Brian Payne reminded the group of the goals and tenets guiding the work of the Task Force. Brian Payne shared the two Anonymous Forms received since the last meeting. Both provided feedback about administrative support units.

One of the administrative unit subcommittees provided a preliminary review of the work to date. The units reviewed by the subcommittee were as follows.

- Center for Global Engagement
- Center for Faculty Development
- Office of Faculty Diversity and Retention
- Institutional Effectiveness and Assessment
- Regional Higher Education Centers
- Distance Learning

It was noted that the subcommittee met weekly to discuss, in detail, each unit’s submissions, determine additional questions, and explore possible recommendations to consider. Each subcommittee meeting generated questions for the administrative units reviewed. These questions were developed to gather additional information to inform the review and support the initial recommendations. Two high-level recommendations emerged from the subcommittee’s work.

- All administrative units in Academic Affairs should be required to establish and maintain Service Level Agreements (SLA). The SLA will outline the mission, purpose, responsibilities, KPI’s, and evaluation methods of the units. This will ensure that administrative units’ goals and objectives are measurable and that units are evaluated on their actual purpose tied to these goals and objectives.

- Each administrative unit should conduct a user-focused evaluation on a regular basis (e.g., every two or three years) similar to the evaluations in the Academic Units (i.e. students of faculty, faculty of chairs, chairs of deans etc.).

The subcommittee provided its initial feedback about each unit. It was noted that the two administrative unit subcommittees will be meeting next week to compare their findings and discuss overlapping recommendations. It was also noted that members of the task force would be sent a survey to provide individual-level feedback about all subcommittee findings to date.