THE CATHOLIC UNIVERSITY OF AMERICA

Proposal for Academic Renewal

As Approved by the Academic Senate on May 9, 2018 for submission to the Board of Trustees

EXECUTIVE SUMMARY

The Catholic University of America has a 130-year history of excellence in teaching and research, in service to Church and Nation. Concerns about the number of high school graduates have contributed to an environment of increased competition in Higher Education; the University experienced an especially small incoming class in the fall of 2016 that decreased incoming tuition and put a strain on the budget. In order to take charge of our future in these conditions we need to strengthen both our academic excellence and our financial sustainability.

To reconcile these two vitally important goals of academic excellence and financial sustainability, we are proposing a plan for Academic Renewal that will reinforce our reputation as a comprehensive Catholic Research University with a global reach by highlighting the benefits to our students of being taught by active scholars. The specific objectives of the program are to enhance the University's research reputation, support sustainable teaching excellence, and enable significant revenue improvements, all while respecting and upholding the governing documents of the University. The project will include the following initiatives:

- Improved support for faculty and student research.
- Increased investment and support for teaching development and especially through the creation of a Center for Teaching Excellence.
- A new *School of Music, Drama, and Art* that will bring together all on-campus arts faculty to foster cross-disciplinary efforts in and anchor the University's commitment to the Arts.
- Reinforcement of the benefits of undergraduate education being delivered by active, world-class researchers, scholars and practitioners.
- A plan to hire new faculty over the next three years to support areas of growth in our academic programs.

- Plans to continue developing new programs in areas of high interest to current and prospective students, and a commitment to maintain all current programs, courses and sections, and low student-to-teacher ratios.
- Renovations of Mullen Library, science laboratories, classrooms, and studio, performance and rehearsal spaces funded through philanthropic giving and capital improvement projects.
- The reestablishment of the Department of Economics in the School of Arts and Sciences.
- As well as several other initiatives in support of the project's objectives.

The Academic Renewal project will adjust teaching loads, without exceeding current norms enshrined in the Faculty Handbook. This will enable students over time to have more of their courses taught by faculty who are leaders in their research fields, and will also reduce teaching costs and hence strengthen financial sustainability. The implementation of the Faculty Handbook 3:3 teaching load and the equivalencies recommended by the Unit Standards Committee and approved by the deans will result in fewer faculty in certain academic units.

This Academic Renewal proposal is being submitted to the Academic Senate of the University and its relevant subcommittees, for extensive deliberation and broad consultation with the campus community over the months of March, April, and May. The Board of Trustees will consider the proposal at its June meeting.

BACKGROUND

This section summarizes the context and background work for this proposal.

External Background – Changes in Higher Education

- Concerns about the number of high school graduates have contributed to an environment of increased competition in Higher Education.
- There is currently debate in Higher Education regarding the forecasted number of high school graduates and their impact on future college enrollments.
- An annual report from the Center for Education Statistics noted that "the number of colleges and universities eligible to award federal financial aid to their students fell by 5.6 percent from 2015-16 to 2016-17. That's the fourth straight decline since a peak of 7,416 institutions in 2012-13. It is also by far the largest."[2]
- In late 2017, Moody's downgraded the financial outlook for the entire higher education sector from stable to negative. In January 2018, Standard and Poor's also noted a bleak outlook for the sector.[3]

[2]Lederman, Doug (2017), "The Culling of Higher Ed Begins," *Inside Higher Ed*, July 19, 2017 https://www.insidehighered.com/news/2017/07/19/number-colleges-and-universities-drops-sharply-amid-economic-turmoil

[3]Moody's Investors Service (2017), "2018 outlook changed to negative as revenue growth moderates" December 5, 2017; Harris, Adam, *The Chronicle of Higher Education*, January 23, 2018, https://www.chronicle.com/article/Outlook-for-Higher-Ed-in-2018/242319

- There appears to be ample opportunity to improve our enrollment picture. National Center for Educational Statistics data 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.[4]

Internal Background – Progress to Date

The University has made a significant number of improvements over the past several years.

- After three years of extensive consultation and University-wide discussion, a new Liberal Arts Curriculum was approved (with a near-unanimous vote of the Academic Senate) and will be implemented for incoming first year students in the fall semester of 2018. The faculty are actively engaged in implementing this new plan.
- We completed a strategic planning and facility master planning effort that will support future growth for our campus. Projects under serious planning and consideration include a new student dining facility, new residence hall, and new student recreation center.
- Five new Academic Centers have been established:
    - Institute for Human Ecology
    - Institute for Eastern Christianity
    - Center for Carmelite Studies
    - Arthur and Carlyse Ciocca Center for Principled Entrepreneurship
    - Center for the Study of Statesmanship
- A new Office of Assessment led by a Vice Provost and Dean of Assessment has been established.
- A new Office of Online Programs led by an Associate Provost for Online Programs has been established.
- Renovations are underway on Maloney Hall, which will become the home of the Tim and Steph Busch School of Business and Economics.
- We have experienced the highest retention rates for undergraduate students in the last two decades.
- We have improved Institutional Advancement to a point where philanthropy has almost tripled in the last two years when compared to historical giving rates, and we have successfully entered the silent phase of a capital campaign and will soon be entering the public phase.
- We have established a formal marketing organization under the Vice President of Enrollment Management and Marketing, Chris Lydon, which is working hard to strengthen the University's reputation and grow our applicant pool.
- The Career Center is providing strong support for positive career outcomes of students, with noteworthy progress: 94% of graduates from the class of 2017 had full time jobs or were in graduate study within six months of graduation.
- We completed major renovations to the Pryzbyla Center and DuFour Athletic Center.
- We have re-structured and invested in graduate admissions operations.

[4] This paragraph was deemed an unfriendly amendment. It was approved by a vote of the Academic Senate of 20 in favor, 19 against, 0 abstentions, on April 12, 2018.

- We launched a new Center for Cultural Engagement in 2016 to provide support and engagement opportunities for underrepresented minority students.
- While deferred maintenance continues to present challenges, the University has broken ground on a four-year energy project that will include the complete replacement of the existing cooling and heating systems with centralized distributed cooling and heating.
- We have completed two successful debt re-financing exercises resulting in multi-million dollar savings for the University.

Though these improvements are extensive, increased competition within Higher Education requires more of us. We must focus on providing an even stronger academic experience while continuing to ensure financial sustainability through cost-cutting measures, both within and outside the Academic area. (Details on cost cutting efforts outside the Academic area are included in Appendix B.)

Prior to the beginning of academic year 2017-18, the Columbus School of Law underwent its own process of academic renewal, with very significant reductions in faculty and staff. For this reason, the Law School has not been part of the current academic renewal process and the Proposal does not apply to CSL

Academic Renewal Work to Date

In order to obviate the need for additional, across-the-board cuts, an Academic Renewal project was initiated at the end of academic year 2016-17. The following activities have been completed since then.

- Doctoral program self-studies and reviews (April - September, 2017)
- Academic Renewal Town Hall meetings with faculty (September 2017)
- Provost initial meetings with CoFEW and Senate Budget and Planning Committee (September 2017)
- School and Department Self-studies (September - December, 2017) and deans meetings to review self-studies (December 2017)
- Senate resolution endorsing a series of "next steps" for the Academic Renewal project (Appendix A) on December 7, 2017
- Joint meetings with Senate Budget and Planning and Academic Policy Committees to agree on Objectives, Initiatives, and Assessment Measures for Academic Renewal (December 2017 to February 2018)
- Meetings with various student groups (February – March, 2018)
  Meetings between the firm of Kennedy and Company and all deans and chairs to support extensive analysis of current and potential teaching load scenarios (January – February 2018)

ACADEMIC RENEWAL PROJECT

Objectives

In accord with the Senate resolution of December 7, 2017, item #2, the following presents the objectives of the Academic Renewal project, the initiatives to achieve them, and the measures of success. *(This section, including Specific Objectives, Proposed Initiatives, and Assessment Measures, was developed jointly by the Provost and the Senate Academic Policy and Budget and Planning Committees, in a series of meetings between December 2017 and February 2018 (Draft 8b).*

Academic Renewal Objectives

The goal of the Academic Renewal project is to strengthen both academic excellence and financial sustainability by achieving the optimal balance of faculty teaching,research, and service responsibilities, improving student enrollment and retention rates, and generating increased University revenue.

Specific objectives

1. ***Research: Enhance University Research Reputation***
    a. ***Strengthen the research character of the University and maintain our Carnegie ranking***
    b. ***Increase visibility of the University's status as a research university and emphasize how our research efforts contribute to the good of society***

2. ***Teaching: Support Sustainable Teaching Excellence***
    a. ***Support intellectual growth in and out of the classroom. Foster an environment in which students are given a robust teaching, advising, and mentoring experience within a world-class research context***
    b. ***Align teaching loads in a way that maintains and improves quality of both graduate and undergraduate student education and range of offerings, while ensuring financial sustainability***
    c. ***Improve classroom environment and resources to enhance teaching and learning.***
    d. ***Establish a Center for Teaching Excellence that will support both faculty and graduate student instruction practices***

3. ***Revenues: Provide Support for Significant Revenue Improvements***
    a. ***Sustain and grow the University's academic reputation to drive enrollment growth***
    b. ***Increase annual research grant funding in the natural and social sciences from $21 million annually to $26 million, over the next 5 years (a 25% increase)***

Proposed Initiatives

1. ***Research: Enhance University Research Reputation***
    a. ***Strengthen the research character of the University and maintain our Carnegie ranking***
        i. Establish an endowment for the Humanities that will fund teaching load reductions and conference travel for both faculty and graduate students, while also signaling the vital, central role that the humanities and arts play in the Catholic Intellectual Tradition
        ii. Reduce cost of course buyouts (e.g. to cost of replacement plus 20%) to enable additional time for research
        iii. Strengthen doctoral programs with more competitive funding by offering more timely, better defined, and more intentionally distributed funding packages. Assess stipends with

some reference to cost of living; increase stipends at the same rate as increases in faculty and staff compensation

iv. Improve support for faculty and graduate student research, especially as recommended by University Research Operations Committee (UROC)

v. Support participation of faculty and graduate students in professional organizations and conferences

vi. Provide adequate research resources, especially in the areas of library services and technology

b. Increase visibility of the University's status as a research university and emphasize how our research efforts contribute to the good of society

i. Identify a small number of research themes (e.g. Faith and Science; Ethics and Human Dignity; Human Intelligence and Computing; Beauty and Transcendence; Healthcare and Technology) and encourage cross-faculty and faculty-graduate collaboration (e.g. reading groups) and host conferences on research within these themes

ii. Increase internal and external communication about the current extent of cross-disciplinary research collaboration on campus, including through University Research Day

c. Introduce Graduate Student Specific Mentorship Initiatives

i. Identify graduate student needs and develop, both on School/departmental and University-wide levels mentorship initiatives for doctoral students (M.A. students as appropriate). Include assessment of whether these needs are being met in School/departmental/University reviews

ii. Develop initiatives for faculty guidance of graduate students in research activities and essential aspects of Academic life (e.g. publishing, collaboration, conference participation)

iii. Assess whether the advising needs of graduate students, especially incoming graduate students, are being amply met; strengthen advising where necessary

2. Teaching: Support Sustainable Teaching Excellence

a. Support intellectual growth in and out of the classroom. Foster an environment in which students are given a robust teaching, advising, and mentoring experience within a world-class research context.

i. Establish a Center for Teaching Excellence to support graduate teaching fellows, new FT and PT faculty and promote effective teaching approaches to all faculty. Instructors whose teaching excellence has been recognized by the University will be invited to serve as mentors in the Center.

ii. Recognize excellent mentoring and provide professional development support for best practices in mentoring.

iii. Identify and correct burdensome process and "customer service" issues that hinder faculty, staff and students in the pursuit of teaching, research, and learning, and streamline and clarify any policies and procedures that are unduly onerous.

b. Align teaching loads in a way that maintains and improves quality of both graduate and undergraduate student education and range of offerings, while ensuring financial sustainability.

i. Establish teaching loads consistent with the Faculty Handbook norms and approved guidance concerning other faculty activities from the new Unit Standards Committee being established by the Academic Senate.

ii. Increase investment in teaching development support, coaching, and evaluation, especially for new faculty and teaching fellows, and on role of educational technology through the new Center for Teaching Excellence.

iii. Reorganize academic units to facilitate cross-disciplinary collaboration (e.g. in the arts, combine Music, Drama, and Art into a new school; for social sciences, relocate Economics to the School of Arts and Sciences). Implement a multi-year process to assess additional opportunities for academic unit reorganization.

iv. Ensure annual evaluation of all academic programs to identify what is working well and what needs to be fixed, and to propose one or more new growth programs each year that can have a positive impact on enrollment (with budgeted seed funding for most promising new programs)

c. Improve classroom environment and resources to enhance teaching and learning.

i. Renovate Science, Engineering, and Nursing laboratories, classrooms, and performance and rehearsal spaces across campus

ii. Provide adequate library and technology support for excellent teaching

iii. Provide University-wide training for doctoral students who will have teaching roles, through the Center for Teaching Excellence

iv. Ensure adequate and appropriate meeting spaces for graduate students to meet with students

3. **Revenues: Provide support for significant revenue improvements**

a. Sustain and grow the University's academic reputation to drive enrollment growth

i. Show how, among Catholic universities in the Mid-Atlantic area (NY/NJ/PA/DC) we are a leader in terms of both R&D and range of PhD programs and demonstrate why this matters: *that being taught by active scholars provides a better academic experience and better career outcomes* (e.g. by encouraging schools/departments to identify successful recent graduates, and how research faculty assisted them).

ii. Highlight and support our collaboration with DC-area research institutions (e.g. NASA, NIH, NSF, LOC, Smithsonian).

iii. Strengthen investment in academic programs that result in significant student enrollment

iv. Identify, share, and implement best practices for increasing Undergraduate and Graduate yield across schools.

v. Encourage and coordinate faculty on conference travel to visit area High Schools and alumni groups, to share their research and other information in support of enrollment and advancement.

vi. Revise faculty and academic administration evaluation process to increase transparency about processes and criteria, implement constructive feedback, and recognize outstanding performance (e.g. merit raises, bonuses, research funding, teaching loads).
vii. Expand range of summer High School programs, with a particular focus on programs that engage High School students with faculty research.
viii. Improve University rankings in various sources used by prospective students, with particular focus on rankings where faculty research is valued (e.g. Wall Street Journal/Times Higher Education rankings).
ix. Develop short, non-traditional adult learner offerings to improve reputation as well as increase revenues.

b. Increase annual research grant funding in the natural and social sciences from $21 million annually to $26 million, over the next 5 years (a 25% increase).

i. Consolidate and improve funding for the Office of Sponsored Research and the Office of Sponsored Accounting, to provide stronger support for faculty grant development
ii. Offer annual summer training sessions and small grants for faculty on grant-writing
iii. Recognize grant proposal submission as part of evaluation process

Assessment Measures

1. Research: Enhance University Research Reputation

a. Strengthen the research character of the University and maintain our Carnegie ranking

i. Size and payout of Humanities endowment
ii. Implementation of reduced buyout costs and faculty take-up
iii. Increase in doctoral program stipends
iv. Number of publications and other evidence of research productivity
v. Number of faculty and graduate student professional activities and presentations
vi. Surveys assessing effective research tools, including library resources and access to silent study spaces

b. Increase visibility of the University's status as a research university and emphasize how our research efforts contribute to the good of society

i. Completion of identification of themes, and activity associated with themes
ii. Report on extent of cross-disciplinary efforts

2. Teaching: Support Sustainable Teaching Excellence

a. Support intellectual growth in and out of the classroom. Foster an environment in which students are given a robust teaching, advising, and mentoring experience within a world-class research context.

i. Results of student evaluations, including evaluations by graduate students during and post-coursework
ii. Results of annual program evaluations

b. Align teaching loads in a way that maintains and improves quality of both graduate and undergraduate student education and range of offerings, while ensuring financial sustainability.

i. Teaching loads of faculty and graduate students compared to established goals
ii. Investment in teaching development of both faculty and graduate student teachers
iii. Completion and successful integration of academic reorganizations
iv. Regular survey of students, faculty, staff and employers to gather feedback, monitor satisfaction levels and identify largest obstacles to improved satisfaction

c. Improve classroom environment and resources to enhance teaching and learning.

i. Number of laboratories, classrooms, performance and rehearsal spaces renovated
ii. Adequacy of library and technology support for teaching purposes

3. Revenues: Provide Support for Significant Revenue Improvements

a. Sustain and grow the University's academic reputation to drive enrollment growth

i. Incorporation of messaging about our research leadership in marketing materials and other relevant communications (including identification of research-inspired graduate success stories)
ii. Number and quality of joint proposals and common cooperative agreements
iii. Increases in investment in growing academic programs, student enrollment results and student completion rates; Incorporation of messaging about the better academic experience and better career outcomes expressed by Catholic U students and alumni
iv. Improvements in Undergraduate and Graduate admission yields by school
v. Number of faculty who have addressed high school and alumni audiences while on conference travel
vi. Results of annual faculty and administrative evaluation
vii. Number of high school programs, and enrollment yield from them
viii. Movement in rankings
ix. Number of adult-learner programs and attendance

b. Increase annual research grant funding in the natural and social sciences from $21 million annually to $26 million, over the next 5 years (a 25% increase).

i. Completion of consolidation of Office of Sponsored Research and Office of Sponsored Accounting.
ii. Number of faculty participating in summer training sessions, and number and amount of grants-in-aid provided to new faculty
iii. Number of submitted proposals; amount of funding received

PROPOSAL DETAILS AND RATIONALE

In accord with the Senate resolution of December 7, 2017, item #1 (first part), this section provides the specific details of the proposal including targeted reductions and rationale for their determination. The Faculty Handbook (II-H-3.219) also requires that the rationale be stated.

Resolution for the Academic Senate (to be voted on at the May 9, 2018 meeting of the Academic Senate)

Be it resolved that

1. The overall goals and direction of this Academic Renewal proposal are affirmed by the Academic Senate.

2. The Academic Senate approves, on a consultative basis, the following changes:
    a. A new Benjamin T. Rome School of Music, Drama, and Art or Rome School of Music, Drama, and Art is established, with four departments, Music Performance; Music Theory, History, and Composition; Drama; and Art.
        i. All academic programs, students, and staff in the Benjamin T. Rome School of Music are moved to the relevant departments in the new School;
        ii. All academic programs, students, and staff in the existing Department of Art are moved to the new Department of Art in the new school;
        iii. All academic programs, students, and staff in the existing Department of Drama are moved to the new Department of Drama in the new school;
        iv. All faculty from the Benjamin T. Rome School of Music and the Departments of Drama and Art are moved to this new school, with their current rank, seniority, and compensation;
        v. The new School will be formally established starting August 20, 2018. The administration of students and faculty will be housed in the new School. The departments will retain their budgetary authority;
        vi. During academic year 2018-19, the governance structure and administrative details will be established by the new dean, chairs, and faculty of the departments;
        vii. The Senate suggests that the new School be publicly launched at the beginning of the fall semester 2019 with invitations to alumni, donors, and the university community. The launch of the new School will be accompanied by a major performance of all the arts to create a major alumni outreach and fundraising opportunity.

    b. The Busch School of Business and Economics is renamed the Busch School of Business, and a new Department of Economics is established in the School of Arts and Sciences.
        i. All Economics programs (BA Economics; BS Economics; BS International Economics and Finance; MA Integral Economic Development Management; MA International Economic Development Policy) and all the students registered in them are moved to the new Department of Economics

ii. Some Economics faculty from the Busch School are moved to the new Department of Economics

3. All the above actions will become effective when approved by the Board of Trustees (currently scheduled for June 5, 2018).

4. Implementation of the Faculty Handbook-specified full-time, tenure-track teaching load of 3:3 along with teaching load equivalencies for strong research contributions, for certain service contributions, such as chair responsibilities, and for Advancement support, in accord with the Faculty Handbook, as recommended by the Unit Standards Committee of the Academic Senate and approved by the deans.

5. A reduction of approximately 35 full time faculty be implemented effective the end of the Spring 2018 semester. The University has offered incentives to maximize the number of voluntary reductions. 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.

6. Any Faculty whose contracts are not renewed will receive the Faculty Handbook mandated year's notice or severance payment (II-H-8.235b.ii).

7. The faculty reduction is recognized as a temporary measure to meet financial needs caused by recent declines in student enrollment at Catholic University. Assessment of appropriate numbers of faculty to achieve the objectives of Academic Renewal over the next five years will be determined by the Provost's Office in consultation with the Deans of all Schools, and with the Senate Budget and Planning Committee. The "right-sizing" of units would be accomplished by evaluating the teaching, research, and service needs of the unit. 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. Further defining the sizes of units in a transparent process will allow evidence-based future hiring strategies.

8. The Academic Senate establishes a new standing Unit Standards Committee. This Committee should consult widely and recommend standardized weights for various faculty activities, including but not limited to all the items listed in the current Draft Teaching Activity Measurement Standardization (Appendix G). Recommendations should be provided annually to the Provost and Deans by the end of each Fall semester, in time for consideration prior to planning the next academic year's teaching assignments.

Resolution for the Academic Senate (to be voted on at the March 15, 2018 meeting of the Academic Senate)

Be it resolved that this Academic Renewal Proposal be referred to the Senate Academic Policy Committee, the Budget and Planning Committee, and the Committee on Faculty Economic Welfare 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.

Resolution for the Academic Senate (to be voted on at the April 12, 2018 meeting of the Academic Senate)

Be it resolved that this Academic Renewal Proposal, with any amendments decided in this meeting, be referred to the Senate Ad Hoc Committee elected in its meeting on February 22, 2018, who are charged to review the proposal (as amended, if amended), consulting widely with affected students, faculty, and staff, and to submit their report to the Academic Senate by May 2, in time for action at the May 9 Senate meeting.

Rationale for Proposal

Why are we undertaking this effort?

- We need to be more attractive to current and prospective students by strengthening the quality of the student experience, while at the same time containing costs. This proposal will do both. It will enable us to move forward on necessary initiatives for strengthening our academic programs and to reduce Academic Area expenses by approximately $3.5 million, thereby balancing our FY19 budget.

Why can't we reduce our budget without resorting to a reduction in the number of faculty positions?

- There are no reasonable alternatives available. Staff have already been cut significantly, and further major cuts to the Library, to Global Education, or to our doctoral programs would cause serious impediments to our operations as a comprehensive Catholic Research University with a global reach.

How did you decide how many positions need to be eliminated, and from which schools and departments?

- Our intention is to ensure that no programs, courses, or sections will be cut as a result of the Academic Renewal project, so that the quality of the student experience is maintained and even strengthened by the project. Accordingly, with the assistance of Kennedy and Company, we began to determine how the current course offerings might direct the sizing of the units. However, this analysis accounts only for coursework, and other factors will be considered in the 2018-19 analysis. Currently, the voluntary departures have occurred in random fashion and the gaps in our various disciplines and departments will need to be examined. In order to minimize the potential risk to the quality of the student experience, the Budget and Planning Committee, in coordination with the Provost, will review the impacts and outcomes in order to make appropriate assessments in the coming years.

APPROVAL PROCESS AND AUTHORITY

In accord with the Senate resolution of December 7, 2017, item #1 (second part), this section describes the role of the Academic Senate in the approval process of the Academic Renewal project, and how this approval process accords with the Faculty Handbook. The relevant sections of the Faculty Handbook are

Part I-B (Section 5, Article VII), Part II-G (Termination of Appointments), and Part II-H (Policy and Procedures for Termination of Schools, Departments or Programs).

The Faculty Handbook does not envision a situation such as the one we face now, where we are simultaneously trying to improve academic excellence and financial sustainability. The Handbook provides for the termination of departments and schools and elimination of all their programs and faculty, for reasons of financial exigency or for other reasons such as "seriously diminished academic quality" or "persistent failure to attract qualified faculty or students" (II-H-2.217). It thus envisions only more extreme situations where the termination of schools or departments will result in the complete elimination of all their academic programs, students and faculty. Given this situation, our Office of General Counsel has recommended that, while our specific conditions are not envisioned by the Handbook, the existing Handbook procedures are general enough that we can and should adhere to them as closely as possible. Accordingly, the following procedure and provisions are appropriate to the situation.

Grounds for action

"The University may terminate a School, Department or Program on grounds of financial exigency or for reasons other than financial exigency" (II-H-2.217). We will not be invoking financial exigency. While our academic excellence will be at risk if we do not take significant action such as that described in this proposal, our financial position, with an endowment the size of ours, is not so dire that we should provoke the kind of fears among bond holders and prospective and current students that a declaration of financial exigency is bound to create.

Authority for action

This proposal is originated by the Provost (II-H-3.218). It requires consultation with the affected students, faculty, and deans (II-H-3.218). It requires a consultative vote of the Academic Senate (IB-5-VII and II-H-3.220) and action by the Board of Trustees.

Procedure

The proposal must be referred to the Academic Policy committee "and/or such other committee or committees as the Senate deems appropriate for a preliminary determination" (II-H-5.224). Given the significant budget implications, it seems reasonable that the proposal also be referred to the Budget and Planning Committee, even though financial exigency is not being invoked (cf. II-H-4). Subsequently, the proposal should be referred to the Senate Ad Hoc Committee on Academic Renewal (cf. II-H-6.226), which will report back to the Senate. The Senate's consultative vote is of a simple majority (II-H-7.229). The affected faculty and students should be notified (II-H-7.230) and the President should transmit the results of the Senate's consultative vote to the Board of Trustees (II-H-7.232). The President should also send the report of the Ad Hoc Committee on Academic Renewal and its Appendices along with the Provost's response to the Ad Hoc Committee report to the Board of Trustees.

Affected faculty must have an opportunity to be heard by the Senate Ad Hoc Committee on Academic Renewal and all decisions must be subject to review by the President (II-H-8.234).

APPROVAL SCHEDULE

The following schedule is proposed for the various consultations envisioned by the Faculty Handbook. Appendix D contains a visual representation of this schedule.

March 8, 2018: Submission of Academic Renewal Proposal to the Academic Senate (seven days prior to Senate meeting)

March 15: Senate meeting; Senate Academic Policy and Budget Committees to commence preliminary consideration; Ad Hoc Committee commences scheduling of consultations with relevant faculty, students, and administrators, contingent upon April 12 Senate determination whether to proceed

April 5: Senate Academic Policy and Budget and Planning Committees to submit their written reports (seven days prior to Senate meeting)

April 12: Senate meeting; Senate to determine whether to continue with the process; if yes, Ad Hoc Committee to begin consultation with relevant faculty, students, and administrators

May 2: Senate Ad Hoc Committee on Academic Renewal written report due to Senate (seven days prior to Senate meeting), including any proposed amendments to the Academic Renewal proposal

May 9: Senate meeting: consultative vote on Academic Renewal proposal

May 21: Proposal due to Board of Trustees (fourteen days prior to Board of Trustees Academic Affairs Committee meeting)

June 4: Academic Affairs Committee meeting and vote

June 5: Board of Trustees meeting and vote

APPENDICES

A. Senate Resolution of December 7, 2017
B. Cost cutting outside the Academic Area
C. Proposed Faculty reductions
D. Approval process
E. Memo on decision package investments
F. Kennedy and Company review
G. Draft Teaching Activity Measurement Standardization

Appendix A

Senate Resolution of December 7, 2017

Pursuant to its report to the Academic Senate in November, the Budget and Planning Committee, along with the Academic Policy Committee and the Provost, proposes the following resolution as a mechanism to ensure that the Senate and the broader university community are fully engaged in addressing the Provost's academic renewal proposal.

WHEREAS it has been mandated that the academic units of the University undertake substantial self-assessment in view of the Academic Renewal proposal;
and
WHEREAS the demand that the academic area respond to the University's financial situation should be met by a similar examination of the University enterprise more broadly,

BE IT RESOLVED that the Academic Senate endorses the following next steps for the Academic Renewal proposal, as agreed by the Provost, the Senate Budget Committee, and the Senate Academic Policy Committee:

1) That the Provost will provide a transparent explanation of the proposed changes, including any targeted reductions, the basis and rationale for their determination, the role of the Senate in the process, and how all aspects of the proposed process accord with governance requirements set forth in the Faculty Handbook;
2) That the Provost, Senate Budget Committee, and Senate Academic Policy Committee will jointly develop and clearly state the academic objectives to be achieved by an Academic Renewal proposal; the Academic Renewal proposal should identify the initiatives that will promote and sustain academic excellence as a global Catholic research university, together with the associated criteria that will be used to measure initiative success;
3) That the full report and entire presentation from Art & Science Group be broadly distributed and discussed, and that the Provost or Vice-President for Enrollment Management explain what steps are being taken to address issues raised in the report and what benchmarks will be used to assess a revised marketing/student recruitment approach;
4) That concurrent with the self-study of academic units, the President or appropriate Vice-President provide a detailed accounting of the specific cuts that each non-academic area has made and will be making, with a statement of how performance of those units will be assessed;
5) That the President or Treasurer provide clarification of the basis for the current policies and practices on Reserves and Endowments, what instigated those changes, and how they will impact the University going forward; and
6) That these clarifications and explanations be presented in writing to the Senate before substantive action pursuant to the proposed "academic renewal" be undertaken.