. I found it just, well, silly. So I echo the

report's recommendation to streamline these structures, policies, and procedures.   A while ago the administration pushed to create new "synergistic" programs such as "behavioral economics," a sort of combo major between psychology and economics, to attract new students. This sounds great in principle. Where pretty much everyone I knew ran into trouble with it was that high school graduates don't really even know what economics is, let alone behavioral economics. Without really good marketing, nobody was going to come to UNC to major in behavioral economics, and at this point we simply don't have really good marketing, though it has gotten better. Let's not try that again.   I'm suspicious of periodic calls or new programs. This seems like it would generate lots of folks coming up with new programs a) simply because there was a call, b) to add to their service portfolios, and c) in the fierce competition for resources. Then someone will have to evaluate all these new proposals, which we don't have resources for. I don't think we need a call.   I absolutely agree with the report that we need a much better marketing support plan. Faculty could be quite helpful, here, but have never been consulted.

- I like the recommendations regarding career readiness, UNC's Institutional Learning Outcomes, and the student experience with the programs. I also like the recommendations about delivery models, including hybrid and online as well as three-year options. While grassroots efforts are welcome, they sometimes can be parochial and not focused on institutional priorities or public demand and need. How do we balance respecting the faculty role in curriculum with the nimbleness that institutions need to remain competitive today? What do we do if there is a program administration believes is essential and no faculty agree?

- I think it is vitally important to better support our current programs, especially with regard to admissions outreach, marketing, advertising, and website support before considering new programs. We need to do a better job of promoting the programs we currently have before developing new programs. I don't think the people in Weld county or greater Colorado know what we offer.

- I think that we need to focus on supporting what we have now before we look at building new programs.

- Only interdisciplinary programs that go across COLLEGES should be pursued.

- Overall, the Graduate and Undergraduate programs (discontinuation and new programs) were disappointing, because nothing was learned and there was nothing innovative about their work. I found the Graduate report and the UG discontinuation and new program reports almost completely wanting in creative and decisive recommendations, unlike other reports I've read. It's obvious from these thin reports that the committees were paralyzed by substantial hand-wringing. Internal politics can, unfortunately, be appreciated for causing such vagueness in discontinuation (phasing out) reports, but that doesn't explain the weakness in the new programs suggestions for graduate and undergraduate levels.   I suggest leadership continues engaging the committees, but with very firm expectations and a slightly longer timeline.

- Please make the new program proposal process clearer. I've read the document from the Registrar's office a dozen times and the timing of each step needs to be clear. Faculty are consistently starting the process way too late and have to wait a full year due to the timing of curriculum approval. Just a thought to consider revising the document/procedures. https://www.unco.edu/provost/pdf/compliance/UNCOA-005-Academic-Program-Proposal-Process.pdf

- Please provide resources to create new programs and certificates. Everyone is overworked and no one has time to create something new. There are a number of experts who can contribute to curriculum development if we have funding to cover the expense of paying a stipend. To ask faculty to do this without compensation, I fear will result in nothing happening. To allow Schools to hire experts on a project basis and pay an honorarium for the work will lead to more creation, whether it be by current faculty or outside experts hired.

- The issue of direction is missing. What is UNC? What do we excel at? What do we want to be continued to be recognized for?

- These recommendations transcend the task force charge and would lay the groundwork for transforming UNC into a nimble, authentic, and cohesive institution.

- We do need clear systems in place for overview of program development and expansion. As faculty we can benefit from knowing what is entailed in creating a successful program.
- When programs expand resources should be available to support them versus requiring faculty to do more work with less support.

Undergraduate Program Discontinuation and Restructuring

- 1.4 (p.3-4) - Consider adding numbers of students in certificate programs to list. 6.1.a (p.6-7) - ditto
- A lot of clear feedback here. I especially like the committee's acknowledgement of the complex nature of the situation, and their recommendations regarding pruning/restructuring. Specifically, that programs be notified immediately if they are being considered for restructuring/removal, and that feedback from deans, faculty and students be heard prior to making changes.
- CETL? Instructional Design. These are things that are needed for faculty to be successful as many are not technologically savvy. They need training. They need better access to the training. The two departments have not been managed well as University resources and could do better. As a subset to IMT? Where is the biggest problem with student retention? Is it when they are in the home stretch where they are actively pursuing their major or when they are in the liberal arts core where they see no value in the classes that they are taking because they are required to. In the LAC there are very few technology classes. Today's workforce requires training. It requires skills. We need to prepare them for it.
- Considerations should be made for programs that have voluntarily made substantial cost reductions already. Support is needed for student success via CETL. I can no longer send my graduate students to CETL to get the training/skills they need to fully support their teaching/assistant duties. The undergraduate program should value community engagement (active learning) as the public value of UNC education is often tied to these efforts. Student success at UNC has always excelled by having small classrooms and faculty mentoring/engagement early in their education, this should not be lost in the transition. Pre-professional undergraduate majors that have students planning to continue into a master's or doctoral program at UNC should be given separate consideration due to the long-term enrollment potential of students, and unique requirements to prepare students for graduate school. Not all programs have a B.S. degree as the terminal degree path. Inequalities across programs should be addressed and balanced, especially in terms of self-control of budget/revenue. Undergraduate research was not address and is an important consideration for both students and faculty workloads, as well as university prestige and presence.
- Credit hour production, numbers of majors and minors (but you need to add endorsement students also), and faculty/student ratios is one important measure of cost. But there needs to also be the a measure of the REAL costs primarily tied to salaries of faculty and instructors. Two different departments may generate similar credit hours, but one may be much more expensive than the other due to the first one using only tenured faculty and no part-time instructors, for example. When you look at real costs, it helps the decision-making process about how faculty replacements should occur. Like counting credit hour production, this would just be one measure.   Also it is my understanding that the UNC budget was increased 4-5% every year for five years in order to pay for new initiatives. The idea was to to increase enrollment to pay for these new initiatives. The real cost of each new initiative needs to be laid out clearly and cuts should occur here first if the new initiatives have not paid for themselves.
- Due to the lower salary assigned to contract renewable faculty, the tuition waiver and medical benefits equate to a salary increase that outweighs a low starting salary. Taking away the full tuition waiver to faculty that is currently utilizing it or intend on utilizing it within the next 2-3 years will cause faculty to find other employment with a higher salary to offset tuition costs. Also, students may be forced to leave UNC and go to community college after establishing roots at UNC. They may not have been able to afford to go to UNC without the tuition waiver. It would be optimal to all current faculty using the tuition waiver to be "grandfathered" in for at least five years. Ending the graduate waiver is perfectly acceptable.   Would it be possible to assign a $1000- $1500 deductible to all employees who currently have a $0 deductible instead of everyone going to a high deductible? Would this allow enough cost savings? Do we have to go to extremes?

- Given the size of the undergraduate programs it would seem there are multiple opportunities to streamline and reduce. Why are there not more online or hybrid options at the undergraduate level?
- I agree that program profitability should be a major determinant of where cuts need to be made. Some departments on campus have substantially higher costs to produce a credit hour than others. Although we may decide that unprofitable programs are still necessary, we should look for ways to make these unprofitable programs more efficient so that we are not loosing large amounts of money to run these programs.
- I agree that we need to consolidate, eliminate or update some programs. This should be systematic, data driven and with the mission of UNC in mind. Using a model such as that referenced in the grad report seems appropriate. With initial cuts, I agree that consideration should be given to cuts some programs have already made.   In the area of quality, active grants the involve students should also be appreciated.   Support faculty to help with student success via resources such as CETL. Value active learning eg - community engaged learning. Own the vision of first-gen, active learning etc. This includes keeping small classes e.g. especially gateway courses.   See UC Merced for a model. Consider pre-professional based majors; not all programs have BS as the final point. Consider recitations model.   See active learning statement - page 2 in the box. Address inequalities across programs. Also, support undergrad research directly.
- I agree with the committee that the administration must work with faculty to define how individual programs productivity and value to the university will be evaluated. It's impossible to make recommendations right now on what programs to merge or discontinue if there are no set criteria for programs to follow.
- I agree with the cost saving measures.
- I am disappointed to read that the task force did not define what a productive program looks like. It seems to me that we do not have time to have a work group reconvene and it would have been helpful for this group to have made the determination.
- I appreciate the initial attempts made by this committee, but I think more concrete recommendations are needed, and those recommendations need to be made quickly.
- I believe these should be added to the recommendations: - Considerations should be made for the programs that have already made cuts - Value active learning - Own vision of first generation - Keeping classes smaller, especially gateway courses - Address inequalities across programs - Support undergraduate research
- I hate to say it, I really do, but I do think that if some programs are operating at a loss then in this time they need to be reevaluated and cut if needed. I think my biggest problem, in general, is that a lot of short-term decisions are about to be made with no consideration of long-term consequences. I KNOW that we need to cut the budget, but then we also need to look for ways to improve our finances. To hurt programs that are producing is just downright illogical. Instead of being sheepish, you, those in charge, NEED TO cut programs that are not producing while also SUPPORTING those that are. My program could probably double its size if given the resources. We were asked to make a BAS that could have brought in over 100 students, but we were given, quite literally, no support to do that. And with our already shitty salaries we're not going to do more with no compensation. You need to make hard decisions, cut programs that cost money, but also share with us a sustainable vision going forward. Because right now if all you do is fire staff, increase heath costs, and reduce retirement, I am no longer going to work here and I promise anyone else who can get a new job will leave also. Maybe you should also look at getting rid of some of the redundancies in admin, especially when those are six figure salaries. I'm pretty sure we don't need 11 vice presidents on this campus right now..........
- I like #5 that discusses how programs that resisted being eliminated got to stay on campus. This is unfair. If that program is going to protest being eliminated, they should have to give substantial and solid reasons why they shouldn't be. Especially when other larger programs got looked at just because they weren't a "politically correct" program. Just because a program might be in the "diversity" category, shouldn't give them an automatic pass on elimination. Also, a program should not be told they can't replace 2 tenure track positions until they can show an increase in numbers, when it is

impossible to increase numbers if the program doesn't have enough staff to teach the increase! It's a catch-22, but if the program can show they have plans to grow the program, or even that their numbers haven't dropped, they should be allowed to fill the vacant positions, especially when other smaller programs get approval to hire, seemingly because they know the "right" people. If one program can't hire, then another one shouldn't be able to. Too much political play - which is why deans should not be the ones making that decision. Let the programs replace retiring professors until it is absolutely decided that the program is being eliminated. Play fair.

- I suggest using what the grad task force has done as a model. Considerations should also be made for programs that have made cuts prior to this fiscal year. If we want to retain students, we have to invest in professional development for faculty. CETL and IDD is not what it used to be. UNC should emphasize what could make us unique. I believe a focus on UNC as an active learning institution committed to community engagement could do this. I would also like UNC to own the vision of supported first-generation and minority students. To do this, we need to keep our class sizes small. Please see UC Mercer for a model. Consider pre-professional based majors; not all programs have a BS as the final point. Cuts in those programs directly impact the grad programs. Start with addressing inequalities across campus in terms of workload FIRST!

- I think before we can properly evaluate which programs are successful and which are not successful we need to do a much better job of promoting our programs to the world outside UNC. I essential to better support our current programs, especially with regard to admissions outreach, marketing, advertising, and website support. We need to do a better job of promoting the programs we currently have in order to give them the best chance to succeed. I don't think the people in Weld county or greater Colorado know what we offer.

- I think it is difficult to place these decisions in the hands of the Deans and Provost. The backlash referred to will hurt them and their relationships directly. It will also leave them open to accusations of favoritism. Why not get an independent assessment? I do agree with the methodology... just not the choice of people to place at risk doing this.

- I think the committee is powerless, and it seems like the new president has the greatest power to decide the final decisions. I have met "Andy" and I am a little worried that he has different metrics defining what a successful program is. I am personally invested in the sciences, they can take more than two years which is hard for a business man to understand. I think if he is a professional he should agree to the terms that the committee has agreed to.

- I think UNC should focus on the faculty first and foremost! This is what makes UNC standout. I recommend UNC look at slight raises in tuition. People will be willing to attend an institution that has excellent faculty for an excellent price. Even by raising tuition slightly UNC still would be highly affordable.

- I wish that this discussion didn't make cost savings the primary reason for looking at program discontinuation or restructuring. I think there are programs that are doing fine from a cost standpoint but that have outdated curriculum, no evidence that they are benefiting students, and curriculum structures that are focused more on the needs and interests of faculty than students. Where is the discussion of program quality, currency of the curriculum, effectiveness of instruction, student outcomes beyond persistence and graduation? Our goal should be to have all programs meet baseline quality measures, and that should be the first set of metrics over productivity and cost (although there could be an indirect relationship). Other than accredited programs, there aren't any standards for determining quality other than what the faculty in a program decide. It's embarrassing that UNC has a policy requiring only nine credits of 300-400 level coursework for a bachelor's degree.

- I'd really, really like to know what is being done with the feedback for all of the task forces. Who has access to it? Who is reading it? Is it being coded or otherwise approached in any systematic way? I think if we are being asked to provide it, we have a right to know what is happening to it. This is a basic methodological practice in the Social Sciences.

- I'm really disturbed that this is the only committee deliberately charged with actually cutting anything. As the report says, given that the university's primary mission is educating students, shouldn't academic programs be the LAST place we look to cut things? In a sense, the task this committee was charged with assumes that academic programs are the reason the university has a 10 million dollar budget deficit, but the size and expense of the administration has grown much more than the size and expense of academic programs. Perhaps we should look to make cuts there. I echo the

report's message about the unclarity of the metrics of evaluation of a department's productivity. These metrics have consistently been incredibly vague and shifting. Vague and shifting expectations are difficult to meet. I also echo the reports remarks about inequities among colleges. Some colleges took seriously a demand a few years ago that we raise enrollment caps for a course to "make." Others did not. Nothing happened to those who did not, but those who did are, as always, doing more with less. This is only one example of a history that has created vast inequalities among colleges, among units, and among faculty and staff. While I embrace President Feinstein's approach of decentralizing budget decisions, these vast inequalities must be addressed FIRST so as not to perpetuate them. Simply decentralizing budget decisions based on the current budget structure perpetuates a problem that almost everyone knows exists and by which many people are very demoralized. While I like the idea of pedagogical training, let's NOT do it under the model of CETL. I've been to dozens of CETL workshops in my lifetime and almost all of them were models of bad pedagogy. Presenters more often than not read from powerpoint slides or lectured at participants. I think a better option would be to create a format for strategy sharing. By far the most helpful moments in improving my teaching happen in hallways in informal conversations with colleagues about how they approach a given topic or problem. I'd like to see us create more deliberate ways to do this.

- It will be difficult, but necessary, that we consider program elimination. In the future of higher education, not all universities can serve all programs. The metrics here seem like a good mix of mostly quantitative, with some room for qualitative and mission/ethic driven input. It seemed as if some of the other reports also mentioned metrics for program evaluation, so the overall task force outcomes may want to cross-evaluate for consistent and comprehensive program/student outcome measurement.

- Maintaining the provision of resources to productive and growing programs should be a high priority. Fidelity to this priority will likely require making difficult decisions including the the restructuring and/or discontinuation of certain programs. The productive and growing program that I am a tenure-track faculty in has been successful even with the limited and unsatisfactory resources that UNC has provided over the last several years. In my program such limited resources translates to: an inability to offer the classes our students need to graduate, over-loaded teaching loads for many of our faculty (semester after semester), over-loaded class sizes, time taken away from our research to accommodate under-staffing, and dedicating a significant amount of time to advocating for needed resources to administration with minimal response. There is no question that making such difficult decisions regarding the restructuring and/or discontinuation of programs will negatively impact many staff and faculty here at UNC. However, not making such decisions has already and will continue to negatively impacted our students. Such inaction is not only doing a disservice to our students but is a meaningful and on-going hindrance to providing our student's the best education that we possibly can.

- My hope is that this kind of effort would address quality first. How can low-enrolled programs draw and retain more majors? Knowing the metrics in advance would be helpful for programs to address quality and cost at the same time. I am also concerned that some units may be ready to address this with cuts, whereas others may be digging in their heels to see if other units make up the cost without program cuts. How will program cuts be equitable across units?

- My undergraduate began the process of Program Prioritization over a year ago and has begun making cuts as a result of the program. It is important that the administration be completely transparent in the process. My undergraduate institution was not transparent, and it resulted in student outrage and a movement against the administration and Program Prioritization process. This has resulted in bad PR for the institution (which has certainly not helped to increase enrollment) as well as low moral for faculty, staff, and students at the college. As the committee continues this task force, I encourage the members to be very careful in how they are rating departments and determining the monetary value of departments. The various arts will always be lower grossing departments, but they are essential to the identity of this university and the Greeley community. Understanding these departments and the academic requirements is essential to understanding their budgets.

- Not only will it be important to develop a definition of 'productive program', and useful metrics for measuring productivity -- but it is incumbent on the decision makers to describe a process and timeline by which a program may be evaluated, put 'on notice', and encouraged to make changes in order to avoid dissolution. 'Pruning' or cutting programs quickly just for the short-term cost savings may penalize programs that have been compliant in

making changes/cuts to their programs dictated by administrators over the years (i.e. offering fewer introductory courses, thereby choking off the pipeline for students who may go on to advanced study and majors or minors in the program), while rewarding programs that have resisted changes/cuts to programs because administrators backed down when those changes were suggested.   I strongly agree that "Discontinuing programs should be considered a last resort; restructuring options should be considered first."   It will also be critical to develop metrics that actually FAIRLY take into account the variety of course subjects and modes of teaching. Using Student Credit Hour production or numbers of majors/minors only would be an inappropriate comparison between programs that offer classes with higher level caps (65, 100) but in which student work is all graded via scantron sheets (and professor may be highly paid), and classes with lower caps (such as writing-intensive English classes) in which student work is graded by individual instructors (who are paid just a fraction of the professor of the 65-student class). Numbers do not tell the whole story!   #6: "Decisions will be made based on the needs of the institution, not those of individuals, disciplines, colleges." OK -- but how are we defining those needs? This is a critical first question that must be answered. Are we a Liberal Arts Institution? Should we be a Division 1 sports institution? Do we NEED so many administrators? I want to be sure that this is clearly defined (and generally accepted), before it is used as an assumption for critical decisions.   7. I strongly disagree with the suggestion to "consider differential tuition rates for programs with high costs per credit hour." Aside from the difficulty in actually charging different tuition rates to students (is that allowed)? this kind of policy could encourage students to avoid certain majors (perhaps that they really prefer) and take others (that they don't care about) because of cost. And it has a message that the most favored programs will be the ones that can teach large numbers of students -- kind of like a factory -- without regards to quality. We are not just teaching information that students need to process. We teach skills -- and interaction with other students and with their instructors in smaller-sized classrooms is key to developing critical thinking, social awareness, and communication skills. That is extremely valuable in and of itself, even though it may be more costly to provide to students than an online course/program that requires very little work on the part of the instructor (or students).

- Nothing in the report is objectionable, but it seems like there was not enough progress made to fully evaluate the recommendations. Which metrics are chosen and how they are weighted will have a big impact on which programs are recommended for restructuring or elimination. Thus it is impossible to currently agree or disagree with the recommended actions, except that the university community must continue to be involved in the decisions being made in this area.

- Overall, the Graduate and Undergraduate programs (discontinuation and new programs) were disappointing, because nothing was learned and there was nothing innovative about their work. I found the Graduate report and the UG discontinuation and new program reports almost completely wanting in creative and decisive recommendations, unlike other reports I've read. It's obvious from these thin reports that the committees were paralyzed by substantial hand-wringing. Internal politics can, unfortunately, be appreciated for causing such vagueness in discontinuation (phasing out) reports, but that doesn't explain the weakness in the new programs suggestions for graduate and undergraduate levels.   I suggest leadership continues engaging the committees, but with very firm expectations and a slightly longer timeline.

- Please take into account the input from departments regarding how one program impacts another.

- President first needs to clean his house with all the Kay Norton leftover team. How can they be useful if they were part to the problem we face.

- Retention is one of our main goals so a focus on advising and student support, which typically comes from our students affairs side of higher education, is a top priority. Basically, I disagree with the recommendation to look outside of academic affairs for cost saving.

- Should include at least one additional identifier: comparison of # of graduates of program to peer institutions. It may be that a program graduating only 5 majors a year is #1 in the US for that program.

- specifically order and rank programs by economic viability, and start cutting the programs, faculty, staff and support services from bottom ranked programs until you have your 10 million. Then you need to wake up. You have the same administrators in leadership that we had under our last president. You all wasted 80 million, you underpay and over work faculty and staff and have shown poor leadership. TIME TO CLEAN HOUSE ANDY

- Student Credit Hours needs to be allocated more fairly. I teach an SCI class and those SCH don't go anywhere so our programmatic SCH underrepresents what we provide to the uni. I suggest allocation SCH by instructor name.   I strongly support the recommendations for transparency and consistency in how programs are evaluated.   I strongly support a focus on career-readiness.   I strongly suggest "contribution to LAC" and "contribution to other programs" as part of the criteria 4 "Establish performance targets". There are some programs who don't have many majors, but are critically important to our LAC program. Also there are classes that are not part of the LAC, but required by programs outside of their program prefix. For example, Biology and Earth Sciences require students to take an ENST prefix class for interdisciplinary studies.
- The mission of the university is somewhat buried in this report and should, in my opinion, be the first priority/metric when examining programs. National trends and needs are also important points to consider so that we do not "miss the boat" with any popular, needed programs for somewhat novel careers. The workload of faculty is tied to institution identity and these MUST be considered together (e.g., if faculty are directed to go to a 3-3 teaching load as was the case many years ago, external grant-writing will suffer - this is just one example). Identity of our institution is central to this and other discussions. Finally, deans must have a consistent (across colleges) working map when going through the process of identifying unproductive programs and be provided the authority to make difficult recommendations to the provost.
- The recommendations reference "Marla Johnson's program cost model" but it is not supplied.
- There don't seem to be super specific strategies here, and I'm curious to see what specific programs are in consideration for cuts.   Cost of delivery is an important metric, but not the ONLY important metric. What should also be considered is the qualitative benefits certain programs provide to the overall reputation and desirability of UNC as a whole.   For example, both Music Performance and Musical Theatre programs are high cost of delivery programs; they require one-on-one faculty-to-student time through applied lessons. However, the strong reputation of these two programs positively effects the reputation of UNC overall on a national level, to the point where prospective students cite the strength of these programs as a reason for choosing the institution. Factors like this should be considered for "signature" programs alongside metrics like cost of delivery.
- This is one of the areas that needs closest consideration, as it's my opinion that closing of programs could have long-lasting effects on the institution.
- This should be modeled in similar fashion to the graduate report. Considerations need to be made for programs that have already been mindful of the current budget situation and have therefore already made cuts within their programs to result in cost savings. Support faculty and in turn student success by continuing to provide teaching resources such as those offered through CETL. Currently CETL has been cut tremendously AND there's no course design support. Think about really bolstering the mission/vision of UNC - own the vision of an institution that supports first generation students, active/community engaged learning and make it something that is universal across colleges/departments   See the University of California Merced for a model!   Take a hard look at inequities across programs and make adjustments as necessary.
- This was the most vague report in this section and I feel the faculty on the committee may have been reticent in committing to the idea that some programs on campus are unproductive because they didn't want to be tasked with defining the terms. I appreciate the metrics put in place to measure this area: Number of Majors/Minors, SCH production, number of graduates from the program, service to the LAC, etc. This is a good place to start. I think there can be cuts made to programs with defined metrics and some cost benefit analysis. Anyone who has worked on this campus for more than a semester knows there are programs who aren't graduating majors or providing support to the LAC requirements. They are long overdue for consolidation or cutting. If a program hasn't graduated (some specified number of majors) in the past three years, it should be cut. If a program has less than 3 classes in the LAC and has less than (some specified number of majors) cut it. If a program has low SCH, but high cost, what purpose is it serving? For faculty to suggest that other areas should be cut before academic programs are is the height of siloed thinking. We all must act collaboratively to provide academic support and service for students. Faculty cannot have programs without the admissions office bringing in students. If financial aid service providers are cut, seats in the classrooms will be empty because students won't be able to pay their bill. None of us are an island of self-sufficiency on this campus and faculty need to realize this.

- We aren't provided with any details on the Program Cost Model that is proposed to be used. If it does not take the fact that we have differential tuition into account and therefore that some programs have higher revenue, I suggest that practice be included in the Cost Model. Overall, I thought that the recommendations for the process were good.
- We must get focused! We must develop some new degrees!
- While disconcerting that some academic programs will need to be cut, it's reassuring that with the cuts/restructuring, the university will be able to invest in areas of growth. The list of recommendations was detailed, which is reassuring and provides helpful direction. Like the benchmark committee, they offered peer institution information, which is great and offers a nice example. At the same time, however, the deans, CFO, and VPs at UNC that got us into this budgetary mess are still in power, and they have already shown that they are ill-equipped to make the tough decisions needed to get us out of this mess. The sad reality is that we really need a leadership overhaul at UNC. Aside from a few new leaders (president, provost), current deans and VPs are not the kind of people that can implement unpopular, tough or controversial decisions. They cannot inspire forward-thinking change. If they were, they would have made these decisions by now. They are very nice people, but they are not the kind of strong or visionary leaders we need to get us on the right path. Thus, to implement this and other task force committees' recommendations, the president and the provost will need to make the calls themselves - on what programs to cut and restructure and what programs to invest in for the future. They will also need to enlist new leaders to re-imagine the future for UNC and reinvigorate students/staff/faculty on that vision.

Student Success Task Force

First Year Advising

- Advising has been problematic on this campus for years, and these recommendations are not disruptive enough to the system. We have inconsistency across the colleges, and these recommendations do not do enough to create change. They are not bold. There is no mention of accountability for poor advising, length of time it takes for students to have transfer credits approved, etc. Why are we looking at small changes to a broken system? Do we have data that tells us that professional advising is more effective, particularly for the first two years, than faculty advising? If we are moving to a university focused on career readiness, does it make sense to have professional advisors and have faculty focused on helping students learn networking and professional competency within their discipline? Is a system of PINs for registration still necessary with Degree Works and a simplified Liberal Arts Core? Do we need to change the expectation around advising to become a model that is more intrusive to respond more effectively to the students that we have (a more holistic approach)? Does advising belong in the Division of Student Affairs, where is it often housed, to connect more effectively with other student support services? Are we going to require training in equity & inclusion and intercultural competence to improve the skill set of all advisors? I can see that these recommendations are an improvement-but an improvement to a system that is broken. We need a new approach.
- Formalization and standardization of advising content and messaging (#2, 3, 5, 7, 8, 11, 12, 13) is certainly admirable. However, without a clear vision of the purpose, context, and goal of advising (which can NOT be "student success") these efforts will continue to have no direction, be received as superficial or worse, and be ineffective. Further, it must be recognized that retention sometimes is contrary to quality and ethical advising practice. If we are to claim to be a student focused institution, the students' best interest must be considered which may include stop-out, drop-out, or transferring.
- Great recommendations. The one related to faculty workload and evaluation will be a challenge. In order to make advising be appreciated within faculty evaluation, it must also be addressed in assigned workload. As the committee suggests, a change to the Board Policy Manual will be necessary to formalize this across the campus. Before embarking on this path, some research into how other universities address this, especially among our peers institutions, will be necessary.
- I agree with all the recommendations for First year advising. Primarily, having advising training for faculty and staff to improve consistency and better student service so that students in all majors and class years can receive the same level of thorough advising. I also see a high need to address the

needs of our transfer and out of state students. These students often feel a little disconnected to the university. By training advisors on the complexities of transfer credits etc., we can help transfer students graduate on time. Lastly, meta-majors is a very smart approach to best help our students discover what major they want or if their current major is a good fit for them all the while still staying on track to graduate. Meta majors or clusters would allow students to still explore between a few majors but have the guidance of an advisor who knows the overlapping classes across those majors. This sets the student up for timely degree completion and gives them extra insight into the science field or business fields for example.

- I agree with most of this. I think advice to faculty about advising really needs to be streamlined. Somewhere there exists an advising handbook, but it's so huge that nobody has time to read it. I don't know a single faculty member (and I know quite a few) who had read this document. In that sense, a slimmer, checklist oriented sort of thing would be much more helpful.   I'm not at all sure what this "meta major" thing is or why we should do it.

- I don't think a 0 credit course would be a good idea, unless it has to be successfully completed to register for classes the next semester. I think students need more incentive. Even a 1 credit course would be better.   #12 - I thought every department was required to have a 4 year plan? And all undergraduate students should receive face-to-face advising?

- I really liked that these recommendations will streamline the advising process. It also provides an opportunity for transfer and out-of-state students the chance to have better course options later in the orientation season. I have personally seen that as a challenge to assist with registration in August.

- I think first year advising is essential and we need faculty and staff who are fully trained on best practices for professional advising OR we need a centralized advising model for freshman students. I hear complaints all the time from freshman that they have unresponsive or uninformed faculty who give them no advice and just e-mail a PIN or bad advice which causes poor class choices. There are some majors that have built in barriers to their major (GPA, Audition, gateway class) who will not advise freshman if they aren't technically in their major and simply discard them to no man's land. Centralized advising for all freshman with advisors assigned specific career clusters (guided pathways or meta-majors) would eliminate this limbo space students find themselves in.

- I WAS A MEMBER OF THIS COMMITTEE.   That being said, I would like to show support for much of what was stated in the report except for the briefly mentioned "other recommendation" specific to assessment of academic advisors. This was not given proper support in the group due in large part to the general make-up of the group. The suggestion that all those faculty and staff with advising roles be assessed in the exact same way, with the exact same assessment, provided under the exact same circumstances is the only way that we will be able to ensure that academic advising is meeting any of the other listed suggestions. When this was brought up within the group there was substantial kickback from all those who are not professional advisors. My stating this is a matter of personal opinion, observation, and conjecture but the responses seemed to highlight a general fear from what such assessment may mean to their respective roles. One of the departments represented stated that they do assess their advising process; however, this department is notorious for poor advising practices among the student population and the surveys meant to assess the advising process are given in front of their advisors and either on the advisors computer or with the advisor looking over their shoulder. I may only have a decade of experience in higher education, and I don't have a PhD, but it doesn't take a genius to understand that this is not an appropriate method for data collection and the validity of any results from said assessment are null.

- If a centralized advising model is unrealistic, I believe advisor training and evaluation needs to be made a priority.

- If we are going to require students a mandatory no-credit class, why not make that a study hall and ask that GA's teach it. Students could then get help with the classes that most frequently cause students to stay longer to graduate (Math, statistics, etc.). The GA could also make recomendations for services available to struggling students. This would add a personal touch to the alert system for students who are in trouble.

- It is imperative that "All faculty/staff go through formal training and receive certification in advising to insure consistency and accuracy." Student are often expressing mixed messaged from different advisors. It would benefit our student greatly if all academic advisor are on the same page and providing the same information.

- Make NSO part of service, but track somehow to keep faculty accountable. Don't rely on chair to do all NSOs, or have an "umbrella" college non-academie staff member do them all. Instead of 0-credit hour course, make 1-credit and part of LACs. Emphasize necessity/benefit of advising to all students. Meta Majors clusters is good idea. Ensure all faculty realize their role in advising (i.e., senior faculty are NOT exempt from it, and in fact should be mentoring junior faculty in advising. Make it easy for students to voice concern about consistent faculty no-shows for advising without a formal Dean of Students complaint.
- Nice ideas. I think these can be implemented without cost.
- Recommendation Number 11 is interesting. Many schools have a 1 credit on- boarding that could address the stated concerns. Any course should be taken for credit.
- Some of the actual costs to these programs do not seem to make sense. For example, I am not sure how you create a course on University culture and make the statement this creation comes at no additional cost. Previously in the recommendation the task force requests additional personnel cost in creating a consistent NSO experience.   Sending all faculty/staff through advising training does not appear to meet the directive of President Feinstein to move to a professional advising model and reducing faculty advising.
- The recommendations were heavily focused on improving the timeline and organization of the first year advising, but failed to suggest any direct improvements to the advising of the students, as in when the advisor does the advising. Checking for appropriate course load and communicating their availability is minimal and happens already.
- The task force did a nice job proposing new ideas. Seems like low-hanging fruit in some areas and improving organization and information dissemination. Non-resident students need greater access to advising before the August orientation. Class availability is an issue and we promote the last orientation for out of state students.
- These appear to be process recommendations rather than a vision for what first-year advising should be, who should be responsible for it, and how we would evaluate its effectiveness. I am dubious about the recommendation for creating a 0-credit course. Who would teach it and why? Why would students enroll in it? We have a highly effective UNIV 101 course (even though some faculty continue to reject the well-supported research findings regarding its effectiveness). Why not recommend that more students be required to take this course, which counts for LAC credits, is academically focused, and has been proven to increase student success outcomes? There is basically nothing in this report about improving LAC advising. Faculty I know say they don't know how to advise students for anything other than their own major.
- What prevents us from completely reimagining NSO? May colleges and universities are using on demand or virtual orientations in addition to face to face (location based) offerings. Seems like we are only part way there.
- What was proposed will help increase retention, which is a big push from the president. The status quo of advising across many departments just isn't good enough. These are cost-efficient ways to help increase retention and hold faculty accountable for advising.

First Year Experiences

- Academic learning communities have only been successful in a small number of departments (e.g., Criminal Justice) and often fail because of lack of engagement from students and the additional, uncompensated burden put on faculty members. I'd like to see concrete examples of how this has been successful for the last decade at UNC. I know of multiple failed attempts but no successful ones. I disagree with this suggestion. Additionally, ENG 122 isn't the best course for many students who are in more technical fields and has the potential to take away from these students learning. I   What is a UNIV 101 "Class Leader", is that the equivalent of an instructor? If so, why is the pay significantly higher than adjuncts make?   Based on the data presented, requiring students to take a UNIV 101 seems realistic, but it would be nice if it was more inclusive of all programs on campus. For example, how is professional development being handled? What career options are discussed?

- Academic Learning Communities seems like it may devolve into another boring class to attend without connecting students. More built in open discussion and peer support may be better.   Assessing Financial Literacy is one thing, but many of my students need Financial Literacy Education to get the support they need to not drop out.   Mental Health: Long waits and unavailable staff at Counseling Center has led students to give up on getting the help they need. Addressing inadequate staffing seems to be a huge priority here, above other recommendations.   Sense of Belonging: I have had several students drop out or complain (rightfully) because they felt alienated on campus. Most of these were first-generation students, and often students of color. I did not see these specific targets in mind in this section - but they should be a priority.
- DISAGREE   Learning Communities   This decades-old concept is noble in its intentions (connecting faculty with students, and connecting student learning throughout different LAC courses), but the structure of learning communities/linked-courses that used to exist at UNC doesn't reflect some of the realities of today's UNC student populations. The proposal is focused on ENG 122 and a handful of other (HSS?) LAC courses, which include some of the most popular courses that students come into UNC already having credit for (ENG and HIST being amongst those). Many exploring students come into UNC with AP/IB/Concurrent coursework within the very subject areas referenced in this proposal. Because of this, enrollment in these linked courses will not be as popular amongst incoming students as it may have been back in the 90s, and understandably since they should not have to choose from groupings of courses that many of them already have credit for. This would also actively deter some students from graduating sooner if they accidentally end up taking some linked courses that they already have credit for (but didn't realize it because they haven't sent in their AP/IB/Concurrent scores/transcripts by the time they register for courses at NSO). Also, many majors (including some Seeking majors) have extremely prescriptive major/LAC requirements with no wiggle room in the university-wide elective category, which makes linking courses much more challenging for students in those programs that specify the exact course they need to take in various areas of the LAC. Lastly, after talking with some employees who worked closely with the last individual to manage linked courses, it was a full-time management/coordination position, which makes the 10/hours per week cited in this proposal seem very underestimated. The idea to strengthen faculty-student connection with first year students is a critical one, but this proposed structure of linked courses may not be the best way to do so.   AGREE   UNIV 101 Requirement for Exploring Populations (These include: Exploring, Seeking Business, Seeking Software Engineering, Seeking Theater, Seeking Music, Seeking Musical Theater)   UNIV 101 being a requirement for exploring students is a great idea. Many of these students come in to UNC without the skillsets to do well academically, and they also lack a sense of purpose. UNIV 101 provides the right connection to resources and assignments that require the students to explore their interests, explore various major options and careers, and could be a good vehicle for helping incoming exploring students think non-linearly about major and career choices. Today's student often comes in with the belief that they must pick a major "X" major in order to have "y" career. Data and research both at UNC and nationally show that major and career selection is not a linear process. For example, if a student wants to go into the world of business, they typically do not need a business degree. They could major in a number of things that will give them transferable skills that will enable them to still go work for a business. Our business major at UNC is math-heavy, so Exploring/Seeking Business students would benefit knowing that there are other ways to find their niche in the business world and the range of major options that could support that so that they don't have to pursue a math-oriented major if they aren't academically prepared to do so. This same concept applies for regular Exploring the Liberal Arts (undeclared) students at UNC as well.   In general agreement with the Mental Health and Peer Transition recommendations.   Neutral on the other recommendations mentioned here as I do not have enough knowledge of those areas and issues to have a solid opinion.
- Financial Success: If we can set up a system to support and "nudge" students related to paying bills and finances, we have a greater chance of retaining them and there is a greater chance that they will continue on and succeed at UNC. Students are provided little to no financial education. This will ultimately support their success as a student, but also a citizen of the world.   Mental Health: There is a great need for individual counseling on this campus and not enough staff to meet the needs. If ALL faculty and staff are adequately trained, we can all work together and support the counseling center with their high demands. Mental health needs are only rising. We must act to meet the needs of the students. Students cannot succeed academically if they are unable to first meet their mental health needs.   Sense of belonging: Sense of belonging must be addressed. The top two

reasons students leave UNC is because they don't feel they have a good fit with UNC or Greeley. This university and city have so much to offer and it is not adequately advertised to students. A committee would greatly benefit our students in gathering information in one place and working together to create intentional programming that works for our student population. Orientation already does a great job at fostering community. Using a system that already works, could help to transition support.   Student employment: It would greatly benefit our students if there was a uniform process for all students to be onboarded. Career Readiness could be tied into student employment and help the success of our students.   UNIV 101: UNIV 101 shows great great outcomes for our students. It only makes sense to have more students take the class due to the system already being set up. This could also support a sense of community.

- I agree with all the recommendations on staffing for mental health services, sense of belonging recommendations, student employment ideas and UNIV 101. I do believe all exploring/seeking freshman should take UNIV 101 and all incoming freshman, any major under a 2.75 high school GPA. These students need extra support. I also believe all freshman who end up on probation after their first semester should be required to take UNIV 101. I agree with most of the recommendations on financial success, with one addition. I believe the OFA should have a firm deadline on when students can file a FA appeal and it should be three week before the course add deadline. I also believe they have a strict policy that all FA appeals must be decided 24 hours before the drop deadline. That way if a student cannot get financial aid and cannot pay their bill, they can drop a course without going farther into financial debt.   The main subcommittee I did not agree with in any of their recommendations was for Learning Communities. There were too many questions that were unanswered by this subgroup: 1) do students want this? 2) what about the higher number of students who now come in with AP, IB and Dual Enrollment credit from high school? Usually the first two classes that wipes out is ENG 122 and HIST 100 2) What if they need to drop a class in the cluster? Do they have to drop the whole cluster? 3) do we know if it only takes 10 hours a week to administer this program? 4) do faculty really have the skills to facilitate this program administration (training in Banner?) 5) The reason this program went away in the first place was the intense time demands on the administrator at the time and the headaches involved in enrollment management, student dropping and adding of classes, faculty buy-in, etc. 6) Is this only designed to benefit one college (HSS)? What about the other colleges on campus? 7) What about majors that have very specific requirements (Elementary Ed, Nursing)? I do not see how this builds community or retention and would see guided pathways or meta-majors, with choice for the student being a better model of first year experience building.

- I believe that the learning communities could be helpful for students; however, it would rely on significant faculty buy-in. As a result, I don't have as much confidence that the communities would be effective in the long-run.   UNC will continue to allow students to enter who are less academically prepared (and most likely will increase this pool). As a result, it is our responsibility as an institution to ensure students receive the appropriate supports. As higher education experts, we know what students need. Therefore, requiring evidence-based programs such as UNIV 101 that has consistently shown increased student achievement and now increased connection to the campus (due to the peer mentor program) makes sense. The trade-off in terms of financial resources and potential tuition saved is significant. Many of the recommendations do not require any additional resources (or minimal) but only require the cooperation of certain offices and departments to ensure students get enrolled.   Although the one recommendation for probation students requires more resources, this is a highly at-risk group (losing 71% of these students to the second-year fall semester).   As such, supporting these students could only increase retention (can't lose many more students than we already do).   It also seems we should make UNIV 101 more easily accessible for majors to require it. Moving UNIV 101 to LAC area 5 is an appropriate fit and would eliminate multiple challenges for many majors as well as groups of students (e.g., veterans). As an interdisciplinary, writing intensive and academically rigorous course in the behavioral sciences (i.e., educational psychology), area 5 is appropriate. The curriculum also includes an introduction to the LACs as both a contribution to a comprehensive education but also career readiness.

- I don't see how reestablishing the Learning Communities would address student success outcomes. Most majors have very specific requirements for which LAC courses their students should take, and the number of undecided students continues to decline. There is no evidence that students would be interested in enrolling in this. Also there are assumptions that costs would be minimal. This is an unsupported claim and the recommendations

underestimate the level of administrative support necessary to run a program like this. Finally, the assumption that most courses would come from HSS makes it sound like this proposal is more about supporting programs in HSS than supporting student needs. It seems the goals of the LAC would be better supported by helping students make connections between how different disciplinary fields create knowledge and approach the same issue (physical sciences, art, etc.). Some of the other recommendations are good (supporting students' mental health needs, financial nudges, an interdepartmental planning committee, and the expansion of UNIV 101). However, this report seems like it is more a reflection of the interests and areas of expertise of the people who served on the committee rather than a cohesive approach to where UNC should put its efforts for first year students.

- I don't think the work load associated with the Learning Communities proposal has been adequately determined. I believe it will take more work than the report indicates. I think this is a great idea, but I think the cost will be more than what is indicated. However, I don't think that should stop the proposal from moving forward.
- I hated it at UNCO, the RA made my life miserable and thought she was the queen of everything. I would not recommend this school to anyone.
- I have concern about number 14. What would you do with the results of data from software that tracks the students at events? It is a student choice to participate in activities. Would this data be helpful in any way?
- I have strong concerns about the Learning Community recommendation. As an advisor seeing students everyday and nearly 2/3rds of students bring in either AP/IB, dual enrollment, transfer, or ACT /SAT credit or exemptions. These credits are almost always in the LAC's, specifically ENG 122, History, literature (area 3) and math credit. It seems that the learning communities would be a logistical nightmare when most students are entering UNC with credits fulfilling the very courses and LAC areas that the learning communities would be built around. I feel that this program is not considering today's student. Additionally, UNIV 101 is a good way to have students feel connected to campus and build community through their peer mentor and classmates. UNIV 101 has proof of success in these areas and is a well run machine that addresses many of the same goals that the learning communities are intending to address. I am very much in support of the Financial Aid outreach and literacy recommendation. As seen students assessments, students self report a need for additional financial aid information. In that same assessment, the number one factor affecting students academics is stress management. Therefore, I agree with the push for the mental health recommendations for extra staffing.
- I like the idea of using UNIV 101 as a tool to support students in a systematic fashion.
- I really like the idea of continued Orientation Leader programming. Addressing the mental health concern on campus should absolutely be a priority.
- It seems that this task force did not take a unified approach, but individuals responsible for each initiative proposed their own agenda. These collective initiatives will need to be coordinated from a reorganized Student Success and/or Student Affairs division. The present set of proposals underscore our present, isolated silos within student affairs and student success. Also, some writers mention literature, but few actually cite the literature (kudos to Sense of Belonging). Also, if Learning Communities were successful at UNC, then some data should back that up (I do not share this particular view, but my data is anecdotal - I was here when they were used in the past).
- It seems to me that the recommendation should be aggressive with respect to UNIV 101. It is the only student success activity that has long-term, comprehensive data showing its success, and it clearly has played a significant role in increasing retention, GPA, and graduation rates across all demographics. Its resource needs seem relatively small compared to the bottom-line benefits to the university.
- Learning Communities are a high-impact practice, but often expensive and difficult to get the students who would benefit the most from the program to participate. The number of students who come in with AP, IB, and Dual enrollment credits makes the co-enrolled classes difficult. However, there is a great deal of evidence that teaching the liberal arts core in an interdisciplinary manner through themed courses can improve student learning (to try to tie any initiative directly to retention is difficult, especially if students self-select). There is an existing Residential Learning Community program with co-enrolled courses for most, a RA from the major, and often tutoring, field trips, and an academic mentor. And a faculty-in-residence program. All these

things can be tied together to create either a residential college model or something that is a little more "disruptive" to our campus. Returning to a program that once was (and our retention rates were relatively similar), does not connect to closing achievement gaps, or teaching career readiness, may not be the way to go... when there is opportunity to go bolder. Ball State U was mentioned as a benchmarking peer. Their first-year students are (or at least were) all in living-learning communities. The liberal arts core and registration processes were streamlined to accomplish this. There was a web of staff & faculty who communicated about how students were transitioning. Learning communities can be transformative, and living-learning communities even more so, but this proposal is disconnected from the whole. The transition assistance is fine...but Housing & Residential Education does much of what is described for the residential student. It would be more effective to have someone focus on the transition of the off-campus first-year student, transfer student, and post-traditional student population. We do not have any dedicated resources to these (we also need more disaggregated success data for these populations) students. When we had data, these students were not as successful as the residential student. I'm not sure the peer model is the most appropriate. The cross-campus program planning should naturally improve through the implementation of a division of student affairs. One division directing the work with an emphasis of community / connection, equity , student success, career readiness. Student Affairs professionals (who have the expertise in this area) working with a curriculum-based approach to programming / education / transition support will help with this issue.

- Providing a cohesive and unified educational experience should be of the utmost importance in this undertaking. This subcommittee was diligent in their research and has put forth some of the most comprehensive recommendations of all of the task force workgroups. Of particular note, the significant positive on on-campus employment should not be overlooked. Further, the proposals to expand/require UNIV 101 show the greatest potential to positively impact all students' academic performance.

- Sense of belonging is critical. However, I don't feel that there needs to be added resources to maintain relationships between orientation leaders and students. Resources are already dedicated to RA staff for this purpose and would recommend further coordination on hand-offs between offices and not over layering duplicate efforts that can promote peer support.

- Several questions come to mind in regards to selection of students as well as the "cluster" of courses that would be taken in these learning communities. First, how are students going to be selected (undeclared, first generation, etc.)? Also, what happens if a student comes in with their English credits? More and more students are coming in with credits due to concurrent enrollment opportunities at their high school. Would these students not be eligible for this program? What would the communication look like for students already participating in a student success program? Lastly, this program sounds similar to other learning community programs taking place at neighboring colleges that are working. I agree that these programs are beneficial for retention efforts, but a concern really would be the cost for staffing for these students. I see volunteer commitments, but I think more staffing to run these programs would end up being necessary and would require more funding.

- The disagreement is pertaining to the change in UNIV 101. I see that the committee is proposing org charts that puts UNIV 101 in student affairs. As important as student affairs is, UNIV 101 does not belong there because it has an academic unit, therefore an academic purpose. It was also suggested that UNIV 101 should be removed from LACs. This is an active learning class and should be kept in LACs. As a solution, it can be moved from electives to Area 5 because it has been recommended as a benchmark for engaging students in beginning research experiences. One of the tasks students are to complete in this class is a research project. It is a comprehensive experience that culminates into a Research Night. Additionally, focus on teaching students college-level reading, writing, metacognitive strategies and critical thinking emphasizes comprehensive education and career readiness. UNIV 101 honestly serves as an introduction to the LACs.

- The most striking piece of information I found on this page were the GPAs. What were the GPAs of these students out of high school? I think our admissions standards are so low we are letting students who are not prepared for college into the University which sets them up for failure right away. This is a HUGE factor that is primarily ignored.

- There is too much praise placed on UNIV 101 and too much pressure for it to be required of many students without colleges having needed input on the content of the course. It seems like a sham for Counselor Ed doc students to have funding. This course should include more basic orientation to life at UNC, career readiness and major exploration, and not as much ed psych theory.
- There's a lot here, to be commended. The committee has clearly given a lot of thought to how we might make students' first years more positive. LEARNING COMMUNITIES: Some years ago, we tried learning communities and advisors, essentially, sabotaged our efforts. We'll need buy-in from advisors to make this work. The model that faculty coordinate syllabi and plan outings/activities however, underestimates the time involved in doing this. It's more uncompensated labor.   MENTAL HEALTH: I'm not really seeing any specific recommendations about mental health, besides increases in staffing, so I'm not sure that piece of the report is helpful.   PROGRAMMING: It may also be the case that students don't understand most university programming to be "social," but academic. I certainly understand university programming this way; I do not experience it as a social event, but rather work. Attending a panel discussion, speaker, film screening also may not be the kind of social events students want; there is little opportunity to socialize with other students, and there is no alcohol.   I think the idea of tracking student attendance is creepily Orwellian. If I knew my attendance was being tracked I'd never go anywhere ever. It's not the university's business how I spend my free time.   UNIV 101: I'm thrilled at the idea of requiring some students to take UNIV 101, but I'm not sure how this could actually be enforced, especially given some of the limitations of financial aid. In this instance, I'm also very disturbed that there is only 1 faculty member on this committee. This is especially disturbing as faculty are the ones who see the problem the most, who most rely on first year experiences for students to be successful in their classes. I'm not certain that the positions at the university represented on this committee know what is needed from a first year course like this. Moreover, students in my courses have reported a broad enough variety of experiences in UNIV 101 to suggest that the course really needs some quality control, especially if it's going to cost us $150,000.
- UNIV 101 should not be housed in student affairs for it is an academically rigorous course meant to prepare students for the academics of college, not student affairs related needs. Additionally, it is my belief that all students should be required to take UNIV 101. Data show the impact on GPA and retention. It is strange to me that it is not already required.
- UNIV 101-- there is not universal faculty buy-in for this course. In fact, many faculty dislike it because the course content is not taught by qualified instructors, but by graduate students from only one discipline. More diversity and qualified in the teaching faculty would improve this course.
- While I think establishing traditions such as bear Fridays, and increasing participation in University 101 for students who may potentially struggle would be good ways to increase a sense of belonging and first year success, I am not sure the learning communities would work, as many students enter with AP or community college credits for Gen Ed courses.

Gateway Course Completion

- Clickers were mentioned as a method of improving student achievement, although I would only argue that they are one of a number of methods that improve student involvement in lecture. I worry as well that frequent assessment/evaluation may reduce student engagement in the course.
- Examination of gateway is important as that directly impacts retention. Perhaps we should have smaller class sizes for freshmen, not greater.
- Excellent and thoughtful recommendations. These recommendations tie together so many different issues related to students' academic success. Many of these would be relevant to all courses, not just Gateway courses.
- I agree that using SSC for warning signs in these courses will be beneficial. I also agree that more supplemental instruction or support for the high DFWI courses.
- I am surprised to not see any discussion and promotion of the use of corequisite remediation in gateway English and math courses in the recommendations regarding learning assistance programs. (Note that this practice goes by different names, including corequisite instruction and, in Colorado, supplemental academic instruction or SAI).   There is an established (and growing) body of evidence that indicates corequisite remediation has been successful in a wide range of institutions and has been scaled up successfully to institutional and state-wide implementation.* Corequisite

remediation reduces the occurrences of students getting stuck in (or never getting out of) remedial classes in English and math, reduces time-to-completion of degrees, and improves the success of students completing a first college-level math and English course. Corequisite remediation has already been successfully implemented at UNC in college algebra and calculus I with preliminary evidence of its success in promoting student success, especially in college algebra. There is room to improve our efforts at UNC by expanding to other gateway courses in English and math. Colorado has been a leader in developing and implementing corequisite remediation. The Colorado Department of Higher Education is strongly encouraging all institutions to develop co-requisite instruction or SAI in gateway math and English courses. In fact, corequisite remediation is one of the elements of the Colorado Momentum project being launched jointly by the CDHE and Complete College America (see https://completecollege.org/event/colorado-momentum/). The importance of corequisite remediation has been explicitly recognized by the state of Colorado as one important strategy to erase the equity gap in postsecondary education (For instance, see https://www.colorado.gov/pacific/performancemanagement/erase-equity-gap). *As just one source of evidence supporting corequisite remediation, an opinion article on the evidence of the successes of corequisite remediation with several embedded references to peer-reviewed research and data-based evidence can be found at https://www.insidehighered.com/views/2018/07/17/data-already-tell-us-how-effective-co-requisite-education-opinion .

- It is sort of a no brainer for those of us in student success that there should be a common syllabus, common learning outcomes and common assessment for gateway classes like ENG 122 and CHEM 111. Consistency across sections is essential. I also believe it is egregious for faculty to not provide early assessments so students can track their learning and get in to tutoring or withdraw from a class if they are doing poorly. I still hear stories from students who say they never see a grade entered in the class until the end of the semester or they only have three assessments all semester, the exams. This is faculty malpractice! All faculty should be required to use CANVAS and put grades regularly and early into the gradebook so students can track their progress in the class. There absolutely should be a campus-wide attendance policy in gateway and LAC courses. Most of these are taken by freshman and they should have expectations that going to class is essential if they want to remain in good academic standing.

- Making the number of assignments high at the beginning and throughout the semester is more likely to cause students to stress more about homework level, and the amount of work, some of which will inevitably be busy work, than on trying to study and learn textbook material thouroughly. A campus wide attendance policy is more likely to disadvantage those with chronic mental or physical health issues than others, futher disincentivising the pursual of an education by those already marginalized groups.

- Many of the recommendations in this report seriously infringe upon academic freedom. Many recommendations assume that same objectives can only be met through the same means, such as a common syllabus. This report exhibits very little concern for faculty time in frequent feedback, emailing students, connecting them with resources, attendance tracking, etc. This is nearly impossible in classes with 65+ students, especially when faculty are teaching more than one of these courses a semester. Yes, we do need a much, much better writing center and English writing education. However, it is unreasonable to ask faculty to work in the writing center uncompensated. We certainly don't need a large-scale study to understand the impact of attendance on student success. It doesn't take a study to know that students who don't come to class don't do well. We don't need to spend resources we don't have to study something we already know.

- Overall this was a well-constructed report, unlike some of the Academic Portfolio reports there were specific, reasoned recommendations. I commend the committee. I would like to have seen more engagement from identified gateway course instructors. The main disagreement I have is the suggestion to pass responsibility of SI recruitment and staffing to directors/chairs. I believe this should remain a centralized process (in Tutorial Services) in consultation of relevant faculty, this should be supported. Effective recruitment will certainly be neglected for some of these courses if passed to multiple recruiters. Other points I encourage leadership to examine more carefully: (1) The committee mentions supporting clicker technology. This needs to be clearer and more intentional. Last AY we transitioned to a new technology that works more smoothly but is significantly more limited in current form than other options, including the prior technology. One reason for limitation is the fact that clicker vendors are moving away from separate devices in lieu of smartphone apps, and this brings forth at least two major issues: (a) the requirement of students to have a

smartphone (or tablet) to participate; (b) the apps don't work well in environments with more than 50-75 participants (two separate vendors have directly confirmed this on campus). (2) Average section enrollment is not a statistically prudent metric for gateway courses to this point. First, this is because some departments have capped courses while others physically cannot because of space limitations and scheduling (e.g., the capped departments already occupy the moderately sized spaces). Second, especially for biology courses, there are single sections at or near 250 enrollments. (3) There was mentioning of a grant for a STEM +Tutorial Services + Cultural Centers. I encourage whomever is working on this to engage the relevant long-term faculty ASAP. (4) The report suggests faculty should engage in a near 1-on-1 communication with students facing challenges in gateway courses. I agree this should be done, but I suggest the consideration of offering more FTE for courses with hundreds of students (or forcing enrollment caps). There are some GTA supports for some course administrative tasks, but the reliability/quality of such support is very unpredictable in my experience, and it is exceedingly difficult to implement consequences for unsatisfactory GTA performance. (5) Who is attending SI? I love this program, but we must ask: is it currently having maximum impact for students facing concrete academic challenges. (6) Examine credit hour production in Chemistry and Physics courses. Several of these courses are effectively 5-credit hours with enrollment caps. This has made advising, and scheduling, very problematic for other departments. Additionally, what is the impact of having a 5-credit with a 38% DFW (CHEM 111, when lab is included)? (7) In at least one case a high DFW was demonstrably linked to neglect in scheduling qualified and persistent instructors until recently. I suspect this is probably the case for a few others. This should also be taken into consideration when departments/schools are engaged for feedback.

- Overall, this report does a fine job of addressing the gateway classes and their impact on student success. Many of the recommendations hinge on increased support for Tutorial Services, especially the suppl. instruction (SI) piece. Over the years, this mechanism has been shown to HELP students succeed in difficult classes. So, support in this realm is absolutely necessary. More classes need to be supported and academic units need to support this initiative far better than in the past. As a school director, we've heard reports from Tutorial Services and the budget they receive for the efforts necessary to improve retention on this campus is pretty low. I'm not convinced that learning communities are necessary; some data would need to convince me of this recommendation.

- Some of the information in this report is not accurate and seems to be based on rumors, rather than good research.

- The gateway courses recommendations provided some of the clearest and most concrete recommendations for efficiency and improvement, and the group should be commended for their work. In fact, perhaps some of the leaders of this committee should be enlisted to implement this and other task force recommendations in the coming year/semester. We have a leadership vacuum at UNC, but the specificity of these recommendations suggests that - we have great leaders in our midst. Let's empower them.

- The recommendations are specific, and many can be implemented soon. if we are serious about student academic success, the recommendations for Learning Assistance Programs will need to be better funded. Given our budget woes, we need improved overall strategic planning to accomplish this.

- There is not clear responsibility and cost associated with implementation.

Peer Benchmarking

- It is important to count endorsements and not just majors and minors. The undergraduate CLD/TESOL and Bilingual Educations endorsements have more credits than a minor but they are never counted anywhere. 2. Faculty need to have incentives to collaborate across departments and colleges. New program proposals need to be evaluated in terms of how resources are being shared across colleges. Positions can be based in departments but teaching should be in more than one college. Yes, it is difficult, but that would reduce the unhealthy competition. 3. To reduce so many part-time instructors, faculty in other departments should be assigned to teach one course a year in another department. For example, faculty in Teacher Education who have the expertise should teach one section per year of TESL 350 Second Language Acquisition in Hispanic Studies, for example. There could be something like affiliate faculty status.

- Brilliant!

- Do NOT create a new department, or appoint a new AVP, there already is an AVP for Student Academic Success. Most of this should already have been being monitored by an existing department. Don't focus so much on equity that non-minorities suffer. Equity is equal, not more, for any particular group.
- Graduation and persistent rates are highly correlated with transfer, pathway and curriculum issues. How will this committee work with faculty to integrate benchmarks with the reality of the curricula?
- Having very little experience in this field, I am under qualified to give a strong opinion one way or another. However, I want to know what UNC stands to LOSE if we do NOT adopt the recommendations - or one or any of them - as they are?
- I agree that achieving retention goals and such is important. However, a uniform policy may significantly disadvantage some programs. A program, for example, might attract a demographic of students who are more likely to experience catastrophic life events than other UNC students. Such a program should not be punished for failing to reach uniform goals. I think we need to look closer at why students leave and why retention rates are what they are to get at this problem more effectively.
- I am concerned that no benchmarking schools are in our geographic region.
- I do not support the idea of a dedicated unit for student success. We do need a true Office of Institutional Research to do true analysis of our persistence, graduation, and equity data. We need to have more thorough analysis of dis-aggregated data, and analysis of what is already working and why. A dedicated unit for student success is an outdated concept. Some institutions had what was called a "Retention Czar" . Most institutions have done away with this concept. Student Affairs typically has responsibility for improving advising, the first-year experience, equity & inclusion, and a sense of connection of community. With the re-establishment of this division, a single office / unit is not necessary. The VP of Student Affairs & Provost should work in tandem to lead this work with one vision. A unit or new position is redundant and not necessary.
- I especially agree with the recommendation that UNC needs a strategic plan. This was referenced in a few other reports and is desperately needed! I also agree that UNC needs to stop outsourcing data analysis and invest in developing internal capacity. It is ridiculous how much we have spent on consultants and external vendors without any results!
- I think we should also look at UC Merced as their vision is similar to that which we wish to develop.
- Noticeably absent from these recommendations is a consideration of peer institutions or where suggested peer institutions are successfully addressing cultural climate. Our reputation is poor, at best, in regards to campus inclusivity...largely the result of poor faculty interaction (from previous climate survey findings). What are other institutions with a similar demographic breakdown doing to address inclusivity effectively and what role does that play in student success.
- The undergraduate student success outcome performance targets by 2025 is unambitious. The Fall 2019 incoming Freshmen should be the target for the student success performance goals thus making 40% four-year graduation rate target year 2023. The target year for the 6-year/60% goal target should be 2025 and the Fall to Fall retention rate should be a progressive target. It should increase each year for three years until the full 60% goal is achieved. We need to make changes and increase student outcomes now. The thought behind this suggestion is based on the most recent data that UNC graduates average salary upon graduation is roughly $34,000. UNC can be affordable by graduating students with the least amount of debt possible, which is $39,670.40 (4 years at $4958.80/semester based on 15 credit hours/semester).
- Use of 4-year regional institutions isn't a strong comparison group. Care should be taken to match our student demographics with institutions that have similar student demographics.

Student Success Data Strategy

- Some of the recommendations are business-as-usual without a sense of urgency. What is the point of recommending creation of data strategy/sharing committee, and other actions? How do these data recommendations tie in with UNC's poor performance and the financial hole? Why are the short term recommendations not targeted specific data issues such as wide timely and accurate access?
- As an R2 institution, we should have data-informed practices. To do this, we need access to the data.
- Especially agree with need for Sole Source reporting and creation of institutional effectiveness unit. Also like the idea of creating opportunities for people to explore data collaboratively. It's not clear how or why the list of baseline data reports were determined, so perhaps additional discussion is needed. It would be helpful to link this to the metrics that are eventually agreed on for program discontinuance or restructuring.
- Everything in the report looks good as far as it goes, but I don't see how the recommendations will make it easy for faculty/advisors/departments to get the variety of data we need to help improve our programs and support our students.
- I completely agree with the SOLE SOURCE recommendations. We need to provide data and training to faculty and staff so that they may make data informed decisions. The current limitation of data is inefficient, wasteful of peoples' time and causes many errors. For example, a department chair cannot pull a list of their majors with their GPAs to make recommendations for their Honor's Convocation. They can be provided with a list of students with a GPA above a certain level and then go into SSC or Degree Works to determine the specific GPAs. This is unacceptable. If someone violates our data policies, address the concern with the individual, but we need to stop the process of limiting data to our faculty and staff. We need to hold workshops to train folks how to use the data we have to improve student retention and graduation rates.
- I understand the need for some element of data literacy among faculty, but most of them have that. Faculty do not have time for other kinds training and coaching about data. That's why we have personnel whose job that is. We really need to eliminate obstructions to UNC personnel getting data. I am often told some kinds of data are not accessible to me, that I have to request it through someone else and get it approved by yet a third person. This creates way too much extra work. I'm thinking especially of GPA data. I already have access to student GPAs through transcripts and/or Degree Works, but to get a list of students ranked by GPA I have to ask someone else who has to ask someone else. And, the list doesn't have the students' GPAs, just a ranking. This is just stupid. It creates a LOT of extra work to get at information I already have access to in other ways in a more friendly, useable format. Relatedly, another Task Force report mentioned a CRS090 Insight Report. The Task Force report recommended this Insight Report be made available to deans, chairs, and faculty. I called my Dean's office and was unable to even find out what this report even was. A major problem with data at UNC has been the insularity of the folks creating the data from the folks using the data. These recommendations do very little to mitigate that problem.
- I was confused with this subcommittee's report as to what this Sole Source data platform was that could meet all needs academic, financial and student performance specific. Is there a magical source out there already or was this committee recommending developing a sole source framework that is cost neutral?
- These recommendations must be implemented and widely available if individuals and units are to make quality data-driven decisions. The lack of available, reliable, and customizable data at UNC is the most pronounced than at any institution I have worked, with obvious negative impacts.
- What does the committee mean by SOLE SOURCE data and reporting? It this simply getting data from a single source or is there some significance to this as indicated by the all capital letters throughout the report? All of these recommendations appear realistic, my main question is why isn't this currently being done?
- While I'm not sure of the specifics of this report, we should be using data to drive decisions.

Student Success Vision

- Agree with recommendation 4: "Rather than three separate divisions, student success should be infused in both Student Affairs and Academic Affairs." Student success should not be a division but integrated into everyone's work on this campus. There needs to be a champion connecting efforts in an organized and financially sustainable manner with clearly defined outcomes. I think we get caught up at times dedicating resources to small niche programs that could be better applied on a larger scale for a greater number of students.
- Especially agree with need to review and revise UNC mission and planning. I expected to see an actual vision statement. Perhaps the report format didn't create space for this?
- I agree HS GPA is a worthwhile consideration but I do not believe HS GPA paints a reliable picture of student success at the post-secondary level. HS curriculum is inconsistent from school to school and area to area. In my experience students with quality HS GPAs and exposure to courses such as Chemistry demonstrate a variance in preparation based on the HS attended and the emphasis on coursework such as Chemistry. Furthermore, the transition from rote memorization widely practiced in HS to a more active learning environment in college, further reduces the reliability of HS GPA to predict college student success.
- I really appreciated broader definition of success than career readiness. Other than that, I'm honestly not sure what this committee actually did, making it difficult to agree or disagree with it. The report just seems to spin wheels. I have to say it really bothers me when student affairs folks advocate training faculty to do their jobs more successfully. Faculty have PhDs in their subject matter and, in most cases, care deeply about teaching. Training should, at the very least, go back and forth between faculty and student affairs professionals. We can't afford to employ more people, especially "generalists/success coaches," when there are plenty of people on campus already who understand many campus resources and can help students develop their networks. The work that needs to be done is much more about getting students aware of and willing to take advantage of these already-existing resources. We don't need and can't afford people to do this. This just seems like throwing more staff at a problem that isn't about staffing, but about students.
- It seems that the task force did not provide any additional information other than repeating the message put forth by the new administration.
- It was encouraging to see transfer students identified as a population for consideration, because additional and alternative services are needed to ensure their inclusion, success and degree completion. However, any higher education institution should also be specifically identifying, enrolling and supporting online students as part of its vision if it wants to keep itself viable. High school graduates are not a growing population over the next few years, especially if official and unofficial immigration is restricted as certain groups are hoping. However, degree completion, distance learning and post-traditional student populations are growing.
- Other specific UNC student population that should be included in this report is the undergraduate English Language Learners (ELL). aka, ESL students or Culturally and Linguistic Diverse Students (CLD). Many of our ESL /CLD UNC students self-identified as Latinx. Currently there is no specific campus-wide support for the success of these students. According to the the 2018 Fall Final Enrollment Profile, published on January 4th, 2019, 20.4% of the UNC's undergraduate FTE students identified as Latinx/Hispanic. Hence, it is critical to develop an effective infrastructure to support the academic success of these students. It is important to mention that many of our ESL students face multiple challenges when writing college-level essays. Currently, UNC has campus-wide support for students through the Writing Center and in some instances via the Center for International Education. However, these units are not equipped with the necessary training and tools to support the success of ESL students. If UNC in the next few years plans plans to pursue Hispanic Serving Institution (HSI) designation, it is critical that we plan, develop and implement effective strategies to support ESL/CLD students.
- Overall the push for supporting first year students is so important. There are frequent discrepancies from what faculty advisors are telling our students compared to professional adviors. For the benefit of our students consistent advising in the first year is absolutely essential.

- Student digital badges? That's something that is not logical as a suggestion and is very childish. These badges mean nothing and should not be considered, they are essentially a fad that never caught on.
- The lack of specifics makes it hard to comment.   While I agree with the need to focus resources and support students, this needs to be done without increasing expenses. Over the past 10 years we have seen stagnant student enrollment coupled with an explosion of upper administrators. Many of us call it the "Vice President of the Month Club". Furthermore, planning has been done without consideration of input from stakeholders or facts. For instance, moving to Division I was studied then the group recommended against it. Of course the President of the Board and of UNC went ahead even though we cannot afford it.   Please do not repeat these same mistakes - we literally cannot afford it.
- We cannot be all things to all people. Further, without a clear, specific, and well-defined mission, we can not - as a community and institution - make effective, actionable change to address any issue on our campus. The lack of clear identity, vision, mission, or goals prevents quality decision making at all levels. This must be addressed so that stakeholders at all levels can contribute to our shared success.
- We should decide on a vision before we make our budget decisions--this includes our vision for student success.
- With respect to Recommendation 5 of this report Develop strategies to examine and support the success of other   specific UNC student populations, including graduate   students and transfer students.   Other specific UNC student population should include undergraduate English Language Learners (ELL). aka, ESL students. Many of our ESL UNC students self-identified as Latinx. Currently there is no specific campus-wide support for the success of these students. According the the 2018 Fall Final Enrollment Profile, published on January 4th, 2019, 20.4% of the UNC's undergraduate FTE students identified as Latinx/Hispanic. Hence, it is critical to develop an effective infrastructure to support the academic success of these students.   It is important to mention that many of our ESL students face multiple challenges when writing college-level essays. Currently, UNC has campus-wide support for students through the Writing Center and in some instances via the Center for International Education. However, these units are not equipped with the necessary training and tools to support the success of ESL students.

Student Affairs Task Force

Career Readiness Strategies

- Is digital badging the best we can do in supporting career readiness? How about aligning students' learning outcomes and career requirements?
- Although I agree with all the recommendations, I can't help but think that this badging system might not need to be the top priority for UNC. I believe that career readiness and things like internships should be weaved into students' educational experience at UNC, but we might want to keep our focus on supporting first year student retention and success so that our students are set-up in a way that allows for those career experiences later on. If they are failing or leaving UNC then students won't get to have the career readiness experiences.
- Assigning a digital badgeing system for student employees in an attempt to quantitatively assign an abstract concept such as an individual's "career readiness" sounds like a really bad misuse of UNC'S already limited financial resources, staffing demands, and general time constraints. I was employed part-time all four years of my undergraduate education at UNC, and during my senior year worked as a student supervisor in dining services. It has been my personal experience, time and time again, that our student employees--particularly in food service & custodial--are working these on-campus employment positions as a last resort because they don't qualify for other more desirable work-study positions elsewhere. One of our student custodians even said as much: "We can basically do what we want [work-performance wise] because the management is desperate for student workers. They're not going to fire us for policy infractions--or

whatever--because they can't afford to." Indeed! Even the student custodian with the poorest work ethic I've ever encountered [i.e., exhibiting patterns of excessive cell-phone use; excessive computer lab breaks; excessive casual conversation with her peers at the UC info desk; and consistently "tuning out" her co-workers with headphones] was invariably rehired by our management every semester up until her graduation. The painful truth of the matter is that most UNC student's work priorities take a back seat to ALL of the other demands placed upon their busy schedules, including coursework, face-to-face socializing, and their relentless social networking regimens. In general--and with very few exceptions--their motivation and job performance leaves a lot to be desired. Furthermore, I can't think of a single college student who dreams of working as an entry-level custodian when they graduate. We would be better served to hire full-time state employees who are beholden to their paychecks than to institutionally skirt our way around fully funding an adequate, competent, classified FTE labor pool. The campus' physical facilities and student services suffer as a result of this constant undermining of the job security of our classified staff through deliberate attrition, merely for the short term gains of shaving a million dollars from the annual budget with cheap, lower quality student labor.

- I agree that "Career Readiness, when centered in a Division of Student Affairs at UNC serves as a framework to unify and streamline units/programs, resources, and student learning opportunities." I see career readiness benefiting our students here at UNC and being needed for advancement and social capital. Career Readiness happens in so many areas and to get on the same page would only benefit our students.   A badging system could be used very broadly across campus for career readiness, and in other areas as well (example: other areas of student engagement). Our students have so many skills outside of what is gained in the classroom and this will allow them to have "credit" for it. Employers can see more clearly what all UNC student have to offer.

- I find the "T-Shaped Professional" model problematic in that a university education is not and must not be solely about training professionals. It's also about training future city, state, national, and global citizens, family members, community members. Anyone interested in these issues should take a look at "How Workers Killed the Liberal Arts," by Andrew Taggert, available here: https://qz.com/work/1402745/how-workers-killed-the-liberal-arts/   With all due respect to the folks who served on this committee, I find the badging system really, really, really problematic. I really don't think we want a sort of "Merit Badge" approach to higher education, which, after examining the models in the Career Readiness Action Team report, is what this looks like to me. Moreover, I think this will encourage instructors and other campus leaders to "teach to the badge." I hope we all know and currently absorb the implications of how well "teaching to the test" is working out in K-12; let's not repeat that mistake. I'm also not at all certain that awarding a "badge" will help students "understand the benefits" of the badges they earn. If we need a program to educate students about the benefits of the badges, I think those resources would be much better spent educating students about the benefits of a liberal arts education more broadly. Moreover, if we're going to award badges to ensure that every student is career-ready, we should also award badges to ensure that every student is citizenship-ready and life-ready. Who's going to assess and award these "badges," and doesn't this cost money we don't have? For me, the only advantage to this program is that its proponents say it will help identify gaps or overlaps and phase out programs and services, but I think there are much more effective and less problematic ways to do this.

- I'm still not understanding how electronic badging is anything more than a glorified sticker book for college students. How does this incentivize students to gain career competencies? Can they use this on a resume? Can they get a type of certification attached to their

degree? How will employers see this as an asset for potential employees from UNC? What is the cost of this technology (may have missed that detail in my skimming of this committee report, I admit).

- In the context of the Campus Climate and Student Affairs introduction while I agree with the need to focus resources and support students, this needs to be done without increasing expenses. Over the past 10 years we have seen stagnant student enrollment coupled with an explosion of upper administrations. Many of us call it the "Vice President of the Month Club".   The badge idea seems like a complete waste of money and resources. Students really don't care. It has no value in the "real world".
- Is there any evidence that a badging system has any affect?
- It is unclear how these activities interact with student coursework in their majors, minors, and in the LAC. No faculty on this committee is a big flaw.
- Mapping career readiness learning opportunities is a good idea. I'm not sure that there is enough evidence to support that electronic badging systems actually motivate students toward gaining career readiness competencies. It seems a little gimmicky to me. I wonder if the focus instead were on ensuring that career readiness opportunities are meaningful, relevant, and responsive to the real life complexities student experience if these wouldn't provide sufficient motivation. Of course, requiring academic programs to directly include career readiness preparation in the curriculum would also help.
- REVISED COMMENT :   Implementing a digital badging system for student employees in an attempt to quantitatively assign an abstract concept such as an individual's "career readiness" sounds like a really bad misuse of UNC'S already limited financial resources, staffing demands, and general time constraints. I was employed part-time all four years of my undergraduate education at UNC, and during my senior year worked as a student supervisor in dining services. It has been my personal experience, time and time again, that our student employees--particularly in food service & custodial--are working these on-campus employment positions as a last resort because they don't qualify for other more desirable work-study positions elsewhere. One of our student custodians even said as much: "We can basically do what we want [work-performance wise] because the management is desperate for student workers. They're not going to fire us for policy infractions--or whatever--because they can't afford to." Indeed, this is overwhelmingly the case: Even the student custodian with the poorest work ethic I've ever encountered [i.e., exhibiting patterns of excessive cell-phone use; excessive computer lab breaks; excessive casual conversation with her peers at the UC info desk; and consistently "tuning out" her co-workers with headphones] was invariably rehired by our management every semester up until her graduation. The painful truth of the matter is that most UNC student's work priorities take a back seat to ALL of the other demands placed upon their busy schedules, including coursework, face-to-face socializing, and their relentless social networking regimens. In general--and with very few exceptions--their motivation and job performance leaves a lot to be desired. Furthermore, I can't think of a single college student whose aspirations and dreams include working as an entry-level custodian when they graduate. The cost-benefit analysis doesn't add up. We would be better served to hire full-time state employees who are beholden to their paychecks than to institutionally skirt our way around fully funding an adequate, competent, classified FTE labor pool. The campus' physical facilities and student services suffer as a result of this constant undermining of the job security & overall work performance of our classified staff through deliberate attrition, particularly when it only serves the goal of short term gains by shaving a million dollars from the annual budget with cheap, part-time, low-quality, low-dedication student labor in areas like custodial services.

- Systems such as "Credly" may work for some of the majors on campus; that type of platform is not needed for Performance majors in Theatre & Dance.
- The idea of career-readiness as a campus goal is an interesting one, and it seems to be supported by the literature and may offer a helpful branding tool. At the same time, however, the presence of turf-wars and micro-aggressions across academic programs and student affairs offices will make this goal incredibly difficult to achieve at UNC. We are not currently functioning as one team - united in supporting students. As a result, two issues should be consider. First, the functioning of the overall UNC institution should be addressed, prior to the development of lofty new initiatives that seek to bridge the gap b/t academics and career services/readiness. Second, many academic programs are already engaging in career readiness activities (e.g., nursing, husr, and crj). Why not highlight the innovative work of these programs to provide models/examples for other departments to emulate? Many academic programs are already doing fantastic work with career readiness, and they should be celebrated, recognized, and replicated.
- The idea of Digital Badges seems to be a complete waste of time and money. Students are not interested and it appears to have little value. Students I have asked about this just laugh. They do not want to spend more money and don't see the advantage.
- The report focuses heavily on career-readiness. Although career-readiness is important, I would like to see this unpacked more and to see greater recognition of the fact that skills such as critical thinking skills, the ability to work with people from diverse backgrounds, and other skills that come from a liberal arts education are a form of career-readiness. I'd like to see the Core Competencies that are outlined staff, also being skills that we hope to build in students.
- This report did not provide enough data on the badging system to convince me that it is needed at UNC.
- This seems hyperfocused on a badging system. Figuring out what courses will help students professionally is extremely easy using existing systems provided students do the minimum amount of research. This seems like spending money on further academic handholding that has zero demonstrated efficacy.   This entire task force is hamstrung by the statement that we will "Claim intentionally as our mission the education of first generation and other underrepresented groups. Initiatives should be structured and delivered to promote the academic progression and success of these students. Students who don't belong to these populations will also benefit." The sole goal right now should be to find students who can pay to go to school here for all four years. Deliberately targeting students who are statistically the least likely to succeed seems like a very poor idea indeed, at least at this juncture.
- While I appreciate the need for career readiness, I don't believe we need technology, like badging, to pursue it. Not only do we not have the financial ability, but I have been on other campuses that have tried and failed with systems like these--students did not engage with them as hoped and the working world still relies on traditional application materials to communicate readiness. I believe career readiness is better addressed in expectations of faculty and staff, i.e. if we're expected to prepare our students for xyz, we will (with accountability).
- While lacking a clear citation and connection to the Liberal Arts Core as the foundation of a UNC education, the recommendations put forth would go a long way to helping students recognize, understand, and articulate the value of their experience, in-, out- and between classes.

Equity-Minded Strategies

- A website it a great start.

- Although it is not said outloud or explicitly, equity and inclusions topics are generally focused on white, conservative christians treating LGBTQ individuals, black and Hispanic individuals, and politically liberal individuals equally and respectfully. However, white, conservative christians are some of the most targeted indivuals on campus. White, conservative christians are seen and treated as racists on campus. Inclusion training must be applied both ways. We, the entire UNC campus, need to be respectful of all individuals equally. I do agree with the other recommendations of the committee.
- Equity is the WRONG word to use. We should be using the word equality. Equity implies a power struggle between perceived marginalized groups when that is simply not the case. This mindset hurts students and creates an insufferable and dare I say "toxic" atmosphere in the classroom and on campus. This calls for the silencing of perceived privileged groups in favor of the perceived marginalized groups. This is blatant silencing of free speech. We are setting up a generation for failure. We are teaching students to be hateful and to resent others for simply existing ex: the "straight white male". All dissent from this mindset has been shut down. Our campus is turning into a place where we teach students WHAT to think and not HOW. Any criticism of these ideologies has been taught to mean violence and hate speech. Discussion is healthy and is what a campus is FOR. Words do not equal violence, and grappling with ideas that don't fit your own may make you uncomfortable, but it is in no way bad for us at all. We are teaching students that they are fragile like candles, one gust of wind will knock us out. But we are MUCH stronger than that, like a raging fire, wind can only make us STRONGER. We have taught students to create a vile "call-out" culture and to perceive everything as if it were to hurt us. A miscommunication of thought is being taught to be treated as if it was malicious, and to ignore intent. Again, words are NOT voilence. Equity has not been defined anywhere in your mission vision or values. Do you really think that equity is the right way to go? We need equality, to give all students access to equal opportunity. Equity provides a slippery slope leading to people to define random groups to be marginalized and random groups to not be based off of ZERO actual evidence. Social Justice is a abhorrent environment to bring upon a campus. It slashes free speech, it pushes extremist left ideals, it makes absolutely no room for healthy discussion. I am a athiest liberal bisexual woman and I am terrified at what this campus is turning into. All ideas are valid, not just insane social justice ideologies. There is no need to be spending an insane amount of money creating a resource center that excludes a large number of people and incites a harmful victim culture in our community. We need to stand up for free speech and treat everyone EQUALLY.
- Equity minded strategies should be infused in all Divisions e.g. Academic Affairs, Student Success, & not only within the proposed Division of Student Affairs.
- I felt I needed more details here. I like an equity statement and a resource hub for students, faculty and staff. These ideas should be developed without additional resources.
- I think the ideas presented here all move the university in a good direction. Putting in place processes or statements is a great start, but how does it actually change the culture of the university...support, enforcement, etc...?
- Including equity in the mission, vision, and values of the Div. of Student Affairs is playing lip-service to the concept, but the recommendations lack actionable improvements and how those improvements will be assessed for effectiveness.
- Knowing who are students are and knowing the direction that we are wanting to go towards (becoming and HSI and serving underrepresented students), it only makes sense to have the division rooted in equity minded strategies. Equity minded strategies will benefit all students (not just the ones listed) and capitalizes on what UNC is already great at. This can also be an opportunity for UNC to stand out from other universities.
- Many of the barriers to success which these reports address are either from outside the institution or from within the individual student, but not from WITHIN the institution. This seems to miss the forest for the trees. Many, many, many, many, many barriers to student success come from within the institution, not from without nor from the student, and IMO these are the barriers student affairs can best address (though not to the exclusion of others). Historically, higher education was developed to serve white, upper-class heterosexual cis-gendered men and those historical origins have much momentum we must all work against. Attention to the ways this historical momentum animates discriminations and inequities WITHIN UNC is critical

and is largely missing from this report. Indeed, the report seems to consider UNC as a uniformly equalizing institution, which, if we are really honest with ourselves, is just patently false. I recommend Sarah Ahmed's book, _On Being Included: Racism and Diversity in Institutional Life_ as required reading for anyone doing student affairs work. For the most part, I like the brief recommendations of the sub-committee about these issues, though they seem quite distant from the faculty in academic affairs who actually do much of this work. This perpetuates the invisible wall between academics and student life at UNC, a wall that need not exist.

- The committee's report and definition of equity is vague and uninspiring. In my many years at UNC, I have yet to see that equity is "embedded in our work" and "social justice education is at our core." The student-faculty connection/community is strong and warm, but when you move beyond that level, equity and social justice are non-existent. In order for equity and social justice to exist, trust is needed, and there is no trust between faculty and administrators. It will take YEARS to establish trust in the organization, and sadly, until that happens, the claim to celebrate and honor equity and social justice is just that - a claim, not a reality exercised in practice. It is insincere to announce this equity vision until those larger system problems are addressed and resolved at UNC. Trust, respect and kindness is needed for there to be equity and justice. Let's start with creating a climate of trust, respect and kindness and build from there.

- The focus is too directed towards 'first generation and other underrepresented groups.' Although a group that should be valued, to primarily focus on this group does little to provide growth and financial stability UNC seeks considering this group is the most likely group to need financial assistance. This group is also the group that will most likely struggle to complete their degree in four years. This recommendation seems to continue our 'business as usual' focus which has not been successful. Additionally, the commitment to "social justice education" as compared to a commitment to diversity and equal opportunity (not outcome) excludes a large portion of our student population. We've been committed to social justice (the activism side) over equity of opportunity in 'Student Affairs' from an administrative viewpoint for over a decade. This commitment has not resulted in a healthy campus; between the bias investigations out of the Dean of Students office (since disbanded) to prior public statements made by current administrators in this (proposed) office disparaging white males, the over-emphasis on social justice activism has not resulted in positive outcomes or media coverage. Although social justice education has some value, UNC has already over-focused efforts towards activism and should instead focus on appropriate, non-divisive, equity and inclusion efforts. Social justice issues are not the primary focus as compared to quality educational outcomes at the larger, more successful institutions of higher education in Colorado. Nor are the majority of our students interested in social justice education; but instead in a quality education that will prepare them for their future in their chosen field. We would be wise to concern ourselves with supporting those valuable educational outcomes as a priority through fair opportunity and inclusion as compared to excessive investment in forced social justice outcomes which all too often become an unnecessary distraction. I am not certain an equity and inclusion online resource hub will help fulfill any of this university's potential, especially if social justice education is the basis for such. At its core, the recommendations seem to 'feed the beast' in student services, creating a perpetual need for more staff, more resources, and more travel for conferences, as compared to directly helping UNC become viewed as a top end educational institution, and all our graduates as outstanding, educated, young members of our future workforce.

- The idea that a university that has a large debt should be committed to equity above financial gain is questionable. The university should target students that can both afford to attend the school and graduate without transferring. Deliberately targeting first generation students does neither of those things. First generation students are more likely to need financial aid and less likely to graduate. Educating them is an admirable goal, but not at the expense of tuition and other revenue. This should be a goal once the university is solvent. It is dangerous to sacrifice the financial health of the university for the benefit of social justice.

- The only substantive recommendation is the establishment of a web-based resource hub. Maintaining this type of resource requires dedicated time and effort and also requires significant knowledge about the quality and reliability of the information posted. This cannot be assigned to a graduate or undergraduate student, especially if there is an expectation that faculty will use and find such a site valuable. I also don't see anything about collaboration with faculty who have expertise in equity-minded practice.

- There is not enough information available in this report to make solid judgements as to next steps.
- These recommendations are fine. However, it is not clear how they will reach students personally through a shift in the environment and the interpersonal connections they experience therein.
- While the just treatment of all individuals is a central tenet of professional conduct and training and resources for practitioners is desirable, the language, scope, and breadth of these recommendations is heavy-handed and off-putting for those who do not embrace postmodern philosophy and do not represent the intellectual diversity to which we should aspire as an institution. This represents a significant missed opportunity to serve our core student population and differentiate ourselves from the vast majority of institutions.
- While there isn't anything wrong with the three recommendations provided, this report really doesn't seem to offer much substance to how equity and inclusion should be integrated into Student Affairs. Although the report indicates a committee would be responsible for maintaining the equity resource hub, its not clear who would administratively own this or how it would intersect with other campus initiatives like the HHMI grant. Perhaps the hub would only be intended for Student Affairs staff and out-of-classroom practices?

Inventory and Organizational Structure

- -Need a clearer rational for including revenue-focused functional areas, like Conference Services and Ticketing, in Student Affairs. I don't know that these areas fulfill student success outcomes. However, I do believe that the University Center and Campus Commons should/could re-focus on becoming spaces specifically FOR students, closer to a university union model. -I have a very general concern about org charts creating a need for additional staff ... which seems counterproductive to the exercise. Creating additional offices/focuses, creates need for more people. For instance, Parent Programs is listed on all three org charts. While this is common functional area at other institutions, I don't believe we have the financial resources and will result in "thinning" of current staffing structure. We need strategic focus ... all three org charts feel more like a wish list than reflecting actual needs of students. -Absent from org charts is the inclusion of leadership programs, like HSL, which could be a natural fit with student orgs/Student Life. -Org Chart #1 & #2 - move Transfer, Commuter, & Adult Services under resource centers. This (newly created) office serves a focused population, similar to these other offices. However, I'm not convinced that the addition of an office that focuses on Transfers, Adults, and Commuter is necessary ... have we identified a need in this area (beyond descriptive stats such as the number of undergrad students over the age of 24)? -I find the Career Readiness section in Org Chart #2 VERY compelling and could be a cool adjustment and alignment of offices. -Org Chart #2 and #3 has "Student Life" listed as a standalone office, apart from the offices that currently comprise it ... I find this superfluous. As is common at other universities, this office could/should focus on student leadership, student organizations (including fraternal organizations), and student social programming. Students success hinges on social connection, social support, and development of a pantheon of leadership soft skills; focus should be on the development (perhaps using scaffolding) of these competencies. -I do think it is very important to have social justice and equity education be a part of the university function, but I don't feel like it necessarily needs to live in Student Affairs. This may hinder some initiatives to educate and develop effective teaching techniques with faculty.
- 1. I would love to have an Ombuds 2. I would love to see Prevention Ed and ASAP exist outside of Counseling 3. I don't believe we should have a badging system. 4. I think Disability Support Services should report to the Division of Student Academic Success--I think Orientation should stay here, too (both areas have a significant academic focus). The same can be said for Cumbres, Reisher, Stryker, and Daniels--they bridge the divide and I understand why they were included, but I think a Division of Student Academic Success creates an appropriate bridge and serves an intentional purpose. 5. The placement of Parent Programs should be determined based on the functions of that office--without having one, it's hard to know what they would be. (Same with Transfer, Commuter, and Adult Student Services) 6. I like the idea of Career Services absorbing Student Employment 7. The Office of Engagement seems redundant--many of their functions are seemingly captured by career services/program placements. 8. The UC/Campus

Commons are UNC's versions of a student union--I think they should be strongly considered for student affairs. 9. University 101 operates as an academic unit--I don't believe they should be part of the conversation.

- After meeting as a Prevention Education and Advocacy Services staff and discussing potential changes, I remain neutral as to whether Prev Ed and Advocacy Services stay together. I do like the models that include Prev Ed as its own entity under Wellness (under whoever that leader may be) but splitting the 2 may require hiring more Prevention folks down the road. A challenge we have faced as an office was being housed in 2 different buildings on campus (ASAP in Cassidy and CPE in the UC). On the Prevention side, the Prevention Coordinator is housed down in Cassidy while the GA and Peer Educators, the folks who are supervised by the Coordinator, are up in the UC. If there is a way to put them together in the same building, that would be very beneficial. Thank you all for your hard work on putting this together!

- Aligning functions clearly and logically is a critical step to identifying redundancies and inefficiencies at the institution. Of primary concern should be improving the nimbleness and clarity of functions and reporting relationships. Therefore, a more "flat" organizational structure should be preferred. To this end, Option #2 seems to me to be the best choice. Smaller units that are aligned by function and mission are depicted, as well as recognizing the student affairs functions performed by academic advisors are well-addressed by this option. Finally, this structure best fits the recommendations of many other task force subcommittees.

- Although I appreciate the time and effort of those who participated in this work, it is hard to take any of these recommendations seriously. These are bloated organizational structures that seem designed to keep doing these the way we always do with no substantive changes. It's not clear how any of these will benefit students or the university.

- Claiming in the vision/mission that we are focused on 1st generation students is a significant restructuring that will detract from non-1st generation student success.

- Creating a Student Affairs division is necessary for UNC's success. I can't believe we have gone so long without a division of student affairs as it is obvious our current structure is doing little for student retention and allows for wasteful redundancies.

- I absolutely wholeheartedly agree with the sentiments motivating the "business case" discussed on page 6-8 of the Supplemental Narrative. Why on earth is UNC hiring people "for key positions who do not have the essential skill sets/knowledge for their positions?" I realize that, once we hired someone whose skills are not adequate to the job we hired them for, we may feel some sort of responsibility to provide adequate training for these folks, but let's not hire any more of them!!!!! Moreover, given that "we lack the time and capacity" to develop and coach staff "with potential," let's seriously consider eliminating staff who are not qualified to do their jobs, even if we did hire them and even if they are UNC alumni. (Rumor has it that UNC hires a lot of alumni who are less qualified for their jobs than other candidates.) If we're considering laying off faculty who ARE qualified for their jobs and who don't need supplemental training to do them, let's seriously consider laying off folks who aren't qualified and do need training we don't have the resources to provide. I absolutely wholeheartedly agree with the sentiments motivating the change in leadership structure suggested in the Supplemental Narrative and the Inventory and Organizational Structure report. While I appreciate the gesture in the organizational chart, it seems to me just to be sort of shuffling things around (though this may be because I don't know much about how things are currently organized). How does this shuffling things around save us resources and/or produce a better, more efficient and more effective Student Affairs department? Maybe these should be the driving questions in deciding how (or if?) to do the shuffling. Relatedly, only once that I can find discuss down-sizing or eliminating units. I find this incredibly disturbing, especially given that the undergraduate curriculum folks are recommending that the curriculum be "pruned." We should absolutely be pruning programs that cost THREE TIMES as much money as our peer institutions before we begin pruning undergraduate academic programs. Moreover, at moments these reports advocate adding Student Affairs functions and investing in physical spaces to accommodate new and consolidated units, and we simply have no resources to do this. We have almost no office space available for some academic units on campus and we

have a significant classroom shortage. These issues need to be addressed before building new stuff for units which, according to other reports, already spend THREE TIMES as much as our peer institutions.

- I agree that ASAP (Assault Survivors Advocacy Program) and CPE (Center for Peer Education) should be under the Wellness category. I disagree that ASAP and CPE should be split up. The two departments only have 2 full time staff members and 2 graduate assistants. We utilize both sides of the house to meet the needs of students. We are currently in two different spaces (UC and Cassidy Hall). It would be ideal if we were in one location. The other factor to consider is the Counseling Center. ASAP and CPE are currently under the Counseling Center. We utilize their budget, admin support, supervision, and staffing for big events (like Amazing Race and Take Back the Night). If ASAP and CPE are moved there would be additional costs. ASAP has only an Assistant Director and CPE only has a Coordinator. Potentially, would need to bump these positions higher to be equal with the other departments. Additionally, we would need more staffing to support our programming and services. Since ASAP is a confidential resource, whoever is in charge of the wellness branch would need to go through advocacy training (in order to be considered confidential and be able to provide back-up coverage for the crisis line and debriefing with staff).
- I agree that we need a division of Student Affairs; however, it is difficult to understand what criteria or framework was used to generate the models presented as options. All three models place multiple units that are better aligned with academic affairs under the new division. Doing so would weaken units like Honors, tutoring, CIE and other programs that require direct engagement with and connection to faculty and academic programs. In some cases, the only way for these programs to survive is through the direct support of the Deans and Provost. Student Affairs should not be involved in delivering any credit-bearing courses, as these need to go through faculty oversight. It feels a little like empire building, and combined with some of the other documents produced under Student Affairs, there is an implied message that faculty and academic administrators are less equipped to deal with the academic needs of students than student affairs staff are.
- I agree that Wellness is an appropriate place for Prevention Education and ASAP to fall under. Option 2 and 3 of the organizational structure for these departments were similar, however, Option 1 shows Prevention Education working in conjunction (or possibly underneath?) Student Conduct. While these departments collaborate often, the nature of the work that Prevention Education does with this department is tertiary care, not necessarily preventative (ie: students are referred to the Prevention Education department after a student has already been cited for substance use). Prevention Education has the potential to be highly data driven, innovative, and collaborative; therefore deserves to be seen as its own entity separate from the Counseling Center. However, if ASAP/Prevention Education were to be split, I believe increased staff support would be needed to effectively run each department. Furthermore, the current organizational structure of Prevention Education/ASAP is limited in terms of adequate supervision. The Counseling Center is short staffed and inundated with students seeking services, taking away from the guidance and support that staff within Prevention Education/ASAP need.
- I agree with org chart option 3. I believe that if we, as an institution have a Higher Education Degree that it should be somehow connected with student affairs. There needs to be more collaboration with student affairs and that program. As someone who is a graduate of the HESAL program it was very confusing to be learning about student affairs divisions within Higher Education and how beneficial and crucial to student success; and the institution that I was working on earning my degree from did not have a division.
- I am wondering if there is a model where cultural centers can be housed under academic affairs. All of their interventions are with a focus on academic success strategies that are directly corralled to retention and class completion towards degree attainment. I have seen a few models like this such as the university of purdue and I think that is worth looking into. As a note, I noticed cultural and resources centers are not including on the third organizational chart and was not able to find info as to where they would be housed in that scenario?
- I don't know if some of these are possible in a budget crunch. I did not see any way to include extended campus students so they feel they have resources and have assistance.

- I don't see how these recommendations help with saving money. The report discusses creating new positions and allocating additional funds. I don't understand how this is a cost saving measure; it seems to be the opposite. Further, all of the proposed org charts include units that are Academic Affairs, not Student Affairs.
- I think model #2 is the most thorough. I have issues with Model 1 with "Equity Inclusion Leadership and Career Readiness" - I don't quite understand the leadership/career readiness stuff with equity/inclusion. Same with Model 3. I really like the sub-categories and organization of model 2; HOWEVER, I'm not convinced that Student Academic Success has business being in Student Affairs. If faculty are even further removed from this process by it moving divisions, there could be a huge disconnect in what they experience in the classroom versus what they experience elsewhere. The Provost should oversee academic success in my opinion.
- I think Option 3 is the most balanced organizational structure with four distinct areas reporting to the VPSA. I don't believe we have funding to expand the current AVP model across UNC to accommodate a fourth area but might be able to get creative as Exec Directors or other. (AVP/Dean of Students, AVP CCC, and AVP Student Success)
- I think Student Affairs needs to be in one division, so these areas can be held accountable and to share best practices and resources. Also, this could help the university to recognize how to scale best practices so that more students could benefit from these resources. For example, athletes receive a lot of additional resources and do well; other students could benefit from these same best practices and resources.   I am pleased to see that an ombuds is in each of the org chart options. We need an ombuds to help people find a place to start when they need help. An ombuds can provide a list of resources, including informal and formal methods of resolving issues. Many individuals might not be ready to pursue formal resolutions and therefore need informal options. On the other hand, some might want to pursue formal options but don't know where to turn. Also, an ombuds can recognize patterns and report these to the administration to help prevent continued issues in specific areas.
- I'm concerned with several things in the overall report and rationale so I thought I'd just put them all in one place here: - I'm concerned that calling this division Campus Climate & Student Affairs will be detrimental to much of the work the division is going to try to do. "Campus Climate" is important, but shouldn't be a stand alone office on campus. That then sends a signal that the campus climate work only needs to be done by certain people. Campus Climate should be something that we all work on, and I'm afraid that we're just including it in the title of this division because we think we need to have it on an org chart somewhere to let people know we care about it. It should be key work that happens at ALL LEVELS and divisions of the university, but should not be the name of an office. - Secondly, Campus Climate & Student Affairs is confusing. What is it that the division will be doing? When you dig into the recommendations that the committee has made, it's very clear this is a division of Student Affairs. Why go the higher ed route and create a division that has an unnecessarily long and confusing name? Why not just call it what it is...a division of student affairs. That will be less confusing, and won't require a decoder ring to explain it every time it is mentioned. - Several times the narrative mentions that we do not have people in place that have the right knowledge or expertise for their roles. I would like to put forward that is likely because so many people in the areas that are included in this committee's recommendations and work have been direct appointed. There have been very few national searches, and even in the rare cases that a search reaches beyond the walls of UNC, the search committees that have been put in place have cherry-picked internal favorites regardless, I believe, as to the qualities of those individuals. I encourage leadership to conduct a survey of who in this division have been direct appointed when the division is being restructured. Do we not have the right people because people have been playing favorites and putting under qualified people into roles because they are friends? I think that is a real possibility. - I appreciate the comments about streamlining the functional areas and getting rid of redundancies and duplicative areas, but then was struck by the recommendation that individuals in this area should be able to fundraise and write grants. We already have offices on campus whose sole roles are to do these things? Why in the same breath as suggesting we need to reduce the number of redundant campus roles, would you also suggest adding redundancies? It just doesn't make sense. - While I can understand and appreciate the need for coordination between HESAL and this division, I think we do a disservice to ourselves, the students, and the entire campus

community if we only focus on students and graduate assistants from UNC. I'm concerned that the quality of the HESAL program has slipped recently and if we neglect the opportunity to engage other GA's from CSU or other institutions, we're hurting ourselves more than helping the program.

- In Org Chart 1: Transfer and adult student services does not seem to make much sense under Wellness. Student life and campus community should be placed together. Lastly, where is major exploration and academic probation?   In Org Chart 2: I agree with this chart the most. Student Academic Success must be a part of the division. Also, when it states advising services, does it mean student athlete academic success? There is no such thing as Advising services currently so this would need to be clarified.Also it makes more sense for the scholarship programs to be under academic success. Even though the scholarships are often based on certain cultural factors, they are mostly academic related programs.   In Org 3: Major exploration and academic probation should be in place of academic advising it seems.

- It seems these recommendations are being based on current roles held within the University, rather than holistically considering what a traditional student affairs division model looks like and is designed to accomplish. It appears rather than determining what roles are necessary to create a supportive, functional SA division, recommendations are being made to ensure specific individuals continue to be in high-level administrative positions and specific functional areas continue to operate as they always have. As a graduate from one of the most competitive student affairs programs in the country, it is disappointing to see proposed organizational charts that do not seem to have UNC students in mind - but rather are designed to keep current administrators in current roles. While it is reasonable for staff of UNC to be concerned about their roles and their impact on student success and retention moving forward, I hoped these recommendations would be developed outside the scope of current roles. While I agree with some of the proposals, all options seem oddly fit together. I hope the presidents council will complete their own inventory of peer institutions and best practices prior to making any final decisions on what the new UNC student affairs division will encompass - with an end goal of positively impacting student success and retention at UNC. In my opinion, none of these options are right for the students of UNC.

- Option 2.It appears to be in the university's best interest to group like areas together so that all areas reporting can get support. There are some offices on campus who currently don't get the needed administration support due to being grouped with offices that need crisis support that must always come first.   Due to a recent SWOT analysis of Career services, Option 2 seems most appropriate in order to deliver and integrate career readiness throughout the university. Access to higher level decision making is needed in order to do this.   The group of wellness offices altogether seems to be a good system to support students holistically.   Grouping campus community together appears to be appropriate.

- Personally, Option 3 seems to be the least confusing and most structurally organized. However, I did have a suggestion as a staff member of Campus Recreation.   As a professional in this field, I do appreciate that we are being associated with student Wellness. Physical activity is an important part of a student's well-being and we are happy to help provide opportunities for that. However, I do feel that we have relationships with other areas, as well. Therefore, I was confused that in every option, we were only categorized under Wellness.   I believe we could also be under Community. From a facility management standpoint, we have enjoyed collaborating with Housing & Res Ed for many years. From a programming standpoint, we also collaborate with Orientation as we provide NSO trips for incoming students. And, our facility is often rented to outside groups, especially during the Summer, so a continued partnership with the University Center and Event Planning makes sense.   But, I believe the area we most associate with is Student Life. We provide programming, activities, and events for students as a part of their campus life. We have a Club Sports program that operates under the same regulations as Clubs & Orgs. We have an Outdoor Pursuits program that often collaborates with Student Leaf. Our Intramural Program has leagues that are specifically for Greek Life. And, we sometimes host UPC events. Sometimes it feels like we are competing with Student Life and all of their programs, but if we were in the same area, perhaps we would be able to help each other and provide students with better opportunities.   If I were to vote, I would say Campus Rec belongs with: 1. Student Life 2. Community 3. Wellness.   The other areas under Wellness operate much differently than we do and our business operations goals may be different. This could be a tough thing for a supervisor to manage, when you have your departments going in different directions. If we were with other student fee funded programs that are working to both provide students with the best extracurricular

- opportunities and to bring in revenue that can go back to these student programs and facilities, I think that might be a better fit and easier for a supervisor to manage. Have us all rowing in the same direction.
- Prefer Option 1 & 3
- Re-creating Student Affairs should be integral to a newly identified and clearly-articulated institutional identity and vision. Until those are in place -- along with a strategic plan (assuming we are no longer using the Strategic Framework and 9 Core Plans), it is difficult to establish a well-integrated Student Affairs unit.   Many of the recommendations seem lost in the weeds, especially the three org carts. Primary hope there is to simplify!
- Regarding Recommendation 1.a (p.2) - Please consider how increasing the proportion of first generation and underrepresented groups in the student body will decrease the size of the student population able to pay (full) tuition. Also consider how this rebranding might alienate students who do not fit into those categories.
- Revenue generating departments that mostly to serve non-UNC students should still fall under the F&A umbrella. However, these departments should still take into consideration the overall Student Affairs mission/vision and values.
- Reviewing the organization charts, I see several issues. First, I noticed that Academic Bridge is not even mentioned on any of the charts. This program serves Denver Scholars and Independent Youth. Perhaps it is being included in the TRiO umbrella, but it is not listed. If it is included in TRiO, I see that TRiO is not listed at all in option 1. Also, I believe TRiO and Academic Bridge DO NOT fall under Student Affairs since the majority of what these programs do is student advising to help with student success.The current set-up is working well.
- Student success and student affairs need to be under one umbrella. I am very concerned that all three of the organizational charts include campus climate with student affairs. The current expertise of folks within campus climate may not be the expertise needed to head a successful student affairs division. We should conduct an external search if we proceed with this model. There needs to be more concrete connections with Academic Affairs.
- The committee failed to support how their recommendations will actually benefit The University and its mission. Additionally, the key metrics mentioned were not mapped to any of the suggestions and seem like they were listed for the sake of completing the report. Suggesting arbitrary org charts without an explanation or context is not helpful either.
- The organization charts provided seem incredibly cumbersome. It seems that many, many areas were put on the table and then forced into connections. Why is HESAL, an academic unit, shown on this org chart? From committee work around some functions of students affairs, it became clear that CSU is doing some things very well in this area. Their org chart is another example of a tight, well thought, reasonable approach. I highly encourage the committee members and the decision-makers look at some successful options at other universities. We can learn much!
- The organizational charts (Options 1-3) Include the following units   1. Disability Support Services This unit can be considered academic and non-academic, further analysis is necessary to determine if this unit should report to the Division of CC & SA   2. Office of Engagement: The Office of Community & Civic Engagement at UNC promotes and supports academic engagement with the university & community, facilitates connections amongst faculty, students, staff & community members, & encourages partnerships that are mutually beneficial to promote community and civic health. This unit currently rreports and should report to the Division of Academic Affairs.   3. The Cumbres Program   The Cumbres program prepares pre-service teachers who also seek an endorsement in English as a Second Language (ESL) aka Culturally and Linguistic Diverse Education (CLD). All students in the program are education majors.   This program reports to the College of Education and Behavioral Sciences and should continue to report to this College.
- The problem with all three of these organizational charts is a fundamental misunderstanding of the difference between an academic program that must adhere to specific institutional (or scholarship) policy parameters and student engagement programs. For example, Major Exploration and Academic Probation IS the same as Academic Advising. They are not two separate offices. We changed our name. We deal specifically with populations who are without a major, seeking to change their major or are on academic probation and facing institutional suspension. While equity and inclusion is

important in the work we do, it cannot override academic policy. We shouldn't be under the office of student affairs at all. In addition, orientation is a hybrid of campus community work and academic affairs because of the component of class registration for students at every orientation conducted by academic advisors. Orientation should remain under the Division of Student Academic Success because of this heavy focus on course registration. Frankly, I believe the Division of Student Success should be under the Stephanie Torrez, who should report to the Provost directly and should include CHE, Daniels Fund, CUMBRES (as these are scholarship programs with specific academic parameters) and Orientation as well as Tutoring, UNIV 101 and Major Exploration and Academic Probation. Student Athlete Academic Success should also be under this umbrella as well as their goal is focused effort towards academic support for all athletes at UNC. You don't even have them on your org charts at all. With the options provided, Option 1 is most feasible to delineate between student affairs offices and academic support offices. It was also unclear what the difference was between solid lines in your organizational charts and dotted lines.

- The Student Affairs division will enhance its student-centered approach and help bring various student affairs functions across campus together. However, the motivation to bring the international education unit (CIE) and study abroad programs, an integral part of CIE, remains unclear as the unit develops and implements academic curriculum and offers co-curricular programming in addition to a variety of other important functions. Perhaps direct discussions involving the Academic Affairs leadership and the Student Affairs task force committee members help clarify the future direction of international strategy at UNC.

- The three proposed organizational charts include too many direct reports. In that respect, these organizational charts might be unmanageable and ineffective.

- There needs to be more discussion on this topic . There is fear from many departments that this org chart was built specifically to "save" or create certain AVP positions which was personal motivation to why to org chart looks the way it does. How many people will be supervising these categories "wellness, equity//inclusion, campus community" etc.

- There seems to be a misunderstanding of what Student Affairs encompasses, along with a lack of information about certain programs. Specifically, in the last two of the organizational charts, there is a lack of information about the student support services involved within TRiO and Dept. of Education granted programs, with some missing altogether from the chart. With TRiO Student Support Services, most of the Center for Human Enrichment, for instance, some programs were left out altogether, and the advising, retention, and curriculum/academic components are not properly understood as represented. Also, as these programs receive Dept. of Education funding, the funding received depends upon the place within an organizational chart within which the program falls. The shorter the lines of communication to the provost or up, for instance, the more likely the programs will competitively do in proposing and receiving ongoing funding. UNC stands to lose funding for and the integrity of these programs if they are placed far down within a Student Affairs chart, where they do not belong.

- This is to note that while the 3 versions of the Org Charts clearly show a diversity of thought about how to organize and restructure aspects/units within a Division of Student Affairs, the charts are exceedingly complex. A couple of observations: 1)Student Academic Success, as the title suggests, should reside in Academic Affairs. i.e. UNIV 101 is a credit bearing course/program that is housed in CEBS. 2) Cumbres, while a cohort program, is distinct from the others listed, in that it serves students who are all majoring in Education. As such, it belongs in CEBS with Teacher Education. 3) Career Services appears in a different format in each chart. Where does it really fit best?   4) Office of Engagement (aka Office of Community and Civic Engagement) promotes and supports faculty and students in academic engagement as it relates to the curriculum and RSCW, as such it resides in Academic Affairs. 5) Internships, in many instances, are academic credit bearing experiences that reside in programs and units under faculty purview. 6) Center for International Education and Study Abroad also reside in Academic Affairs since they relate to students programs or study and credit bearing experiences. 7)Badging has been raised by several subcommittees and appears to be common issue that will need support from both Academic Affairs and Student Affairs, as well as IMT and potentially other areas.

- While Campus Rec is partly connected to Wellness, it is surprising to see them in all 3 proposals under that group. When they have programs, clubs, and services that promote life on-campus, why wouldn't they be in with Student Life at least once? It seems like the 3rd option is one of the cleanest and most logical to me, but I would recommend moving: - Leadership Programs from Student Life to Equity, Inclusion, Acad Success & Leadership - CARE and Parent Programs from Student Life to Wellness - Campus Rec from Wellness to Student Life. This way, Campus Rec would be with Clubs & Orgs, Greek Life, and UPC which all run events and programs for students' extracurricular activities.
- While I agree with the need to focus resources and support students, this needs to be done without increasing expenses. Over the past 10 years we have seen stagnant student enrollment coupled with an explosion of upper administrators. Many of us call it the "Vice President of the Month Club". Furthermore, planning has been done without consideration of input from stakeholders or facts. For instance, moving to Division I was studied then the group recommended against it. Of course the President of the Board and of UNC went ahead even though we cannot afford it.
- While I support creating a Student Affairs Division, I don't think it should include "Campus Climate" in its title. It would be fine if there is a department on campus climate as it relates to students that reports to the VP, but campus climate is larger than just student affairs and should be treated as such. In terms of the organizational charts, I am very concerned about some of the departments listed on the chart that clearly have academic outcomes as their primary goal. (There may also be a social/student affairs aspect to the program, but the program is focused on academic outcomes.) These offices are the Office of Engagement, Cumbres, Tutoring, Univ 101, MEAP, Advising and Trio. There should be no unit called "Student Academic Success" as part of the Student Affairs Division. This is why there is an Academic Affairs Division, and while the two should work together, the programs listed here should be part of and report to AA. I also have concerns about putting Academic Advising under SA. I don't find the explanation that having professional advisors is a different situation, so they should report to SA convincing. Academic Advising is clearly effected by the decisions made in the academic units, so to have it outside the reporting and information structure makes no sense. Finally, it is my understanding that creating this division is being fast-tracked, and while I think that is good idea, I'm concerned about appointing a permanent VP to head this department. I think an interim posting would be appropriate, but the position should be filled on a permanent basis following a national search. I'm not convinced all of the problems outlined in the SA Task Force documents can be solved if the current leadership is maintained.

Student Data Analysis

- Consistent with the recommendations of other workgroups in the Student Affairs and other task forces, I generally find these recommendations to be well-supported - especially #3, 7, 8, 9, 11, and 12.
- I am concerned by the tone of this report but not surprised given past experiences with the [redacted] who were involved in this work. There is an assumption in this report and others produced by the student affairs groups, especially the narrative summary, that the only people who know anything on campus are those who work in "student affairs" and that if only faculty would do as they say, everything would be perfect. Collaboration is defined as we will tell you what you should do and you will do it. If you don't, we'll just create our own mini-university and run it right (which means exactly the way we say it should be). There is a lot of arrogance displayed in these reports and a disdain and disregard for anyone who has a different opinion. I am greatly concerned that the merging of the climate and student affairs units we result in greater intolerance on this campus and more of the types of nonsense that occurred in the past with the bias response team.
- I need to better understand how professional advisors are going to help students with academic needs - or is academic advising (I.e. developing four year plan, going over checklist, and discussing course options with faculty) still happening in conjunction with other coaching/advising?
- It was very difficult to figure out exactly what the recommendations are for this report. There are a lot of "belief" statement and unsupported assumptions, but very few recommendations. Many of the recommendations don't seem to have any direct relationship to the purpose of the committee. Also, recommendation 7 is, frankly, offensive in that it seems to imply that only student affairs staff have the ability to be attentive to equity-minded practice. Perhaps that was not the intention, but it is definitely the way it comes across.

- It would benefit any student data and student success working groups to also identify, track and segment online students as a population. All of the recommendations will help traditional students enjoy a better UNC experience and achieve better academic and employment outcomes, but student population growth is in distance delivery and post-traditional student populations. If we do not also focus on the needs and outcomes of these students, we will limit our ability to enroll and support those students.
- Many of these recommendations sound wonderful, but expensive (unfortunately).
- The badging information is not clearly presented.
- The use of data to drive decisions is critical. I like the context of wellness and equity.
- This sub-report seemed largely vague and outside the scope of what Student Affairs focus should/could be in terms of welcoming students and providing a positive, safe learning and social environment. Why are there so many staff allocated to these tasks AND allocated to student success? We need new leadership to clear out the cobwebs on these issues and start new, carefully thought-out approaches to student affairs. Also, what standards are these staff held to in terms of quality and improvement indicators? Not even knowing how to analyze the IPEDS data signals a lack of close engagement with the data as well as a lack of any oversight of these staff more broadly.
- Until it is absolutely clear to me and to all UNC faculty and staff that students are NOT being told anything like any of the following, I cannot ever support professional advising: 1. Take X class. It's easy. 2. Take X class. It's easier because it's for non-majors. 3. Take a class from X professor. They are an easy grader. 4. Take X class. It doesn't require much ____(Fill in the blank with math, reading, writing, participation, attendance, etc.) 5. Major in X. It requires fewer hours than other majors. 6. Major in X. It's an easy major. 7. Major in X. You can easily get a job with an X major. 8. Take X class to fulfill Y requirement. It'll help you with your major. 9. Take X class to fulfill Y requirement. It's the easiest option/it's for non-majors/the professor is an easy grader/it doesn't require much _____. Students have reported to me every one of these statements from UNC Student Advising, and this is absolutely unacceptable. I get that professional advisors may give more consistent advising. I also get that professional advisors may be more sensitive to certain identity and social justice issues. But if consistent advising and/or social justice sensitivity results in any of the above statements, or any statements like them, it's BAD advising. Consistent, socially just BAD advising by professional advisors is worse than inconsistent advising by faculty. Moreover, professional advisors cannot possibly know the ins and outs of a given major, minor, or profession as well as the faculty in that major, minor, or profession. IMO, professional advising at the expense of faculty advising is a recipe for disaster.
- While professional advisors may be able to address some student issues, the main / major issue (students feeling and being part of a department) would be eliminated. Faculty advisors perform this role better - but need better training in advising to improve. Hiring additional people to do this doesn't improve the outcome.

Student Affairs Vision, Mission, Values

- I agree that UNC needs to develop a clear vision that we promote. That being said that needs to be balanced with sound data.
- I appropriate the values of balance and belonging and intellectual freedom and see those as positive additions.
- I would love to see some language around multicultural competency amongst unco graduates as well ad its employees.
- I'm not sure it is our job as educators to tell students what they should believe or to expect that all students should be agents of social change. I think we need to equip students with the knowledge and skills needed to construct their own meaning, identity, and purpose in life, but I am very uncomfortable with any organization pre-determining what other people's lives, goals, and purposes should be.
- The recommendation of this report is singular - social justice. I find this short-sighted, presumptive, self-contradictory, and unhelpful. To list "intellectual freedom" as a value then to promote nothing but a singular postmodern, Marxist ideology is disingenuous, let alone "caring", "inclusive", or "supportive". To challenge is educational, but to presume "transformation" is necessary is tantamount to indoctrination.

- These are general remarks about the whole Student Affairs Task Force and particularly the Supplemental Narrative. There is nowhere else to put them. While I agree that faculty need to be involved in creating equity, inter-cultural competence, listening, assessment, etc., evident in the Supplemental Narrative, faculty's capacity to do this is severely limited by the other demands of their job. Faculty simply don't have time or space to do this work. In order to get faculty to buy in, other elements of their job expectations will have to change significantly, and I don't think Student Affairs is in a position to demand such a change. UNC simply cannot assess all the things a university education is supposed to do. Yes, let's assess, and yes, let's hold people accountable. But let's not get so obsessed with assessment that we design our university only to do measurable things in response to assessment; let's not "teach (or restructure or whatever) to the assessment." Much more of what a university education provided me is far too intangible to be represented or quantified by a number, a metric, or a rubric than that which can be so measured. Let's not lose all of that as we gain the "measurables."

- These remarks area bout BOTH the "Mission, Vision, and Values" report and the "Supplemental Narrative" provided by this Task Force. I really like the emphases on social equity, economic mobility, and debt reduction, which are particularly evident in the Supplemental Narrative, the Mission, Vision, and Values, and the Career Readiness Action Team. However, the focus on career readiness contains a fundamental philosophy about what college is and what college does with which I vehemently disagree. College is and must be about more than job training. Technical schools do that for much less money and probably better. College is about training people for LIVES as well as for jobs and, at its best, college develops aptitudes, attitudes, habits, feelings, appreciations, and many other things that are and must be beyond "job training." Indeed, college education must also be about the ability to critique the status quo within which we all work and live. Training for career readiness certainly does not do this. All of these things are also, alongside jobs, part and parcel of "social mobility" when the concept is defined beyond economic terms as living a better life. It may be the case that, for some, social mobility may mean NOT participating in the relations of production as they are currently constituted; if one is only ever trained for career readiness, how would one know this? One must be trained not only to work and live in the world, but also, and arguably more importantly, to critique the world in which one lives and works. Career readiness DOES NOT and CANNOT prepare students to do this. Relatedly, I really resented the claim that "We are graduating students who will work in education, business, and health care." If UNC is about job training in these three fields, let's just call ourselves the Northern Colorado Technical School of Education, Business, and Health Care, dispense with the LAC, fire the better part of our faculty, make ourselves as cheap as any other technical school in Colorado, and dispense with the idea of being a University, especially one which provides a liberal arts education. It really struck me that UNC spends THREE TIMES as much as its peer institutions on Student Affairs functions. To be sure, we may report expenses more broadly, but that cannot possibly account for THREE TIMES as much money. This news accompanies data that shows significant increases in administrative staff over the past 5 years, while the number of faculty has remained stagnant. I would be flabbergasted if these two things were not related. It is crucial to ask what we are spending THREE TIMES as much money doing, who is doing it, and why it costs so much. It might be helpful for folks interested in this question to read "Administrators Ate My Tuition," by Benjamin Ginsberg, in the Washington Monthly, September/October 2011, available here: https://washingtonmonthly.com/magazine/septoct-2011/administrators-ate-my-tuition/

- This report was poorly written with little content to review. Student success does not just come from the student perspective. It comes from programs that are in touch with the job market and train the student to be successful in real-world jobs. It is ultimately the program that equips the student to succeed and there is no integration of School/Program involvement in this incomplete report. It is disappointing that the importance and global application of this effort was not recognized. No decisions should be made based off this weak report.

General Comments

- "- Consider a differentiated work load ,' equity and productivity; develop definitions for research productivity; minimum class size/level and course type. Need more support for active research. Consider demands of external accreditation for workload, student/faculty ratios, physical space. Amount of applicants should be considered with workload + money returned to program. Could metric of analysis developed by task force be used as self-study? GA awards are critical for programs and quality students; help maintain reputation for quality. May also be critical to attract first generation students. Note in some areas ,' we can't find adjuncts due to low pay so faculty cover via overload. Is there a differential salary model for grants? How are in-directs handled? Can those go to the researcher? Thanks so much for your efforts!"

- "Academic Portfolio Task Force Final Reports Feedback on B. Program Data 1. Quantitative Data (or Metrics) ,' Five Year Trends in Program Growth/Decline • UG majors • UG minors • MA students • PhD students • retention rates • 4-, 5-, and 6-year graduation rates • student-to-faculty ratios Trends on these may be heavily influenced by outside factors outside the departments control. Other means suggested to evaluate programs seems more important. Also need to consider societal need for programs. For example, if there are many jobs in the discipline but few majors, the issue may lie more with recruitment and/or improving degree. Academic Portfolio Task Force Final: LAC Committee I agree that we need to remove extraneous requirements, especially when we claim to be so great for transfer students, but then they just have extra credits that don't apply to anything. "

- "Create a database/spreadsheet/report that includes all of the key metrics for all graduate programs across the university so that we may look fairly at all programs before we make cuts. Make some immediate difficult decisions to cut programs that have consistently not met enrollment goals."

- "Here are my comments on the Cost-savingsOptionsSummary-01.07.19 I believe all recommendations are reasonable, with the following suggested update: #5 Modify the employee/ dependent tuition waiver ""Continue all waivers for current users through a specified time period Reduce undergraduate waivers for dependent children to 50%, with 100% waivers offered to dependents on a competitive basis. [criteria tba; gpa, merit, etc) Reduce waivers to 50% • All graduate waivers (for dependents and employees) • Undergraduate waivers for employees • Undergraduate waivers for spouses and domestic partners "

- "I am very proud to see the work of our UNC community come together. Although not all recommendations are perfect a lot of thought, time and teamwork went into the final product and I am proud to be apart of a group that is so willing and eager to see quality change. Even so, there is still a lot of fear and distrust that the faculty and staff have for the upper administration. Time and time again we have seen inappropriate direct appointments to under qualified staff put in leadership positions that one might believe this work is contributing to that buddy-buddy system. I hope this work is looked at critically, I hope upper administration will be held to a higher standard and I look forward to seeing UNC on the other end of this difficult time. Happy Reading! "

- "I believe that UNC academic-program staff sincerely care about students. However, customer service to students could be improved, which would positively impact student success. We should make it clear that UNC's mission is to be student focused. Academic-program support staff should be trained in how to provide excellent customer service and encouraged to do so--even celebrated when accomplished. This needs to be a focus of our culture. Successful corporations do this. Our own MCB professors could become in-house consultants in this area. For academic-program staff to provide excellent customer service, however, two things MUST first occur: (1) academic-program staff must be given the necessary resources to provide excellent customer service (e.g. enough staff positions in their units), and (2) streamline the onerous university processes (e.g. complications with Slate, GA/TA hiring process, numerous IT systems that do not ""talk to each other""). When academic programs do not have enough staff in their units and/or must spend extra time to navigate UNC processes (i.e. inefficiencies), time is limited for customer service, and employees can become frustrated (rightfully so). Consequently, students sometimes do not receive the best possible customer service that staff would like to provide. "

- "I did not see an opportunity to respond to the active learning task force - but want to make sure that this is appreciated as part of establishing a new mission/vision for UNC.   Additionally - there was a recommendation somewhere to increase the English LAC requirement by adding another course. PLEASE do NOT do this. This is a waste of resources. Students do not need more English courses. Those students who require additional writing instruction will obtain that in their major coursework where the focus can be on writing in the student's given profession. Thank you for the opportunity to provide feedback."
- "I'd like to take this opportunity to comment on some staff: [name redacted] sucks and messed up a bunch of stuff with a grant ($1.8 million NSF submitted in Dec), and she was super unresponsive to communications. However, Trisha Brinton is awesome and was able to fix the problems. Trisha needs more support if you want us faculty to actually be able to submit grants on time and have a chance of being accepted.   Rourke Bailey in AV is awesome and works really hard to support us faculty who are trying to incorporate new technology into our teaching strategies. Evan Rattenborg is awesome at running the website, building new content, and guiding us to be self sufficient with our own web pages.   The deans office staff in HSS are awesome and provide really great support to faculty in ways that the NHS faculty don't seem to be getting from their deans office.   "
- "Idea regarding budgets and academic units. Revenue generated by each academic unit remains obscure. Many programs have no idea if their costs outweigh their revenue generated. This is probably for the best since each unit typically looks after their own interests and has no contribution to the university's strategic investments.   What if revenue generated was evaluated by percentage and each unit was awarded discretionary budget funds based on their level of overall contribution to UNC. These awards could be tiered so academic units receiving a discretionary budget award would understand they are considered a (low, medium, or high) revenue generating program. However, if they received nothing for this budget category/award, they would realize their program is an investment by UNC.   This idea could result in academic units saving as much as possible to receive the highest level of award. These awards could be published creating a more open concept of which academic units help the university and which units need to work harder at becoming more cost efficient."
- "Immediate recommendations for UNIV 101 for the task force committee include the following: 1. Require all exploring/undeclared students (70% vs 56% one-year persistence for UNIV 101 participants) and students who earned a HS GPA of less than or equal to 2.75 (68% vs 52% one-year persistence for UNIV 101 participants) to take UNIV 101. 2. Provide $4500 to fully fund a Class Leader for every section of UNIV 101 (0.4 first-term GPA difference and 10% retention differences for students with CLs). 3. Provide program facilities/offices. Currently the program director is borrowing an office from another unit and 22 instructors and class leaders share two small offices. Program has no storage or program space.   Recommendations when sources are available include the following: 1. Require all exploring/undeclared students and students who earned a HS GPA of less than 3.00 (70% vs 53% one-year persistence for UNIV 101 participants) to take UNIV 101. 2. Provide $5500 to fully fund a Class Leader for every section of UNIV 101. 3. Require students who earn less than a 2.0 in their first semester and are on academic probation to participate in UNIV 101 in their spring semester. 4. Provide a specific UNIV 101 section to support entering international students. 5. Partnering with extended studies adapt UNIV 101 curriculum to online platforms for students who will be completing their education completely online. 6. Partner with financial aid and the bursar's office to create an online canvas module to provide students access to critical financial information and education. This module would be similar to how UNIV 101 currently provides access to the Community Engaged Learning Portal. "
- "It seemed as though folks on the committee worked very hard but didn't seem to have a breadth of experience on campus. Many of the items suggested had been in place in previous years and were changed to cut down on centralized staffing or other reasons. Been there, done that.   Also one thing that wasn't explicitly addressed was lack of training for supervisors. If you put individuals in supervisory positions without training how can they create a positive and productive work environment. Many faculty and administrators supervise but they have had no experience and don't do it effectively. Just because someone has a title or is in a certain employee class doesn't make them a good supervisor.   Leave recording is very important to any university or company because leave represents a liability to the entity and balances must be considered when establishing benefit rates. Despite this employees and supervisors pay little attention to it. For example days off are recorded on weekends. Studies show that converting

to an automated system increases costs because time taken isn't recorded correctly. Go paperless but make it clear to employees and supervisors they need to record time appropriately and correctly. Finally faculty are paid for every little thing that they do when these tasks should be expected to be included in their pay. - Why do new faculty get paid extra to come to ""new faculty orientation""? Classified and exempt staff don't. -Why do faculty have to receive incentives to participate in colleagues research? -Why are faculty constantly receiving ""PSAs""? If they have enough time to be doing a lot of other things why don't they teach more classes, thereby cutting down on adjunct costs? -Faculty need an attitude adjustment. The University doesn't exist for them it exists for the students.   "

- "Other specific UNC student population that should be included in this report is the undergraduate English Language Learners (ELL). aka, ESL students or Culturally and Linguistic Diverse Students (CLD). Many of our ESL /CLD UNC students self-identified as Latinx.   Currently there is no specific campus-wide support for the success of these students. According to the the 2018 Fall Final Enrollment Profile, published on January 4th, 2019, 20.4% of the UNC's undergraduate FTE students identified as Latinx/Hispanic. Hence, it is critical to develop an effective infrastructure to support the academic success of these students.   It is important to mention that many of our ESL students face multiple challenges when writing college-level essays. Currently, UNC has campus-wide support for students through the Writing Center and in some instances via the Center for International Education. However, these units are not equipped with the necessary training and tools to support the success of ESL/CLD students. Given our demographics and If UNC -long-term- plans to pursue Hispanic Serving Institution (HSI) designation, it is critical that we plan, develop and implement effective strategies to support ESL/CLD students. "

- "Please consider long term revenue generating programs. I come from a program that is bursting at the seams with enrollment. We are growing in both size and reputation in the Rocky Mountain Region. We are have been fighting for resources since I have been hired and the university's budgetary restrictions have thrown us into disarray. I understand that difficult decisions need to be made, but I worry about morale for younger faculty. Speaking for my department, we want to stay here. We have put up with low pay and lack of resources because we have consistently been told that things are going to get better. We believe in what we are building and want to continue to do so. We believe in UNC and our amazing students. We want to see this all through, but morale is low.   What I ask is that you examine programs that are thriving and please do not take more from us. An investment in us will result in more revenue for the university. Taking resources away from programs like us might cause a mass exodus of young faculty and students. "

- "Please make sure you understand what each office actually does to serve students (the nature of the work) before you put them on a chart under another office. In other words, if the office is dealing with students registering for and going to class, being successful in academic settings, earning a GPA and possibly losing a scholarship or being suspended from the university due to their GPA, it is academic in nature and has to comply with specific institutional academic policy (approved by APC and Faculty Senate usually) and should be under an academic entity/administrator who understands this policy thoroughly. "

- "Several student affairs organizational charts have include UNIV 101. This is an academic course within an academic unit (CEBS/APCE). Student affairs would not be an appropriate place. Academic portfolio has included UNIV 101 as a potential benchmark for initial research experiences. This is an appropriate fit as the curriculum includes (in partnership with the library) a significant research project culminating with a research poster presentation at Research Nights. Even as many students gain other experiences in their English courses, UNIV 101 complements and expands on this curriculum. For many, this is their first experience. It is suggested that LACs eliminate electives. If that is the case, then these classes should be moved to appropriate areas. Specifically, moving UNIV 101 to LAC area 5 is an appropriate fit and would eliminate multiple challenges for many majors as well as groups of students (e.g., veterans). As an interdisciplinary, writing intensive and academically rigorous course in the behavioral sciences (i.e., educational psychology), area 5 is appropriate. The curriculum also includes an explicit introduction to the LACs as both a contribution to a comprehensive education but also career readiness. Furthermore, the program has a coordinated syllabus and instructors receive intense and ongoing training. As such, students who participate in UNIV 101 receive a similar experience."

- "Thank you for all of this hard work. The reports were detailed and encouraging. I look forward to what will come of these reports and if actions will be taken - such as what the committees have asked for from leadership in regards to metrics, benchmarks, etc. Thanks!"
- "The committee came up with a list of programs recommended for closure per the charge. However, after all this work was completed, the committee was forbidden to list these programs in the report. While it does make sense not to announce this information ""to the world"" before units see the list and have the opportunity to respond, some of the committee felt that their work was in vain and the evidence (according to the metrics) was covered up. This significantly lacks transparency.   If the administrators decided that this information should not be shared publicly, that is fine, but communication should be given to the committee and rest of the university transparently about why. Also, the administrators should thank the committee for this valuable work and explain that it will be utilized. Perhaps it could be announced transparently that the list, which the committee created, would be given to the Deans and unit leaders of those areas first because the administration felt it was better for the climate. Then, the Dean and unit leader of each program could decide how to proceed. Maybe after they have decided how to proceed, the list could be shared with the university along with the plan for how to proceed with each of those programs (e.g. closure, increase enrollment, make the program a minor). Regardless of how the lists are utilized, transparency is paramount, since this is a key commitment of our new President. "
- "While I believe that combining Campus Climate and Student Affairs could be a way to cut costs and become more efficient, we need to be sure that working toward improving the climate for employees continues to be a high priority. If faculty and staff do not experience a healthy climate, it will negatively impact students. Having an ombuds position available for employees is critical, since many employees who have issues in their units do not feel comfortable going to HR for help especially if they are afraid to file formal grievances. An ombuds can provide a list of resources, help employees manage conflict, etc."
- "Why are there no proposals to combine duties and consolidate costs? Creating more positions and divisions doesn't make any sense given the budget situation.   What about all the staff in former EMSA and Equity & Inclusion, now Campus Community & Climate? With those being combined, isn't there an opportunity to eliminate some positions for cost savings? There are no real recommendations that would save any money. The way I understand it, this proposal/recommendation would be more expensive."
- All of this work will be of little value unless an institutional identity can be articulated. From here, clear vision, mission, values, goals (and performance indicators) are needed so that we, the faculty, staff, and students can say "This is why we are here. This is who we are. This is what we do, and we're great at it. If you want to join us, we welcome you. If who we are is not what you need, that is fine too." Trying to be all things to all people has us unfocused, over-extended, listless, and lost which makes it nearly impossible ethically recruit students to the institution. To quote Simon Sinek, we must find our why and let that inform our decisions - every decision.
- All the executive team, in particular [names redacted], etc. needs to be remove from the office for incompetence. While the campus was bleeding and faculty and staff salary were falling behind, the executive team were awarded 30-40% raises. How can be trusted again?
- Although the committees are aimed at being transparent they have systematically withheld early judgements and decisions. Most of the committees are also powerless because they are only making recommendations to the new president. Glad I don't attend these meetings because I would not like to waste my time. I guess everyone would be better served to grovel to the very new president to save their programs.
- As we create a student affairs division, we need to seriously take into account which long standing UNC employees need to be reassigned to other areas or dismissed from their positions. [redacted] has provided leadership in the student affairs area for a number of years and I am not so sure the [redacted] is what we need in a re-imagining of UNC. If we want to be stuck in our same old ways, we should hold onto the same people who got us into this mess, but if we want to make improvements, some staff many need to leave the institution.

- Because UNC has not had Student Affairs for some years, and because sometimes even best practices models from other universities may not fit the demographics of the UNC student populations, I feel that the committee needed to reach out for more information from programs on campus as well as professionals in and out of Student Affairs so that the recommendations overall could be more accurate and helpful to UNC's future.
- Clean house...lets start getting ride of the terrible leadership that has led us to this point with wasteful spending and poor decision making. TIME TO CLEAN HOUSE ANDY
- Everything is good.
- Good plans... no results
- How could we address the annual reporting of university finances to faculty/staff so we don't see this kind of mistake again?
- I am encouraged by the communication with the campus community and allowing for response. Please continue to keep this aspect of the process in tact.
- I applaud all the time that was put in by the task force members. It does not seem that the administration put these task forces in the best position to succeed. The academic portfolio task forces clearly needed more guiding information about how programs should be measured before being able to make realistic recommendations about the future of different programs.
- I appreciate the efforts of the task force, and the time they spent putting this information together. I did feel that the integrity of certain programs that have required accreditation standards was not addressed. I also didn't think that asking Administrative Support staff to put the percentage of their job duties into categories was a fair way to gather accurate data on the tasks we perform. We were given no information on interpretation of some of the categories and a very short time to compile the information. If our opinions were truly valued, then I think a task force of Administrative Support staff at the department levels would have been more appropriate rather than having some people on the task force representing us that don't do our types of jobs. Our jobs are very complex, and require knowledge of a variety of skill sets. Most of us wear "many hats" in our departments and play a vital role in keeping our offices functioning on a daily basis. As Administrative staff at the Department level, we are given a budgeted amount of funds to spend each year. To my knowledge, we are required to monitor our spending at the department level and not exceed our budgeted funds for the fiscal year. I wonder if we are all adhering to the guidelines of not spending more money than we are allotted each year at the department levels, how can we be so far in debt? We are all now being held accountable for the poor financial decisions that most of us had no part in making, and it's very unfortunate that faculty and staff alike will all bear the consequence of those mistakes.
- I appreciate the work of the mostly staff who completed the student affairs reports; however, I left unconvinced that establishing a student affairs division is needed or that if it is, it will only succeed if new leadership from an external search is established. I am skeptical about the culture of care framework because the way I have seen it played out in [redacted] is that leadership uses it to shame and bully staff and to divert attention from core issues and decisions that need to be taken care of. These reports, while maybe not intentionally, strongly imply that student affairs should be making the decisions for the entire campus because they are the only people with the expertise and wisdom to do right by students. This is insulting and further supports the need for new leadership if this division is to be successful.
- I appreciate the work this committee did to use statistics and data to back up their arguments. I also appreciate that this committee were very student-focused and didn't seem to have hidden (personal) agendas! Thank you.
- I believe if the Disability Support Services department were able to expand their department to meet more needs of students it could be an attraction to draw specific groups to UNC. For instance, students that are on the autism spectrum need more than DSS can currently provide. Many of these students are highly intelligent yet struggle with executive functioning skills. If there was a program that paired a counselor up with students to guide them with these skills and advocated for them with their professors until they mastered the skills, I believe they would be successful at completing college. It's as if these students fall through cracks and society misses out on their contributions. Several colleges/universities throughout the country

- provide this specific support to students on the autism spectrum yet their are none in Colorado. This could be something to be explored at UNC and perhaps we could become a magnet university for persons with Autism in addition to all of our other successful programs. One more thing...I don't know how closely the counseling center and DSS work together, but if they don't it would be good to change that relationship. Thanks for listening. Theresa Lane, CRJ Administrative Assistant
- I believe we need to support the centrality of active learning as a cornerstone for a distinguishable institutional approach to recruit, retain, and support students' academic success and career readiness.
- I don't know if campus administration understands the scope or volume of Extended Campus. We keep adding more and more programs without new personnel - yet remain profitable. At times I feel animosity from campus towards EXC and I don't know why. We're all on the same team and wish we were treated as a team member instead of an after thought.
- I just really hope the president actually considers what was said. A lot of faculty put a lot of time into that and if he isn't going to 1. respect that and 2. listen to faculty voices then he is no better than Kay was.
- I realize that there is ample opportunity to contribute online comments in response to these reports. Nonetheless, I find it untenable that we are having only one two-hour meeting at a time when many faculty teach classes for the entire campus to have a conversation about these reports. Online comments are good, but face-to-face conversation is much better. Moreover, the shape that conversation takes is deeply affected by who is in the room. The fact of having one meeting for an entire campus during a time classes are scheduled will have the effect of chilling conversation. We had 5 available Budget 101 conversations, why can't we do the same here?
- I still do not understand the relationship between the work of the task forces and the proposals for fixing the budget. Some of the task forces looked at pruning programs, which could certainly save the university money, but that is not one of the 13 options proposed by the PLC. Other task forces seem to be suggesting new or expanded programs and initiatives. In this time when everyone will be asked to do more for less anyway, I am skeptical that taking on new responsibilities on top is asking too much.
- I think a true Student Affairs division is long-overdue. I think it will be important, now that this phase is finishing, that the individual departments directly affected by this begin to be directly addressed and heard from. While we are experts in our own fields, we are not experts in the other areas of student affairs. So, it is important to hear directly and individually from those areas and what would work best for each area.
- I think all the recommendations are good for comparing our student outcomes to like institutions.
- I think ending the employee tuition waiver would be a mistake. It is an important opportunity for employees to gain professional development skills; particularly as there aren't really any existing resources/opportunities on campus for professional development and travel to conferences and workshops is nearly impossible now. Also, if our competitors (CU, CSU, and Aims, for example) offer better compensation and benefits (including insurance and tuition benefits), I can see employee retention becoming an issue.
- I think I hit all the major points on the previous page.
- I think many of these task force recommendations contradict each other. The university needs to decide if they want to take small steps to save money OR put money towards student success, retention and advising. By combining these efforts we will drastically be cutting students short on student services.
- I thought there would be more specific information. This seems like a continuation of the "we need to do something" mantra without any real progress.
- I've lived in Colorado since elementary school and have known only a few friends who attended UNC. Most began their college careers here and then transferred to CU or CSU. Their biggest reason for transferring was that Greeley was a terrible place to go to college. There was nothing to do and they didn't feel connected to the campus or larger community. I think investing in extracurricular and fun activities could go a long way in student retention.

Every campus I've attended or worked at has a student center with activity lounges or a bar. Perhaps UNC could have a brewery, or bowling alley, or escape room! Or, work with the city of Greeley to make UNC a more desirable place for the full college experience.

- In general this report seems sensible and streamlines the LAC. Lacking is any rationale for reducing the core to 31 hours instead of the Spring committee's recommended 34. Is there one? If so, make it explicit

- In response to this greater Task Force experiment, the information gleaned and collected from this will no doubt be useful; however, there are greater issues with this institution that the surface problems covered in most of these committees. If you'd like to know what I'm talking about I suggest sending one of us low level administrators out to just have some conversations and ask some questions in an informal setting. I imagine that person, just as I have found, will discover that there is an underlying lack of respect for UNC, its history, and what it stands for permeating through the general student population. Enrollment and retention are not fixed with grandiose changes and pretty brochures. They are fixed through positive experiences and word of mouth. Retention is poor because UNC has become the state school people go to for one of two reasons: 1) The student couldn't get into another state school and the come here to fix their GPA and transfer, or 2) the at-risk, first-gen, high need, low SES, unprepared students who feel comfortable here or otherwise wouldn't have a chance elsewhere leave because there is not the academic or personal support these populations need to succeed. Help the populations we market to succeed by actually providing the resources needed and I promise that you are going to see half the issues UNC faces dissipate.

- It is my understanding that the [redacted] took over this report and that the report is in no way representative of the work that members of this subcommittee contributed.

- It's really frustrating to read this reports full of unexplained acronyms. What is DWFI? How is it calculated? What's the significance of 20%?

- Lots of plans... no results

- More faculty need to be involved.

- Move some NHS staff to HSS.

- N/a

- N/A

- No

- One element that seems to be missing from the reports I read (though it may have been in another) is faculty retention. One assumes there will be a fair amount of exodus university-wide due to the "sinking ship" feeling from the alarming budget cuts. Will upper administration take faculty retention into account? What cuts are being considered that may discourage faculty from staying (e.g. cutting funding for faculty professional development)? As a faculty member, my hope is that the upper administration will remember that in order to not have the ship sink, faculty must be high-quality, must be teaching well, and must be investing in the university through teaching, service, and their professional development with energy and zeal. Given the comparatively low salaries that UNC has for faculty, it is of concern that many of the other qualities that make UNC a desirable place to work (e.g. funding for professional development, faculty grants, computer refresh, amongst others) will be removed: commence exodus and sinking of ship.

- Over the course of the last few months, there has been discussion around campus regarding the increase of faculty workloads--e.g., a possible shift to a 4:4 teaching schedule. It seems to me that moving to a heavier teaching load will drive out any faculty, like myself, who are committed to producing research. It may also drive out faculty who have used course overloads/summer courses to supplement their salaries (which are uncompetitive and in need of supplement). Increasing the teaching load may also dissuade faculty from dissertation committee work, which is time-consuming and provides no additional compensation. I hope decision makers consider all the possible consequences of increasing faculty teaching loads.

- Please do not end the employee tuition waiver. I understand decreasing the dependent waiver to 50% and removing the spouse waiver, but please don't remove the employee waiver. It is one of the benefits that make working here worth while. Furthermore, it acts as professional development for

those of us who don't need an intro to microsoft office workshop. Your Cost-savings options summary sheet even points out that both CU and CSU offer 9 credits to their employees, so please do not take this away.

- Please stop treating faculty like you expect us to be here tomorrow to do all of this. Pay us equitably, or at least talk about how you're going to do it in the future!
- Programs need better support and collaboration with admissions. Someone from admissions should be assigned to be a liason with each department. The local Weld county community doesn't even know what programs we offer.
- Reductions in Force (RID) are not the answer we're looking for... It's mid-level management with higher than average salaries & lower than average productivity that need to be pruned, not the little people at the bottom of the totem pole who do all the hard, daily-grind work that makes our university work efficiently.
- See previous.
- The first thing I notice about this entire set of documents as a whole is the lack of faculty members on all three task forces. On the Student Affairs Task Force, the five sub-committees have 41 members, only three of whom are faculty; only seven percent. Only two of the five sub-committees have any faculty members, one has one faculty member and one has two. On the Student Success Task Force, the four sub-committees have 67 members, only 14 or so of whom are faculty; only 21%. On the Academic Portfolio Task Force, perhaps more appropriately 37 out of 82 members were faculty, 45%. Taken together, this is extremely problematic. It is especially disturbing that the undergraduate curriculum pruning committee had more staff and administrators than faculty members. This means that staff and administrators have had much more say in all of these conversations than faculty. I am also aware of staff members and administrators who served on more than one committee, multiplying the power of their voice. I get that this work was voluntary, but nonetheless I think we can learn something from who volunteered. I suspect the lack of faculty participation is less suggestive of faculty willingness to serve and much more suggestive of something important about who has the dispensable time to do this kind of work. This can also tell us something about who at the University is stretched thinner than whom and who is more dispensable than whom.
- The recommendations are reasonable. However, I see nowhere in ANY of these reports where it speaks of faculty support. All I read is how faculty will be expected to make all of these changes and change the culture of UNC (Which is great), but NOWHERE does it speak of faculty compensations. It's like it doesn't exist, like we're indentured servants to UNC. We do not get raises and the previous administration was so pleased to pay us at 90% of average. That's just horrible.
- The task forces spent an enormous amount of time and energy compiling these reports, and they should be thanked for their hard work and dedication. Imagine how much this would have cost if an outside consultant had prepared these reports? As the president and provost move forward to implement some of these recommendations, they should clearly acknowledge what recommendations will be implemented and when/why. (e.g., When restructuring student affairs to Orgl Chart #2, they should say - based on the survey and focus group feedback and the committee's work, we have decided to move forward with chart #2 with a few small modifications.) This will help the campus community see how the task force committees' work has paid off and how the president and provost are genuinely listening to us. This will be important for building trust and recreating UNC's climate/culture. Don't let this important task force work die. Don't let it stay on SharePoint. Move it forward. Get it done.
- The university has not yet examined cost-savings measures for physical facilities - e.g., we don't need a new garbage can liner every day, we don't need our office trash cans emptied every day - we really need to explore those options in these budget times, faculty senators do not need breakfast and lunch at the opening retreat (which is poorly attended).
- There did not seem to be any analysis of graduate students, graduate assistantships, graduate student funding. Which group is considering these aspects of UNC?

- There needs to be a stronger focus on collaborating across departments, but particularly across colleges. We need to SHARE resources as a way to reduce expenditures. It is better to focus on sharing rather than cuts.
- This committee of this task force had the most specific metrics and recommendations I've read so far. Well done.
- This was a useful first start and I appreciate the enormous amount of work that people put into creating these reports. It would be nice if the president could explain to us how this work will be used to make decisions. I am not convinced that the composition of the PLC inspires confidence in the decisions it might recommend. It's basically the same governance groups and senior leadership team that make all of the decisions at UNC, and there are important voices that are not represented. I'm not sure why the entire cabinet is included, as these folks already serve in an advisory role, and choosing faculty, staff, and student representatives from the governance groups may not actually represent the perspectives of those groups.
- Time to get moving. This cannot wait. Where are we going? Answer this question and go. Time to be different than we have been for too long. It is time for clear and purposeful change in order to be relevant as an institution.
- UNC is a wonderful community of faculty, staff, and students who truly care about this campus. However, it is my opinion that a number of administrative areas have little to no accountability and/or supervision. This is an issue that has become the culture of some departments and areas. These areas often state it is a "work-life balance" approach and this has created absent staff, staff working minimal hours, working from home and taking advantage of the lack of leadership. This type of environment creates animosity, anger, and frustration among colleagues and departments and needs to be addressed. More importantly, our students are the ones who suffer when staff is unavailable and we provide low-quality service, slow response times, and limited involvement opportunities.
- We appreciate the chance to have a voice.
- Where are the recommendations for reducing administrative positions? Why should faculty making $50K and staff members making $40K after 10 years of service have to shoulder all the 'adjustments'? This university is administrator-heavy, and the administrative salaries are excessive. Eliminating one 'senior VP' with a salary of 180K is more cost effective than 'pruning' 3 assistant professor positions. Why have we not heard about changes/pruning of administration (and of all their fancy offices, travel, etc.)?
- While it was a great idea to offer this Task Force Forum, it was actually difficult to make our way up to the tables to get more information. Signage of the key points was very small and I left moderately frustrated, along with several of my colleagues. Perhaps a better format would have been to have had each task force prepare a 5-10 minute presentation of their findings...or just share the key bulleted items with the campus (rather than the full-reports).