

APPENDICES TO THE AHC REPORT TO THE ACADEMIC SENATE

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**APPENDIX 1:
AD HOC COMMITTEE 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:
AD HOC COMMITTEE
ACTIVITIES & TIMELINE**

Appendix 2

Ad Hoc Committee on Academic Renewal Activities and Timeline

On March 8, 2018, the members of the Academic Senate received Provost Abela's proposal for Academic Renewal (AR) in preparation for the March 15 meeting of the same Academic Senate. At the March 15 meeting, Provost Abela presented his AR plan and shared with the Senate the timeline he had developed. At the March 15 meeting, the Academic Senate approved sending the Proposal for review to three standing committees of the Academic Senate: the Committee on Academic Policy, the Committee on Budget and Planning, and the Committee on Faculty Academic Welfare.

The three standing committees submitted their reports and proposed amendments to the Academic Senate on April 5. The Academic Senate discussed the reports and amendments in its meetings of April 12 and April 18. In the Academic Senate meeting of April 12, the Senate approved the charge of the Ad Hoc Committee on academic renewal (AHC), and also voted to send the AR proposal with the reports and amendments proposed by the three standing committees of the Academic Senate to the AHC. Our formal charge began on April 18.

The committee began meeting weekly on March 15th and continued to meet two to three times per week after the April 12 Senate meeting.

Four town hall meetings were conducted and feedback from the various constituents was gathered:

- Monday, April 23, at 5 p.m. in Hannan 108: **Full-time non-tenured faculty: tenure track/clinical/contract** (~27 in attendance)
- Wednesday, April 25, at 12:30 p.m. in Hannan 108: **Undergraduate and graduate students** (~180 in attendance)
- Wednesday, April 25, at 3 p.m. in Gowan 126: **All faculty, staff, and students** (~280 in attendance)
- Thursday, April 26, at 9:00 a.m. in Pryzbyla, Great Room B: **Tenured faculty, to discuss implications for tenure** (~60 in attendance)

After the Town Halls, the committee spent four full days reviewing all of the material and drafting the report.

An anonymous survey, consisting of 28 questions, was disseminated to students, faculty and staff. 543 members of our University community submitted survey responses to the AHC: 36% of the responses came from faculty, 26% from undergraduate students, 23% from graduate students, and 15% from staff.

The AHC actively sought out the expertise of other University committees, such as the Faculty Handbook Committee, which was consulted on the issue of tenure. The committee interviewed with the Provost twice. The AHC meetings with the Provost were informative and productive; some requests for additional information, however, arrived via email only within hours of the deadline for submitting the AHC report. The AHC received numerous e-mails from individual members of the University community and also a number of resolutions and group statements, specifically from the following units: Architecture and Planning, Arts and Sciences, Canon Law, NCSSS, and Philosophy. We also received statements on tenure from the Graduate Student Association and the Committee on Faculty Economic Welfare. Respecting individual anonymity, the committee is not appending individual statements to this report and are sharing aggregate results of the Town Hall discussions and the survey, which can be found later in the appendices.

**APPENDIX 3:
COMMITTEE REPORTS
AND RESOLUTIONS
SENT TO THE SENATE ON 4/12**

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.

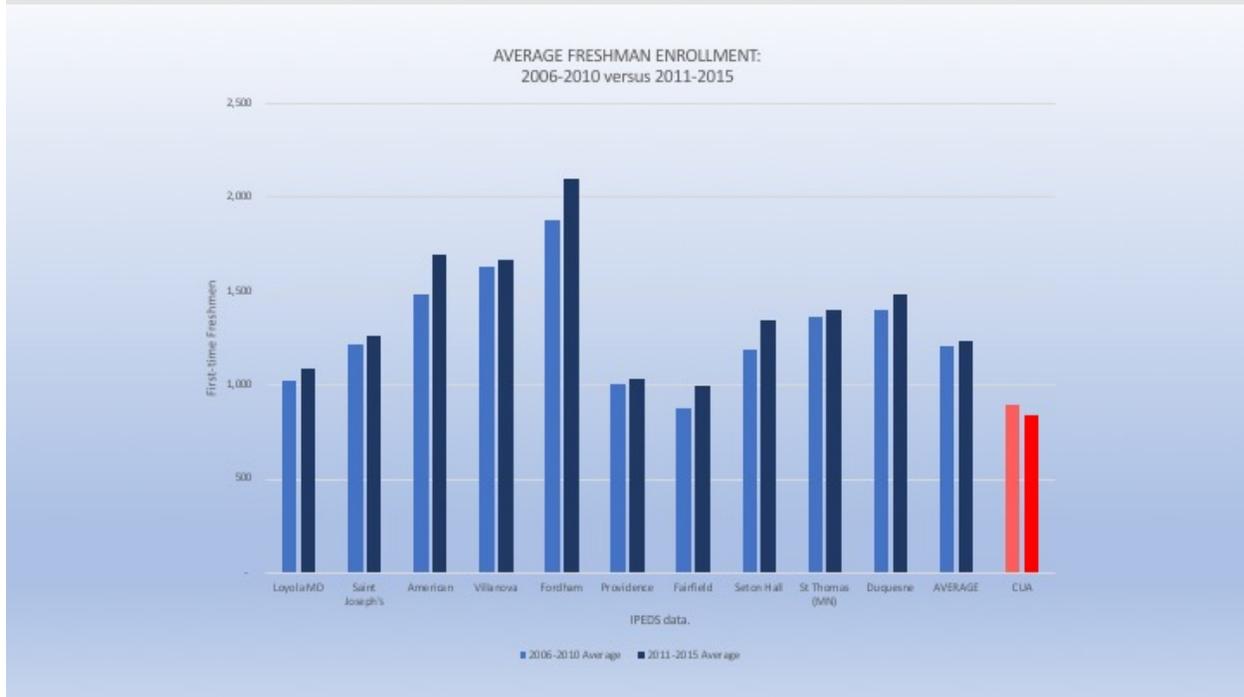
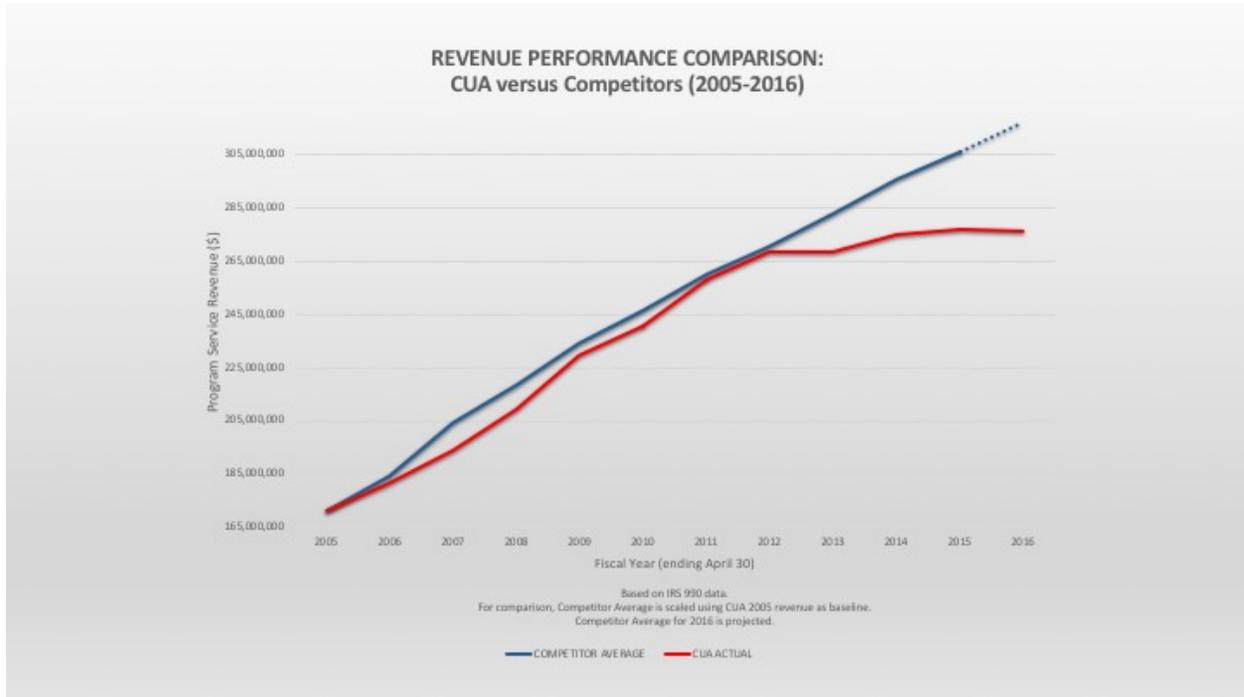
2. Develop means to add enrollment figures into the course load data
3. Use this revised data to make better decisions about forced departures (if necessary) and priority areas for growth.
4. Develop a process for stakeholders to deliberate on proposed reorganizations.
5. Contextualize the AR Proposal 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,

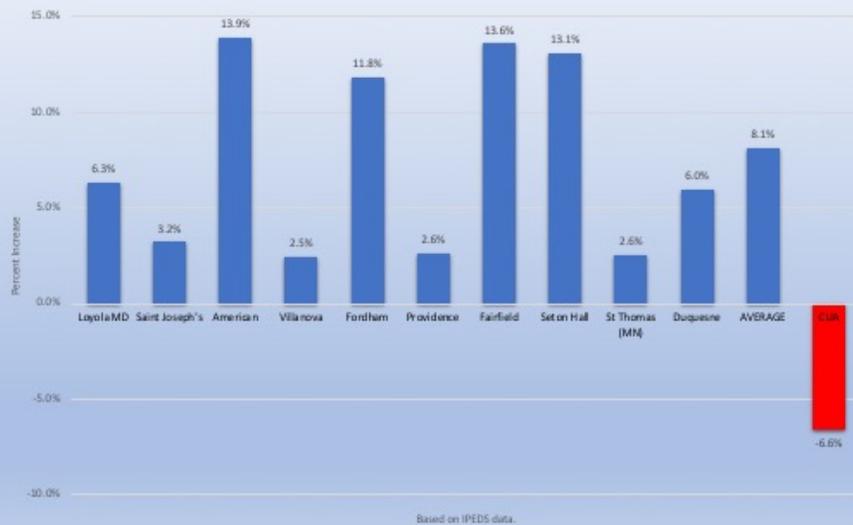
Senate Committee on Academic Policy

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

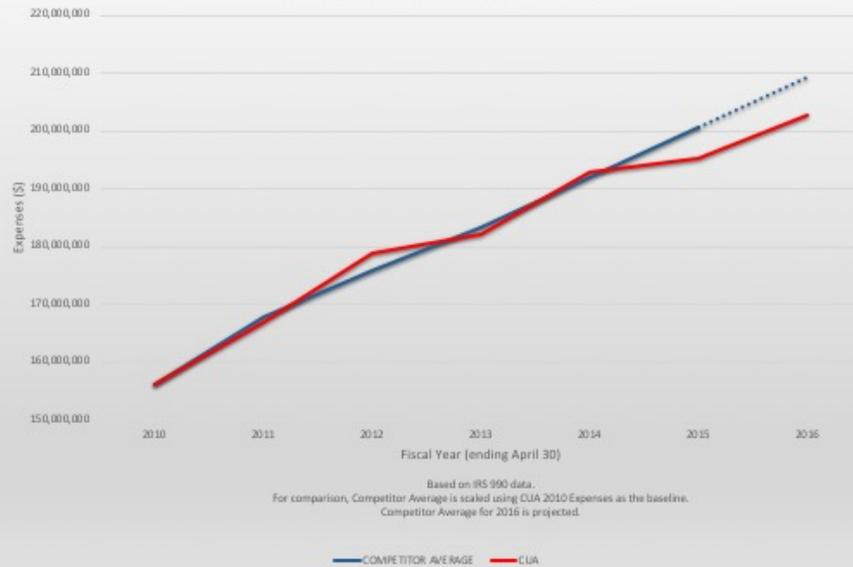
Appendix A: Revenue Data (collected from public sources by Michael Mack)



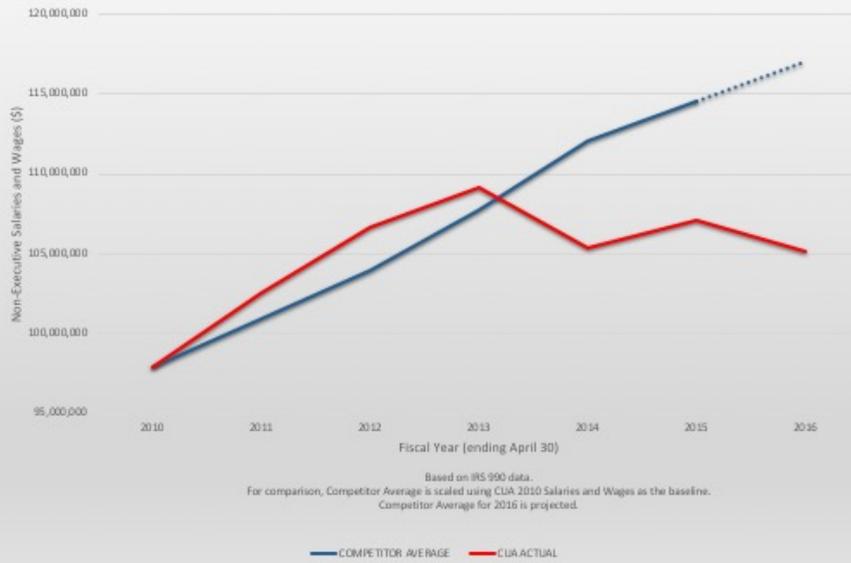
**Increase in Incoming Class Size:
2011-2015 Average versus 2006-2010 Average**



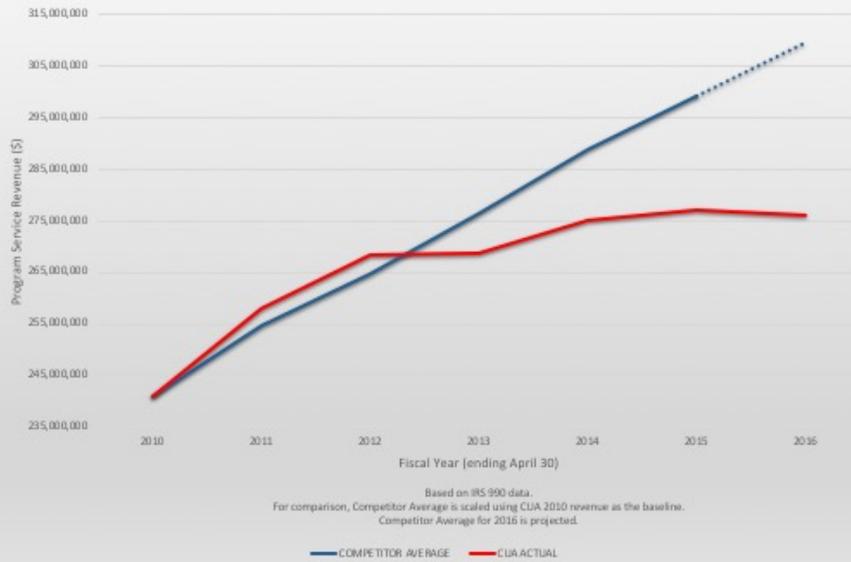
**EXPENSES (EXCLUDING NON-EXEC SALARIES AND WAGES):
CUA versus Competitors (2010-2016)**



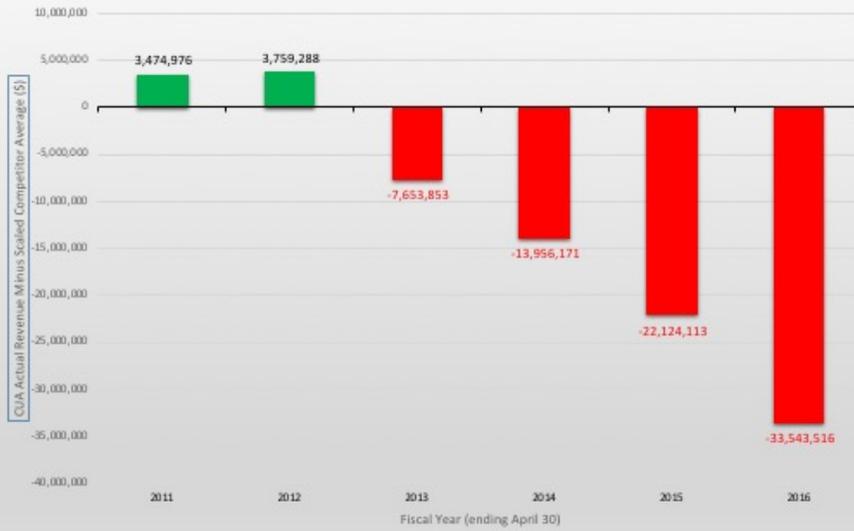
NON-EXECUTIVE SALARIES AND WAGES COMPARISON: CUA versus Competitors (2010-2016)



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.



Proposal for Academic Renewal
Review by the Committee on Faculty Academic Welfare of the Academic Senate
April 5, 2018

A. Introduction – Review and Charge of the Committee on Faculty Economic Welfare

At the Academic Senate of March 15, 2018, a resolution was adopted that read as follows: *“Be it resolved that this Academic Renewal Proposal be referred to the Senate Academic Policy, Budget and Planning, and Faculty Economic Welfare Committees, who are charged to review the proposal and to submit their reports, separately or jointly, including any recommended amendments to the Proposal, to the Academic Senate by April 5, in time for action at the April 12 Senate meeting.”* To respond to this charge, the Committee on Faculty Economic Welfare (hereafter “CoFEW” or “the Committee”) prepared the following response to the Academic Renewal Proposal (hereafter: “the Proposal”) in all its aspects, to the extent possible within the limited time allotted to the Committee.

B. General Comments on the Academic Renewal Proposal

The Committee commends the Provost for bringing forward a Proposal for Academic Renewal. The Committee agrees with the premise that The Catholic University of America has a 130-year history of excellence in teaching and research, in service to Church and Nation. The Committee wholeheartedly agrees that this history needs to be continued. The idea of an Academic Renewal Proposal is therefore an excellent strategic move to emphasize and strengthen that same academic excellence. The study of the Arts and Science Group, the results of which were (orally) reported earlier this academic year with the various constituents of the University, emphasized that The Catholic University of America is a global Catholic research university. The Committee generally endorses that idea and likewise recognizes that we are a national university with a global reach. In sum, the Academic Renewal Proposal as a vehicle for planning and positioning the University as a global Catholic research university is good. The Committee thanks the Provost for starting the renewal process.

C. Evaluation of the Academic Renewal Proposal

The Committee is of the opinion that the Academic Renewal Proposal, as it now stands, is not ready to move forward. Portions of it can be implemented now; others should be studied in more detail over the next academic year. The Committee has five general areas of concern:

1. Workload parity
2. Protection of tenure and full-time faculty positions
3. Revenue / marketing
4. Transparency and shared governance
5. Global Catholic research university

1. Workload Parity

- The Committee can in principle agree to the proposed workload adjustment of 3:3 for schools and departments designated as Undergraduate or Professional, and transition to a 2:2 teaching load for schools and programs designated as Doctoral, beginning the Fall 2018 semester.
- There has been a lack of transparency in how Kennedy & Company calculated workload per faculty member; some schools and departments have not had access to this data. Other schools that did have access to the data have noted that key courses (e.g., seminar courses) were not counted toward workload credit. This suggests that the workload estimates prepared by Kennedy & Company are based on an unclear, inconsistent, and incomplete analysis.
- Given that decisions to reduce faculty are largely based on these calculations, CoFEW strongly urges the Administration to engage with the academic units and faculty and to examine these calculations in a collaborative process to ensure that workload credits are properly reflected. The Committee therefore recommends the establishment of a committee composed of ordinary professors to fully investigate the materials.

2. Protection of Tenure and Full-time Faculty Positions

- The Committee notes that the Proposal does not address the recommendations given by the Art and Science Group, namely to increase the revenue. Instead, the only concrete measure is the reduction of 35 full time faculty. The Committee does not see how the reduction of faculty can contribute to the ambitious goals of the Proposal, and certainly not how this will maintain or advance a global Catholic research university.
- At this point, the proposal seems to be an exercise of cutting costs at the expense of faculty. The Committee is highly concerned that the idea of eliminating tenured positions is even on the table. The Committee would like to underscore that tenure is not just another form of job-security, but is at the core of academia: it protects the most cherished academic freedom, and compensates for the salaries that are not competitive. Tenure is not only an earned basis of academic freedom, it is essential to

the very notion of a collegial university of shared governance. To threaten the tenure of even one faculty member without substantial and reasonable cause determined by due process is to threaten the whole.

- The Committee therefore proposes not to touch tenured positions, as it may endanger the reputation of the University in the academic community and outside and set an extremely dangerous precedent. As perceived during the town hall meetings and other exchanges, the morale of the faculty is very low. Moreover, a commitment has been made to tenure-track faculty that we should faithfully fulfill. They should be evaluated for tenure in a normal way.
- The Committee further wishes to see the social teaching of the Catholic Church emphasized and implemented. For example, the University seems to have some problems in showing recognition to those who have served in any given capacity: in recent years, four Deans have been replaced. Yet, the way this was done was very different. The Committee would appreciate if the administration could thank these Deans for their committed service in their Schools in a similar way.
- The Committee also rejects the idea of salary-cuts as an alternative to eliminating tenured positions. In its December 2016 report to the Academic Senate, the Committee mentioned that Provost Abela had shared and discussed the most recent Faculty Salary Survey with CoFEW in its meetings of October 31 and December 5, 2016. Faculty salaries were compared with salaries at similar institutions, and the study showed that a problem of inequality was found in particular at the level of associate and ordinary professors who were initially hired at salaries below the standard. The increase they received when promoted to their current rank did not make up for that difference. The problem would be less visible in the future, since the University recently has been hiring assistant professors at salaries that are at comparable or equal to market levels. The total cost to bring all faculty up to standard was then estimated at \$3,800,000. The Committee further underscores that no cost of living increases have been given in recent years. The Committee wishes to see parity when it comes to salaries.

3. Revenue / Marketing

- The premise of the proposal – the current decline in the number of high school graduates, or, to put it in more blunt terminology, the decrease in the number of babies 18 years ago – gives an objective reason for the decrease in enrollment. However, Professor Mack’s analysis of enrollment from ten comparable universities, if correct, shows enrollment increases despite facing the same cohort context, and merits a closer examination as to why our enrollment numbers have been decreasing.
- As mentioned above, no concrete efforts to increase revenue are included in the Proposal. The Committee urges that such attention to increasing revenue be considered which would meet or exceed the budgetary savings originally anticipated by involuntary separations.

- To this end, our marketing program should immediately delineate specific near term steps – corresponding to the Art and Science recommendations – and present monthly status reports to the Academic Senate. These should be in appropriate detail to trace results to date, thereby allowing for periodic calibrations as to the most effective uses of the marketing budget.

4. Transparency and Shared Governance

- The Committee notes that faculty were not involved in the decision-making process that brought the university to the current crisis. As made clear on page 9 of the Proposal, the administration only deals with faculty “on a consultative basis”.
- The Committee puts the idea of shared governance on the table, so as to enable the faculty, staff and students to participate effectively and meaningfully in the governance of the University.
- The Committee further advances the idea of accountability of the administration and the evaluation of the administration as part of the renewal of the University.

5. Global Catholic research university

- The Committee agrees that The Catholic University of America should continue to position itself as a global Catholic research university. However, there is, in the opinion of the Committee, a disconnect between Appendix C of the proposal and the idea of academic renewal as such. The Proposal does not show how the goal – maintaining a position as a global Catholic research university – will be reached, but is merely a summing up of general ideas and recent achievements. It also fails to integrate into the global aspiration the fact that we were founded to be a national university, and this remains integral to our name, mission and identity.
- The establishment of five new Academic Centers is mentioned on page 3 of the proposal, but nowhere is it made clear that and how those centers contribute to the academic excellence of the University and that they are held accountable according to the same academic standards of the established schools and their faculty. The mere mention of the establishment of new offices is nice, but the Proposal as such does not show in detail how these new offices have made the difference and have indeed contributed to this global Catholic research university we have in mind.

D. General Proposal by the Committee

- The Committee endorses the idea of an academic renewal process.
- The Committee proposes to move forward with the parts of the Proposal that are ready for implementation:
 - the creation of a new School of Music, Visual and Performing Arts;

- the renaming of the Busch School of Business and Economics and the establishment of a department of Economics in the School of Arts and Sciences;
 - the voluntary faculty reductions;
 - the implementation of the proposed workload adjustment of 3:3 for schools and departments designated as Undergraduate or Professional, and transition to a 2:2 teaching load for schools and programs designated as Doctoral, beginning the Fall 2018 semester. Along with this implementation, a study will be made of teaching loads university-wide in the interest of establishing equitable loads, with due consideration given to service and out of classroom teaching.
- The Committee opposes in no uncertain terms involuntary severance of tenured and tenure-track faculty members. As stated before, tenure is not a form of unearned job-security. The Committee also rejects the idea of salary-cuts as an alternative to eliminating tenured faculty.
 - Likewise, the Committee opposes involuntary severance of any full-time faculty members without the opportunity for schools and departments to review and respond to the data provided by Kennedy and Company, data which is apparently the justification for such proposed severance.
 - In association with the previous points, we recommend that the goal of reducing the faculty by 35 should not be taken as an absolute value to be met by June, 2018. This goal can be held in abeyance until we see the results for next year of the marketing strategies being implemented from the Art and Science Group.
 - The decline in enrollment has been attributed to a demographic downturn, but the charts provided by Professor Mack indicate that our enrollment situation may well be more dire than demographics alone indicate. According to Mack's data, all of our peer institutions increased their enrollment while Catholic University continued a decline that has been going on for at least seven years. Our committee notes that a struggle for enrollment has been a characteristic of our administrative culture for at least 25 years. Accordingly, the committee asks for a thorough and candid review and report on the prospects for reversing this trend. If it cannot be reversed, what other options are available for maintaining the academic quality of the institution for its important graduate programs and for the education of the undergraduate students we do continue to attract? Moreover, since the Hispanic population is rapidly increasing and they are largely Catholic, this seems to be an area for marketing emphasis.
 - We propose that, in continuance of the process of academic renewal into next year, a proposal for genuine shared governance between the faculty and the administration be developed and presented by the end of next academic year. Likewise, an effective system of evaluation of administrators will be proposed at the same time.
 - In support of this proposal, we note that Catholic University traditionally relied on full professor members of the faculty to occupy administrative positions. There has been in the last few decades a trend away from this governance. We believe that

members of the faculty, especially those tenured as professors and able to judge independently of institutional pressures, should play a role in future governance of the university.¹

- This proposal needs an institutional structure. A committee should be charged particularly with designing such a mode of governance, perhaps taking as model the history of the university in this regard.
- The Proposal needs to show how the goal – maintaining a position as a global Catholic research university – will be reached. Therefore, the Committee proposes that we continue the discussion on the Proposal over the next academic year 2018-19, with the goal of having a detailed Academic Renewal Proposal ready by May 2019.

E. Proposed Amendments to the Academic Renewal Proposal

The first part of the resolution is modified as follows:

1. The overall goals and direction of this Academic Renewal proposal are affirmed by the Academic Senate. Further, the Provost is asked to refine the Proposal and to present by the end of the next academic year 2018-19, after consultation with and in collaboration with faculty, students, staff and administration, an Academic Renewal Proposal that has matured and that shows precisely and in detail how the university will function as a global Catholic research university.

In number 2, a, iv, the word “Selected” is taken out.

Number 5 is modified as follows:

5. A reduction of approximately 35 full time faculty be implemented, if possible effective the end of the Spring 2018 semester. Currently this includes approximately 25 faculty who have indicated their intention to leave voluntarily—the majority by taking the current Retirement Incentive—~~and the balance whose contracts will not be renewed, or whose tenured positions will be eliminated. No tenured faculty will be terminated involuntarily. The final numbers will not be known until the end of April, when all intentions for voluntary withdrawal have been submitted. It is possible, indeed highly desirable, that through these voluntary withdrawals and other efforts, no involuntary reductions will be required. The current estimate of the specific reductions by school and department is attached in Appendix C.~~

The following number is added:

7. As part of the ongoing Academic Renewal, a proposal for effective shared governance will be developed and presented by the end of next academic year. Likewise, an effective system of evaluation of administrators will be proposed at the same time.

¹ The program of the convocation of the class of 2021 lists the academic deans and the members of the administration. Of the 14 academic deans, only 11 deans or 78% have a doctoral degree. Among the 22 members of the administration listed on the program, only 7 administrators (or 31%) have a doctoral degree.

**APPENDIX 4:
RESOLUTIONS & STATEMENTS
FROM FACULTY GROUPS
SUBMITTED TO
AD HOC COMMITTEE**

TO: Dr Greg Doolan, Chair Ad Hoc Committee

FROM: Faculty and Administration of School of Architecture and Planning

DATE: 4.30.18

RE: Comments Regarding the Academic Renewal Proposal

TIME CONSTRAINTS: REQUEST FOR MORE TIME

Finding adjunct professors – Time is short to secure instructors as professional architecture offices secure work flow deadlines in June for September.

Notifying students - It is unethical to make such dramatic changes to our school without having informed our students. They should be able to offer their comments and concerns and we should address them. Issues surrounding potential faculty changes have not been clear enough to present something concrete to our students. Therefore, there has not been appropriate time to flush this out with them. With them leaving for the summer, they will go away and return to a different school.

Our suggestion would be to roll out a new plan for spring 2019 to allow transition to occur fall 2018.

HIRING ADJUNCTS – REQUEST TO TRANSITION HIRING OF LARGE NUMBER OF ADJUNCTS

Architecture would need to hire adjuncts to teach approximately 64 units (1/2 of 131 units). While adjuncts offer an invaluable benefit to our School, they need vetting, mentoring and training. It would be foolish to assume that we can hire 12-18 new adjuncts, within a few months, who can engage effectively in a teaching process (more than giving information and opinions) and follow legal requirements (FERPA, Title IX).

INCREASE TEACHING LOADS – REQUEST TO BALANCE TEACHING LOADS CAMPUS WIDE

If CUA wants to be a global powerhouse via graduate research, it will not happen by increasing teaching. The goal has only the 'doctoral' programs in mind, but it is misleading in terms of architecture. In our field, a PhD is not a terminal degree and graduate work/research does occur at the master's level. Definitely some of the faculty actively engage in research. Unless CUA accepts that our school to be mediocre (i.e., not world-class), extra teaching will not deliver a global research institution.

UNBALANCED CREDIT CALCULATIONS: REQUEST FOR ADJUSTMENT

Based on the data chart, musical instruction is considered more credits due to contact hours.

Architecture studios are not considered more credits even though they are 6 credit classes with 12 required contact hours. We request that this inconsistency be adjusted in the course equivalency chart

QUESTION OF LEGALITY OF FIRING TENURE FACULTY – REQUEST FOR RATIONALE FOR FIRING TENURE FACULTY

The faculty handbook does not define how our university administration can fire tenured faculty. We request that an explanation be provided in writing as to how this can be considered legal. We urge the administration to consider the

cost of firing tenure faculty in terms of the negative exposure, CUA will receive in the community, to potential students, their parents, alumni, professionals, and other universities.

FINANCIAL SUGGESTIONS – RECOMMENDATIONS TO SAVE MONEY FOR FALL 2018 – ONE-TIME ACTIONS

Individual unit voluntary teaching load adjustments/increases where feasible

Campus wide salary decrease for faculty and administrators

Spend less on campus beautification (incoming donations provide support for this currently) for this coming academic year, in order to balance the budget, allowing more time to work with the faculty and deans/chairs to devise a plan of cleaning house which will result in less spending and increase enrollments.

CLARITY ON ORIGINAL PREMISE OF RENEWAL PLAN – REQUEST FOR EXPLANATION OF PREMISE

The primary goals of the renewal plan are twofold:

- To support graduate research to enable us to be a global research institute
- To balance the budget for fall 2018 and stabilize the university financially

Regarding finances, the Provost states that we will be in financial trouble due to a decrease in the pool of fresh high school graduates entering universities. The US Department of Education shows an increase of 11% high school graduate over the next few years. Please clarify the Provost's position on this.

RESPONSE TO MIKE MACK'S DATA – REQUEST FOR RESPONSE TO COMPETITOR'S DATA

Mike Mack's data shows how since 2006 our competitors have improved their enrollments and economic situation while we have been declining. Therefore, this suggests that our current condition is not due to geographic climate, rather to internal management and decisions. While the data has circulated campus wide, the Provost has not explained how this can be true in light of his positioning of CUA's problems.

COMMUNICATION WITH THE BOARD OF TRUSTEES – PLEA TO COMMUNICATE THE FACULTY'S POSITION

Based on feedback and discussion from all open town hall meetings, the faculty do not support the proposal in its entirety. In fact, the faculty outright reject a portion of the proposal. A document addressed to the Senate and to the Board of Trustees should be compiled, summarizing the faculty's position on the renewal plan.

Resolution of the Faculty of the School of Arts & Sciences
The Catholic University of America
(Revised 24 April 2018)

Whereas the faculty of the School of Arts and Sciences has received the Provost's plan for terminating 35 faculty positions as a means for "Academic Renewal," be it resolved instead that the aforesaid faculty requests that the administration of the Catholic University of America close its \$3.5 M budget deficit (caused by the failure to meet enrollment targets) by other means. While the aforesaid faculty is acutely aware of the University's financial difficulties, it recommends a more prudent course of action: increasing enrollments with new marketing plans; intensifying development initiatives; and implementing the recommendations contained in the Art & Science Consulting Group report, thus allowing time to reap the benefits of all such plans. Moreover, all these strategies, along with other viable alternatives, should be pursued to close the budget deficit in a manner that is not solely derived from faculty elimination, which runs contrary to the goals of academic renewal. We specifically object to involuntary layoffs, to the setting of teaching loads according to a tiered division of faculty, and we repudiate the plan to eliminate tenured and tenure-track faculty positions without cause as stated in Appendix C of the plan for "Academic Renewal." Pursuing such a plan would harm the morale of both the faculty and the student body, would irreparably damage the reputation of the university in the marketplace of higher education, and would add to the deficit when the negative publicity generated by such a course of action inevitably impacts enrollment and labor lawsuits are filed. Moreover, pursuing faculty terminations would strike a blow at core Catholic values that aim to respect the dignity and promote the welfare of each human person. Therefore, united in the belief that it is premature to adopt such a plan, the faculty further resolves to urge the Board of Trustees to approve deficit spending for FY 2019 in order to provide the required time for a more considered plan to be developed in collaboration with members of the faculty that achieves a balanced budget in a manner that is also congruent with the University's aims to maintain high quality instruction on the undergraduate and graduate levels and to fulfill its self-identification as a global Catholic research university.

Ballot

Please mark only one response below:

Yes (In favor of resolution stated above) _____

No (Not in favor of the resolution stated above) _____

Abstain _____

To: The Catholic University of America Academic Senate Ad Hoc Committee
From: Nora Heimann & Katherine Jansen
Re: Resolution from the faculty of the School of Arts & Sciences
Date: 5/2/18

Results of the Voting on the Resolution of the Faculty of the School of Arts & Sciences:

Background:

This resolution was proposed during the faculty meeting of the School of Arts and Sciences on 17 April 2018 and represents unfinished business of that meeting. Because the resolution came late to the floor, and the meeting came to a close before the resolution could be fully drafted, many of the faculty worked together afterwards to draft the resolution stated below with the intention to give faculty from the School of Arts and Sciences the opportunity to vote on it.

The resolution below emerges from the desire of the Faculty of the School of Arts and Sciences to respond constructively to the Provost's invitation that others provide an alternative to the "Academic Renewal" plan.

1. Vote on the Resolution from the Faculty of the School of Arts & Sciences:

- **18 out of 18 Departments voted**
- **115 out of 144 Full-time faculty voted (79.8% representation)**

Of the **115 votes** cast by full-time members of the faculty of the School of Arts & Sciences:

- **110/115 YES** votes in favor of the resolution (**95.6%**)
- **2/115 NO** votes (**1.7%**)
- **3/115 Abstain** votes (**2.6%**)

2. Vote on the same Resolution from the Chairs and Program Directors of the School of Arts & Sciences

- **16 out of 20 Voted (18 Chairs & 2 Program Directors)**

Of the **16 votes** cast by chairs and program directors of the School of Arts & Sciences:

- **16/16 YES** votes in favor of the resolution (**100%**)

- **0 NO** votes

- **0 Abstain** votes

From: Kurt Martens martens@cua.edu
Subject: School of Canon Law on Academic Renewal
Date: April 30, 2018 at 2:21 PM



To: Gregory T. Doolan DOOLAN@cua.edu, Claudia Bornholdt bornholdt@cua.edu, Ann K Corsi corsi@cua.edu, Petra Goodman goodmanp@cua.edu, Joseph J Shields shields@cua.edu, Esther Hudson 43hudson@cua.edu, Jonathan Weiss 95weiss@cua.edu, Patrick Tuite tuite@cua.edu

Cc: Ronny E Jenkins jenkinsr@cua.edu, Nancy Ann Bauer bauer@cua.edu, John P Beal beal@cua.edu, William L Daniel danielw@cua.edu, Rev. Robert J. Kaslyn kaslyn@cua.edu, Kurt Martens martens@cua.edu, Grace-Ann Lewis lewisgl@cua.edu

Dear professor Doolan,

The Academic Renewal Proposal of Provost Abela was discussed at the faculty meeting of the School of Canon Law on April 10 and again on April 27, 2018. The faculty tasked me, the recording secretary, to convey to your ad hoc committee the results of our deliberations.

The faculty unanimously agreed to uphold tenure and, in the event of termination of faculty, the faculty handbook should be meticulously followed. The faculty further noticed the disconnect between appendix C and the goals set in the Academic Renewal Proposal.

We thank you for your work in the ad hoc committee.

Kind regards,

Kurt Martens
recording secretary, faculty meeting School of Canon Law

Memorandum

To: Dr. Joseph Shields, Ad Hoc Committee (AHC) of the Faculty Senate

From: Faculty and Administrative member so NCSST

Re: Academic Renewal Plan (ARP)

Date: April 26, 2018

There is unanimous agreement on the following points.

The solutions proposed in the ARP do not address the presenting problem; in fact these proposals create additional problems that undermine the Administration's goal to improve student enrollment, faculty recruitment, school rankings, and national/global reputation.

NCSST wishes the AHC to base its feedback to the Senate within the context of the CUA Mission, Catholic Social Teachings, Social Justice/Equity Issues, and Ethical Principles

We specifically ask the Ad Hoc Committee to:

- Support the Resolution developed by Arts and Sciences with one amendment that recognizes the Board of Trustees has already approved deficit spending for AY 2018-2019
- Reject the three-tier division of university faculty into research, professional, and teaching units as well as the workload proposals for these units.
- Reject the proposal to fire tenured faculty members
- Acknowledge the Faculty Handbook as one of the governing documents of the University
- Include Michael Mack's analyses as part of the AHC official record
- Verify that formal communication between faculty and the Board of Trustees is not permissible, except in cases where personal relationships are developed. Provide citations.
- Address the pathways available for Faculty to communicate formally with the Board of Trustees in cases where there is disagreement on a Senate Report provided to them.
- Include data on administrative salaries and bonuses as part of all financial analyses
- Include the Committee Reports from Budget and Planning, Graduate Board, and Academic Policy as part of the AHC official record
- Request that the Administration take temporary pay cuts to protect the quality of education and research, demonstrating student-centeredness. See Toyota Corporation as case illustration.

To: Andrew Abela, Provost
Gregory Doolan, Chairperson of Ad Hoc Senate Committee on Academic Renewal

Date: Friday, April 27, 2018

The Senior Faculty of the School of Philosophy has met to discuss the Academic Renewal Proposal. We agree that, on the whole, the proposal contains important ideas that will help the University address some of its central challenges. Focusing here on the provisions in the Proposal whereby tenured appointments would be terminated involuntarily, we wish to say that we find those provisions to be problematic for the following reasons:

- 1) Despite the efforts to conform to the Handbook, these provisions clearly deviate from the terms of the Handbook. We are concerned that terminating tenured appointments in this way is inconsistent with the University's legal and ethical obligations to honor contracts.
- 2) Terminating tenured appointments in this way will make attracting and retaining excellent faculty more difficult.
- 3) Terminating tenured appointments in this way will produce an appearance of instability and controversy, making it difficult to attract students and donors.
- 4) Terminating tenured appointments in this way will have a negative impact on the morale of current faculty, whose morale is already weakened by financial measures taken over the past few years.

The Academic Renewal Proposal can achieve much good. It would be a shame were it to be undermined by problems resulting from the termination of tenured appointments as envisioned in the Proposal. Other ways to cut costs ought to be found.

**APPENDIX 5:
Summary from
the Town Hall Discussions**

Academic Renewal Town Halls
Ad Hoc Committee, Academic Senate

Summary of Major Points

1. Support integration of the Performing and Visual Arts and Music into one school, the *School of Music, Visual, and Performing Arts*
2. Support move of the Department of Economics back into the *School of Arts and Science*.
3. Removal of faculty
 - a. Opposed to removal of faculty for it will result in:
 - 1) The decimation of programs with eventual closure
 - 2) Inability to develop new programs
 - 3) Reduction and elimination of research
 - 4) Reduction in status as a global university and global research university
 - 5) Loss of specialized content experts
 - 6) Reduce quality of programs
 - 7) Increase faculty: student ratio
 - 8) Adversely affect hiring of faculty for lack of job security affiliated with tenure status
 - 9) Adversely affect marketing and enrollment due to availability of limited courses and programs, and increased faculty: student ratios
 - 10) Loss of collaborative partnerships with community industries
 - 11) Loss of internships and networking with community industries for student job opportunities
 - 12) Damage to morale of students and faculty and reputation of CUA
 - 13) Potentially generate a national backlash
 - 14) Reduction in faculty scholarship and student mentorship
 - 15) Decreased collaboration for use of labs
 - 16) Potential future loss of degrees
 - 17) Increased class sizes
 - 18) Lack of availability of courses due to loss of content experts
 - 19) Student transfers to other schools due to lack of availability of courses and unsourced programs
 - 20) Unavailability of comprehensive programs and degrees
 - 21) Result in unionization and lawsuits, adverse press releases, and protests
 - b. Substantiate “other reasons” for removal of faculty
 - c. Evidence to support faculty cuts and generation of cost-savings
 - d. Delineate timeframe for faculty dismissal from point of notification to actual termination
 - e. During transition period, continuation of benefits for faculty who are voluntarily or involuntarily separated
 - f. Clarity regarding sustainability of academics following faculty cuts
 - g. Protections for tenured, untenured, contract, and clinical faculty in reference to involuntary separations
 - h. Firing of tenured faculty is unprecedented and establishes precedence for abuse of freedom of speech and power

- i. Close programs before firing faculty
 - j. Process for involuntarily separation of faculty when they already are assigned to teach courses for Fall 2018
 - k. Reduction in faculty does not support increased enrollments and a larger student population
 - l. Justification for cuts in the humanities for such programs also conduct research
 - m. Replace amendment that tenured faculty will not be involuntarily separated
4. Faculty workload
- a. The calculation of workload needs to incorporate credit for dissertation guidance, contact hours, lab work, and other course workload
 - b. Basing workload equivalency on credit hours does not provide an accurate representation of workload for an equal teaching load does not equate to equal workload
 - c. Create a Unit Standards Committee that addresses workload
 - d. Designation of unit teaching loads is constrictive, hampers research and other scholarship, damages morale and esprit de corps, and creates inequities and hostility
 - e. Allow Chair and Dean to manage faculty workload based on development of a university workload standardization policy generated from an extensive evaluation of workload across the university
 - f. Penalizes researchers in units not designated as doctoral units
 - g. Discourages development of research
5. Finances
- a. Provide comprehensive financial plan and how plan improves the financial situation
 - b. Clarify how the cost-savings related to faculty cuts will be used
 - c. Indicate if further faculty cuts will be implemented if we do not meet target enrollment goals next year
 - d. Detail information on administrative cuts and how administration is generating cost-savings and investment
 - e. Identify if revenue will be used for renovations of facilities, particularly classrooms, labs, and other academic student areas
 - f. Explain use of revenue from on-campus housing
 - g. Justify reduction in academic budget and lack of expenditure of revenues on students
 - h. Explain claim that there is no financial crisis, yet mandating drastic cuts in faculty invokes financial exigency
 - i. Request deficit spending for improvement of facilities and programs to increase enrollments
 - j. Consider executive salaries in cuts to meet deficit
 - k. Severe discrepancies between administrative and executive salaries and faculty, to include adjunct faculty, are not in alignment with Catholic social teaching
 - l. Current voluntary separations of 21 faculty results in cost-savings of \$2,100,00. To cover remaining deficit, use surplus in the academic budget and deficit spending
 - m. Need comparative analysis of CUA versus peer institutions

- n. Allow one additional year for analysis of financial deficit issue and development of resolutions
6. Enrollments
- a. Justify linkage between faculty cuts and right-sizing the university and between faculty cuts and resolution of low enrollments
 - b. Identify strategy for recruitment of students
 - c. Examine availability of additional financial aid for students as incentive for enrollment
 - d. Expand marketing to international students
 - e. Examine why current marketing strategy has not resulted in increased enrollments
7. Transparency
- a. Regarding premise and analysis for initiatives and faculty cuts
 - b. Regarding implications of faculty cuts
 - c. Regarding cuts in other areas of the university
 - d. Lack of transparency has resulted in transmission of ingenuous information to new students
 - e. Provide calculation of faculty workload and how data resulted in faculty cuts
 - f. Explain failure of Kennedy and Company to develop accurate department/school models based on workload and other allowable absences such as maternity leave and failure to provide analyses to justify faculty cuts
 - g. Eliminate external consulting firm during a time of a budget deficit
 - h. Explain faulty citation of national statistics regarding student financial aid and high school graduates
 - i. Implement dissemination of detailed information to students, staff, and faculty in a timely manner and via multiple venues
 - j. Clarify the use of tuition and housing revenues
 - k. Clarify how CUA will achieve global research and global university status considering faculty cuts for faculty directly contribute to these initiatives
 - l. Clarify effect on undergraduate and graduate education for students
8. Adjunct faculty
- a. An additional expense
 - b. High turnover rate
 - c. Adverse effect on students who expect that classes are taught by full-time faculty
 - d. Adverse effect on enrollments for students expect class instruction by full-time faculty, particularly, in light, of high tuition rates
 - e. Lack of availability for students
 - f. Lack of investment in courses, student academics, department/school, and university
 - g. Less responsibilities than full-time faculty
 - h. Only offering class availability at times convenient to adjunct faculty
 - i. Lower quality of teaching than provided by full-time faculty
 - j. No research
 - k. Adverse reflection on CUA signifying that CUA does not value faculty, job security, and student academics for it seeks to hire adjunct faculty at an extremely low market value

1. Does not represent replacement for faculty for adjunct faculty lack content and teaching expertise

Additional comments: Students do not support full proposal. Students voice that they were misled for they were not aware that new initiatives were based on the loss of 35 faculty.

**APPENDIX 6:
SUMMARY
OF SURVEY RESULTS**

Ad Hoc Committee on Academic Renewal Survey

Summary of Results

INTRODUCTION

The Ad Hoc Committee on Academic Renewal conducted a survey of the members of the Catholic University of America community. The purpose of the survey was to assess the opinions of the faculty, students and staff on some key elements of the Academic Renewal (AR) proposal as well as to assess opinions on the content of the amendments offered by the Academic Policy Committee (APC), the Budget and Planning Committee (BPC), and the Committee on Faculty Economic Welfare (CoFEW). The purpose of this report is to present a summary of the key findings of the survey.

RESPONDENTS

Of the 543 individuals who responded to the survey, 36% were faculty, 26% were undergraduate students, 23% were graduate students and, 15% were staff.

ELEMENTS OF THE ACADEMIC RENEWAL PROPOSAL (See Table 1)

1. Implications for enhancing the research reputation and teaching mission of the university.
 - Overall about one-fourth (25%) of the respondents agreed that the proposal would result in strengthening research and teaching. However, over 40% of the staff respondents agreed.
2. Academic reorganization.
 - The majority of the respondents (55%) agreed to a reorganization of Music, Drama, and Art into a school of performing arts. However, the graduate student respondents were less supportive.
 - With the exception of staff, less than half of these respondents supported relocating economics back into the School of Arts and Sciences. The majority of the respondents to this item were in the “neither approve nor disapprove” category.
3. Doctoral student support.
 - With the exception of the undergraduate student, most of the respondents agreed that doctoral student scholarships and stipends need to be increased.
4. Faculty workload
 - There is not wide spread agreement on faculty workload and the designation of faculty into “undergraduate”, “professional” and, “doctoral” categories.
 - There is agreement across categories that tenure and promotion criteria need to be adjusted to reflect teaching loads.
5. Reduction of Staff
 - Few of the respondents agreed that the reduction of 35 full-time faculty will have a positive effect on the teaching and research mission of the university.

6. Tenure

- With the exception of staff, the majority of faculty (78%), undergraduate (72%), and graduate students (68%) agree that no tenured faculty should be non-voluntarily separated from the university.
- There is less agreement on who should have responsibility for terminating tenured faculty.

7. Shared Governance

- There is little satisfaction with the decision-making processes in place currently in the university.
- There is strong support that a plan for shared government be developed and implemented and that any changes made as a part of academic renewal be consistent with the Faculty Handbook.

AMENDMENTS TO THE ACADEMIC RENEWAL PROPOSAL (See Table 2)

The majority of the respondents approve of the amendments proposed by the APC, BPC and CoFEW. Over half of the respondents approved of 8 of the amendments.

These include:

- Not proceeding until the data has been validated (81%).
- Develop a process to evaluate the reorganization efforts (75%).
- Broaden recruitment and marketing strategies (83%).
- Develop a committee to review and make recommendations on teaching loads (65%).
- Show how the university will function as a global Catholic research university (72.6%)
- No tenured faculty will be terminated involuntarily (68%).
- A proposal for effective shared government will be developed (72%).
- A system for the evaluation of administrators will be developed (80%).

Table 1: Percent Responding “Strongly Agree” or “Agree” to Elements of the Academic Renewal Proposal

Item	Total (n=543)	Faculty (n=197)	UG Students (n=139)	Grad Students (n=123)	Staff (n=81)
Q2: The proposal for academic renewal, if implemented, will strengthen the research standing of the university.	28.4	20.5	25.5	33.3	42.5
Q3: The proposal for academic renewal, if implemented, will strengthen the teaching mission of the university.	25.5	20.0	19.0	27.6	43.8
Q4: The School of Music and the Departments of Art and Drama should become a new school of performing arts.	54.5	52.6	53.3	45.5	75.0
Q5: The economics faculty should be moved into the School of Arts and Sciences as a Department of Economics.	43.7	52.3	32.4	35.8	53.8
Q6: The University must make a significant increase in doctoral student scholarships and stipends.	69.5	83.2	40.7	86.2	61.3
Q7: Faculty workload for units designated “Undergraduate” or “Professional” should be 3:3.	44.2	44.2	34.8	42.3	60.5
Q8: Faculty workload for units designated “Doctoral” should be 2:2.	43.5	48.2	28.9	46.3	50.6
Q9: As stipulated by the Faculty Handbook, all faculty should have a 3:3 teaching load with university agreed upon reductions for doctoral dissertation supervision.	42.9	43.1	35.6	40.2	60.0
Q10: The designation of units into categories such as “Undergraduate”, “Professional”, and “Doctoral” is a good idea.	43.4	30.1	49.3	51.2	51.9
Q11: Tenure and promotion criteria need to be adjusted to reflect teaching loads.	71.7	77.9	64.4	65.0	80.8
Q12: The reduction of 35 full time faculty will have a positive effect on the teaching mission of the university.	14.2	10.2	9.6	14.6	26.6
Q13: The reduction of 35 full time faculty will have a positive effect on the research mission of the university.	11.4	12.2	8.1	10.6	13.9
Q14: On the sole basis of academic renewal, no tenured faculty person should be non-voluntarily separated from the university.	68.2	78.1	71.5	68.3	41.3
Q15: The dismissal of tenured faculty is the responsibility of the Committee on Appointments and Promotions of the Academic Senate.	40.2	49.7	36.5	34.1	36.3
Q16: The Provost should have the responsibility for terminating tenured faculty persons.	25.3	16.8	29.9	25.2	36.3
Q17: I am satisfied with the way important decisions are made at this university.	17.7	11.7	14.6	22.8	27.5
Q18: It is important that a plan for shared governance be developed and implemented at this university.	74.2	81.1	72.2	67.5	75.0
Q19: It is important that any changes implemented as part of academic renewal be consistent with the Faculty Handbook.	82.9	86.8	83.2	80.3	80.0

Table 2: Percent Reporting “Approve” or “Strongly Approve” to Amendments to the Academic Renewal Proposal

Item	Total (n=547)	Faculty (n=139)	UG Students (n=139)	Grad Students (n=123)	Staff (n=81)
Q20: Do not proceed with faculty cuts until the data guiding decisions has been validated.	81.4	80.6	91.2	86.2	62.5
Q21: Develop a deliberative process among stakeholders to evaluate the proposed reorganizations.	75.2	77.0	75.7	79.7	67.5
Q22: Delete the following statement from the Executive Summary “This will enable students over time to have more of their courses taught by faculty who are leaders in their research fields.”	39.4	52.3	35.3	31.7	30.9
Q23: Following recommendations from the Art and Science Group, the university needs to broaden its recruitments and marketing strategy.	83.3	86.8	83.2	74.6	01.4
Q24: Current teaching loads will be maintained for 2018-2019. A Senate committee, in consultation with the Provost, will review and make recommendations concerning realignment of teaching loads.	64.9	66.3	64.0	71.3	57.5
Q25: Refine the Academic Renewal Proposal so that it shows precisely how the university will function as a global Catholic research university.	72.6	77.2	72.8	71.3	66.7
Q26: No tenured faculty will be terminated involuntarily.	67.8	74.6	77.9	68.3	38.3
Q27: A proposal for effective shared governance will be developed and presented to the Academic Senate by the end of the 2018-2019 academic year.	71.9	76.6	70.1	73.2	66.3
Q28: A system for the evaluation of administrations will be developed and implemented by the end of the 2018-2019 academic year.	80.0	87.3	75.7	77.9	76.9