

APPENDIX 1: AHC CHARGE

Charge to the Academic Senate Ad Hoc Committee on Academic Renewal

Be it resolved that the Academic Senate Ad Hoc Committee on Academic Renewal is charged by the Academic Senate to:

- I. Review the Proposal for Academic Renewal submitted to the Senate on March 15, with any amendments approved on April 12
- II. Hold multiple town hall meetings to receive input on the Proposal from students, faculty, and staff
- III. Deliberate on the Proposal, the input received, and any other information that the Committee deems relevant, and make one of the following three recommendations:
 - a. Approve the Proposal as it currently stands (i.e. including any approved amendments from the April 12 meeting); or
 - b. Approve the Proposal with amendments proposed by the Academic Senate Ad Hoc Committee on Academic Renewal; or
 - c. Reject the Proposal, and replace it with an alternative to be specified in the Report
- IV. Submit a written Report to the Academic Senate by May 2, which will state the Committee's recommendation and rationale.
- V. The Ad Hoc Committee should take an anonymous final vote on its recommendation, and the vote results (numbers in favor, against, abstaining) should be indicated in the Report.

In accord with the Senate resolution of February 15, 2018, the Ad Hoc Committee should also consider the following suggestions made by Prof. Julius Levine in that meeting:

“The Committee should

1. Receive, review, and analyze the Academic Renewal Program formulated by the Provost
2. Interview, in the course of the process, administration officials and such others in the University community it may wish
3. Confer periodically with the Provost
4. Evaluate the proposed program in accord with the Faculty Handbook
5. Meticulously minute verbatim its proceedings and deliberations with clerical assistance provided by the Provost
6. Circulate those minutes as soon as possible to the Senate
7. Guide the Senate in an initial review of the Academic Renewal program's salient features at its March meeting
8. Submit a final report incorporating its findings and recommendations prior to the Senate's April 2018 meeting
9. Serve in an advisory role to the Senate up to its May 2018 meeting when the Provost's Academic Renewal Program implementation plan will be presented.”

In considering these suggestions, the Committee may wish to note that point 7 is no longer relevant, point 8 should probably refer to the May 2018 meeting, and that points 5 and 6 would likely stifle free debate within the Committee.

**APPENDIX 2:
COMMITTEE REPORTS AND RESOLUTIONS
SENT TO SENATE ON 4/12/18**

Report of Academic Policy Committee

On

Proposal for Academic Renewal

April 3, 2018

This report communicates the views and recommendations of the senate Academic Policy Committee (APC) on the Proposal for the Academic Renewal submitted by the Provost on March 8, 2018. Committee members participated in several meetings with the Provost. One meeting included Kennedy and Associates, who compiled the data for Appendix C of the Proposal, and one was with the Academic Committee of the Board of Trustees. They have also attended town hall meetings, read emails and reports from various affected units, and solicited informal feedback from colleagues. The present report seeks to present a considered consensus of the committee based on this wider sense of faculty thinking.

The Proposal includes a number of excellent goals and assessments of those goals. The APC recommends accepting this proposal with some modifications. The Academic Renewal (AR) Proposal represents a robust and thoughtful set of objectives. Its major challenge is to improve the quality of research and teaching while reducing faculty. Although there is much in the proposal to endorse, the present report focuses on some problematic areas that the APC regards as in need of revision before the Proposal is accepted by the Senate.

The AR Proposal seeks to generate revenue while cutting expenses. The proposal offers a way forward that minimizes involuntary departures by relying primarily on voluntary departures to reduce the faculty size and increasing course loads as needed to make up vacancies. The most pressing university financial problem, however, is declining revenues rather than extraneous expenditures (i.e., non-executive salaries are low, staff levels are low). [See Appendix A below] The proposal offers some means of increasing revenues by increasing enrollment and retention. For example, it calls for improved support for teaching excellence and mentorship. At present, the library has very few books representing the many volumes published for higher education instructors seeking to improve their instruction, and the university offers no meaningful support to teachers seeking to improve. An expansion of summer high school programs provide revenue in themselves and increase enrollment, and improved teaching and programs can help improve retention. The proposal to develop research groups combines collaborative research support among faculty with effective marketing material that can better publicize the university's research profile. The Arts and Science Group reported that our enrollments could increase by 5% if prospective students understood that we are a research university, and these 5% represent the higher performing students. These and similar measures may enhance revenues through enrollment and retention.

Reducing faculty makes some of the objectives more difficult to achieve. Higher course loads mean less time for research and professional development (e.g., improving teaching skills). Similarly, student retention hinges in significant measure on student engagement with faculty, but faculty will be less available as their course loads increase with no reduction in research

expectations. Student experience might be improved with smaller class sizes, but the increased teaching loads compensate for force reduction, so class sizes will not shrink.

The decisions about which units to reduce and which to expand are critical to the future of the university. Although relying on voluntary departures minimizes the pain of forced departures and consequent damage to faculty morale, it distributes the faculty reductions in random and non-strategic ways. In addition, Appendix C of the Proposal identifies academic units for potential involuntary departures should some forced departures become necessary to meet expenditure reduction goals as well as areas for priority hiring whenever that should become possible. The decisions reflected in this appendix reflect a poor process and inaccurate data, so the proposal should be accepted without Appendix C, which needs to be reworked as described below.

Decisions about academic unit faculty reductions and expansions should indeed be guided by data, but several concerns have emerged about the accuracy of the data:

1. Every academic unit that has had an opportunity to review that data have found serious inaccuracies. Decisions based on inaccurate data will be misguided.
2. The data lack historical depth. Academic units that have suffered many unreplaced losses are already understaffed, but the data do not reflect this situation and sometimes further reduce these understaffed areas.
3. The data does not account for enrollment. For example, it sees no distinction between one unit offering ten courses with 40 students enrolled in each course and a unit offering ten courses with 4 students enrolled in each course. If enrollment figures cannot be incorporated into the dataset, then it needs to be accessed in other ways (e.g., performance-based budgeting is supposed to account for enrollment) since it is too important to ignore.

We recommend that the collected data be shared with all units and audited for accuracy before being used to make decisions about forced departures. Furthermore, academic units might be asked to revise their prior self-studies, which were not well-calibrated to provide the information for the decisions reflected in Appendix C. In light of the AR Proposal, the questions asked in self-studies appear not to have been the right questions. There was no focus on courses, staffing, workloads, or enrollment.

The AR Proposal strives to avoid any negative impact on course offerings, but this may be unrealistic and short-sighted. For the sake of present excellence and future growth, we need to retain the most qualified and productive faculty even if that means cuts to course offerings. As a result, the data (if accurate) might guide but should not determine faculty reductions. The present focus on preserving the past year as an ideal moving forward overlooks the possibility that some programs should be cut or consolidated. Again, accurate data can help identify these opportunities.

Furthermore, the Board of Trustees approved deficit spending, but the administration has elected not to pursue this path. Perhaps some compromise is in order: a relatively small amount of deficit spending to avoid forced departures. That would allow the university more time to assess where cuts might be made and where growth is needed. In short, the inaccurate data are the result of a process that excluded the people most familiar with the data and those most affected by decisions

that the data would inform. This process is not well-calibrated to engender trust that we as a community did the best we could under difficult circumstances.

The AR Proposal eschews University responsibility for declining enrollment and revenue, which is not simply a result of demographic shifts. Peer institutions are continuing to grow in the midst of the same demographic realities. The Art and Science group offered several insights worth considering as we strive to compete for students. Guaranteed housing for four years can increase enrollment 10-15%, which represents a significant gain and an additional revenue stream (room and board). Art and Science research also indicated that we have oversold our Catholic identity. Emphasizing our identity further will not gain us a single additional student. This observation raises the question, brought up by several faculty, whether we have overemphasized our Catholic identity and cultivated an exclusivist campus culture that turns many students away rather than drawing them in. Some of the issues raised by the Art and Science Group extend beyond the academic area of the university into marketing, student life, and housing, but the present AR Proposal needs to be explicitly part of a larger strategic plan to grow enrollments and revenue.

The AR Proposal includes plans for reorganization of some academic areas. These plans should be postponed until affected faculty and other stakeholders have more time to deliberate. The Proposal does not spell out in concrete detail how these reorganizations will advance the AR goals, and these changes have only recently been made public even to the faculties involved. The inclusion of Media Studies within the proposed School of Performing Arts has drawn particular criticism.

The proposal includes assessment measures to determine whether the objectives are being met. The development of ongoing assessments creates necessary feedback loops and provides some flexibility for the future. For example, there is some risk that near-term reductions in faculty and increases in teaching loads become a “new normal” in which strategic responses to the academic market become inhibited (e.g., development of new programs). Times will change, and the university needs to be able to continue to adjust to changing circumstances. Our flexibility will depend in significant measure on how well or poorly the assessments are designed. The assessments need to be based on accurate data including historical depth (including unreplaced losses) and enrollments rather than holding the past academic year as a fixed ideal.

In sum, the members of the APC support most of the AR Proposal. The members expect that the changes will move The Catholic University of America toward a financial equilibrium so that we may grow again.

We propose that the AR Proposal be passed with the following amendments:

1. Delete Appendix C. Redevelop these proposed cuts and targeted growth areas after a new process to check and enhance the data guiding the decision (see below).
2. Delete proposed reorganization. Develop a deliberative process among stakeholders to evaluate the proposed reorganizations.

The university needs to initiate processes to further deliberate on both the above points. Specifically:

1. Send Kennedy and Company data to all units to be audited for accuracy.

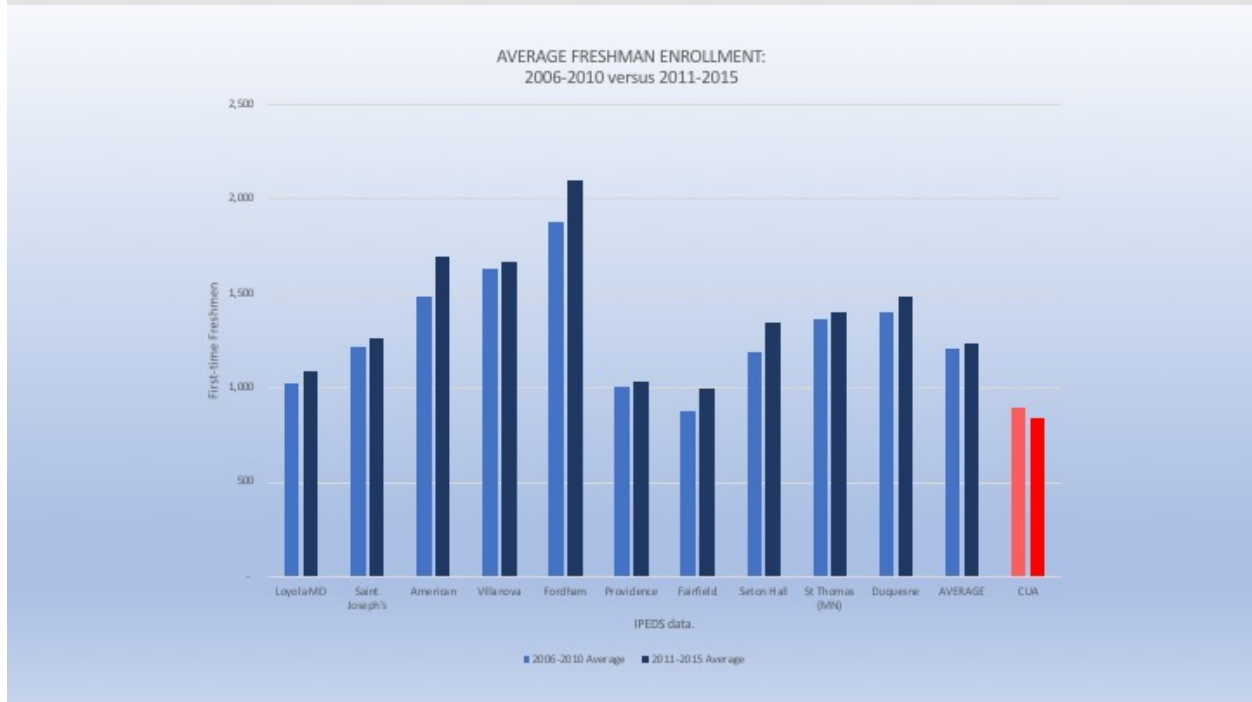
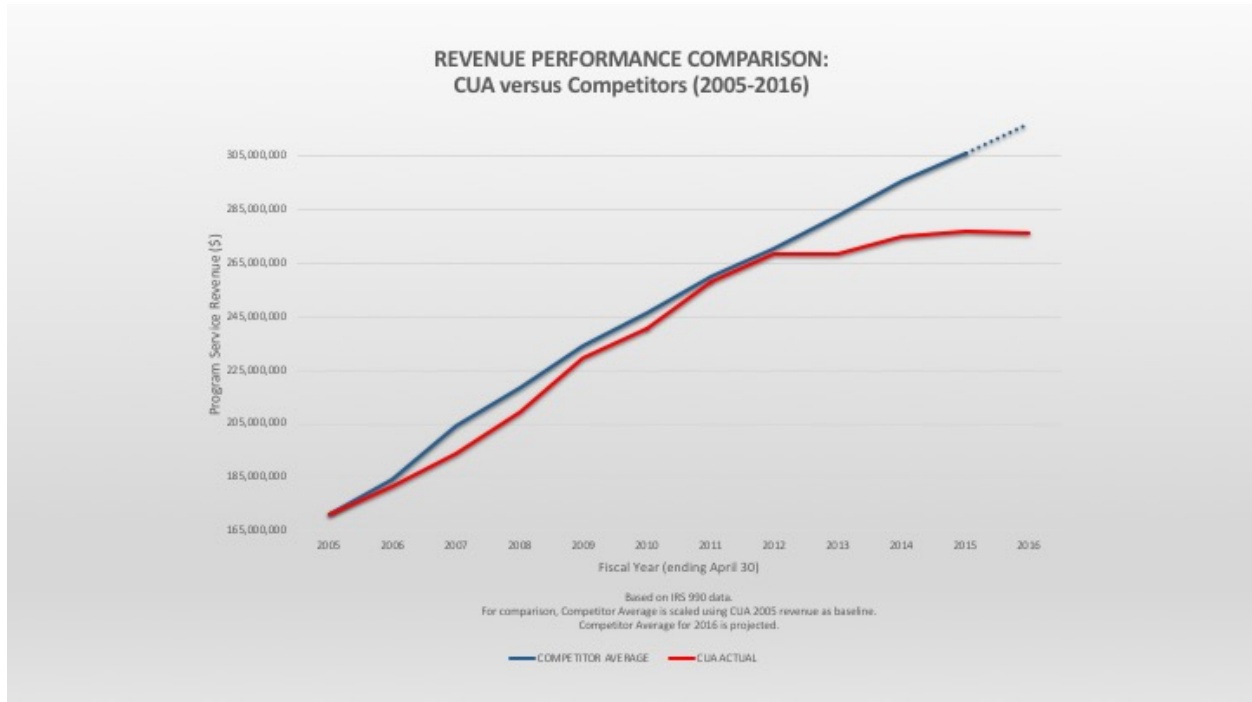
2. Develop means to add enrollment figures into the course load data
3. Use this revised data to make better decisions about forced departures (if necessary) and priority areas for growth.
4. Develop a process for stakeholders to deliberate on proposed reorganizations.
5. Contextualize the AR Proposal in the larger picture of what the university is doing to increase enrollment and retention (e.g., capital campaign, potential dorm construction, marketing efforts, etc.).

Regards,

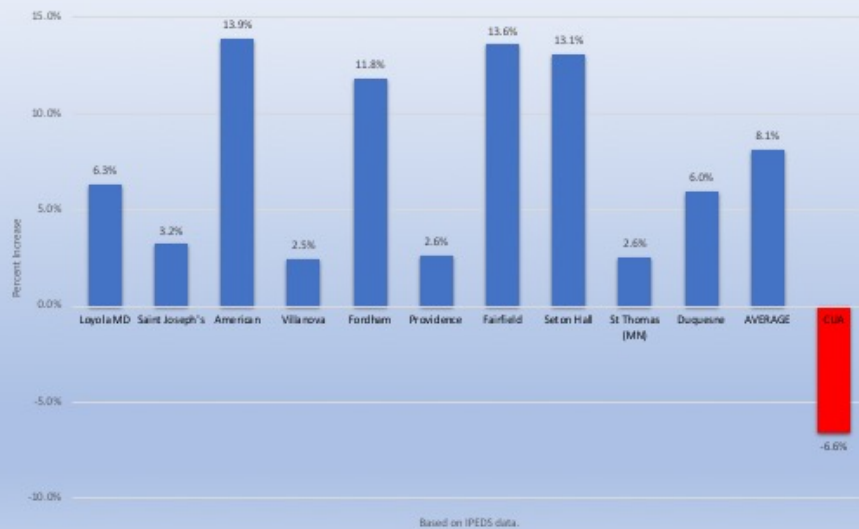
Senate Committee on Academic Policy

- Nader Namazi, Acting Chair
- Lucia Silecchia
- Jon Klein
- David Bosworth
- Kevin White
- Julio Bermudez (on Sabbatical)
- Patricia Ann Connor-Ballard
- Andrew Weaver
- Ernest Suarez

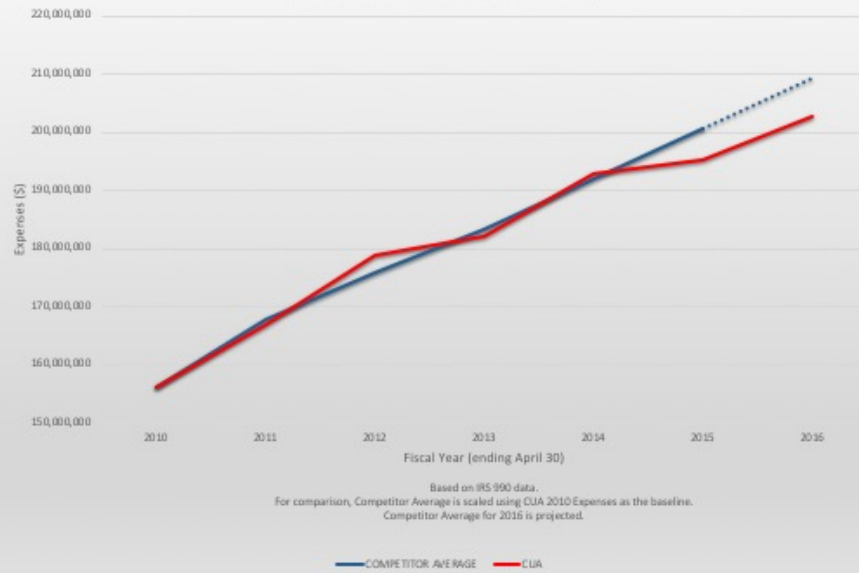
Appendix A: Revenue Data (collected from public sources by Michael Mack)



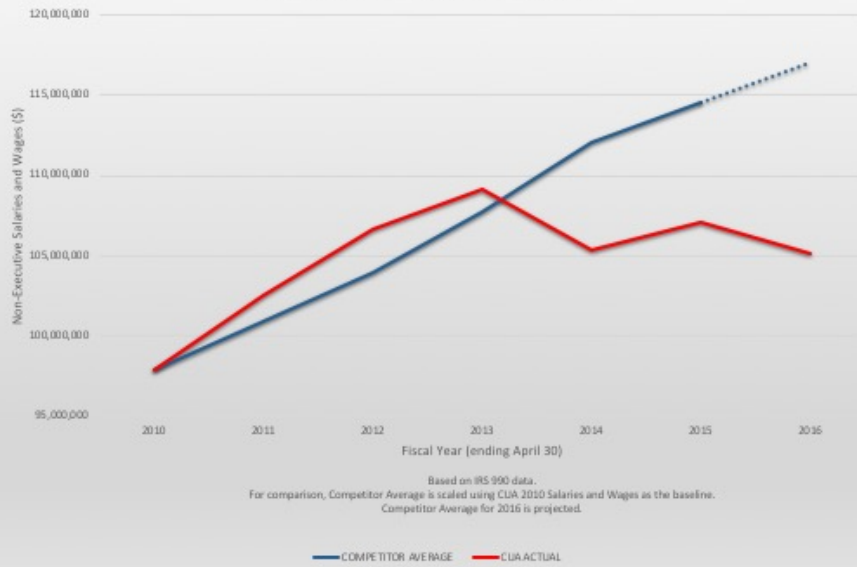
**Increase in Incoming Class Size:
2011-2015 Average versus 2006-2010 Average**



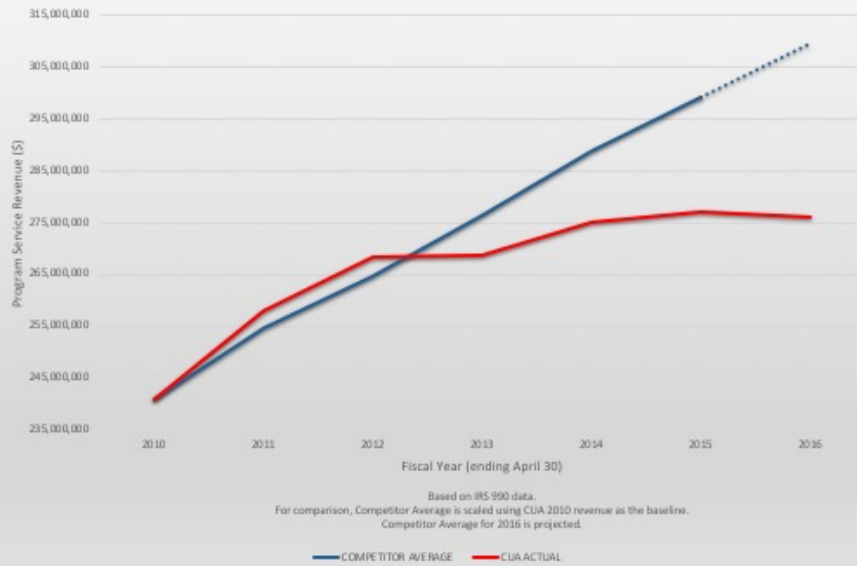
**EXPENSES (EXCLUDING NON-EXEC SALARIES AND WAGES):
CUA versus Competitors (2010-2016)**



NON-EXECUTIVE SALARIES AND WAGES COMPARISON: CUA versus Competitors (2010-2016)



REVENUE PERFORMANCE COMPARISON: CUA versus Competitors (2010-2016)



CUA REVENUE OVER / UNDER PERFORMANCE (ANNUAL)



Based on IRS 990 data.
 For comparison, Competitor Average is scaled using CUA 2010 revenue as the baseline.
 Competitor Average for 2016 is projected.

CUA REVENUE OVER / UNDER PERFORMANCE (CUMULATIVE 2010-2016)



Based on IRS 990 data.
 For comparison, Competitor Average is scaled using CUA 2010 revenue as the baseline.
 Competitor Average for 2016 is projected.

Response to the March 8, 2018 Proposal for Academic Renewal Senate Budget and Planning Committee

Overview

The Budget and Planning Committee recognizes that our current financial situation demands a response, and we appreciate the efforts to find an approach that will support the University's success. While we are supportive of the objectives and initiatives in the Academic Renewal Proposal, we remain unconvinced that the proposed teaching load changes and the associated financial savings will "enhance the University's research reputation" (Objective 1), "maintains and improves quality of both graduate and undergraduate student education and range of offerings" (Objective 2.b) and "drive enrollment growth" (Objective 3).

Process

As outlined in the proposal, our Committee provided initial responses to the Senate in the fall, in verbal and written form. We worked jointly with the Provost and the Academic Policy Committee to identify objectives and initiatives. We met with members of the Academic Affairs Committee as well as the Chair of the Board of Trustees to discuss the proposal as it was being formulated. We also met with representatives from Kennedy and Company, conducted two campus wide town halls, and conducted a survey with roughly 120 respondents. We have received numerous individual comments and several detailed reports in reaction to the proposal. A summary of survey results is attached as an appendix. Although there is no simple consensus, our report tries to reflect the main points that have been brought to our attention.

Committee Recommendation

Based on the issues described below and absent additional data on the modeling of teaching and financial plans, the Committee was unable to endorse the Proposal in its original form. We offer the following amendments in the spirit of further dialogue and welcome the opportunity to review any revised proposals.

Amendments

The Committee recommends the following amendments to the proposal. Each suggested change is followed by a statement of rationale.

1. "Executive summary:" Delete "This will enable students over time to have more of their courses taught by faculty who are leaders in their research fields, and"

Rationale: We are committed to the notion that our research faculty make an important difference in the education of our students, both directly and indirectly. However, there is no evidence to support the view that increased teaching load is a benefit to the students. Increasing load typically would decrease research and thus reduce the goal of engaging students in research either directly or indirectly.

2. The "Background" section should be revised to include the following: "There appears to be ample opportunity to improve our enrollment picture. National Center for Educational Statistics data¹

¹ https://nces.ed.gov/programs/digest/d16/tables/dt16_105.20.asp?current=yes

indicates that there will be a 10% increase in undergraduates at private institutions over the next decade, and we are confident that we can achieve enrollment targets from that expanded pool. Following recommendations from the Art and Science Group consultants, the University has recognized that its narrowly targeted marketing strategy needs substantial change, and we are implementing the required change.”

Rationale: Although there have been substantial changes in the educational marketplace, many institutions, including many of our competitors, continue to do well. It is important for the University to recognize its responsibility for where we are in terms of enrollment and finances. If we are simply the victim of market forces, then our prospects for financial sustainability are poor, and there is little hope that we can act to improve our situation. The problems with our marketing initiatives as well as the opportunity for improvement were confirmed in the report from the Art and Science Group consultants. It is important to acknowledge and act on those recommendations if we are to improve our enrollment.

3. “Rationale for Proposal: How did you decide...” Add the following text: “The substantial reduction in faculty will likely influence many activities related to teaching and research. In order to minimize the potential risk to the quality of the student experience, a Senate committee will be formed that, in coordination with the Provost, will review the impacts and outcomes in order to make appropriate assessments in the coming years.”

Rationale: The proposal suggests that changes in faculty numbers (a cumulative potential reduction of 53 positions over two years) will not impact the programs or courses offered. Absent a dramatic reduction in quality of programs with regard to class selection and support for the students outside of the classroom, that is an unrealistic expectation. In the specific case of the Music School, faculty have suggested that the proposed cuts could not be made without losing programs, and the Music School Dean brought this to the attention of the Senate at its March meeting. Moreover, the Committee finds it plausible that other units will face similar reductions in quality, course offerings, and degree programs once the full extent of “departures,” both voluntary and involuntary, are known.

4. Include the Provost-provided document on “Investments” as part of “Appendix B: Cost cutting efforts outside the Academic area.”

Rationale: “Appendix B: Cost cutting efforts outside the Academic area” does not adequately characterize the relative impacts of recent cuts, since it fails to account for additional budgeted expenditures that occurred prior to the listed cuts. The provost provided the Committee with an additional set of “investments” that gives a somewhat clearer picture of expenditures across areas, and that document is also included as an appendix. Based on this limited data, the Committee was unable to recommend any non-academic budgetary alternatives to faculty reduction. However, we do note with concern that there are significant new expenditures in athletic and administrative capacities at a moment when the Academic units are facing significant cuts.

Resolution Amendments

The Committee recommends the following amendments to the resolution proposed for vote by the Senate on May 9, 2018:

1. Resolution Item #1. “direction” should be replaced by “objectives”

Rationale: “Objectives” are explicitly listed in the proposal. “Direction” is vague and subject to multiple interpretations.

2. Resolution Item #2. All references to the Media Studies and Communication Department should be deleted from this section.

Rationale: Students and faculty of the Media Studies and Communications Department have indicated that Arts and Sciences provides a School context that fits better with the focus of their programs and student demand.

2.a.i The Dean of Music pointed out at the March Academic Senate meeting that it would not be possible to continue all current programs with the proposed reduction in faculty. As a consequence, the reference to “All programs” is problematic.

3. Resolution Item #2.a.iv. “Selected” should be deleted.

Rationale: All faculty who are part of the process should be moved unless there are clearly articulated reasons for not doing so. If certain faculty will be part of the faculty reduction, then they would no longer be available for selection.

4. Resolutions Item #2.b. It is unclear if it is correct to say that a “new Department of Economics is established in the School of Arts and Sciences” since this is in fact a move of the existing Department back to the School where it previously resided.

Rationale: This is a question of correct description of the move.

5. Resolution Item #2.b.ii. “Selected” should be deleted.

Rationale: All faculty who are part of the process should be moved unless there are clearly articulated reasons for not doing so. If certain faculty will be part of the faculty reduction, then they would no longer be available for selection.

6. Resolution Item #4 should be changed to “Current teaching loads will be maintained for the 2018-2019 academic year. During the year, a designated Senate committee, in consultation with the Provost, will review and make recommendations concerning realignment of teaching loads. They will evaluate the academic and financial implications of implementing a differential teaching load, with full-time, tenure-track teaching load of 3:3 for schools and departments designated as Undergraduate or Professional, and a 2:2 teaching load for schools and programs designated as Doctoral. Teaching load reductions will be permitted for strong research or service contributions as approved by the relevant Chair or Dean.”

Rationale:

- (a) Multiple comments have focused on a concern that the revised teaching load plan is counter-productive to the objectives of Academic Renewal. It creates a split in the faculty, rather than characterizing the University as a research institution. It disincentivizes the kinds of personal investments in teaching that contribute to our unique character. And the model of course counting is highly problematic, missing the many activities in which faculty engage to create the special Catholic University character.
- (b) It seems imprudent to move ahead with changes without having a more thorough understanding of its implications for the entire University community. As a practical matter,

fall registrations have already occurred and changing instructors now, combined with reduction in faculty numbers, and the introduction of a new curriculum would be logistically problematic. The Committee did have a discussion with Kennedy and Company, but the data was not made available to the Committee before this report was due. Several individuals have pointed out specific problems with the data that has been used in the analysis to date. Although the data is being adjusted, there is no guarantee that it will be adequately revised in time for decisions on the current proposal. In addition, however, the Committee does not find the apparently simple model using course counting and faculty teaching load assignment compelling. It does not capture the reality of either excellent teaching or a first-rate research university. In addition, there is no basis for comparison with our competition, something Kennedy and Company was not asked to address.

- (c) We recommend that the proposal include a more detailed financial plan to address the listed initiatives, together with a clear statement articulating how we will move forward under different enrollment outcomes during the next five years. Given the challenges with the current analysis of teaching loads and the limited timeframe for assessment of the proposal, we further recommend that the Senate assign a committee (or establish one) to work with the Provost over the next year to more adequately assess appropriate teaching loads consistent with our character as a research university.
- (d) The Committee was unclear why Advancement was highlighted or if it had some specific meaning that was not readily understood.
- (e) It has typically been the Chair or Dean who makes determinations of reallocation of load for service, and this approach seems to be most in keeping with the principle of subsidiarity. Within the constraints of a performance-based budgeting approach, it is appropriate to give units maximum flexibility to achieve financial sustainability with the resources they have.

7. Resolution Item #5. Delete “or whose tenured positions will be eliminated”

Rationale: The Committee does not support the current proposal as adequate to justify the elimination of tenured faculty. We believe that doing so would provoke serious negative press for the University and would likely require additional steps beyond those articulated in the proposal. In addition, given problems related to the Kennedy and Company data discussed above, the Committee cannot support the plan to eliminate positions.

8. Resolution Item #5: Delete “The current estimate of the specific reductions by school and department is attached in Appendix C” and Appendix C.

Rationale: The determination of specific reductions is not adequately driven by academic objectives. Voluntary retirements are not taken based on academic needs of Departments or Schools. The Kennedy and Company data have been challenged as being incomplete and incorrect, and the resultant model as overly simplistic.

9. Resolution Item #6: Delete “or whose tenured positions are eliminated”

Rationale: The rationale is similar to that for amendment recommendation 6.

10. Add Resolution Item #7 as follows: “The faculty reduction is recognized as a temporary measure to meet financial needs caused by declining student enrollment. Assessment of appropriate numbers of faculty to achieve the objectives of Academic Renewal over the next five years will

be determined by an analysis to be conducted in conjunction with the Provost by a Senate appointed committee during the 2018-2019 academic year. Goals for that effort would focus on how to move aspirational incentives of the proposal to an implementation stage, with an associated academic and financial plan. This assessment would establish priorities among the initiatives and would be largely driven by student enrollment.”

Rationale: There is substantial consensus that although change is needed, due to the need to address the FY19 budget, there has not been adequate time to develop a sufficiently elaborated plan for achieving the proposal’s objectives over the next five years. The proposal is viewed as an initiating step in the renewal process rather than a singular response to a budgetary challenge.

Appendix

Survey distributed to all University faculty through Provost's office.

Survey Questions:

1. The AR proposal will "enhance the University's research reputation."

2. The AR proposal will "support sustainable teaching excellence."

3. The AR proposal will "enable significant revenue improvements."

4. Reclassification of University academic units into research, professional, and undergraduate will improve student recruitment and academic/research reputation. (Initiative 2.b)

5. Modifying faculty teaching loads (decreasing some to 2:2, increasing others to 3:3) will improve graduate and undergraduate student education (Initiative 2.b; resolution 4-pg 9)

6. The reduction of full-time faculty (35) and its impact on academic units has been well planned and is supported by objective and appropriate data. (Resolution 5; pg 10)

7. Implementation of the AR proposal will have a positive effect the quality of the student experience in my unit. (Proposal; p. 10)

8. Formation of the new School of Music, Visual & Performing combining the School of Music with the departments of Drama, Art, and Media Studies will enhance all units in the new School.

9. I feel the AR proposal has been well-conceived and has involved adequate consultation with academic units.

10. I feel the University community has had ample opportunities to provide feedback/suggestions regarding the AR proposal.

11. I am confident the AR proposal will result in increased student recruitment and enrollment.

Survey Responses:

Academic Unit

112 responses



AR Survey Responses-Aggregate and By School

| | All CUA (n=120) | | ENGR (n=10) | | Arts & Sci (n=51) | | Business (n=10) | | Music (n=6) | | TRS & PHIL (n=15) | | NCSSS (n=4) | | Nursing (n=5) | | Other Units (n=17) | |
|-----|--------------------|------|----------------|------|----------------------|------|--------------------|------|----------------|------|----------------------|------|----------------|------|------------------|------|-----------------------|------|
| | Avg | Std | Avg | Std | Avg | Std | Avg | Std | Avg | Std | Avg | Std | Avg | Std | Avg | Std | Avg | Std |
| Q1 | 2.68 | 1.46 | 3.40 | 1.51 | 1.80 | 0.99 | 4.00 | 0.82 | 2.88 | 1.46 | 3.73 | 1.28 | 3.75 | 1.26 | 2.80 | 1.64 | 2.76 | 1.56 |
| Q2 | 2.68 | 1.43 | 3.60 | 1.07 | 1.74 | 0.99 | 4.10 | 0.88 | 2.88 | 1.36 | 3.87 | 1.06 | 4.00 | 0.82 | 3.00 | 1.22 | 2.53 | 1.50 |
| Q3 | 2.79 | 1.35 | 3.80 | 1.14 | 2.16 | 1.17 | 4.10 | 0.99 | 2.88 | 1.64 | 3.67 | 0.82 | 2.75 | 1.26 | 1.80 | 0.45 | 2.76 | 1.39 |
| Q4 | 2.79 | 1.51 | 3.80 | 1.23 | 1.92 | 1.23 | 4.30 | 0.95 | 2.75 | 1.67 | 3.60 | 1.24 | 3.50 | 1.91 | 3.00 | 1.00 | 2.94 | 1.48 |
| Q5 | 2.90 | 1.50 | 3.70 | 1.25 | 2.06 | 1.26 | 4.00 | 1.25 | 2.75 | 1.39 | 4.07 | 1.03 | 4.00 | 1.41 | 3.00 | 0.71 | 2.88 | 1.65 |
| Q6 | 2.41 | 1.55 | 3.50 | 1.51 | 1.54 | 1.03 | 4.10 | 1.10 | 2.13 | 1.81 | 3.40 | 1.30 | 3.25 | 0.96 | 2.20 | 1.10 | 2.47 | 1.77 |
| Q7 | 2.71 | 1.44 | 3.80 | 1.03 | 2.00 | 1.25 | 4.30 | 0.67 | 2.38 | 1.77 | 3.93 | 0.83 | 2.75 | 0.96 | 2.40 | 0.89 | 2.47 | 1.37 |
| Q8 | 3.03 | 1.43 | 3.80 | 0.79 | 2.54 | 1.33 | 4.20 | 1.14 | 2.50 | 2.07 | 3.67 | 1.11 | 3.50 | 1.29 | 2.40 | 0.89 | 3.06 | 1.60 |
| Q9 | 2.62 | 1.56 | 3.70 | 1.64 | 1.76 | 1.02 | 4.80 | 0.42 | 2.13 | 1.64 | 3.67 | 1.29 | 3.75 | 0.50 | 2.60 | 1.34 | 2.29 | 1.57 |
| Q10 | 2.92 | 1.57 | 3.70 | 1.49 | 2.40 | 1.43 | 4.60 | 0.70 | 2.25 | 1.75 | 3.60 | 1.50 | 3.50 | 1.00 | 2.40 | 1.14 | 2.71 | 1.65 |
| Q11 | 2.32 | 1.44 | 3.10 | 1.29 | 1.55 | 0.89 | 4.40 | 0.97 | 2.38 | 1.69 | 3.20 | 1.26 | 3.00 | 1.63 | 1.60 | 0.55 | 2.12 | 1.45 |

Major Themes from Comments:

1) The University needs to have a thoughtful discussion on academic renewal to addressing the changing landscape of higher education. Faculty are in support of the notion that change needs to happen to improve the university.

2) Many of the ideas and initiatives proposed are exciting to some such as the formation of the new School of Music and Arts and moving the Dept of Economics to Arts & Sciences. However, many comments pointed to very little in the way of implementation details, resources allocated, timeline, and metrics to assure these initiatives are achieved.

3) Several comments related to the "rushed" nature of this proposal and the process. Some felt that AR was a "foregone conclusion" and needed more thoughtful review.

4) There was skepticism that much of AR can be achieved without fixing the enrollment situation which has drastically underperformed peer institutions experiencing the same demographic shifts, albeit more successfully since 2012. Further, several comments related to underperformance in other business units across the university and felt the financial situation was a result of a series of self-inflicted wounds brought about by internal decisions in marketing, branding, and other factors.

5) A critical theme related to the flawed (perhaps shallow) data analysis performed by Kennedy & Co used to justify and guide faculty cuts. In separate meetings with academic units, the data was deemed unreliable and prone to error.

6) There was confusion regarding how voluntary and involuntary separation of faculty will benefit the financial situation for FY19 as these faculty will still be on the books. It was unclear that the full financial benefits of the voluntary separation would be realized as some units are also listed as priorities for future hiring. The process of involuntary faculty separation and the ethical/humane treatment of these selected faculty was a concern for some.

7) A common theme was the skepticism that reduction of ~10% of the faculty and increased teaching loads will enhance CUA's research reputation. Further, the lack of details, resources, and timeline for the promised initiatives did not instill confidence that much will be achieved as a result of this proposal.

8) There was a concern that creating a 3-tiered "caste system" of faculty is beneficial for a "community of scholars", but rather creates "winners" and "losers" at CUA, affecting faculty morale. Further, there was a concern that AR seeks to "adjunctify" the faculty by replacing full-time with part-time faculty. There was skepticism that increasing teaching load will result in teaching excellence.

9) Many comments were skeptical that AR will result in increased financial sustainability since there are no new initiatives for increasing revenues, only a focus on cuts. As much of the financial problems are a result of poor recruitment and enrollment, it was not clear how decreasing morale, increasing faculty workload will make CUA more marketable to future students.

SUMMARY OR RECENT INVESTMENTS PROVIDED BY THE PROVOST'S OFFICE



The Catholic University Of America

April 4, 2018

For the last several years, the University operating budget has been managed to simultaneously reduce expenditures to a target and to make incremental investments in initiatives which will drive revenue growth (both directly and indirectly) and mitigate risk. As such, the appendix in the Academic Renewal proposal that focuses on operational cost reductions should be understood to represent only a portion of the University's ongoing strategy.

Following, please find a description of the various incremental investments that were made in FY2017 and FY2018 operational budgets as well as those that have been planned for FY2019.

FY2017 Investments:

- The first part of a 2% merit increase for faculty and staff for the last three months of the fiscal year (\$470K).
- The budget for University Advancement was increased by \$1.57M to support an expanded fundraising strategy in future years. Funding supported the planned creation of ten new positions, including dedicated development officers in Architecture, Engineering, Theology and Religious Studies, Social Work, Athletics, and Arts and Sciences. The plan for also included the addition of another Corporate and Foundation Relations Officer, a Planned Giving Officer, and a National Collection Coordinator. The overarching goals of the plan are to: increase capacity across the university, right-size the central support team, build a major gift culture, and increase unrestricted revenue.
- The budget for Enrollment Management was increased by \$1.1M to support brand development and undergraduate recruitment. Funding supported three new full-time positions within the department which focused on adding new markets, improving the campus visit experience, and the content of the university website. Additional funds will supported outreach to high school sophomores, a new admissions CRM system, the re-design of the university website, and improved marketing materials.

FY2018 Investments:

- The second part of a 2% merit increase for faculty and staff for the first nine months of the fiscal year (\$1.4M).
- The University invested \$400K in athletics (\$315K in expenses and \$85K in discounting) to create four new varsity athletics options for students: men's and women's crew; and men's and women's golf. Additional options for varsity athletics on campus will not only enhance the student experience on campus but will also enhance university recruiting efforts and lead to improved student outcomes in academic performance, retention, and graduation.
- The University invested \$430K to create a new office of graduate admissions and recruitment. The overarching goals of this investment are to: halt continuing declines in traditional graduate enrollment, professionalize graduate admissions procedures and practices, and establish a formal marketing presence for graduate programs.
- The University invested \$238K in University Advancement to support expansion of fund-raising capabilities across campus and to foster continued growth of unrestricted and restricted revenues.
- The University invested \$105K in Enrollment Management to allow continued expansion into new markets through student search and to support existing investments in marketing and communications.

- The University added three positions to the Office of Career Services (\$250K) in order to raise the service level offered by this office up to that offered by university peers and competitors. University investment in this important area currently lags behind the market and does not meet the expectations of incoming students and their parents.
- The University invested \$400K in the Office of Human Resources in FY18 as part of an ongoing effort to build capacity in this area while ensuring continued compliance with evolving labor practices and standards.

FY2019 Investments:

- The University will invest \$135K in athletics to complete its commitment to four new varsity athletics options for students: men's and women's crew; and men's and women's golf.
- The University will allocate \$765K to the Office of the Controller for the first phase of automation and personnel investments in Treasury Services, General Accounting, Tax Services and Procurement.