

# **UNO Faculty Senate Meeting, October 23, 2013**

## **Innsbruck Rooms A-B, UC**

### **1. Call to Order and Welcome**

The meeting was called to order at 3:02 PM by Dr. Elaine Brooks

### **2. Roll Call**

#### **Current roster of Faculty Senators**

Administration	Rachel	Kincaid	(13-14)	Present
Staff Council	Brian	McDonald	(13-14)	Present
For				
D.Rodriguez				
SG President	Brandon	Bonds	(13-14)	Absent
Alumni Assoc.	Dinah	Payne	(13-14)	Excused
Adjunct	(vacant)		(13-14)	
Business	Dinah	Payne (SE)	(13-14)	Excused
Business	James	Logan	(12-15)	Excused
Business	Matt	Zingoni	(12-15)	Absent
Business	Cherie	Trumbach	(11-14)	Present
Business	Mark	Reid	(13-16)	Absent
Business	Christy	Corey	(13-16)	Present
Business	Ivan	Miestchovich	(13-16)	Present
Education	Richard	Speaker (SE)	(13-16)	Excused
Education	Zarus	Watson	(12-15)	Present
Education	Polly	Thomas	(13-16)	Present
Education	Matt	Lyons	(11-14)	Present
Education	Paul	Bole	(11-14)	Present
Engineering	Enrique	La Motta (SE)	(11-14)	Excused
Engineering	Malay Ghose	Hajra	(12-15)	Excused
Engineering	Nikolaos	Xiros	(12-15)	Excused
Engineering	Dimitrios	Charalampidis	(13-16)	Absent
Liberal Arts	Steve	Striffler (SE)	(11-14)	Present
Liberal Arts	Robert	Montjoy	(13-14)	Present
Liberal Arts	John	Kiefer	(11-14)	Present
Liberal Arts	Christine	Day	(11-14)	Present
Liberal Arts	Elaine	Brooks	(12-15)	Present
Liberal Arts	Peter	Yaukey	(12-15)	Excused
Liberal Arts	James	Lowry	(12-15)	Present
Liberal Arts	Marla	Nelson	(12-15)	Present
Liberal Arts	Vern	Baxter	(12-15)	Present

Liberal Arts	Beth	Blankenship	(12-15)	Present
Liberal Arts	Connie	Atkinson	(11-14)	Present
Liberal Arts	David	Beriss	(11-14)	Present
Liberal Arts	Alison	Arnold	(11-14)	Present
Liberal Arts	Andrew	Goss	(13-16)	Present
Liberal Arts	Renia	Ehrenfeucht	(13-16)	Present
Liberal Arts	Laszlo	Fulop	(13-16)	Excused
Sciences	Jairo	Santanilla (SE)	(12-15)	Present
Sciences	Elizabeth	Shirtcliff	(11-14)	Present
Sciences	Greg	Seab	(11-14)	Present
Sciences	Steven	Shalit	(11-14)	Present
Sciences	Mark	Kulp	(11-14)	Excused
Sciences	Leonard	Spinu	(12-15)	Excused
Sciences	Vassil	Roussev	(12-15)	Present
Sciences	Nicola	Anthony	(13-16)	Absent
Sciences	Steve	Rick	(13-16)	Present
Sciences	Tu	Shengru	(13-16)	Present
Library	Connie	Phelps (SE)	(12-15)	Excused
Library	Marie	Morgan	(13-16)	Present

### **3. Approval of minutes from the 9/24/13 meeting:**

\_\_\_\_Dr. Ivan Miestchovich \_\_\_\_\_ moved and \_\_Dr. Greg Seab\_\_\_\_\_ seconded to approve the minutes of the 9/24/13 meeting. The motion passed unanimously.

### **4. Announcements from the Faculty Senate President (Dr. Elaine Brooks):**

- a) The Faculty Senate Executive Committee subcommittee is working on the By-Laws; some changes are cosmetic, some are more substantial. They will be brought to the next meeting, and there will be two months for review before we vote on them at the first spring meeting (January 27, 2014).
- b) President Fos is in Baton Rouge, so she wanted to announce that, beginning this year, the two recipients of the teaching awards given by the Alumni Association will receive a \$2,000 increase in their base salary.
- c) There has been a proposed addition to the transfer policy that only 20% of a major's course requirements may be transferred. The proposal has been presented to the Advisors Council, the Dean's Council, and Courses and Curricula. All faculty will be polled about this information by receiving an email through their deans; the results will go to Courses and Curricula, which will meet on November 6 and make a decision whether to use the proposed new language. In response to Dr. James Lowry's question, Dr. Brooks said that there will be a separate meeting on when this would be implemented.

Dr. Christine Day asked if this was a University decision. Dr. Andrew Goss said that he would be happy to send out the results of a survey, and that there is no UL System mandate about this specific rule. He had looked at various peer and Louisiana universities and found a lot of differences. Many have the policy at the college level, which UNO has right now. Only Jackson State has anything as stringent as this; most universities that he looked at have between twelve and eighteen credits required of the major in residence. Dr. Goss is happy to go on record that he is opposed to the 80% as there are all kinds of repercussions on our transfer students. LSU has 25%; SLU has 50%; ULL has college-level rules. He has a document that outlines this that he will be happy to send to anyone who asks. Dr. Vassil Roussev asked Dr. Goss to send it out to the whole Senate. Dr. Cherie Trumbach added that she is on Courses and Curricula, and most think that the number is too high, with too high an impact. The latter are in the midst of trying to figure out various scenarios to see how much students would be impacted and to what extent. Dr. Lowry suggested that if all faculty are going to be asked, why not send the afore-mentioned document to Dr. Brooks to send out to all faculty. Dr. Brooks has a copy, and she will send it out today. Dr. Seab requested that it be included in the minutes so that we can find it three years from now (**see Appendix 1**).

## **5. Committee reports:**

### **Academic Freedom, Tenure and Professional Ethics Committee – Report on faculty work load policies, including a work load policy for instructors, and annual faculty performance evaluation (Dr. Vern Baxter; see Appendix 2):**

Dr. Brooks asked if the Committee has a chair, and Dr. Baxter replied that Dr. Renia Ehrenfeucht is the chair, but that he wrote the resolution so he will present it. The Committee met after the last Senate meeting and had reason to believe that the Senate does not want quantification, but that certain colleges could use quantification if they wanted to do so. The Committee came up with two resolutions: (1) Elimination of the required quantification of distribution of faculty effort; and (2) development of an instructor policy.

Regarding the first resolution, Dr. Polly Thomas said that since we got this today, she did not have time to compare the original document with the proposed changes, but in general she likes what the Committee has done. Dr. Trumbach also did not have time to go back to the original document, but she stated that typically the weight is a measure of importance and the rating is a measurement of effort. She would feel more comfortable if the resolution said “the distribution of faculty effort” wherever it says “faculty effort” and wanted to make such a motion. Dr. Baxter accepted this as a friendly amendment, so no vote was necessary. Dr. Trumbach also asked if the resolution specifically says that colleges and departments will come up with their own policy, and the response was yes.

Dr. Brooks then asked if everyone felt that they had enough time to review and vote on the resolution. Dr. Thomas moved and Dr. Christy Corey seconded to suspend the rules and take it up today. Dr. Seab expects that we will have to look at this again after it is redrafted, but he accepts it.

There was a vote to suspend the rules, followed by a vote on the motion to approve the resolution. There being only one “no” vote to approve the resolution, the motion carried.

Dr. Baxter moved on to the second resolution, which called for a committee to develop a workload and evaluation policy for full-time and part-time faculty members hired primarily to teach.

Dr. Thomas asked for a friendly amendment to include one professor of professional practice as well. Mr. Steven Shalit asked Dr. Thomas how many professors of professional practice there are, to which she responded six. He replied that there are fifteen instructors. Ms. Alison Arnold stated that she was not opposed to the addition as they all have the same job classification. Dr. Goss asked if there was a minimum number for the committee, and Dr. Ehrenfeucht said no. Dr. Thomas would really like to have that kind of professional on the committee; there are about twenty-four or twenty-five faculty in her college and one-fourth of them are professors of professional practice. She is not sure that what they do is different from instructors or not.

Dr. Baxter had no objection to the friendly amendment. Dr. Seab suggested another friendly amendment that the resolution read “Be it resolved that Provost Payne be asked to convene a committee …” since we cannot order him to do so. Dr. Seab moved and Dr. Thomas seconded to suspend the rules and vote, which was done. The motion carried with all in favor.

**Academic Procedures and Standards Committee – Report on veteran’s advocacy at UNO, which also includes students who are on active duty (Dr. Christy Corey, chair; see Office of Veterans Affairs website: <http://www.uno.edu/registrar/veterans/>):**

Dr. Corey pulled up the website and remarked that the current number of students in this population is 406 military students and dependents. UNO is recognized as a VA School of Excellence. Right now, the Office of Veterans Affairs is located in the Privateer Enrollment Center and is headed up by Dedrick Raby, who keeps up with changes and what is being covered. It still causes students a bit of frustration.

The Committee invited Dedrick to its last meeting to hear how the process works when students ask questions. One thing that came up was how the GI bill works with studies abroad. Right now, there is no student organization to deal with these students. Dr. Corey has had problems in the past when students get deployed. Right now, if a student is deployed or sent out on active duty, it is the student’s responsibility to take care of all of the paperwork, but problems arise. The Committee has discussed some better service when these students are deployed; there is no firm answer yet but perhaps some Q&A on the website to help students understand what they need to do. The Committee is also looking at how to lay out some Global UNO outreach initiatives to help students. Dr. Corey would like to know if there are other issues that they need to take up.

The Committee also talked about waiving the UNIV Experience requirement for these students, or maybe just for the over twenty-five. Mr. Shalit asked if there would be a separate UNIV Experience for them, and Dr. Corey responded that they could possibly do a quick survey on this. Mr. Shalit then asked if some sort of mentoring program would help, and Dr. Corey replied

that they had also talked about that. Dr. Roussev said that we might be talking about two populations, veterans and dependents, with different experiences. Dr. John Kiefer suggested that perhaps a council of veteran faculty as advisors could be explored. Often when the students are deployed there is no time to do everything, and pairing them up with a veteran could help with the process. Dr. Corey agreed that a mentorship program would be helpful, but deployment is something that she has struggled with. She would like to know if any of the colleges have any outreach programs for veterans that could be posted on the website.

Dr. Day thanked the Committee for its work and asked if there is someone in Admissions specifically dedicated for veterans. Dr. Matt Moore said that, when identified, they send them to him, a veteran. They document an individual who has to leave – if a veteran has a problem, they can see Dedrick at any time, including if they are deployed on short notice. Dr. Corey asked if Dedrick can do course withdrawals, and Dr. Moore reaffirmed that Dedrick can let them know.

**Budget and Fiscal Affairs Committee – Report on the policies that drive the assignment of revenues and costs in the RCM model as used in the University and compare to our peer institutions that also use RCM (Dr. Vassil Roussev, vice-chair; see Appendix 3):**

Dr. Roussev, who drafted the report, stated that it was very preliminary – it would be version 0.1 if it were a piece of software. So far, the Committee has managed to meet with Dr. Lassen for 90 minutes, where he explained the situation, and there were some questions. The Committee ran out of time before getting to the questions that it wanted answered, and some questions may not be answerable at this time. Dr. Roussev went through selected sections of the report.

RCM was the part that the Committee did not quite get to in detail. Dr. Roussev added some quotes in his report from the reference document, which is not really a prescription but rather some examples of how it has been implemented at large institutions and how it would be deployed at the school or college level and larger universities. He does not know whether UNO is large enough. There needs to be a mechanism to determine the formula, but there is no consensus at this point at the administration level as to what RCM is going to look like. And it seems that there needs to be a feedback mechanism to all of this. We cannot use RCM to go to the state and ask for more money. Baton Rouge looks at the budget request process – we may be able to use something internally, but it will always look the same to Baton Rouge. There were more questions than answers. Another meeting is scheduled with Dr. Lassen next week, and perhaps the Committee will meet with others in Administration.

In response to Dr. Steve Rick's question, Dr. Roussev said that there is no timeline, and this may be pushed to next year, January 2015. Some sort of timeline would be helpful. In order to start budgeting for next fiscal year, we need to start now, but there seems to be no mechanism yet as to how this will happen.

Dr. Brooks then stated that she was opening Senate discussion to the audience as well. Dr. Peter Schock commented that regarding the structural deficit, a few months ago it was \$5 million and now \$6 million, and it must be cleared by June 30<sup>th</sup>? Dr. Roussev agreed that the impression the Committee has is yes.

Dr. Rick said that in the spreadsheet that went around there was no accounting for indirects, and Dr. Roussev confirmed that indirects were not included. Dr. Moore stated that he wrote the spreadsheet so he could probably answer the question. Revenue basically comes from four sources: Tuition, state allocation, indirects, and fees. RCM takes two of these primary sources into account, which are approximately 95% of the revenue. Tuition is mandated by the State of Louisiana; it goes through a matrix that defines the degree of multiplier based on the subject, \$141.05 per credit hour. The number has been discounted twice by the state model, and we basically get 43% of that figure. We generate roughly \$23 million from the state, and roughly \$43 million is generated by tuition. Last year, our budget generated about \$67 million from these two sources. RCM is a tool that allows us to track by CIP codes exactly how much money is generated through state and through tuition allocation. We have CIP codes in our system that have not been touched since 1976, and we lost roughly \$6 million last year because of this, so the first thing that we did was to go back and regenerate our CIP codes. If we do not hear anything bad, we are hoping that our allocation will be better next year. The model that generated that spreadsheet has been discussed by the deans since last summer. Right now, the model is being used strictly as a tool to show where we are and where we generate the money and to find out where we are using money. Dr. Brooks asked if there will be a stream of communication. Dr. Moore replied that he thinks Jim Payne has been meeting with the deans since last summer and now with the chairs to show the information, but no decision is being made. Dr. Goss said that there are still a lot of problems with it, an example being with endowed chairs, and he is hoping that we can get some accurate numbers. Dr. Moore agreed that there are flaws in the system. He does know that the student account predictor is tied to tuition and tied to state allocation of accounts. Dt. Trumbach asked who made or who will be making the decisions that determine who is generating the funds and how those funds are generated, Dr. Moore or the Provost. Dr. Moore replied that they used as a basis the percentage and cuts decided by the Board of Regents. If we could charge for more than twelve hours it would be different. He also referred to the 80/20% model. Dr. Roussev summed it up by saying that there is a model and there are allocations.

Dr. Darrell Kruger reported that he has shared that information with each of the department chairs. He believes that the model is based on last year and shows how faculty members are performing, but it does not mean if a faculty member is not generating money that they are not performing. The whole RCM approach is to look at where revenues are being generated or not being generated and try to make decisions on, for example, program array. He is going to sit down with each of his department chairs and look at all the information that they have. He is looking at approximately 60% loss of tenure track faculty in his college and 9% loss if students. They need to look at program array to make decisions on where they can grow.

In response to Dr. Shengru Tu, Dr. Trumbach answered that even when we are looking at ways to generate funds, it is not in the discussion as to how we get our research dollars back. We are on a path to becoming a teaching university. Why is that not on the list of top priorities to generate more funds?

**Faculty Welfare Committee – I. Criteria for establishing an Employee Recognition Program (Dr. John Kiefer):**

Dr. Brooks stated that she hoped that all would participate in the discussion.

Dr. Kiefer reported that they had been approached by HRM as to what kind of recognition HRM could supply for faculty. There is already the Jazz Program. Certainly the most meaningful thing would have to do with money, but what would be dignified and professional for faculty? The Committee did not think that there was something out there for community outreach and engagement; an award could be made along the same lines that the University does for teaching professors. Dr. Goss inquired if the teaching award was still around, to which Dr. Kiefer replied that he thought it still was.

**Faculty Welfare Committee – II. Closure of UNO Children’s Center (Dr. Elizabeth Shirtcliff; see Appendix 4):**

Dr. Shirtcliff reported that she had gone to the Senate Executive Committee with her concerns over the closing of the Children’s Center; then she convened an emergency meeting of the Faculty Welfare Committee. She does not have children at the Children’s Center; it is a personal issue to her in so far that she cares about faculty welfare and well-being.

Dr. Shirtcliff displayed her PowerPoint. Since October 10, there has been a very powerful response opposing the decision that was made. She went over the reasons “Why Should We Care?” Most Children’s Centers are supported by the College of Education, and we have a College of Education that could support it here. A 2012 focus group identified 27 effective policy changes, including access to site-supported childcare. Affordable on-site childcare is the easiest policy to implement. The Children’s Center has the potential to be a profit center. They are not doing it yet, but the UNO Children’s Center would like to have an opportunity to do that. The UNO Children’s Center actually has a waiting list. It could easily raise tuition from \$650 to \$800 a month, which is the New Orleans rate and which would work to close the budget gap. Closing the Center could affect foreign students and result in \$853,638 annual loss of tuition alone. This is one of the few things that people love to give grants to. The goal of Save UNOCC is to have a zero impact on the UNO budget, and they would like to grow to start giving back to the University. “What the Senate Can Do”: They need the Senate as their advocate to delay the decision so they can put together a proposal to allow the Center to reopen. At this point, there was a rousing hand of applause from the senators and the audience.

Dr. Brooks added that the Committee had not come with any resolution, but they would like to write a letter and have the Faculty Senate Executive Committee support it. Dr. Miestchovich inquired what would be in the letter. In response to Dr. Shirtcliff’s mention that it would include getting grants, Dr. Miestchovich asked what kind of grants, and how do we know that the Center will be successful. Dr. Shirtcliff replied that they are organizing a parent/teacher organization. Ms. Beth Blankenship added that there was an advisory board before the storm. The problems have built up since the storm, plus the student fee was dropped. It sounds like what they are proposing is an advisory board. Dr. Shirtcliff responded yes, they are looking for an energetic and enthusiastic group. Dr. Miestchovich then asked if that is a purely operational deficit or if it includes the overhead. Dr. Shirtcliff replied that she had no idea where the number that she had been given was coming from. Dr. Trumbach said that the number she had heard was \$200,000, but \$150,000 is what it would take to upgrade the facility. Ms. Sarah Debacher stated that the

\$150,000 number was the one given by Dr. Lassen to keep the Center open until May 15<sup>th</sup>. Dr. Trumbach asked Dr. Shirtcliff if she had been able to talk to Dr. Lassen since she talked to the Senate Executive Committee, to which Dr. Shirtcliff replied that they had cancelled the meeting. Dr. Lassen was only willing to talk to them one by one and not as a group.

Dr. Zhengchang Liu, a tenured professor for six years, spoke. He pays \$7200 a year to keep his child here, but he is not being given the opportunity. He finds the Center critical for development of faculty. On-site children's care is central to his effort, and it is not acceptable to be given a two-week notice. Why cannot a Senate committee with powerful voices do something about keeping quality children's care? Dr. David Beriss mentioned that Tulane could recruit Dr. Liu. If we take away benefits, how likely is it that we will lose people? Ms. Arnold thinks that it is appropriate that the Senate pass a resolution that Administration stay on closing until other avenues are sought. Dr. Roussev suggested that we could ask Administration to commit to a number and open the books. If raising the tuition would fill the gap, he does not understand why Administration would not do that.

Dr. Steve Striffler offered a motion that Dr. Shirtcliff's Committee write a letter and run it by the Faculty Senate Executive Committee.

Dr. Ehrenfeucht suggested that maybe the Faculty Welfare Committee could look at other faculty welfare policies, for example, stopping the tenure clock. Dr. Brooks replied that the Committee has two charges now, so she will send them this charge in January.

Dr. Striffler's motion: That Senate Executive Committee approve a letter on behalf of the whole Senate that the Senate endorses keeping the Center open and slowing down the process. The motion was carried unanimously.

## **6. Old Business. None.**

## **7. New Business.**

Dr. Brooks reported on an email that she had received from Mallory Moore regarding the Office of External Affairs looking for volunteers to serve on city boards (**see Appendix 5**).

## **8. Adjournment.**

Meeting adjourned at 5:00pm

Respectfully submitted,  
Marie Morgan  
Faculty Senate Secretary, 2013/14  
Nov. 13, 2013

## **Appendix 1:**

Residence requirements at UNO peer group and some Louisiana colleges, especially at it relates to residence requirements for courses in the major.

#### **UW-Milwaukee**

Colleges set residence requirements. The rule for the College of Letters and Science:

"At least 15 credits of advanced work in the major, and 9 credits of advanced work in the minor (if applicable), must be completed in residence at UWM. Departures from this rule due to extraordinary circumstances require a recommendation, including evidence of equivalent work completed elsewhere, from the major or minor department to the Office of Student Academic Services."

#### **SDSU**

University policy: "Residence Requirements

To qualify for a bachelor's degree, each of the following unit requirements must be completed at this university:

- A. A minimum of 30 units total, of which at least 24 units must be in upper division courses (numbered 300-599).
- B. At least half of the upper division units required for the major, unless waived by the major department; however, in no case shall the unit total be fewer than 12 upper division units.
- C. If a minor is completed, a minimum of six upper division units in the minor.
- D. At least nine units in General Education courses"

#### **University of Maryland at Baltimore**

UMB is public health, law and human service university. It is made up of distinct professional schools (and graduate programs). It does not have a single catalog, and it appears that each make their own residence requirements.

**Old Dominion** – "A student who seeks a bachelor's degree from Old Dominion University must, in addition to meeting other requirements of the University, earn a minimum of 25 percent of the total number of credits required for the degree (for example, 30 credits in a 120-credit degree program) through on- or off-campus instruction. This must include a minimum of 12 credit hours of upper-level courses in the declared major program. Some program residency requirements exceed the University minimum."

**Ball State** – There does not appear to be a general rule about courses in the major, although it appears that their Business College does have requirements to that effect (but none of the other colleges do).

Residency requirement: "Bachelor's Degrees - For students pursuing a baccalaureate degree, at least 30 of the last 40 credits must be residence credit."

**Florida Atlantic**

"4. Earn the last 30 upper-division credits in residence at FAU. In programs requiring more than 120 credits, at least 25 percent of the total number of credits required for the degree must be earned in residence at FAU.

5. Earn at least 75 percent of all upper-division credits in the major department from FAU (effective for students who entered FAU in fall 2010 and going forward). Some major departments may require more than 75 percent. Consult the degree requirements section of the major for details. (The previous requirement, earn at least 50 percent of all upper-division credits in the major department from FAU, is still in effect for students who entered FAU prior to fall 2010.)"

**Univ of Missouri at St. Louis**

Different colleges appear to have different rules. College of Arts and Sciences:

"Transfer students must complete at least 30 of the last 36 hours of their degree program in residence at the University of Missouri-St. Louis.

Unless otherwise specified, a transfer student must complete 12 hours of graded work at UMSL at the 2000 level or above within the minimum number of hours required for each major.

Unless otherwise specified, a transfer student must complete at least six hours of graded work at UMSL at the 2000 level or above within the minimum number of hours required for each minor. Students should consult the minor department for specific residency and grade requirements."

**University of Memphis**

"A student will satisfy residence requirements for graduation by earning at least twenty-five (25) percent of credit hours required for the degree at the University of Memphis. At least thirty (30) of the final sixty (60) hours required for the degree must be completed at the University of Memphis. ... In addition, the student must meet the residence requirements for the specific degree as established by the college or school in which it is offered. Exceptions to residence requirements can be authorized by the appropriate dean."

College of Arts and Sciences:

"A transfer student in The College of Arts and Sciences must earn at least 6 semester hours in residence in the major subject and at least 3 semester hours in the minor. These credits may be earned only through regular class enrollment for a letter grade

**UNLV**

I could not find any further residency requirement beyond the following last 30-credit rule.

"A candidate for the baccalaureate degree must complete the last 30 UNLV semester credits in uninterrupted resident credit as a declared major in the degree-granting college. A student must declare a major prior to enrolling in their last 30 UNLV resident credits."

#### **Wichita State**

This is the only policy listed, and a search through college requirements revealed nothing further. "At least 30 hours of course credit (A, B, C, D or Cr) must be earned at Wichita State. Also, at least 24 of the last 30 credit hours or 50 of the last 60 credit hours must be completed at Wichita State."

#### **Jackson State**

"Complete, in residence, not fewer than 30.0 semester hours of upper-level course work required in major field."

#### **Bowling Green**

Earn a minimum of 122 semester hours of credit. At least 30 credit hours must be BGSU courses. There are no exceptions to either the "122 total hour" rule or to the "30 hours BGSU courses" rule. In addition, to ensure that the program of study is complete, coherent, and satisfies BGSU standards, specific courses that are integral to the degree, as identified in the check sheet for the major, must be taken at BGSU (e.g., capstone courses or similar culminating experience).

#### **Northern Illinois University**

A minimum of 40 semester hours of the total number must be in courses numbered at the 300 and/or 400 level. These must include at least 12 semester hours of major departmental courses taken at NIU.

#### **UT Arlington**

"Each candidate for a degree must complete and receive credit in residence\* for:

1. 25 percent of the semester credit hours required for a degree (some colleges or schools may have additional residency requirements)
2. at least 18 semester hours of advanced (3000/4000 level) course work, to include 12 hours of advanced courses in the major subject

#### **Cleveland State**

To earn a bachelor's degree at Cleveland State University, there is a residence requirement which is: the last 30 credit hours, and 24 credits of upper-division course work, must be earned in residence at Cleveland State. The smaller of 16 credits or 50 percent of the departmental credits comprising a major must be earned in residence at Cleveland State. The smaller of nine credits or 50 percent of the departmental credits comprising a minor must be earned in residence at Cleveland State University.

**LSU**

"Candidates for a bachelor's degree must earn at least 25 percent of the total number of hours required for the degree at this university and meet the residence requirements of their college as stipulated in each college's and school's section of this catalog."

One example: College of Humanities and Social Sciences:

"A minimum of 15 semester hours in residence in the major field, including at least nine semester hours in courses numbered 3000 or above."

**Southeastern**

"Earn the semester hours listed below at Southeastern Louisiana University. No time limitation in years or weeks will be set. A. Candidates for a Baccalaureate Degree 1) at least the final 30 hours 2) at least one half of the hours required in the major field or fields 3) at least 25 percent of credit semester hours must be earned at Southeastern"

**ULL**

College apparently sets rule:

College of the Arts: "The College of the Arts requires students to complete in residence a minimum of twelve (12) semester hours of credit in their major area; six (6) of which must be at the 300/400 level."

**Louisiana Tech**

No overall rules for courses in major. Note that item 5 below refers to correspondence courses.

"3. If he/she is a transfer student, no fewer than 36 weeks in residence at Louisiana Tech are required, during which at least 25% of the semester hours required for the curricula are earned with a minimum 2.0 GPA.

4. He/she must spend the senior year in residence. Exception: A student who has fulfilled the minimum residence requirements may be permitted to earn 9 of the last 36 semester hours out of residence.

5. Three fourths of the hours required for graduation must have been completed in college residence. Louisiana Tech does not permit a student to apply more than 6 hours of correspondence study toward the pursuit of a degree"

**Appendix 2:**

Faculty Senate Resolution Regarding Proposed Faculty Workload/Evaluation Policy

October 23, 2013

The UNO Faculty Senate Committee on Academic Freedom and Tenure offers the following resolution for consideration by the UNO Faculty Senate:

Whereas, the University of New Orleans (UNO) Faculty Senate believes that faculty are central to the university and their contribution is essential to achievement of the university mission, we agree that a clearly stated and fair faculty workload and evaluation policy is necessary to achieve that mission. The UNO Faculty Senate also agrees the current faculty workload and evaluation system makes inadequate distinction between sufficient/insufficient ratings and does not adequately align performance evaluation with faculty workload policy, the UNO Faculty Senate agrees that reform of current faculty workload and performance evaluation policies is sensible and appropriate.

However, the Faculty Senate has reservations about the revised faculty workload and evaluation policy proposed by Provost Payne on August 20, 2013. Two main areas of concern remain and two resolutions are offered to further revise the workload and evaluation policy: (1) eliminate required quantification of distribution of faculty effort; and (2) establish a committee to develop a workload/evaluation policy for full and part-time faculty members hired primarily to teach (e.g., instructors, professors of professional practice).

(1) Eliminate required quantification of distribution of faculty effort.

It is the sense of the UNO Faculty Senate after extensive discussions among faculty, committee deliberation, and open debate at the last Senate meeting that there should be no required quantification of the distribution of effort associated with the new faculty workload and evaluation policy. A more flexible approach is warranted to determining the distribution of faculty workload and its subsequent evaluation. Departments, in consultation with respective Deans and the Provost, should develop unique statements of faculty workload and evaluation policy in line with the goals of the various departments and the university mission. The resolution in no way precludes departments from developing a quantitative distribution of faculty effort, it simply does not require quantification of effort.

Resolution 1:

Be it resolved that the following changes be made to eliminate the requirement for quantification of faculty effort dedicated to teaching, research, and service in the new revised faculty workload and evaluation policy proposed by Provost Payne (August 20, 2013):

Workload policy, p. 2, first full paragraph.

1. Delete, "The standard weight is 0.40 (Teaching), 0.40 (Scholarship), and 0.20 (Service)."
2. In the next sentence, replace "relative weights to be attached to" with "**relative importance of** the faculty member's ratings in each of the areas of teaching, research/creative scholarship productivity, and service."
3. In the next sentence, replace "The weights, which are a function of" with "**The distribution of faculty effort will vary across departments but generally depends on** such factors as number of courses and preparations, new course preparations, extraordinary service commitments, special research assignments and so on, will be used in the evaluation process described in the department's annual performance evaluation."

Workload policy, p. 4, under "Other Forms of Activity and their Credit-Hour Value."

1. Delete, "For assignments that differ from the typical assignment weights of 0.40 (Teaching), 0.40 (Research), and 0.20 (Service), the adjustment in assignment weights for a 3 credit hour course is 0.0666. For instance, if a faculty member is assigned 3 credit hour release from teaching for administrative duties, such as graduate program director, the faculty member's weights will be 0.3334 (Teaching, 0.40 (Research), and 0.2666 (Service). As another example, if a faculty member buys out a course from a research grant, the faculty member's weights will be 0.3334 (Teaching), 0.4666 (Research), and 0.20 (Service)."

Annual Faculty Performance Evaluation policy, p. 2, second bullet point.

1. In the second sentence, replace, "identifying weights to be attached to" with "**relative importance of** faculty member's ratings in each of the areas of teaching, scholarly/creative productivity, and service."
2. Next sentence, delete, "The standard assignment of weights is 0.40 (teaching), 0.40 (scholarship), and 0.20 (service). Deviations from these weights are outlined in the new workload policy. The weights will be used in the evaluation process described."

Annual Faculty Performance Evaluation Policy, p. 13, "Overall Evaluation"

1. Revise first sentence to read, "The above scores for teaching, scholarship, and service are applied to evaluate each faculty member's performance in line with the assignment letter."

2. Delete second sentence, "For instance, a faculty member has the following weights teaching (0.40), scholarship (0.40), and service (0.20) and is evaluated on a 0-10 scale in each area as teaching (7.0), scholarship (6.0), and service (7.0), their overall evaluation is  $0.40(7.0) + 0.40(6.0 + 0.20(7.0)) = 6.6$ ."
- (2) Establish a committee to develop a workload/evaluation policy for full and part-time faculty members hired primarily to teach (e.g., instructors, professors of professional practice).

The Faculty Senate recognizes that the many full-time and part-time faculty members hired primarily to teach are essential to fulfillment of the instructional mission of the university. These faculty members perform a variety of tasks and they should have a workload and evaluation policy.

**Resolution 2:**

Be it resolved that Provost Payne convene a committee before the end of fall semester, 2013 to develop a workload/evaluation policy for full and part-time faculty members hired primarily to teach (e.g., instructors, professors of professional practice). The committee is charged with development of a policy that covers hiring, workload, evaluation, and retention of part-time and full-time faculty members hired primarily to teach. The committee should include the chairs of English and Mathematics, two currently employed instructors, and a representative of Academic Affairs.

**Appendix 3:**

## The RCM Model & UNO

(draft report, Oct 23, 2013)

The UNO Senate Budget & Fiscal Affairs Committee (*the committee*) has been charged by the Senate with "understanding the policies that drive the assignment of revenues and costs in the RCM Model as used in the University and to compare our RCM Model to our peer institutions that also use RCM."

## Status Quo

As a first step towards fulfilling its charge, the committee met with Dr. Gregg Lassen, VP for Business Affairs, on Oct 16, 2013. Dr. Lassen gave a review of the overall fiscal situation faced by the university, which can be summarized as follows:

- *Declining income.* Over the last four years support from the State of Louisiana has declined from \$54M to \$32M; we've had a parallel decline in enrollment and the corresponding tuition income. Although costs have declined as well, the rate of decline has been slower leading to a primary imbalance between income and expenses.
- *Structural budget deficit.* UNO, following poor budget practices, has had a structurally unbalanced budget, with operating expenses exceeding revenue from tuition and the State, for the past several years. The difference had been covered with existing reserves, ORSP funds, and other unsustainable sources. At present, there are no more funds available to cover the gap and UNO has no choice but to balance its books. The budget gap is in the order of \$6M: \$100M in income vs. \$106M in expenses.
- *Cost structure.* Approximately 70% of the expenses are payroll related; following years of persistent cuts, the usual “easy” targets outside of personnel (such as travel) have already been shrunk to a rounding error. UNO is locked into some external contracts that could be improved but timing and success of such efforts are uncertain at this time.

The essential takeaway is that, over the medium-to-long term, the university cannot simply cut its way out of the current situation—the proverbial “fat” is long gone. UNO needs (urgently) to bring in more income in order to sustain itself and compete successfully with other universities.

## Income Initiatives

The main focus of the administration at presents is twofold: a) stop enrollment decline and improve retention rates; and b) begin investing in initiatives that would bring future growth.

- *Improve retention.* Currently, UNO is at the bottom of its peer group in terms of student retention and any success in improving that will have an immediate impact on the bottom line and will also improve our reputation.
- *Recruit out-of-state students.* While UNO will always serve the needs of the Greater New Orleans area, we need a larger pool of potential students. One strategy would be to use New Orleans and low tuition to attract students from large metro areas, such as Houston, Dallas, and Chicago, which are one short flight away. Given the large populations of these metro areas, up to 1/3 of our future student body could come from out of state.
- *Recruit internationally.* With its international initiatives, UNO is well positioned to attract international students, which (over time) could account for up to 1/3 of our students.

The takeaway is that these initiatives are in the process of being implemented now but, even in the best case, the returns on investment—especially recruitment—would take in the order of 3-5 years to make a notable impact on our budget situation.

## **RCM**

The purpose of the *Responsibility Center Management* (RCM) approach to budgeting is to attribute both income and costs to individual units (colleges/schools) of the university, thereby creating a more direct connection between decisions made and budget reality at the individual units; it is a more decentralized approach to budgeting.

*"As typically implemented, RCM prescribes revenue and indirect cost allocation (ownership) rules and then gives schools and other revenue-generating units the responsibility to cover the total costs of their programs indirect, as well as direct from the revenues generated by their teaching, research, or business service activities. Program revenues include tuition, gifts, endowment, research and service income, and indirect cost recoveries."<sup>1</sup>*

The budgeting process that the State mandates is request-driven and all requested funds from the State will continue be submitted and justified in its current form; the university is not in a position to replace that. Internally, UNO can decide to use RCM (or any other model) but the final request coming out would still need to be translated to the required format.

At this point the committee does not have enough information to report on the substance of how RCM might be implemented at UNO.

## **Open Questions**

The committee has another scheduled meeting with Dr. Lassen and will pursue meetings with the administration in an effort to clarify the RCM implementation. Below is a non-exhaustive list of the questions we will try to answer:

*What is the envisioned budgeting process?*

The reference document sketches out a multi-step budgeting process; at this point it is unclear what shape that would take at UNO.

*What principles will be used for attributing SCH and other income?*

In the reference document, the following example suggests that some principled choices would have to be made:

*"We will suppose that tuition revenues are allocated in proportion to credit hours taught. Thus School A generates 67 percent of total credit hours (100/150) and School B, 33 percent (50/150). An alternative algorithm might recognize that the majoring school should receive some direct portion of tuition revenues to represent the fact that it attracted the student's interest (and tuition payments) and incurs advising costs. Thus one might allocate 80 percent of total tuition revenues in proportion to credit hours generated, and 20 percent in proportion to total numbers of majors."*

---

<sup>1</sup> Strauss, Jon C.; Curry, John R., "Responsibility Center Management: Lessons from 25 Years of Decentralized Management." 2002. ISBN-1-56972-020-7. <http://files.eric.ed.gov/fulltext/ED469330.pdf>

*Who will determine the RCM formulas, and based on what principles? What is the process by which adjustments would be made?*

*"Develop broad-based involvement and acceptance for the underlying principles early on. They will guide intelligent evolution of the system."*

*What is the relationship between the numbers produced by the RCM formula and actual budgets?*

The committee had the distinct impression that no specific decisions have been made at the administration level, yet. Dr. Lassen pointed out that, in its pure form, RCM would likely show all units in the red as the whole university has a sizeable fiscal imbalance; it is unclear what individual colleges could practically do to balance their budgets on their own. The administration is working on relieving some of the non-personnel costs to achieve a more balanced starting point.

At this point, it appears that there will be a difference between the budget that comes out of the RCM process and the actual budgets. In that sense, the formula would be more of an analytical and advisory tool rather than a prescriptive one. We have no clarity on how the gap would be filled.

*What is the decision/implementation timeline for the introduction of RCM?*

The lack of clarity on *how* RCM would be implemented is compounded by the lack of clarity on *when* the necessary decision be made and put into place.

#### Senate Budget & Fiscal Affairs Committee

*Mark Kulp*

*Ivan Miestchovich*

*Marie Morgan*

*Marla Nelson*

*Mark Reid*

*Vassil Roussev (vice-chair)*

*Polly Thomas (chair)*

#### Appendix 4:

Allison Arnold

Paul Bole

Laszlo Fulop

John Kiefer

Birdie Shirtcliff

Shengru Tu

# Faculty Welfare Committee Report

## Employee Recognition

## UNO Children's Center Closing

- Oct 10<sup>th</sup> → decision was already made.
  - Dec 20<sup>th</sup> → 20 year old center will shut its doors.
  - Economic reasons including a \$150,000 budget gap.
- 
- Powerful response
    - Nearly 600 facebook likes within 1 week.
    - Hundreds of signatures.
    - 452 [change.org](#) supporters.
    - Over \$10,000 in pledged funds within 2 days.
    - Save UNO CC.
    - SPOCC = student and parent organization for the children's center.

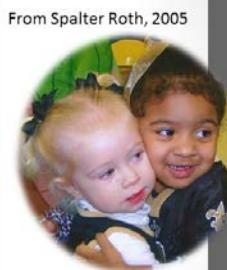
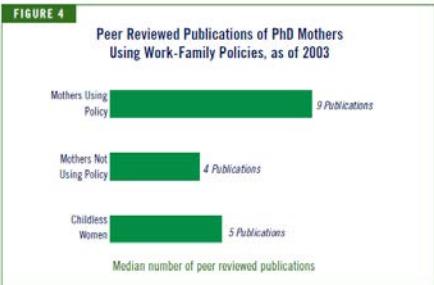


## Why should we care?

- This decision affects faculty → faculty welfare.
- 71% of faculty members cite **work-life balance** as single greatest challenge
  - 8% of female academics have stay at home spouse.
  - 36% of males have stay at home spouse, % dropping quickly.
  - Dual academics is increasingly norm in US:
    - 83% of female faculty dual.
    - 54% male faculty dual.
- Childcare disproportionately affects **young & female scholars**.
  - "pipeline" breaks at and post-doctoral training level.
  - The future = training is taking longer.
    - PhD average = 33 yrs for males and 36 yrs for females).
    - IE: our students are affected.
- Impact is felt before family or career decisions are made
  - Majority of faculty leaving academia cite work-life challenges as reason for departure.
  - Disproportionately, the most productive faculty leave.
  - Major reason informing choice of where to attend school, accept offer.



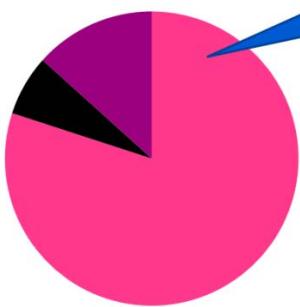
## Why should we care?



- Supported faculty = productive faculty.
- Mothers are the **Most Productive** faculty members, *only if they have support from their institution.*

## Why should we care?

Peer Institutions to UNO



College of Education includes  
49 faculty members,  
60 undergraduate degrees  
conferred; 116 master's and  
19 PhDs conferred in 2011.



## Why should we care?

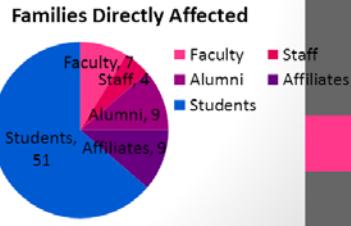
- 2012 focus group (N=10)

- Faculty
- Community Members
- External Experts
- UNO Administrators
- “easy pickings” → increase awareness (7 out of 27 effective policy changes) of current resources
- On-Site Childcare = Highest ranked policy
- Empirical evidence for Enhanced Recruitment, Retention, & Promotion.

Area	Specific Policy Change	Evidence of Efficacy	UNO Rating
(A) Increases Awareness of Current Resources	Availability of Maternity and Paternity Leave	60, 19	1.40
	Awareness of Title IX (antidiscrimination laws)	61	2.33
	Utilization of Flexible time and work-from-home options	31, 2*	2.20
	<b>Affordable on-site childcare</b>	29	1.30
	<b>Affordability of emergency childcare for unprepared obligations</b>	13	1.60
	Availability of flexible time and work from home families	4, 5, 82	0.90
	Include one female administrator on P&T committee	63	1.52
(B) Increased Recruitment	Enhance visibility of job ads through proactive searches	63	1.56
	Include member of search committee dedicated diversity	64, 45	1.59
	Accountable search processes	63	1.40
	Facilitate partner fairs to attract retain dual-career couples	27	2.11
	Committees instructed to ignore family-related breaks or nondiscriminatory treatment in a CV	13	2.11
(C) Enhanced Retention	Accessibility of female mentors, role models, peers	51, 8	1.60
	Availability and awareness of female peers	5, 28	1.50
	Availability of networking activities, workshops and services	28, 65	1.50
	Enhance visibility of successful faculty members, highlighting research & family-based accomplishments	18, 19	2.33
	Availability of “active service modified duties”	27	3.00
	Availability of “encouraged” “Stop the Clock” policy	65	2.00
	Accessibility of academic accommodations for career couples	65	2.66
(D) Enhanced/Promotion	Eliminate gendered language from Promotion requirements	10	1.44
	Native tenure and promotion guidelines specific tangible while remaining flexible for individualized cases	7, 65	2.00
	Reduce (real or perceived) barriers for career timelines	29	2.00
	Reduce signs of temporary drops in productivity	19	1.88
	Enhance Flexible time and work-from-home options	27	1.66
	Permit temporary or permanent workload reductions	13	2.63
	Encourage service “team work” over committee work	3	2.57
	Equalize service and teaching duties and obligations	62	2.38

## Why should we care?

- Budget shortfall → Children’s center has potential to provide revenue stream.
  - Shortage of available, safe childcare.
  - UNOCC has a waiting list
  - Tuition rate in New Orleans = \$800+ per month
  - Tuition at UNOCC → \$650.
  - Increase tuition to community rate = \$145,800 GAIN
  - Closing center, drop-out → \$853,638 annual LOSS of tuition alone.
- Grants available
  - NSF Advance = \$1mil
  - CBA grant
  - Childcare.gov
  - National Coalition for Campus Children’s Centers
  - Fundraising opportunities
- Zero Dollar Impact on UNO Budget
- Intangibles...



## What the Senate Can Do



- Support the faculty, staff, students and affiliates in decision to save UNO Children's Center.
- Advocate for delay in decision so SPOCC can put together proposal
  - Immediate goal = remain open
  - Short-term goal = Cost UNO \$0.
  - Long-term goal = become sustainable Revenue Stream through grants/alumni base/
- Need: **Support**. Just a little.
- Need: **Leadership** that recognizes multifaceted campus/diversity
- Need: **Morale**. Restored **Trust**. **Hope** in Mission Critical of New Administration.



Thank You

### Appendix 5:

**From:** Mallory Elizabeth Moore  
**Sent:** Tuesday, October 15, 2013 3:12 PM  
**To:** Elaine S Brooks; Derek Joseph Rodriguez  
**Cc:** Rachel Ann Kincaid  
**Subject:** UNO faculty/staff public service opportunity

Good afternoon, Elaine and Derek! I am writing to you about a request received by President Fos from the Jefferson Parish Council. Local university presidents often play a role in filling seats on local government boards by providing a list of nominees to council members or parish presidents, who will then make appointments based on the university president's recommendations. This is the case for many boards and the process is usually outlined in state law.

Most recently, UNO received a request from Jefferson Parish requesting a list of four nominees to serve on the Fire Civil Service Board (copy attached). This is a volunteer (unpaid) board that oversees the operation of the civil service employees in the local fire department. They help to establish the exams that determine qualifications for various positions and deal with other employment issues affecting the fire department and its employees. Ideally, we would like to be able to offer four individuals with something to offer in this arena, either experience in employment issues, experience in government operations, knowledge of firefighting, knowledge of Jefferson Parish, etc. – in other words, we are looking for folks with one or two of these strengths who would also be willing to volunteer the time and effort to serve on a local board.

Here is an agenda from the meeting held in March 2013. This will give you an idea of the issues this board deals with:

<http://www.jeffparish.net/Modules>ShowDocument.aspx?documentid=4744>

I am contacting you as leaders in the University Senate and Staff Council in hopes that you can help me get the word out to the campus about this opportunity. At your next meeting, would you be willing to make a mention of this opportunity and ask folks to contact me for information? I would be happy to attend the meeting and talk about this opportunity if you like, or I can help prepare a PPT slide that fits into your meeting agenda. Please let me know your thoughts! I look forward to hearing from you.

Thank you,

Mallory Moore  
The University of New Orleans  
Office of External Affairs  
(504) 280-7060  
[mmoore@uno.edu](mailto:mmoore@uno.edu)