

Meeting of University Administrators

General Classroom Building Auditorium

March 3, 2010



North Carolina Agricultural and Technical State University

Explore. Discover. Become.



Meeting Agenda

- Welcome and Introductions
- Opening Comments
- SACS Update
- Preliminary Thoughts About the Future
- A Culture for Academic Excellence
- Where Do We Go From Here
 - » Strategic Planning
 - » Budget Analysis, Planning, and Allocation
 - » Human Resource Plans
 - » Quality Assessment Function
- Discussion
- Adjourn





University Administrators

■ Department Heads (Chairs and Directors)	No.
» Chairs	37
» Directors	79
■ Assistant and Associate Deans	
» Assistants	6
» Associates	9
■ Assistant and Associate Vice Chancellors	
» Assistants	16
» Associates	4
■ Deans	11
■ Vice Chancellors	9
■ Chancellor	1
	Total: 172





SACS Reaffirmation *Timeline*

- Submission of *Compliance Certification Report*
 - » (September 10, 2009)

- Preparation of *Focused Report* Addressing Non-compliance Issues
 - » (Due February 19, 2010)

- On-site Team Visit
 - » (April 6-8, 2010)





SACS Reaffirmation *Accomplishments*

- Development and timely submission of the University's *Compliance Certification Report*
- Development and timely submission of the University's *Quality Enhancement Plan (QEP)*
- Marketing QEP





SACS Reaffirmation *Compliance Report Follow Up*

- An *Off-Site SACS Committee* reviewed University's *Compliance Report* and requested additional information or clarity on sections of the report.
- Based on this review, a *Focused Report* responding to the *Off-Site SACS Committee's* request was prepared and submitted by *February 19, 2010*.





SACS Reaffirmation

QEP Critical Connections

- Focuses on Critical Thinking
- Includes Writing, Reading, Analysis, Speaking
- Connects Global Studies from UNC-Tomorrow
- Incorporates Undergraduate Student Research
- Builds on University's General Education Requirements
- Allows Schools/Colleges to Customize and Integrate Concepts
- Requires Student Outcomes Assessment





SACS Reaffirmation

Actions Based on Compliance Report

- Improve assessment and evaluation process, practices and procedures university-wide
 - » Initiate *Institutional Effectiveness Council*
- Develop policy approval procedures
- Develop annual performance evaluation process and procedures for senior administrators
 - » Vice Chancellors, Deans, Associate and Assistant VC's





SACS Reaffirmation

On-Site Committee Visit

April 6-8, 2010

Seeks to confirm University's compliance with the *SACS Principles of Accreditation* as addressed in University's:

1. Compliance Report
 2. Focused Report
 3. QEP
- Conduct interviews with administrators, faculty, staff, and students
 - Follow up on *Off-Site Committee* recommendations
 - Discuss the Quality Enhancement Plan

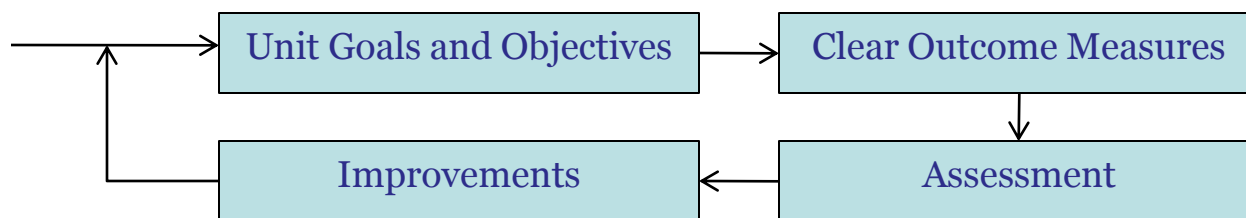




SACS Reaffirmation

Areas of Weakness

- Comprehensive Standard 3.3 - Institutional Effectiveness



- » Institutional Effectiveness – Educational Programs
- » Institutional Effectiveness – Administrative Support Services
- » Institutional Effectiveness – Educational Support Services
- » Institutional Effectiveness – Community/Public Service





SACS Reaffirmation

Possible Outcomes

- Reaffirmation of accreditation. No follow up.
- *Reaffirmation of accreditation, with a monitoring report.*
- Reaffirmation of accreditation. Request a Fifth-Year Follow-Up Report.
- Defer reaffirmation pending receipt of additional information or clarification.
- Denial of reaffirmation, continued accreditation, and place the institution on Warning or Probation with a monitoring report.

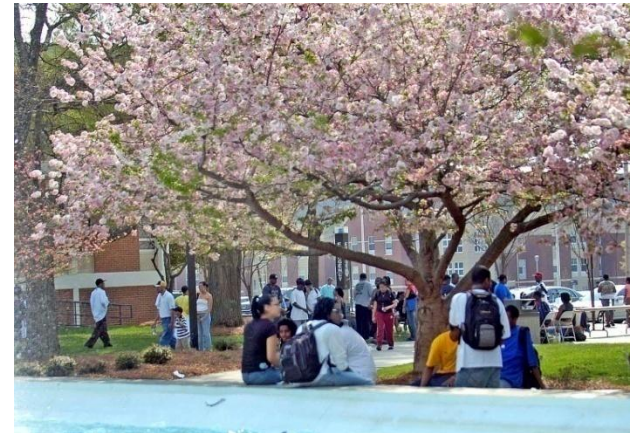




North Carolina A&T State University must elect to compete with its peers as a *doctoral, research intensive university (high research activity)*.

(Reclassification approved by the BOG in 2005)

Electing to compete will not be easy. We will have to make tough decisions, improve our processes, think more positively, act more responsibly, etc.





We Must Compete

We must at least:

- plan more *strategically*
- create budget analysis and planning processes for more effective resource allocations
- hold ourselves accountable – create a quality assessment process with realistic benchmarks against an appropriate set of *competitive* peers
- diversify our resource base.





A Culture for Academic Excellence

Freed, Jann E., et.al.-ERIC Clearinghouse on Higher Education Washington DC

It is the responsibility of *University Administrators*, all of us assembled here today, to create the environment for North Carolina A&T State University to compete:

- To be a more enjoyable workplace for all of our employees.
- To be an exceptional place for our students to get an outstanding educational experience and to earn a degree.

It is our responsibility to *create a culture for academic excellence.*





A Culture for Academic Excellence

Freed, Jann E., et.al.-ERIC Clearinghouse on Higher Education Washington DC

Research suggests that, traditionally, constituencies within higher education institutions *act independently rather than interdependently*. Leaders are usually *not trained in the tools and techniques used to improve systems and processes* – an Achilles heel for our University.

Developing management skills and knowledge are not the norm in higher education.





A Culture for Academic Excellence

Freed, Jann E., et.al.-ERIC Clearinghouse on Higher Education Washington DC

Professional development is more often discipline and person specific instead of developing members who can collectively improve institutional processes.

Although data are collected for a variety of purposes in directing higher education institutions, it is *important to create a culture of systematically collecting data before making academic and administrative decisions.*





A Culture for Academic Excellence

Freed, Jann E., et.al.-ERIC Clearinghouse on Higher Education Washington DC

Committees in academe are common, but *actually collaborating and working as teams are not.*

For the culture to change, *members need to shift their thinking about how work is done.* When the paradigm shifts, members *begin to ask different questions in search of new answers to the same old problems.*





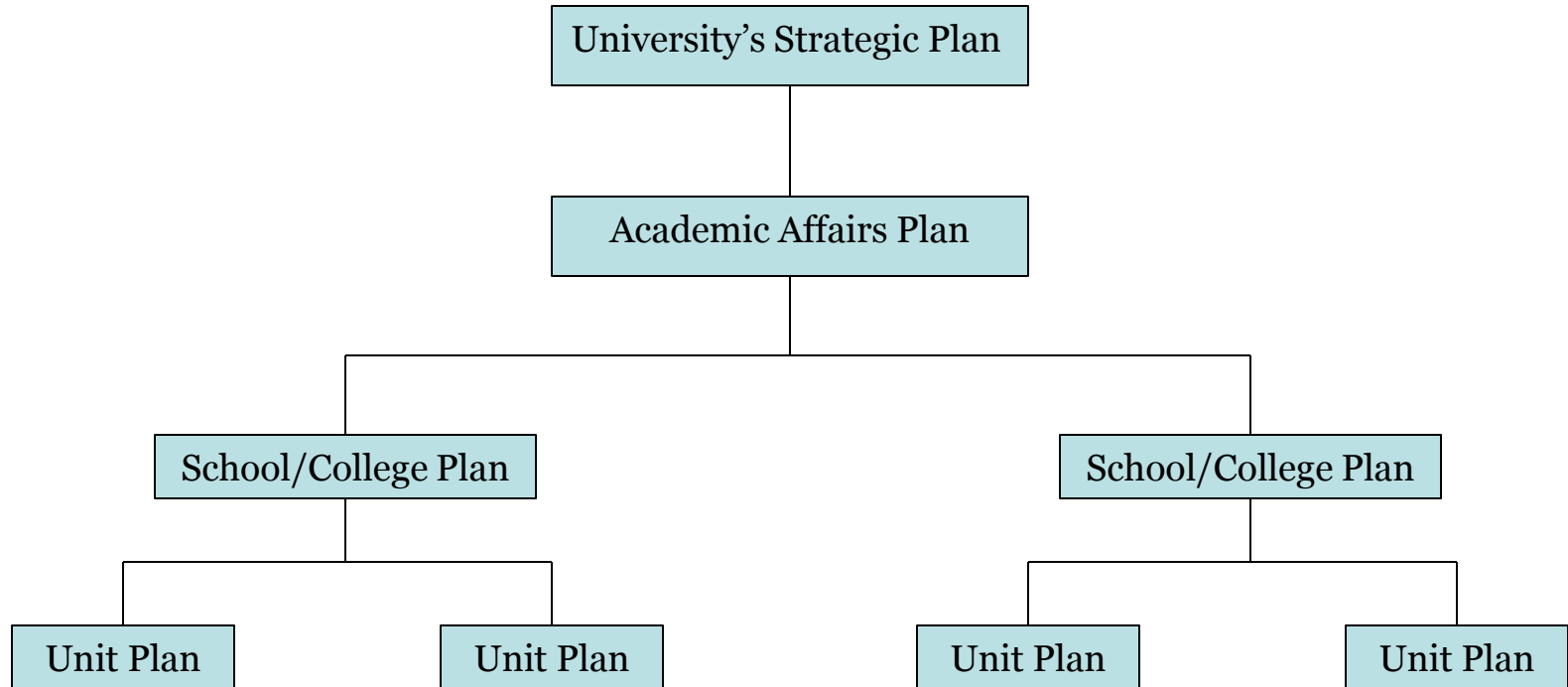
Where Do We Go From Here?





Strategic Planning Process

1. We will restart our *strategic planning process* in early Fall 2010.



Note: All Divisional, School/College, and Unit Plans must be tightly aligned with the University's Plan





Budget Planning and Allocation Process

2. We will initiate an ongoing *budget analysis, planning, and allocation process* this Spring 2010.

We will revise the current budget allocation process to be a more inclusive and transparent process where financial resources may be readily realigned with short and long term priorities and strategic initiatives that the University has identified. This process involves a review of prior year expenditures relative to budget, actual revenue and anticipatory funding.

This process of budget allocation and redeployment will be utilized each year regardless of whether a submission is required to General Administration for *Expansion, Enrollment Growth, Special Needs, etc.*





Budget Planning and Allocation Process

2. We will initiate an ongoing *budget analysis, planning, and allocation process* this Spring 2010 Con't.

The revised process will allow for continual refinement of the available resources to maximize usage while allowing for growth in targeted areas when no external infusion of financial resources exists. The budget process will become the basis for a system that holds departments and divisions accountable for true goal and initiative attainment. Funding will be reallocated for growth and need areas and will no longer only exist based on the notion that *we have always had this budget.*





Budget Timelines

Description/Action	Proposed Dates
Instructions received from GA/OSBM (short session)	February 2010
Chancellor appoints committee and provides instructions	February 2010
Committee Reviews and provides instructions to departments	March, 2010
Budget Hearings/recommendations for short session ONLY	April 2010
Chancellor/Cabinet approve & submit short session ONLY	April 2010
<i>Change Budget</i> Hearings convene	April 2010
Committee Recommends Priorities to Chancellor	April 2010
Chancellor Approves Priorities	May 2010





Budget Timelines

Description/Action	Proposed Dates
Chancellor Reviews and Approves Recommendations	May 2010
Committee Reviews Recommendations with Cabinet	May 2010
Budget & Planning Office prepares submission	May 10-17, 2010
Change Budget ready for load into BANNER Finance	July 1, 2010
Expansion, Enrollment, Special Need Budgets (Submit to UNC GA)	Post Budget





Improve Work Place Climate

3. We must create a culture supportive of a well developed, competent, and engaged workforce, i.e., a workforce that understands how their role fits and helps accomplish the purpose and priorities of the University.





Improve Work Place Climate

- In the Fall of 2009, we approved funding to establish the *Center for Leadership and Organizational Excellence*.
 - » The purpose of the center is to maximize the performance of the University's workforce by utilizing best practices and innovative services for University Administrators and employees.
- A strong focus will be placed on professional development in leadership, organizational effectiveness, and service acumen *at every level* of the organization.





Improve Work Place Climate

- Over the next three years, the Center will develop and offer new programs and services to all employees and at all levels of the University.
- Highest priority to me and what will be coming first is mandatory training for all supervisors and managers, and competency training classes for our SPA employees; as well as leadership development for all University Administrators.





Improve Work Place Climate

- All *University Administrators* will participate from the Chancellor's Cabinet through department heads, including other front line supervisors.
- Designed to create a consistent baseline of competence among all North Carolina A&T supervisors and managers.
- Will begin in July 2010, starting with all of us:
University Administrators.





Improve Work Place Climate

Workshop Modules

- I. Module #1 Recruitment, Selection, and Hiring
- II. Module #2 A Fair, Equitable, and Diverse Workplace
- III. Module #3 Core Skills for Supervisors
- IV. Module #4 Performance Management





Commitment to Campus Assessment

4. We will create a *Quality Assessment Function* for the University. The focus of the initiative will be to improve the assessment and evaluation process, practices and procedures university-wide and create a process for benchmarking the University against its peers; i.e., UNC Peers and UNC BOG Peers.

The requirements will include:

- » Enhance Office of Institutional Assessment
- » Enhance Office of Institutional Research
- » Create an Institutional Effectiveness Council





Discussion





Active Shooter Drill

March 26, 2010

- To provide participants an opportunity to evaluate current response concepts, plans, and capabilities for a response to an “Active Shooter” at NC A&T.
- The focus will be on local emergency responder command and control coordination, critical decisions, and notifications.





Active Shooter Drill

Exercise Scope

- Emphasize the role of North Carolina A&T first responders and local agencies in response to an “Active Shooter” incident, and examine the processes and decision making involved therein.
- The Tabletop Exercise (TTX) will consist of participants who will be divided into groups to enhance participant knowledge of policies and community impact.
- The Full Scale Exercise (FSE) will involve agency participation within an operational capacity to identify policy discrepancies and areas for improvement.

