



Academic Portfolio Reviews and Astronomy/Physics

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https://bit.ly/ast_phy_APR

What is APR?

- APR (Academic Portfolio/Program Review)
- Since August of 2023, at least 116 colleges and universities have initiated programmatic reviews and implemented cuts citing, e.g.,
 - budgetary stresses
 - enrollment decline
 - unwillingness to invest in needed faculty lines to support a program
- Institutional data are gathered, often released for community access in the form of “dashboards”
- Metrics are generated for evaluating programs' return on investment
- Frequently done in partnership with external consultants (Huron, rpk GROUP, Deloitte, et al) at costs of hundreds of thousands of dollars (or more)
- Generally results in elimination of majors, minors, certificate programs, departments, and layoffs/firing of both adjunct and tenure stream faculty
- Tenure rendered effectively meaningless if there is no department in which you are tenured
- Previous dramatic program cuts have resulted in further enrollment decline (Emporia State)

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UNCG APR timeline, part 1

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- October 6, 2023: External analyst and accounting professor Howard Bunsis, hired by AAUP, presents results of his analysis: UNCG's finances are fine, there is no budget crisis. There's even some room for future hits if the administration plans well.
- 10/9: first draft of rpk GROUP rubric shared with faculty. Faculty scramble to verify data, correct numerous errors
- 10/23: final rubric spreadsheet as assembled by rpk GROUP released
 - Chancellor Gilliam still insistent there is no "list" of programs to be cut, even though spreadsheet now features sorting arrows
- Faculty given until 10/31 to draft 1000-word "contextual statements" if in rubric categories of "approaching expectations" or "needs examination"
- 11/1: Faculty senate asks for faculty observers to be part of review process
- 11/20: Undergraduate curriculum committee points out "no one has asked us about any of this."
- 11/21, the day before break, Chancellor says no to faculty observers
- 11/29: AAUP submits petition with over 3000 signatures requesting suspension/discontinuation of process
- CAS budget and planning committee given until December 1 to review, supply recommendations to the college
 - 12/5: CAS College Assembly requests more time for adequate review
 - 12/10: Faculty senators ask for 2 more weeks
 - 12/12: Chancellor and provost say no to petition to suspend/discontinue process

APR timeline, part 2

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- January 9th: Enrollment update says we're at 101% of expected enrollment, good news!
- 1/16: Chancellor emails UNCG community with list of programs "proposed" for elimination
 - Says "the Deans made the recommendations"
- 1/17: Faculty senate passes a resolution that they do have authority over curriculum
- 1/19: Administration holds first of 3 community forums. A student asks Chancellor if he knows what Anthropology is. He responds "I do not know every subfield of every major of every program we have."
- 1/20: General Education Council resolves that this is a really, really bad idea. Will hurt students
- 1/23: Undergraduate curriculum committee votes against program cuts, requests extension of process for review
- 1/24: Physics & Astronomy faculty meet with CAS Deans. They cannot tell us why we're being cut, or...
 - What happens to the observatory? To the planetarium? To our tenure-track faculty?
 - "I don't know." The only question they did know the answer to was that any remaining faculty after "teach out" would be moved to Chemistry and shifted to teaching-only roles.
- 1/24: Rally Against Cuts organized by students held before, and within earshot of, Faculty Senate meeting
- 1/24: Faculty Senate approves resolutions to censure the Provost and Chancellor
- 1/24: Associate Dean Chuck Bolton resigns his position in protest. Cites "egregious" behavior of administration, pressure from Provost to add more programs to the cut list
- 1/30: Physics & Astronomy faculty meet with Chancellor and Provost. They did not know how much cutting us would save, how many faculty they'd need to deliver service courses. Focused on "DFW" rates, "misinformation;" praised our professionalism and civility
- 1/31: Faculty senate meeting opened the floor for impacted programs to make one final plea for our programs
 - Undergraduate curriculum committee points out via resolution, once again, that no one talked to them about any of this

Human cost, loss of access

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- At the faculty senate meeting, I shared these data.
- This is why programs like ours are important: two of our recent graduates alone will increase the number of Black men physics PhDs in the year they graduate by up to 25%
- Faculty senate voted on/approved resolution opposing the proposed cuts

The Number of Doctorates Earned in Physics, 2014–15 to 2018–19

Number of Doctorates Earned in Physics by People who are:	2014–15	2015–16	2016–17	2017–18	2018–19
American Indian or Alaska Native men	5	0	1	2	2
American Indian or Alaska Native women	0	1	0	0	0
Asian men	56	55	61	66	70
Asian women	17	20	19	18	27
Black or African American men	13	15	16	8	8
Black or African American women	5	9	3	4	1
Hispanic or Latino men	34	40	50	42	40
Hispanic or Latino women	10	5	7	11	10
Native Hawaiian or Other Pacific Islander men	2	1	1	1	1
Native Hawaiian or Other Pacific Islander women	0	0	0	1	0
White men	639	650	648	609	651
White women	135	142	115	165	123
Two or more races men	9	11	11	24	22
Two or more races women	1	8	6	6	6
All Other Race/Ethnicity and Gender Combinations (NonResident Alien and Unknown)	915	889	894	923	914
Totals:					
Non-White Only	152	165	175	183	187
White Only	774	792	763	774	774
Grand Totals:					
Men	1,474	1,489	1,511	1,478	1,497
Women	367	357	321	402	378
All	1,841	1,846	1,832	1,880	1,875

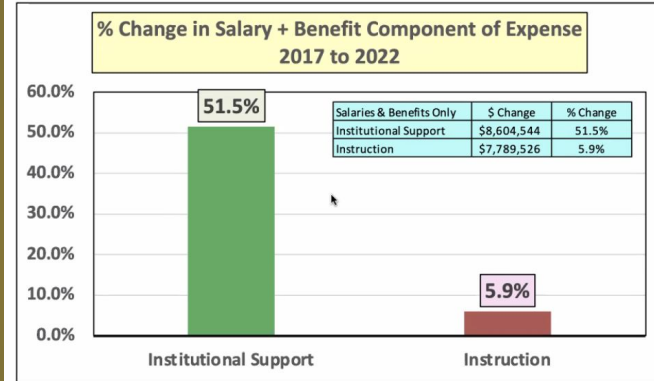
APR timeline, part 3

- 2/1: Current faculty and students, as well as incoming accepted/committed students all emailed within moments of each other with final list of cuts, notices of what they will not be allowed to major in beginning Fall 2024
- Departments up for elimination notified, in some cases, 10 minutes before emails went out to entire campus community. Some faculty learned from students while teaching their classes.
- Community told in message that “teach out” will take “years;” there will be “no immediate changes to staffing or programming” and students currently in programs will be able to finish
(5 days elapse)
- 2/6: Faculty in impacted programs (3 Physics & Astronomy, 2 Math & Stats, 1 Languages, Literature & Cultures) sent “Faculty Realignment Incentive Program” letters. Buy-out offers. Faculty given until 2/29 to decide
- 2/14: Our chair is told we will no longer be allowed to offer astronomy classes
- 2/23: Lecturers in Anthropology and Physics & Astronomy fired via contract non-renewal
- 2/27: When told that even cutting astronomy that losing our lecturer will make us unable to cover classes, we’re told to cut lab sections and double the remaining sections
- 2/28: CAS has assembly meeting, members of impacted departments speak. Faculty overwhelmingly vote no confidence in Dean Kiss, Provost Storrs

A tale of two budgets

- Bunsis report highlighted poorly managed investments, dramatic increase in administrative costs, low salaries relative to peer institutions, athletics in the red by at least \$10M every year
- At no point has a state of financial exigence been declared
- Administration only provided projected savings from program cuts in discontinuation paperwork evaluated by university committees in May
 - Totals reported were merely sums of all faculty salaries in eliminated programs
 - No analysis done of losses due to cuts
 - No analysis presented of negative curricular impact of cuts
- We still have not been told why we're being eliminated. We still do not know which faculty, if any, they will keep on to teach physics.

Salary and Benefit Component of Expenses: Change in Instruction vs. Institutional Support

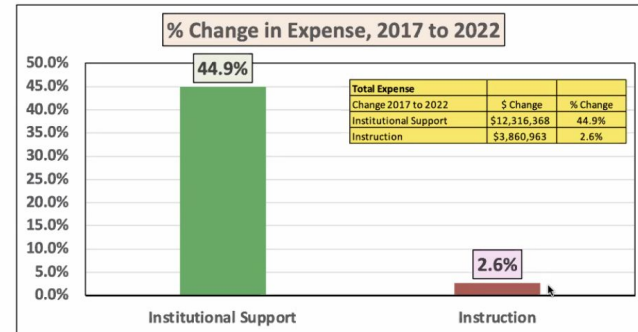


Examining the salary and benefit components of the main admin category, it increased much more than instruction in both dollar and percentage terms.

Once again, this is strong evidence that if there are unnecessary cuts made, they should focus solely on administration

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2. Change in Instruction vs. Institutional support expenses, 2017 to 2022



Total institutional support, which is pure administration, increased much more in both dollar and percentage terms than instruction costs from 2017 to 2022.

This inequity should be explained before any cuts are made to the core mission.

College	Department	Percent Change	Duplicate	Average S	Average N	Average SCH/AFTE	Average A	Avg. Degree	Avg New I	Avg New F	Avg Trans	Avg Trans
College of Arts and Sciences	Total	-12%	-2052	241,640	23	484.4	497	1,605	77.6%	54.5%	71.3%	59.9%
	Philosophy	9%	22	11,107	40	750.7	15	18	79.2%	54.7%	62.5%	54.5%
	Classical Studies	15%	13	5,896	23	666.5	9	7	80.6%	69.4%	100.0%	83.3%
	Psychology	-2%	-47	19,401	40	629.3	31	238	78.1%	56.6%	75.6%	60.2%
	Mathematics and Statistics	-12%	-35	20,460	35	604.8	34	28	60.6%	38.9%	72.5%	45.0%
	Chemistry & Biochemistry	-19%	-158	14,202	22	591.1	24	51	69.2%	38.7%	48.6%	38.5%
	Biology	-6%	-146	25,028	22	556.5	46	180	77.8%	48.0%	65.6%	52.4%
	African Amer/African Diaspora	-50%	-65	3,699	37	546.4	6	10	75.0%	62.5%	100.0%	100.0%
	Liberal/Prof Studies	-27%	-498	10,296	23	537.6	17	234	86.3%	69.8%	72.8%	68.2%
	Physics and Astronomy	-34%	-42	4,478	26	534.5	8	6	71.2%	42.8%	61.6%	39.3%
	Sociology	-28%	-312	12,253	34	527.4	23	119	80.2%	63.5%	74.7%	68.1%
	Anthropology	-53%	-144	5,647	26	503.2	11	19	84.6%	59.0%	76.8%	63.4%
	Religious Studies	-24%	-17	5,142	30	491.6	11	6	100.0%	100.0%	75.0%	75.0%
	Communication Studies	-29%	-289	13,369	25	479.9	28	110	74.4%	56.6%	84.8%	75.6%
	Special Programs			1,836	14	430.3	2					
	History	-27%	-197	11,613	33	429.6	27	79	75.6%	57.4%	82.2%	67.9%
	Computer Science	29%	327	6,531	27	425.3	15	86	77.3%	54.9%	74.0%	57.8%
	Geography/Environmental Science	85%	178	8,143	20	424.8	19	36	79.2%	58.3%	70.2%	58.4%
	Media Studies	-17%	-137	6,329	20	423.0	15	74	77.5%	65.9%	80.6%	67.7%
	Women's, Gender, and Sexuality Studies	-19%	-30	2,497	37	414.3	6	15	72.2%	33.3%	83.3%	83.3%
	Languages, Lit and Culture	-31%	-142	21,129	20	393.2	54	30	88.5%	61.0%	86.2%	72.6%
	Political Science	-16%	-153	6,763	22	385.8	18	105	84.8%	68.9%	72.8%	66.6%
	English	-18%	-162	20,996	22	349.8	62	90	77.4%	59.1%	75.9%	64.4%
	Interior Architecture	-13%	-67	4,194	16	331.9	13	50	84.8%	67.4%	86.0%	78.6%
	Informatics and Analytics	117%	54	636	7	109.6	4	16				
	Global Studies	-45%	-5					3				

APR timeline, part 4

- 3/7: Chancellor issues a statement condemning the CAS vote of no confidence in the Provost. Says nothing about the same vote for Dean Kiss. Faculty requests for collaboration, more time for APR, any and all critique “personal attacks” on the Provost
- 3/13: General Faculty assembly virtually held.
 - Chancellor delivers remarks about needing faculty talent moving forward, repeats national enrollment cliff numbers, does not acknowledge regional variations: NC high school graduate numbers are currently *going up*
 - Chancellor repeats a rumor of faculty seeking information on Provost from her former institution; unclear whether this is true, or was a tactic to vilify faculty in favor of no confidence
 - Chancellor claims statements about future APRs a “rumor;” this is not true. The Provost has stated this in multiple meetings with faculty, including Deans of graduate programs
 - Robert’s Rules used to enforce alternating speakers for/against the resolution. RR only specify “an attempt must be made” to allow all known perspectives on a motion to be heard
 - Opposed focus exclusively on supposed damage the vote will cause UNCG’s reputation. No substantive defense of the Provost, her vision for the University, or her ability to lead UNCG through financial challenges offered
 - In Favor reiterate revenue-positive programs are being cut. CAS was expressly targeted. Rubric data were inaccurate and incomplete. Future APRs will target those on the call who think they’re safe. Students ultimately suffer the most from these cuts
 - >500 participants at peak; 375 eligible to vote present and registered by 3:35pm. By the time the vote occurs at 4:41pm, 339 present. Resolution of no confidence in Provost Storrs passes, 181:158
- 3/14: Faculty Senate chair emails campus community about vote results, attaches Chancellor’s 4 page statement from prior day as well as statement in response to the vote. Chancellor again decries the vote, claims it is not representative of full faculty because In Favor votes represent a small fraction of total faculty. (Does not admit Opposed represent an even smaller fraction.)

- Program elimination proceeds via paperwork:
 - Discontinuation form
 - Teach-out plan
 - These forms were drafted by associate deans in minimal consultation with impacted programs, submitted to university workflows without knowledge of departments. Largely boilerplate, copy-pasted language nearly identical for every single program to be discontinued
- 4/8: College of Arts & Sciences Curriculum & Teaching Committee voted against discontinuation, demanded additional detail specific to each department/program in every form
- 4/12: Despite C&T chair acknowledging the administration's additional information was disappointing and did not satisfactorily respond to their request for additional detail, committee votes to advance the paperwork regardless.
- Friday, April 19th: University's Undergraduate and Graduate Curriculum Committees review program closure paperwork. UCC votes against program closures. Paperwork is advanced to administration anyway. Committee members told their role in curriculum only advisory; they were not asked to discuss/vote on whether program closure would happen but rather focus on the teach-out plans.
- 4/24: Provost Storrs sends UNCG-wide message announcing resignation for health reasons. Takes opportunity to publish op-ed decrying "increasingly personal" attacks on her from faculty unhappy about program cuts.
- 6/9: Chancellor takes to media saying he is "upbeat," "energized," and would change nothing about APR

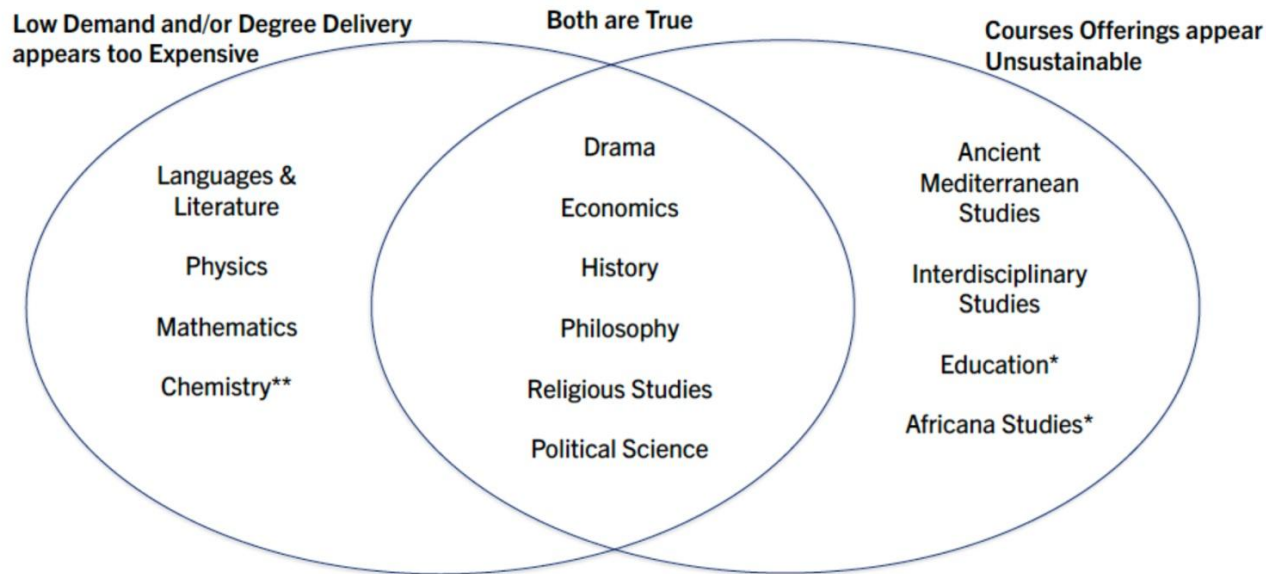
Tactics

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- Messaging repeatedly stressing sense of urgency
- Lack of transparency, glossing over of any detail or nuance (e.g., conflating national w/local numbers)
- Gradual disempowerment of shared governance
- Installation of faculty senate and committee leadership as “Provost Fellows,” creating conflicts of interest
- Silencing of students (dictating what student government is allowed to make statements about, involving student leadership in state-wide UNC system politics so speaking up risks their political futures, pressuring student journalists to not cover APR, directly harassing work-study students and threatening their employment)
- Cherry-picking data while claiming a data-driven approach
- Appealing to the supposed neutrality of external consultants
- State-level legislation: gag laws to prevent faculty from appealing to accrediting agencies
- Convincing faculty in positions of power their hands are tied, they “have to” do X/Y/Z, there is no other option
- Taking to media to downplay opposition, “disgruntled few” who are “just afraid of losing their jobs.” Positioning faculty who go along with cuts as the ones who actually care about educational mission and what’s best for university
- Deliberately avoiding serious questions about the mission and core institutional values that should be centered in decision making
- Holding town halls with no agenda, running out the clock with rambling general comments
- Hyper focus on tone, rules, and procedures as distraction from content

External Program Review of UNC Asheville

Areas That Warrant Review



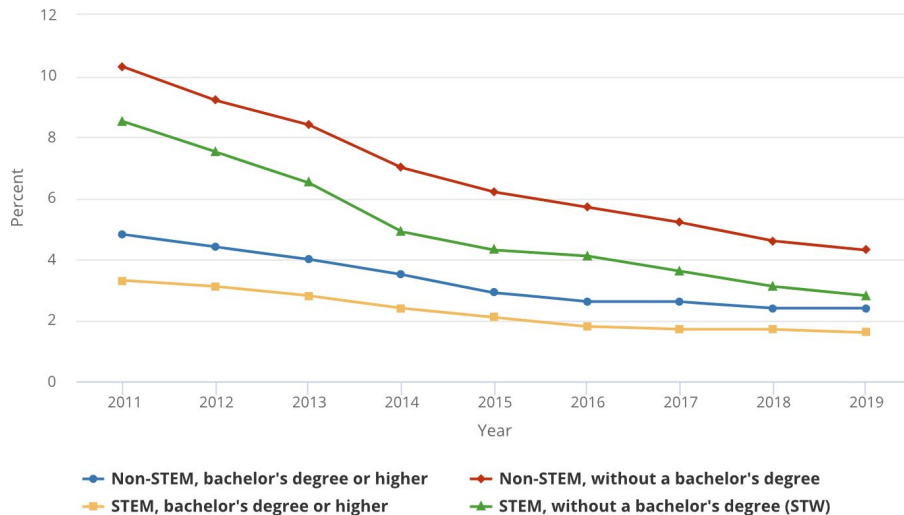
Strategies for defending Astronomy & Physics programs at a public university

- Useful economic arguments from AAAS, NSB, CoSTEM:
 - **STEM graduates catalyze innovation and economic prosperity**
(e.g., "STEM and the American Workforce", AAAS 2020; "The STEM Labor Force of Today: Scientists, Engineers, and Skilled Technical Workers" NCSSES 2020)

National Center for Science and Engineering Statistics | NSB-2021-2

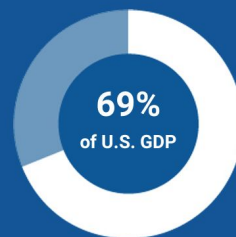
Figure LBR-12

Unemployment rate in each workforce, by degree attainment: 2011–19



AMERICA'S STEM ECONOMY

STEM supports...



2 out of 3

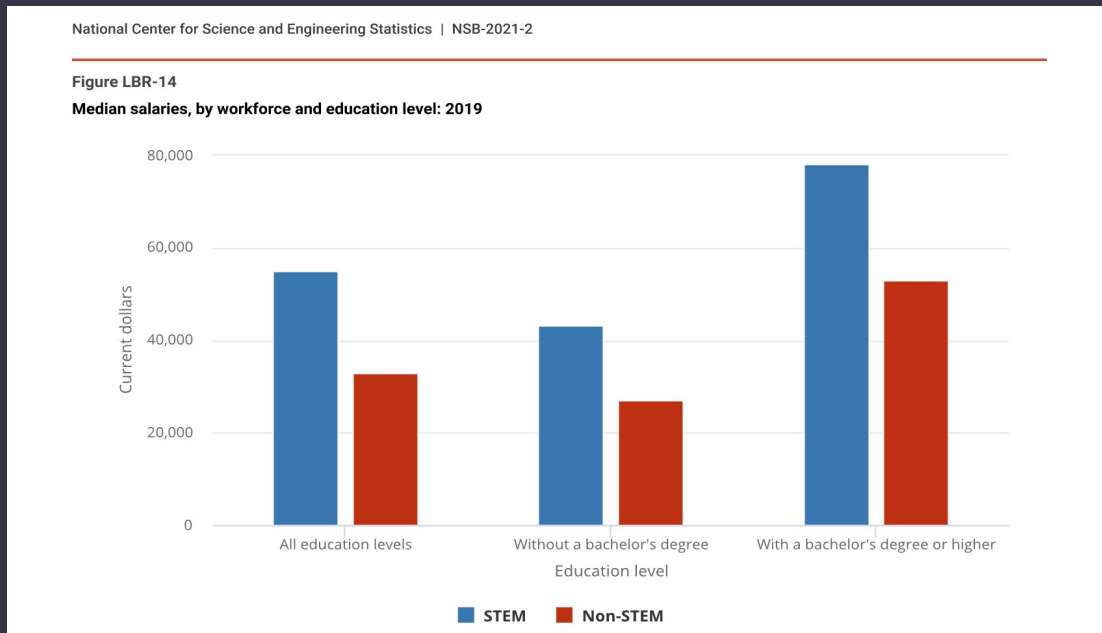
U.S. workers

\$2.3 trillion

in annual federal tax
revenue

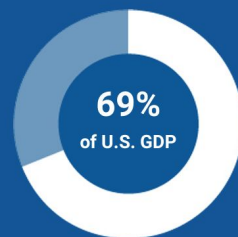
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Strategies for defending Astronomy & Physics programs at a public university

- Useful data from the AIP

- Physics/Astronomy graduates:
 - have low unemployment rates,
 - are well prepared for graduate study, and diverse careers,
 - can access high paying jobs

Status of Astronomy Bachelors One Year After Degree,
Classes of 2018, 2019, and 2020 Combined

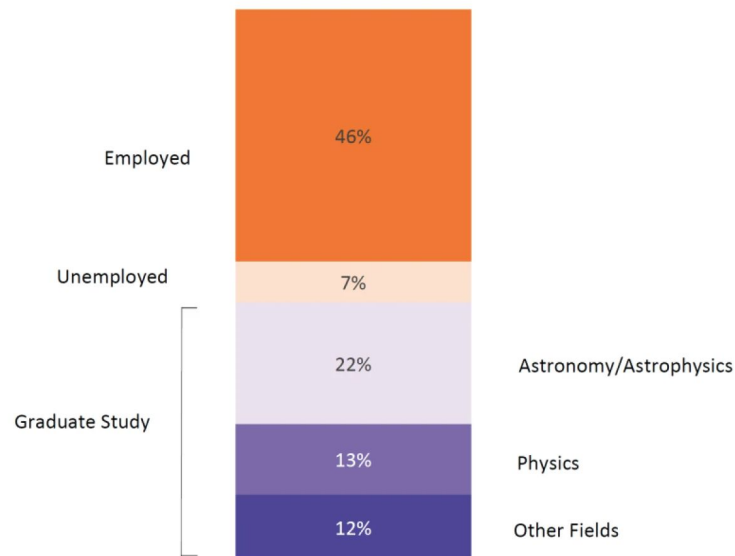


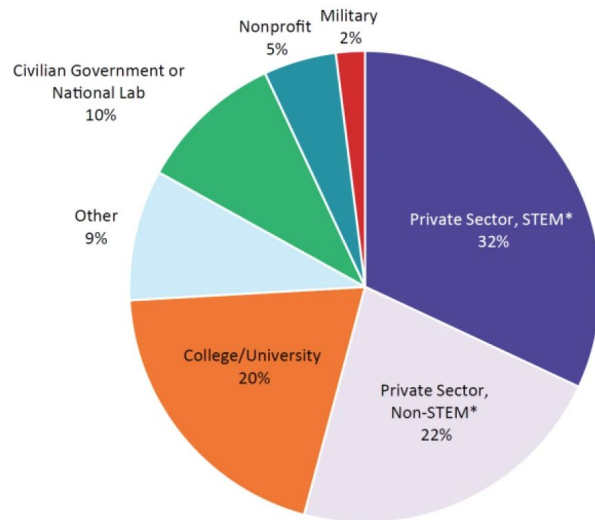
Figure based on responses from 561 individuals.

Strategies for defending Astronomy & Physics programs at a public university

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 - can access high paying jobs

Employment Sectors for New Astronomy Bachelors,
Classes of 2018, 2019, and 2020 Combined



The "Other" category is mostly comprised of middle and high schools, medical facilities, and museums.

*STEM refers to positions in science, technology, engineering, and math.

Strategies for defending Astronomy & Physics programs at a public university

- Useful data from the AIP

- Physics/Astronomy graduates:
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Starting Salary Ranges for New Astronomy Bachelors,
Classes of 2018, 2019, and 2020 Combined

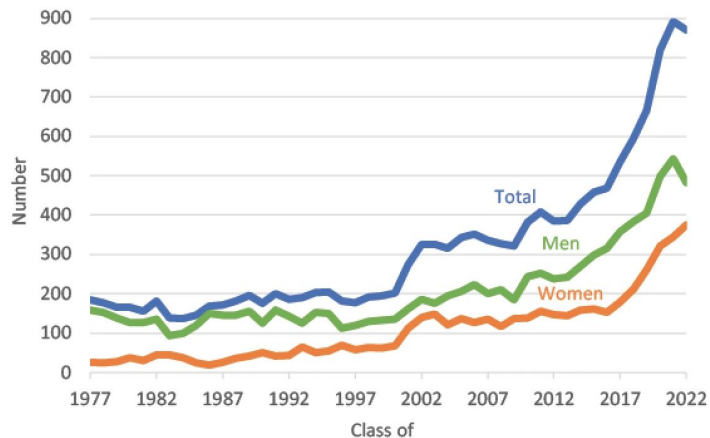


The full starting salary range is represented by the lines extending to each side. The box represents the middle 50% (25th to 75th percentile) of salaries. The vertical line within the box represents the median starting salary in the field. The dots outside of the lines represent statistical outliers. Figure is based on 45 salaries in private sector – STEM positions and 18 salaries in college or university positions.

Strategies for defending Astronomy & Physics programs at a public university

- Useful data from the AIP
 - Astronomy B.A./B.S. programs are **growing nationwide**

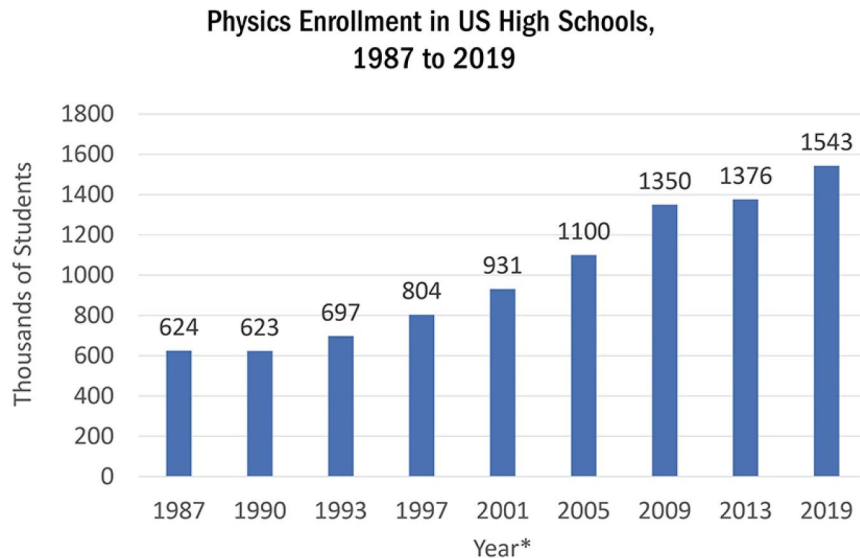
Number of Bachelors Earned in Astronomy,
Classes 1977 through 2022



Astronomy departments reported 1% of their astronomy bachelor's degree recipients in the class of 2022 identify as a gender other than man or woman.

Strategies for defending Astronomy & Physics programs at a public university

- Useful data from the AIP
 - Physics enrollment in U.S. high schools is **growing nationwide**



*Intervals between years of study range from three to six years.

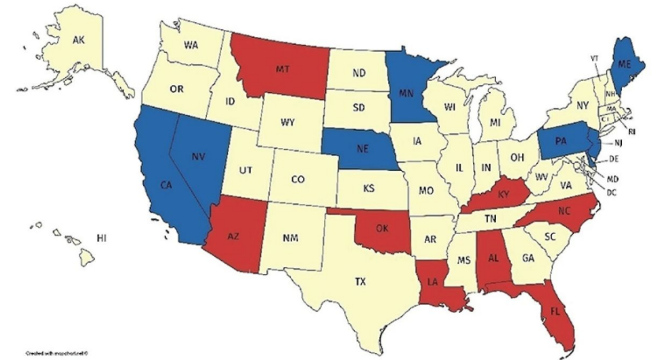
Strategies for defending Astronomy & Physics programs at a public university

- Low enrollments in university Physics programs may indicate a problem earlier in the pipeline.

States Offering Regular Availability of Physics in US High Schools Outside the National Average in 2013 and 2019

States Where High School Physics is Offered at Least Every Other Year	
To a Significantly Higher Proportion of Seniors Than National Average in 2013 and 2019	To a Significantly Lower Proportion of Seniors Than National Average in 2013 and 2019
California	North Carolina
Texas	Oklahoma
Illinois	Kentucky
Pennsylvania	Alabama
New Jersey	
Nebraska	
Nevada	
Delaware	

Annual Availability of Physics in US High Schools by State
(Physics is Offered Every Year)
2018-19 School Year



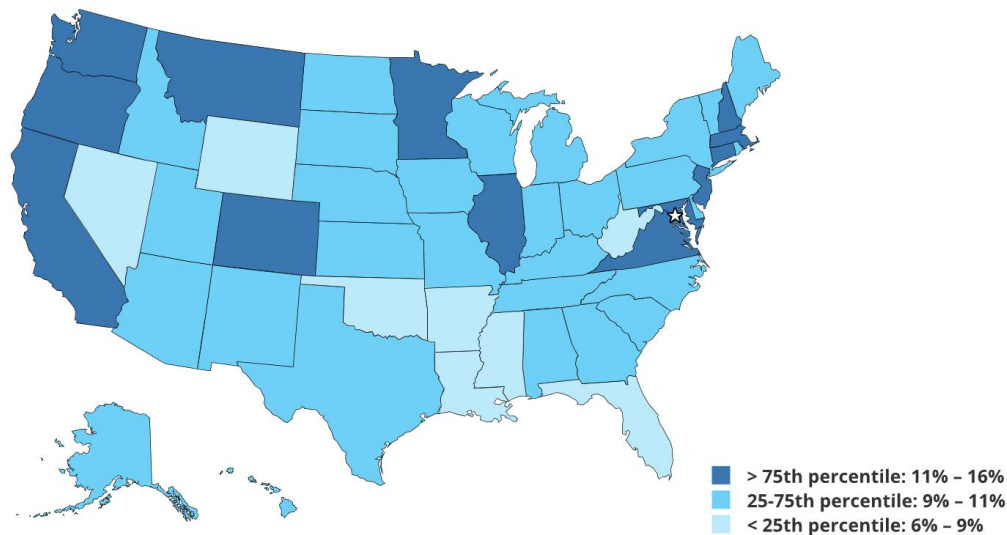
* We compared the 95% confidence interval for the proportion of seniors who attend a school where physics is available regularly. Some intervals fell entirely below or above the national estimate. In those cases, we call the difference statistically significant.

Strategies for defending Astronomy & Physics programs at a public university

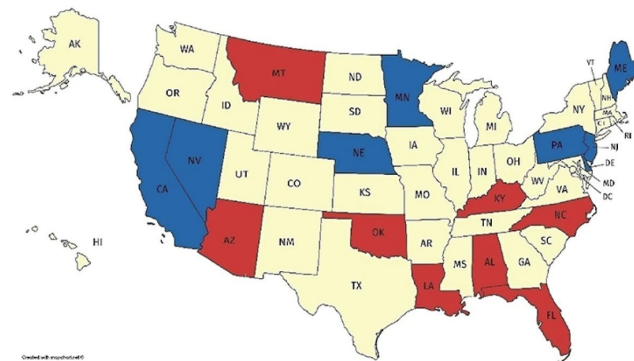
National Center for Science and Engineering Statistics | NSB-2021-2

Figure LBR-D

Employment of workers with a bachelor's degree or higher in STEM occupations, by state: 2019



Annual Availability of Physics in US High Schools by State
(Physics is Offered Every Year)
2018-19 School Year



- Availability higher than average** – States where physics is available every year to a significantly* higher proportion of seniors than the national average of 84%.
- Availability about average** – States where the proportion of seniors who attend schools where physics is available every year does not differ significantly* from the national average of 84%.
- Availability lower than average** – States where physics is available every year to a significantly* lower proportion of seniors than the national average of 84%.

* We compared the 95% confidence interval for the proportion of seniors who attend a school where physics is available regularly. Some intervals fell entirely below or above the national estimate. In those cases, we call the difference statistically significant.

Strategies for defending Astronomy & Physics programs at a public university

- **Return from Astronomy & Physics programs**, that may not be apparent in a simple “return on investment” (ROI) calculation:
 - Low-cost, high-impact research opportunities in:
 - Computing
 - Big data
 - Machine learning
 - Grant income
 - Public Engagement → Donor relations
 - Stargazes, public talks, etc.,



Student experience: Before the cuts

- Oct 2023-January 2024
 - a lot of conflicting stories around campus
 - Oct email from the chancellor
 - a lot of students believed this meant it wasn't happening
 - A lot of disbelief, denial, and uncertainty begins among the campus community
 - smaller protests during BOG meetings, but largely not spoke of on campus



Protestors gathered at UNCG



October 18, 2023

Dear Students,

I am writing to address misinformation that has been circulating concerning academic programs. I want you to hear it from me directly. Let's be abundantly clear: there is no University list of academic programs identified for modification nor discontinuation. Social media posts and other communications indicating such are false. Current students in all academic programs will be able to finish their studies at UNCG in their chosen major. Any changes to the University's academic offerings will be decided in early 2024 and will take years to implement.

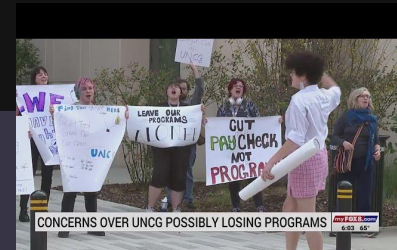
I truly regret that you have received incomplete and misleading information. You have enough on your plates with academics, campus involvement, and work. You don't need to worry about whether you will be able to complete your education in your chosen major with everything else you are managing.

Some of you and probably your families may have questions. My team has developed an FAQ that you can read [here](#).

If you have any questions, please contact Student Affairs at saf@uncg.edu.

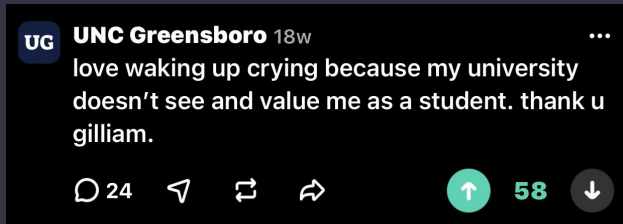
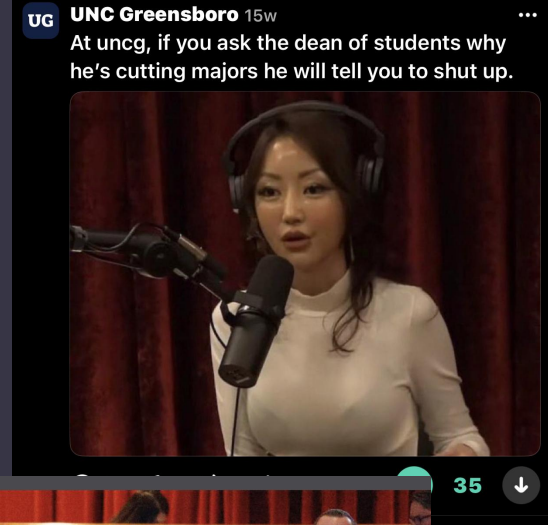
Stay focused on your classes, continue to engage and learn, and have a great semester.

Franklin D. Gilliam, Jr.
Chancellor



Student Experience: Before the cuts

- January 16th: proposed cuts are announced.
- January 19th: first student forum
 - a lot of tensions, abrasive behavior,
 - not a lot of questions answered
- January 23rd: second campus forum
 - even more abrasive behavior
 - many students had to step out
 - "Nothing will change the process"



UNCG physics major Ashlee Maness speaks in support of not cutting the program during the forum in the Elliott University Center auditorium on Jan. 23

Student experience: Before the Cuts

- January 24th - 30th
 - protest, protest, protest!
 - many student employees feel uncomfortable speaking up
 - Greensboro Student Organization (GSO) leading the student resistance and supporting faculty
 - numbers...but they're still wrong???



UG **UNC Greensboro** 19w ...

Btw the chancellor lied AGAIN about the number of students, physics has 44 not 30. Shockingly he was right the first time

6 20



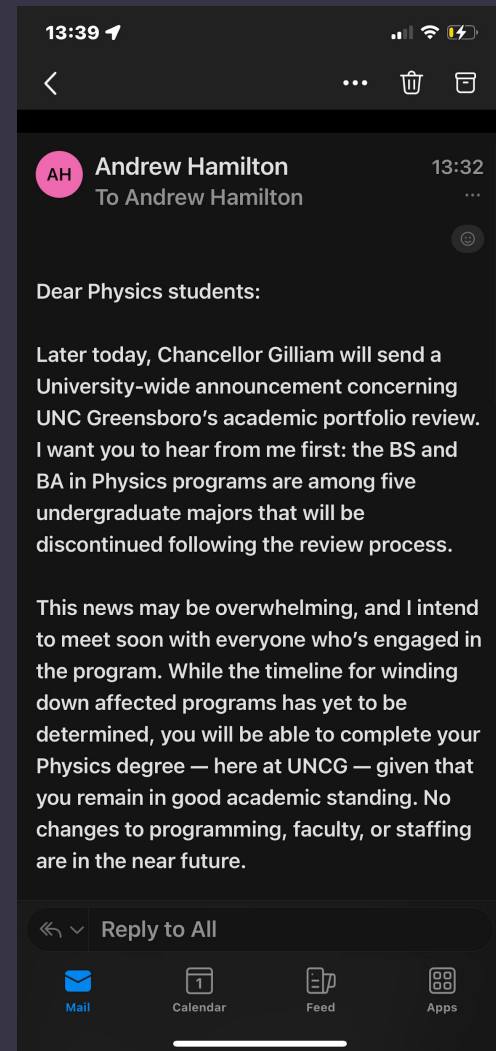
Student experience: Before the Cuts

- January 31st: the day before cuts
 - student tensions between those resisting and those unaffected at an all time high
 - so much stress and anxiety
 - final faculty senate meeting before the cuts, students and supporters filled the meeting room



The cut

- Feb 1st
 - cuts announced at 1:30, impacted departments first
 - some students found out before professors (during class)
 - the atmosphere on campus shifted
 - every department (+1 more) was heavily altered/cut



The cut

UG UNC Greensboro 18w ...

Went into a depression spiral and stopped going to class because they were planning to cut my program and now it's true I don't even want to get up anymore...

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UG UNC Greensboro 18w ...

i feel so bad for the professors losing their jobs over this :(they put their heart and souls into these small and already underfunded programs

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UG UNC Greensboro 18w ...

I was thinking of coming back for a PhD after undergrad in a few years since I liked UNCG. My opinion has changed and the program will be gone by then 😞

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greensborostudentorg Our overwhelming thoughts as a student body are extreme disappointment in our Chancellor and Provost. As students, we have called for transparency since we learned about the APR process. Since then, the administration has chosen to tell the narrative that everything has been transparent. That has not been the case, and as students, seeing our administration lie to the media, community, and students is a slap in the face to everyone who has worked to share the information. As students, we have lost faith in those charged with our education. The APR process was rushed, inaccurate, and filled with errors. As UNCG moves forward, we ask for everyone to support those affected by this cut, including those faculty who will lose their jobs and future students who will not have the opportunity to experience the diversity and beauty that only those programs can offer.

I truly don't think there's anything we could have done that would have changed their minds that this was wrong. Our hope was to stop them and we couldn't. It sucks that this is the world we are in, where the monied interests dictate which forms of education we have. I know fighting back looks a lot less fun when it's not working, but we can't let this deter us.

We mourn for these programs. Lord only knows which one will be next!

Which means it's next item up. Something we might think about is how to prevent this from happening in the future. How do we wrest this unilateral control out from the admin? Both the provost and chancellor.

After the cuts

- After Feb 1st: what he we been up to?
 - program funerals, community bonding for those impacted by cuts
 - talks, interviews, calls to anyone who'd listen
 - astronomy shows to raise awareness/build support for the science
 - posters, visual displays, teach-ins, petitions, writing for letters of support
 - campus remains as divided as ever; those in support of bringing programs back, those unaffected, unwilling to listen
 - Still no "immediate communication from admin" about students degrees

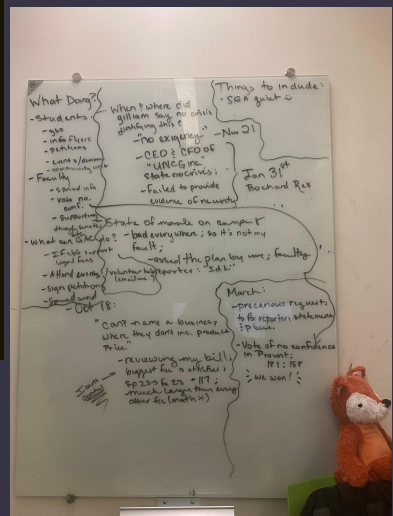
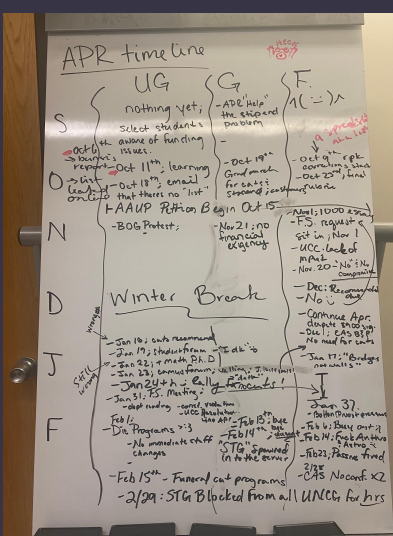
Students are sharing that feeling of loss. Holly Burroughs, a senior physics student, said they have put years of dedication into the program and care deeply about the professors. They said Thursday's reaction sparked an emotional reaction.

"I could not stop myself from breaking down and crying because it hurt," Burroughs said. "We put a lot of effort into fighting for this program."

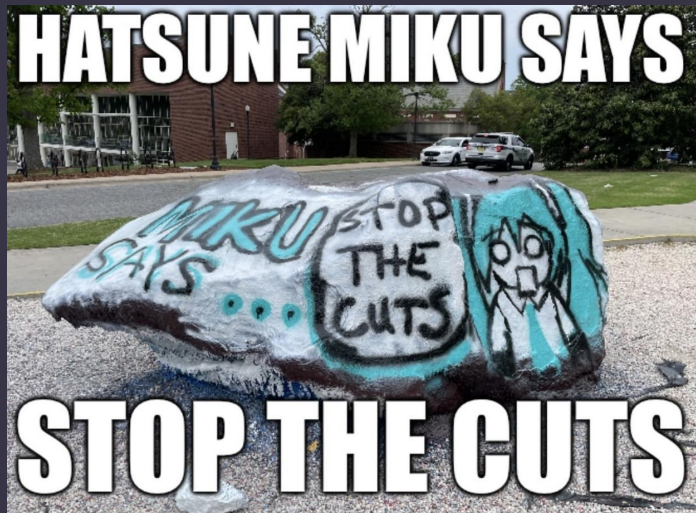
After being a part of efforts to stop the university from cutting the program, they summed up their feelings in a few words.

"Frustrating is an understatement," Burroughs said.

Faculty and students say though today's decision is supposed to be final, they will continue fighting to save the discontinued programs.



After the cuts



REVERSE THE CUTS

Save the G!

WHAT IS HAPPENING?

20 programs were slated for discontinuation by Chancellor Gilliam after creating a budget crisis that administration themselves has stated isn't occurring.

There will be more programs reviewed for discontinuation in fall 2024, but the fight isn't over to save the ones we lost.

WANT TO LEARN MORE?

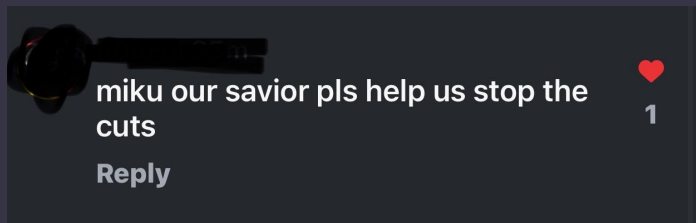
Check out these Instagram pages!

- @uncg_atup
- @greenborostudentorg

Scan the QR code to check out the website Save the G!



www.savetheg.com



What to do if your program/department is in danger?

Gather data ASAP: majors, demographics, student credit hours taught, tuition/fees/state appropriation brought in, department expenses, salaries+benefits, grants attempted/won, alumni contact info

Join your local chapter (solidarity) and the national AAUP (legal support)

Become very familiar with your university governance structures and procedures

Reach out to your national professional organizations for help and advice

Identify members of local media willing to share non-administration point of view

Stand with your colleagues. If you think you're in an "unimpacted" program, you are wrong

Demand any discussion points be summarized in writing. Find out your state's recording laws for when meetings with administration are held

Document everything. Consider starting a site like www.savetheg.com for this purpose.

Take care of yourself. Stress from these processes is documented to cause grievous illness and has sent faculty to the hospital. Crisis counselors have been called in for impacted students. Remember that you are not your job, and none of this is your fault.