























December 2018 Academic, Research and Student Success Committee Meeting

Schedule	Wednesday, December 5, 2018 9:00 AM — 10:00 AM CST
Venue	Wilder Student Union - Lambuth Campus
Organizer	Chelsea Connor

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1. Call to Order

Presented by David North

2. Roll Call

Presented by Melanie Murry

3. Approval of Minutes - September 5, 2018

Presented by David North

THE UNIVERSITY OF MEMPHIS
BOARD OF TRUSTEES

MINUTES OF THE ACADEMIC, RESEARCH AND STUDENT SUCCESS COMMITTEE

September 5, 2018
Memphis, Tennessee

The Academic Affairs and Student Success Committee of The University of Memphis Board of Trustees met at 8:30 a.m. CDT, on Wednesday, September 5, 2018, at the University of Memphis in Memphis, Tennessee.

I. CALL TO ORDER

Trustee North called the meeting to order.

II. ROLL CALL

University Counsel and Secretary Murry called the roll. The following Committee members were present:

Trustee Douglas Edwards*
Trustee Marvin Ellison*
Trustee David Kemme*
Trustee R. Brad Martin*
Trustee David North*
Trustee Carol Roberts*
Trustee Charles (Drew) Gilmore

*Voting members

Non-voting Trustees present for the meeting:

Trustee Springfield
Trustee Graf
Trustee Johnson

Trustee Graf announced that the student trustee, Drew Gilmore, will serve on each committee. Trustee Gilmore shared his background, which includes previously serving as President of the SGA.

Secretary Murry announced the presence of a quorum.

Administrative staff, faculty and members of the media were also present.

III. Approval of Minutes – June 6, 2018

Trustee North moved to approve the minutes of the June 6, 2018, Academic, Research and Student Success Committee meeting. It was noted that the minutes will be updated to include Trustee Kemme's presence at the June 2018 meeting. The motion was made by Trustee Roberts and was properly seconded. A roll call vote was taken, and the motion passed with unanimous consent.

IV. Strategic Plan for Dual Enrollment

Trustee North recognized Dr. David Rudd to make a presentation on a Strategic Plan for Dual Enrollment.

Dr. Rudd shared that dual enrollment efforts have grown significantly lately, with 1,400 dual enrollment students registered this year. He noted that THEC is organizing a coordinated strategic dual enrollment vision for the entire state. The University is in the process of developing a privately funded dual enrollment high school on the Lambuth Campus. Therefore, Provost Weddle-West and Dr. Bill Akey will be developing a strategic plan for dual enrollment for the University. Dr. Weddle-West explained that high school students enroll in our courses, dual enrollment, and receive credit for those courses once they are admitted to the University of Memphis, which increases the likelihood that these high school students will enroll at the UofM. Dr. Akey added these students are retained at higher rates and graduate at higher rates than others in the same freshman cohort. Dr. Rudd stated that as the strategic plan is developed, it will be shared with the Board as an informational item. Trustee Johnson asked if Drs. Rudd and Weddle-West are pleased with the way THEC has come up with their dual enrollment strategies. Dr. Rudd stated that THEC has been responsive and that there have been some concerns around competition. Dual enrollment is a weighted variable in the reimbursement formula for community colleges, leading to a debate about the dual enrollment competition between 4 and 2-year institutions. Dr. Rudd suggested dual enrollment should not be a weighted formula and noted that credit for dual enrollment varies from state to state. Dr. Rudd feels we have been a reasonable voice and THEC has been responsive.

V. D.O. Study for Lambuth

Trustee North recognized Dr. David Rudd to make a presentation on a Doctor of Osteopathic Medicine (D.O.) Study for Lambuth.

Dr. Rudd is requesting a study exploring a D.O. School at the Lambuth Campus and has asked Dr. Weddle-West to put together a small group. The core nucleus of enrollment at Lambuth is centered around health sciences (e.g., nursing); the University has a very good relationship with West TN Healthcare; and D.O. physicians are more concentrated in rural healthcare. There is one other D.O. school in TN, located in east TN. Dr. Rudd stated that if the Trustees are supportive, we will bring the idea forward in the next legislative session to explore the availability of state funding to help launch the program. Dr. Weddle-West stated that this seems to be the perfect timing to support and bolster all the health science initiatives at Lambuth considering the tremendous rural need and support in Jackson. Trustee Edwards added that we

have an underutilized physical plant at Lambuth and urges the University to move forward with haste because of the need in that area. Dr. Rudd again emphasized the timing is right, and it is a great fit for the Lambuth campus. Trustee North stated on behalf of ARSS Committee, they are supportive of the D.O. Study for Lambuth.

VI. New Business

Trustee North shared that he met with Dr. Weddle-West and her key leaders to explore how do we look into future and how to determine the needs of students in 4, 6, or 8 years and how do we look forward now to identify those needs. Dr. Weddle-West stated that we look forward to what Board members can contribute to the academy and how we traditionally gauge growth and programs. Trustee North encourages other committee members to find time to have conversations with the Provost and/or Deans. Trustee Ellison commented that there is a greater need for improved communications; we have to learn digital communication, but that does not mean we unlearn basic communication skills of speaking and writing. He thinks there will be a huge void where younger students/millennials will be excellent at social media/digital communication, but untrained at basic dinner and writing conversations in the next couple of years. Dr. Weddle-West echoed Trustee Ellison's comments and mentioned that programs can be structured in this direction. Trustee Edwards wants to hear about approaches to interdisciplinary programs on campus and how they prepare student graduates to prepare and be part of the workforce. Dr. Rudd mentioned he can challenge the leadership team to think about departmental structures that may be barriers to innovation of interdisciplinary programming.

VII. Adjournment

With no further business, Trustee North moved to adjourn the meeting. The motion was properly seconded and passed with unanimous consent.

4. Tenure

Presented by Henry Kurtz

The University of Memphis Board of Trustees

Presentation

For Information

Date: December 5, 2018

Committee: Academic, Research & Student Success Committee

Presentation Title: Tenure

Presented by: Henry A. Kurtz, Faculty Senate President

Faculty and Tenure at the University of Memphis

Faculty Senate

Henry A. Kurtz

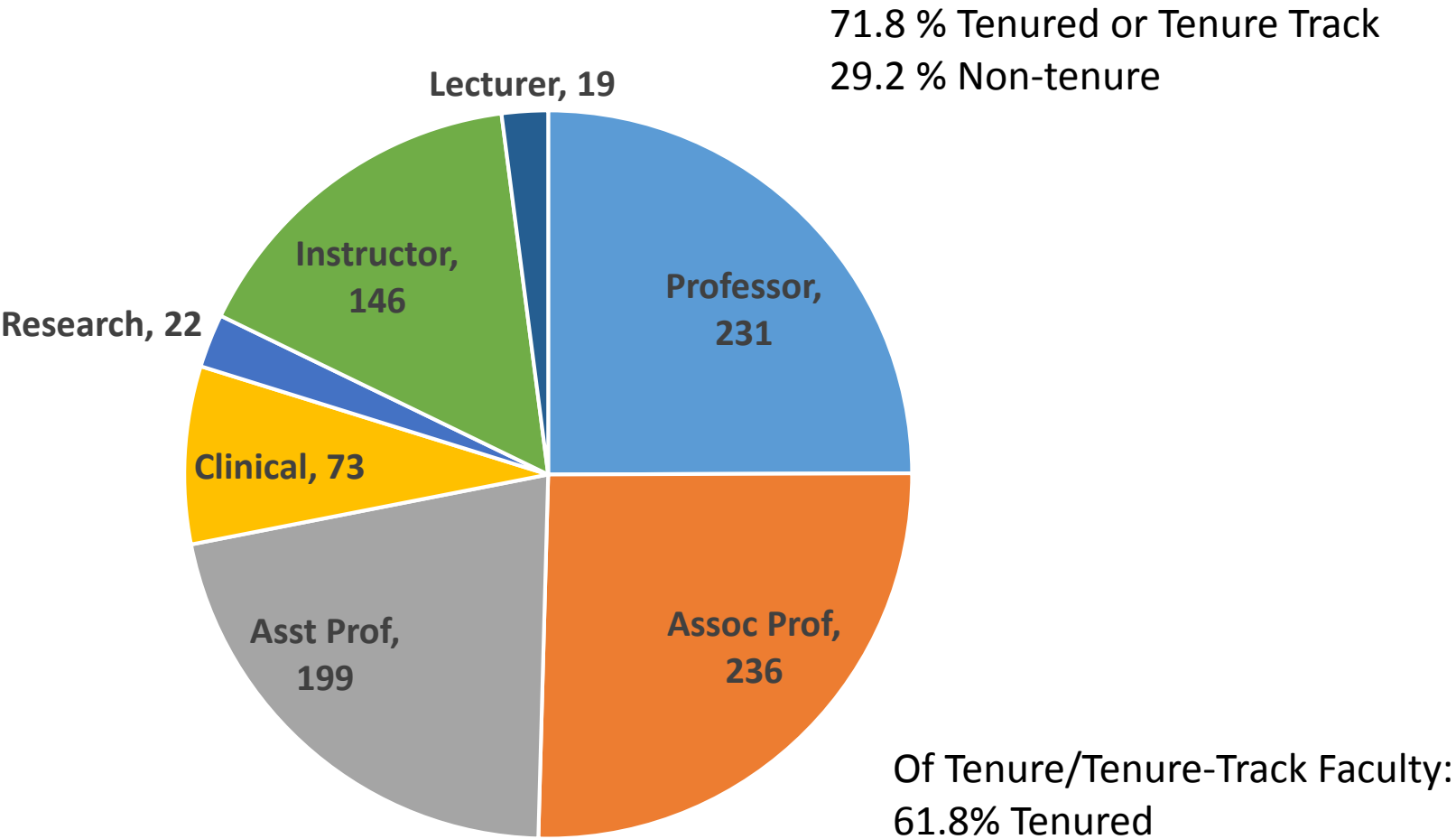
December 5, 2018
Wilder Student Union
UofM Lambuth



**Board of
Trustees**

Breakdown of Current Full-Time Faculty

Job Description	N	% Female and Male	
		F	M
Professor	178	26%	74%
Professor Chair	25	40%	60%
Professor Director	8	13%	88%
Professor Director Chair	1	100%	.
Holder of the Chair Excellence	19	21%	79%
Assoc Professor	224	42%	58%
Assoc Professor Chair	6	.	100%
Assoc Professor Coordinator	1	.	100%
Assoc Professor Dir Clin Edu	1	100%	.
Assoc Professor Director	4	75%	25%
Asst Professor	198	50%	50%
Asst Professor Coordinator	1	100%	.
Clinical Assoc Professor	20	85%	15%
Clinical Asst Professor	47	98%	2%
Clinical Instructor	1	100%	.
Clinical Professor	5	100%	.
Research Assoc Professor	7	29%	71%
Research Asst Professor	14	50%	50%
Research Professor	1	.	100%
Instructor	114	54%	46%
Instructor Coordinator	32	59%	41%
Lecturer	8	25%	75%
ESL Lecturer	2	100%	.
Sr Lecturer	1	100%	.



History:

In the U.S., tenure is usually dated from 1940 and the AAUP Statement of Principle on Academic Freedom and Tenure. Originally, however, it was the foundation of many European universities and dates back as far as University of Bologna (1088), University of Paris (1150) and University of Cambridge (1218).

Benefits:

Tenure ensures that a professor can research all lines of inquiry on a subject without restraints and speak the truth candidly without fear. It protects democratic principles and the free exchange of ideas.

Tenure protects the national reputation of the university and the pursuit of knowledge and truth against outside influence or political retribution.

Tenure helps to attract talented individuals to the university.

- Not a “job for life”
 - It is a guarantee of due process
 - All faculty, with or without tenure, have an annual review
 - Unacceptable annual reviews initiate further action (a post-tenure review)
 - Continued unacceptable reviews may lead to detenuring and termination
- Not a “freedom to say or act as you like”
- Is difficult to obtain
 - Failure in a tenure application means dismissal from the University
 - Faculty recruited to the university and an intense interview/vetting process with consideration of “tenurability”
 - In annual reviews and mid-term reviews by chairs and deans, any faculty clearly not making adequate progress is encouraged to seek employment elsewhere and not go up for tenure.
 - If the annual reviews and mid-term review is clear the candidate is not meeting expectations they may be terminated.

An example of a new hire:

- Assistant Professor – **Fall 2018**
- Mid-tenure review by department and chair; forwarded to Dean – **Spring 2021**
- Application for tenure and promotion to Associate Professor – **Fall 2022**
- If not successful:
 - May continue until **Spring 2024**
- If successful:
 - Effective date of tenure and/or promotion is **Fall 2024**
- Application for Promotion to Professor – **no deadline**

Intensive review at many levels of a standard electronic dossier outlining plans and accomplishments with respect to Teaching, Research, and Service.

- **Steps in Review:**

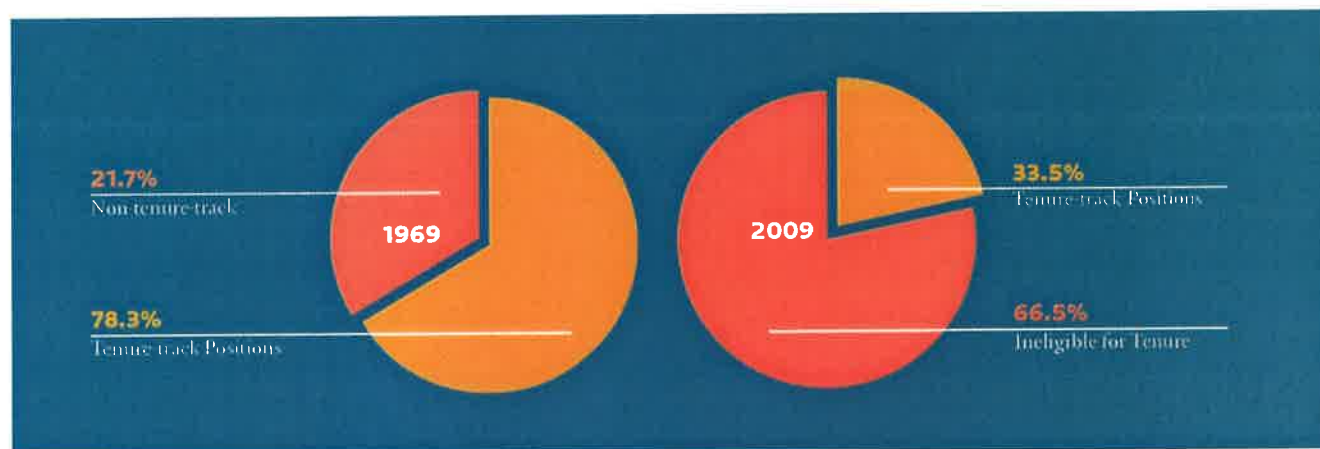
- May/June: Notify department of intent
- **Summer: Departments send materials for external reviews (4 minimum)**
- Sept.: Full Dossier due & department meets to discuss (min. twice) and votes and writes a letter detailing issues discussed and rationale. Materials forwarded to department chair, who makes an independent decision and writes a separate letter.
- October: College Committees examine files and vote on candidates, plus provide in writing the issues discussed.
- November: College Deans make decision and write their findings.
- Dec.: All materials forwarded to the Provost. All previous votes and decisions are advisory to the Provost and her decision is the one forwarded to the candidates.

- **Appeals:**

- Feb.: Candidates initiate an appeal of the Provost's decision
- March: Committee appeal decisions forward to President for final decision

- Tenuring Faculty whose major focus is teaching: Do we want to and what would be the guidelines?
- Continued examination of demographics of faculty.
- Reviewing guidelines for evolving departments. For example, the growth in online courses.
- Having the right balance of faculty roles as we move to be a Tier I University.
- Faculty Senate is initiating review of post-tenure review with main goal of strengthening the feedback requirements and creating a more efficient and effective process.

TRUSTEESHIP MAGAZINE



◀ PREVIOUS ARTICLE

NEXT ARTICLE ▶

The Changing Academic Workforce

BY ADRIANNA KEZAR AND DANIEL MAXEY

MAY/JUNE 2013



December 2018 Academic, Rese...

TAKEAWAYS

Overall, non-tenure-track faculty, often known as adjunct or contingent faculty, now account for three-quarters of the instructional faculty at non-profit colleges and universities across the country.

Many institutions' practices have not evolved to allow these faculty members to provide the quality of education that meets institutions' goals for student learning and graduation.

Board members can provide significant leadership in dealing with these challenges by examining budgets and seeking staffing plans and updated reports on resources

4. Tenure

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provided to instructional faculty, with an eye to the issues raised by non-tenure-track faculty.

Among the many pressing challenges facing colleges and universities that demand the attention of their boards, one set of issues often is overlooked: those involving employment of non-tenure-track faculty members and the policies and practices shaping their work. There are a number of compelling reasons, however, why boards not only should become knowledgeable about the relevant policies and practices, but also should take a leadership role in collective efforts to determine how they affect the attainment of the institution's and its students' goals.

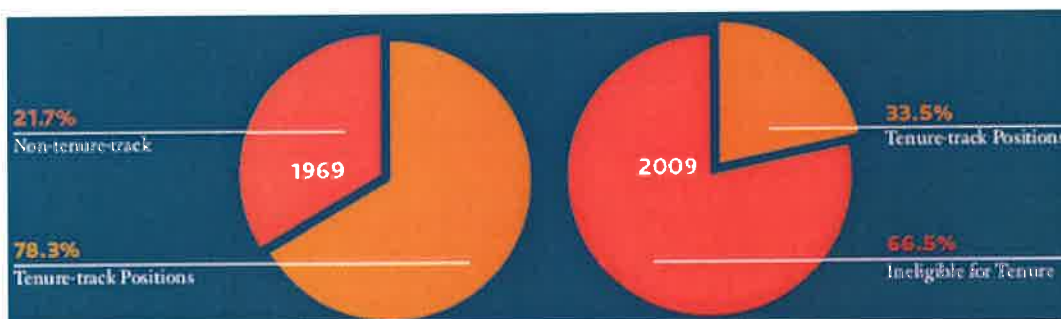
To demonstrate why board leadership is vital regarding what are typically known as adjunct or contingent faculty, consider the potential impact of the following news articles:

"Students of color protest discriminatory practices at local college: Claim disproportionate enrollment in introductory and remedial courses taught by adjuncts reflects an unequal opportunity for a quality education."

"Local college charged with violating Family Educational Rights and Privacy Act and other laws: Accreditation agencies claim institution's negligence due to lack of orientation and preventive training for adjuncts; federal funding threatened."

"Shocking numbers of professors at local college found to be on food stamps; students and community leaders voice outrage over unfair pay for adjuncts."

It is unimaginable that board members would want to read any one of these claims about their institution in the local newspaper. However, each scenario is increasingly likely to threaten the reputation of some institutions, as well as their missions and goals for teaching and learning.



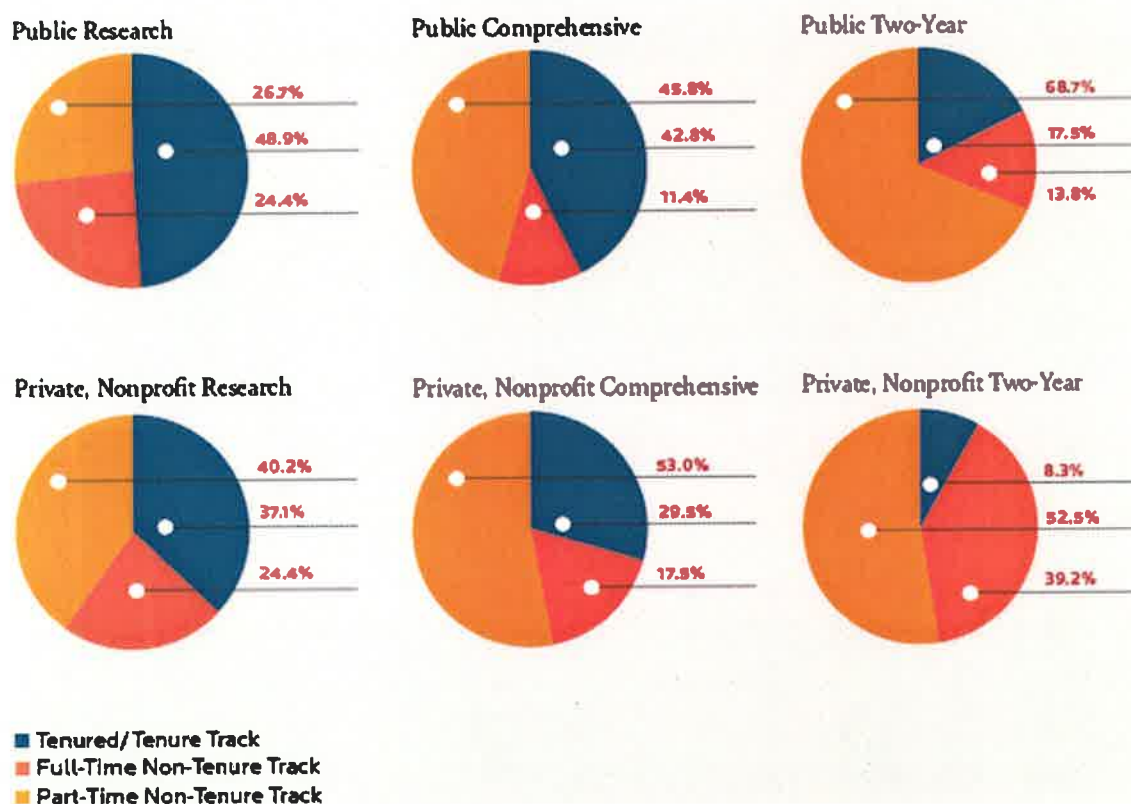
The large and growing reliance on non-tenure-track faculty throughout higher education has resulted in such faculty members now accounting for approximately 70 percent of the faculty providing instruction at nonprofit institutions nationwide. Yet, most campuses ignore the needs of this group, operating as though tenure-track faculty members are the norm. As non-tenure-track faculty have been hired in greater numbers, institutions have often not considered how their faculty policies and practices—and the working conditions encountered by adjuncts, particularly those working part time—may carry deeply troubling implications for student learning, equal-employment opportunities and nondiscrimination, and risk management.

Our comments and suggestions grow out of our work as the principal investigators for the Delphi Project on the Changing Faculty and Student Success, based at the University of Southern California. In that work, we have engaged in extensive discussions with disciplinary societies, AGB and other national organizations representing board members and college presidents, academic labor unions, policy makers, and accreditation agencies, among others, and have collected helpful resources, available online at <http://resources.thechangingfaculty.org>. Those conversations have illuminated how the faculty came to be comprised of mostly non-tenure-track positions and the implications of this change for student success and outcomes.

FACULTY COMPOSITION

In 1969, tenured and tenure-track positions made up approximately 78.3 percent of the faculty, and non-tenure-track positions accounted for about 21.7 percent, according to *The American Faculty*, published in 2006 by Jack H. Schuster and Martin J. Finkelstein (Johns Hopkins University Press). By 2009, data from the National Center for Education Statistics's Integrated Postsecondary Education Data System show these proportions had nearly flipped; tenured and tenure-track faculty had declined to 33.5 percent of the professoriate, and 66.5 percent of faculty were ineligible for tenure. Of the 66.5 percent, 18.8 percent were full-time, non-tenure-track, and 47.7 percent were part-time. While the numbers of non-tenure-track faculty have grown the most at community colleges, they make up a large portion of the faculty at all institutional types. (See Figure 1 below.)

Although the shift in the numbers alone is cause for concern, an even greater problem is that campuses' policies and practices typically have not kept up with these changes. While the low salaries and difficult work environment experienced by many non-tenure-track faculty members are compelling reasons in themselves to consider change, it is also important to understand that existing policies—or the lack of them—often hamper faculty performance, adversely affect students' learning, and expose institutions to greater risk of legal action.

Figure 1. Variation in the Composition of Faculty Type

WORKING CONDITIONS FOR CONTINGENT FACULTY

The recent recession and declining state and endowment revenues have placed substantial strains on institutions, causing governing boards to reevaluate priorities and make difficult budgetary decisions in coordination with other leaders on their campuses. Although the rise in numbers of non-tenure-track faculty began long before this current period of constrained budgets and financial uncertainty, board members and administrators today may often view hiring greater numbers of non-tenure-track faculty as a quick and easy way to trim expenditures. But while they may embrace the potential cost savings, they often do not consider the negative implications:

Poor hiring and recruitment practices. Several studies, including one described in John G. Cross and Edie N. Goldenberg's 2011 book, *Off-Track Profs: Nontenured Teachers in Higher Education* (MIT Press, 2011), have found that colleges often have no formal criteria or systematic process for recruiting and hiring non-tenure-track faculty. In another recent report, New Faculty Majority found that many institutions and departments hire such faculty within days of the start of the semester. The short amount of time between their being hired and beginning work gives them little, if any, time to prepare for their classes. As a result of late hiring, non-tenure-track faculty may also be excluded from receiving a formal orientation to the institution, their departments, and campus policies, including important academic guidelines related to instruction, grading, and students.

Limited job security. Various surveys conducted by the National Education Association, the American Federation of Teachers, and others have found job security to be one of the top three concerns of non-tenure-track faculty. The lack of long-term commitment by their institutions can be very demoralizing for faculty members who may have invested considerable time, energy, and resources in an institution and its

students, according to a 2011 study by Cross and Goldenberg. One year is the most common length of contract for full-time, contingent faculty across all types of institutions.

As is often the case, however, part-time faculty members experience even more vulnerability. While an institution may hire a part-time faculty member repeatedly over several terms or even many years, he or she typically has to be rehired each term, sometimes being informed of the reappointment only a few days before the semester begins. Similarly, little notice is given to adjunct faculty members whose contracts are not to be extended, denying them the opportunity to pursue other positions.

The result for students of being taught by adjunct faculty members with short contracts and sporadic tenures is to have fewer regular faculty members with whom they can interact. Their faculty instructors may not be able to write letters of recommendation or help advise students about careers. Their education also may suffer as adjuncts have less time to invest in retooling and updating courses.

Inequitable salaries and access to benefits. Although both part-time and full-time adjunct faculty are paid less than tenured and tenure-track faculty, part-time faculty are customarily paid significantly less for the same work. One national study conducted by economist James Monks in 2004 found that full-time, non-tenure-track faculty typically make 26 percent less than tenured faculty, but that part-time faculty members earn approximately 60 percent less than full-time, tenure-track faculty when their salaries are considered on an hourly basis. A 2012 study conducted by the Coalition on the Academic Workforce found the median per-course compensation for part-time faculty to be \$2,700, far lower than what tenure-track faculty are paid for the same work. In a report released by the University of Michigan's Center for the Education of Women, Carol Hollenshead and others also noted that part-time faculty are often ineligible for raises or promotions.

In addition to being paid less, Hollenshead and her colleagues found that only 51 percent of part-time faculty are provided any form of benefits. Typically their health-insurance plans may be of lesser quality than those for tenure-track faculty and may not include paid sick leave or access to other benefits such as retirement plans or life insurance. Colleen Flaherty, a journalist for *Inside Higher Ed*, has reported on an increasing number of cases in which part-time faculty members' hours are being capped by institutions to avoid requirements of the Affordable Care Act. Such decisions will mean that part-time faculty must continue to pay for health insurance out of their own pockets while they receive less pay because of limits on the number of hours or courses they can teach.

Lack of orientation, professional development, and formal evaluation. Contingent faculty, both part-time and full-time, are often excluded from orientation programs and workshops that are made available to other faculty and staff members to provide them with important human-resources information, access to professional development and other services provided by teaching and learning centers, and review of academic and institutional policies. From the moment they are first hired and continuing throughout their employment, they do not have access to resources such as funding to attend training and conferences to support their professional development. Such important opportunities help expose faculty members to innovative pedagogies and strategies for using new classroom technologies. Non-tenure-track faculty members are also not usually provided a formal evaluation by administrators or their faculty peers or mentoring that would provide them with constructive feedback about their work and help them improve their performance on the job.

No involvement in curriculum planning and faculty meetings. Recent research has also found that another major concern for non-tenure-track faculty is that they typically have little input into curriculum design, even for the courses they teach. They may not receive important institutional and departmental communications or be included in faculty meetings in which information about academic policies, curricular goals, and planning is shared and discussed. As a result, adjunct faculty members cannot contribute to academic and curricular planning and may be unaware of goals and policy changes that may directly affect their work.

Lack of office space, clerical support, and instructional materials. To fulfill their responsibilities as instructors, faculty members often need access to various resources and support personnel. They often require some access to clerical support and equipment, such as computers, photocopiers, telephones, and facsimile machines. However, non-tenure-track faculty typically do not have access to these very basic resources to support their instruction. Faculty also need office space, even when it is shared, where they can meet with their students and discuss feedback on assignments, interact with their colleagues, prepare for teaching, and satisfy other work responsibilities.

While institutions may have decided to exclude contingent faculty from receiving the same kind of support that regular faculty receive to reduce costs, such decisions have implications for student learning and risk management. Boards and other stakeholders need to work together to create solutions that allow this largest segment of our faculty to contribute to a high-quality learning environment and to support institutional goals for student learning and graduation.

IMPACT ON STUDENT LEARNING

Indeed, several recent studies suggest that the rising numbers of non-tenure-track faculty in higher education are negatively affecting student success. Individual faculty members, particularly part-timers, are sometimes blamed—even though it may be apparent that poor working conditions and a lack of support diminish an instructor's capacity to engage students and provide an excellent learning environment.

For example, studies have highlighted the substantial effects of diminished faculty-student interaction on student-learning outcomes. Ernst Benjamin, former general secretary of the American Association of University Professors (AAUP), found that contact time and interaction between traditional faculty and students fostered greater student success. However, several other research studies, including a pair of studies in 2006—one conducted by John W. Curtis, director of research and public policy at the AAUP, and Monica Jacobe, a research fellow there, and another by Daniel Jacoby, a professor at the University of Washington Bothell—have suggested that the inaccessibility of part-time faculty to students due to time constraints, a lack of office space, and part-timers having to hold jobs at multiple locations has an adverse, negative effect on student outcomes.

Research by Roger G. Baldwin and Matthew R. Wawrzynski in 2011 and Paul D. Umbach in 2007, comparing tenure-track to non-tenure-track faculty, also found that non-tenure-track faculty tend to make less use of effective teaching practices associated with better student-learning outcomes, such as service learning, undergraduate research, active and collaborative learning, problem-based learning, and student-centered or multicultural approaches to teaching. There are various explanations for this, ranging from fears that experimenting with innovative strategies will negatively affect teaching evaluations from their students to a lack of professional development limiting instructors' exposure to high-impact practices and

Of particular concern for the national goal of improving college-completion rates is empirical research suggesting that increased reliance on non-tenure-track faculty has negatively affected student retention and graduation rates. In 2009, Audrey J. Jaeger, associate professor of higher education at North Carolina State University, and M. Kevin Eagan Jr., assistant director for research at the Higher Education Research Institute at the University of California at Los Angeles, determined that graduation rates declined as proportions of non-tenure-track faculty increased. Research by Jacoby, in 2006, also found that increases in employment of part-time faculty members had the greatest impact on student retention and graduation rates.

Studies have also pointed to a relationship between exposure to non-tenure-track faculty and the number of students who transfer from two- to four-year institutions. Betheny Gross, research director at the Center for Reinventing Public Education, and Dan Goldhaber, director of the Center for Education Data and Research at the University of Washington Bothell, found in 2009 that students at two-year colleges who had greater exposure to full-time, tenured faculty were more likely to continue their education at four-year institutions. The authors found a 4 percent increase in transfers to four-year institutions for each 10 percent increase in the proportion of tenured to non-tenure track faculty members at an institution. Similarly, Eagan and Jaeger found increased proportions of part-time faculty were correlated with lower transfer rates.

RISK MANAGEMENT

Many of the issues described above—unequal pay and the lack of employee benefits, little or no access to professional development, and job insecurity—also raise serious concerns about risk management that have not been addressed by many institutions. Perhaps the most significant issue is whether the practice of continuously rehiring non-tenure-track faculty violates the spirit of fair employment laws. If administrators have a continuing, routine need to employ contingent faculty but do not hire them on a full-time basis, they may violate fair employment guidelines, placing their institutions at greater risk of becoming involved in a class-action lawsuit related to their employment practices, according to legal scholars William A. Kaplin and Barbara A. Lee in *The Law of Higher Education* (Jossey-Bass, 2007).

Moreover, contingent faculty, especially those who work full-time, may be involved in conducting research, sharing administrative duties, and carrying out service obligations just as tenured faculty do. Increasingly, colleges and universities are failing to demonstrate any differences in the type of work carried out by non-tenure-track faculty versus tenure-track faculty, which poses the potential for litigation on behalf of non-tenure-track faculty. Asking non-tenure-track faculty to do the same tasks as tenured faculty yet be paid substantially less has been seen by some as a misclassification of their legal status.

Such misclassification also exposes institutions to a greater threat of discrimination claims based on practices that have a “disparate impact” on certain types of employees. While there may be no intent on an institution’s part to discriminate against particular groups of people—as evidenced by seemingly neutral employment practices—courts might find a pattern of unintentional discrimination. According to research by John Curtis, as well as Adrianna Kezar and Cecile Sam, a researcher at the University of Pennsylvania’s Consortium for Policy Research in Education, women, in particular, have been found to be overrepresented in non-tenure-track faculty positions. The late J. Douglas Toma, a higher education scholar at the University of Georgia, noted that salary or wage discrimination resulting from the misclassification of groups of contingent faculty on the basis of their gender, race or ethnicity, religion, or national origin could provide grounds for a successful disparate-impact claim.

Adjuncts' frequent exclusion from formal orientation programs, training, and faculty meetings means that they often do not receive important information distributed to regular faculty about institutions' efforts to limit their legal liability. When new tenure-track faculty are hired, they are typically given comprehensive training and guidebooks that explain complex legal issues and provide tips for minimizing liability. Contingent faculty members, like other faculty members, often encounter situations that carry legal implications for their institutions and for them, personally. Yet since they are often not provided the same, if any, preventive training, they may not be able to recognize situations that might present legal problems.

For example, part-time faculty who do not have private office space may routinely meet with students to discuss feedback on assignments, grades, or other potentially sensitive matters in places like coffee shops or in crowded hallways after class, which are not appropriate places for such conversations to occur. Although this may seem to be an innocuous practice, having conversations about sensitive topics in locations where students' privacy cannot be protected may create legal risks.

A tight academic job market, poor working conditions, significant inequities, and power imbalances may leave aggrieved non-tenure-track faculty with little recourse other than to resort to litigation in an effort to protect their perceived rights.

RECOMMENDATIONS FOR BOARD MEMBERS

Many of our Delphi Project participants recognized that boards can help address the significant problems stemming from the growing reliance on non-tenure-track faculty. Boards set priorities, provide direction, and have an important fiduciary role. They can help to ensure that other institutional leaders address the wide range of problems. Without board support and pressure for accountability, in fact, it is possible that little change will occur, although it is desperately needed. Examples from systems or institutions such as the University System of Maryland (see box below) demonstrate how boards can make examining conditions on campuses a priority. They can help set an agenda to address the challenges faced by non-tenure-track faculty with the goal of improving employment equity and creating an environment that fosters student success.

Boards can be instrumental in several important ways, including:

- Raising questions about faculty composition and the support provided to ensure academic quality and excellence. This may include commissioning reports or faculty climate surveys to better understand the nature of faculty work on the campus and the challenges individuals experience to determine how policies affect faculty members' ability to provide high-quality instruction;
- Asking administrators to examine the budget to determine ways they might increase support for instruction or questioning how funds allocated to instruction are spent. That includes examining how the inequitable provision of compensation, professional development, and support services or instructional resources for different types of faculty members might affect student success and risk management;
- Ensuring that all aspects of strategic planning are sensitive to the institution's mission. That might include requesting staffing plans that identify the type of faculty appointments and faculty composition best suited to serve the mission and the goals for teaching, research, and service;
- Asking administrators for reports on staffing plans each year and holding them responsible for creating and implementing hiring procedures and for updating policies to standardize or formalize practices;

- Encouraging the use of resources, such as those created by the Delphi Project, to support an examination of existing policies and practices and to consider ways to approach changes. (Our Web site includes a guide for campus task forces to use to thoroughly examine policies and practices for non-tenure-track faculty); and
- Considering how hiring more *full-time* contingent faculty, rather than *part-time* faculty, might mitigate some of the risks and concerns we've described.

Traditionally, such faculty issues have not been a major priority for boards. Yet in this time of massive change and transition, they should be integral to boards' direction setting and strategic planning.

THE BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF MARYLAND SETS NEW STANDARDS

Board members at a few institutions have played a major role in efforts to improve policies and practices affecting the work of non-tenure-track faculty members. Recently, the Board of Regents of the University System of Maryland (USM) took a leadership role in a process that also involved state lawmakers, administrators, and faculty members on system campuses, including non-tenure-track faculty representatives.

In 2009, the joint chairs of the Maryland General Assembly's budget committees called upon the system to research and address issues facing graduate student employees and non-tenure-track faculty. To respond to the General Assembly requirements, USM formed a legislative task force including officials from state agencies, representatives from the labor community, institutional presidents, faculty members, and graduate assistants from the state's public higher education institutions. The recommendations of the task force were summarized in a 2009 report to the board. After receiving and discussing the recommendations, in 2010 the Board of Regents adopted a series of policies establishing baseline standards for non-tenure-track faculty search processes, appointments, contracts, and conditions for employment.

Those policies helped to address a number of problems described in this article. They made taking action to improve conditions for non-tenure-track faculty at USM institutions and setting minimum standards for each campus a priority. The board-mandated changes:

- Defined two categories of adjunct faculty that allowed for those demonstrating a record of high-quality instruction to be recognized. As a result, institutions have been able to increase by at least 10 percent the compensation of non-tenure-track faculty members who receive positive performance evaluations.
- Required institutions to define minimum qualifications for employment and each department hiring non-tenure-track faculty to have written procedures governing selection.
- Required institutions to provide adequate support to non-tenure-track faculty members for professional development and instruction (e.g., access to academic policies, assistance with textbook selection, and access to office space for student meetings, supplies, and e-mail and voice-mail accounts). Also required institutions to determine procedures and criteria for conducting performance evaluations.
- Identified information required to be included in formal letters of appointment.
- Set goals for providing notice of teaching assignments at least 45 days before the start of each

providing an alternate appointment to pay 10 percent of the contracted pay rate. The policy also articulated grievance and due-process rights and procedures.

- Called upon institutions to take measures to provide compensation that is “professionally appropriate and competitive” and permitted them to extend benefits.
- Encouraged institutions to fully integrate non-tenure-track faculty into the “scholarly, intellectual, academic, and social life aspects of the department or unit, and institution” and established guidelines for their representation in shared governance and biannual forums with administrators.

In June 2012, the board amended the policy to extend “meet and confer” rights, which allowed non-tenure-track faculty to engage labor representatives or other external groups to assist them with discussing concerns about compensation, benefits, and other terms of employment with administrators.

REFERENCES ▸

Cathy Trower and Barbara Gitenstein,

What Board Members Need to Know About Faculty

(AGB Press, 2013)

ABOUT THE AUTHOR ▸

Adrianna Kezar is a professor of higher education at the University of Southern California and director of the Delphi Project on the Changing Faculty and Student Success.

Daniel Maxey is a dean’s fellow in urban education policy at the university and co-investigator on the project.

RELATED

TENURE, ADJUNCT FACULTY, AND GOVERNANCE

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5. Mental Health and Counseling

For Discussion

Presented by Charles Andrew Gilmore

The University of Memphis Board of Trustees

Presentation

For Information

Date: December 5, 2018
Committee: Academic, Research, & Student Success
Presentation Title: Mental Health & Counseling
Presented by: Charles “Drew” Gilmore

Synopsis:

Both nationwide and at the U of M campus mental health is becoming a much bigger issue than ever before. One in three students are reported to be suffering from a mental illness. More students are needing counseling every semester. This is causing the counseling center on campus to be utilized more than ever before. This presentation is to better educate the Board of Trustees about the mental health issues that need to be addressed and what resources the University has to offer. I would also like to discuss ways that we can positively impact students that are struggling with mental illness.

Mental Health & Counseling

Board of Trustees

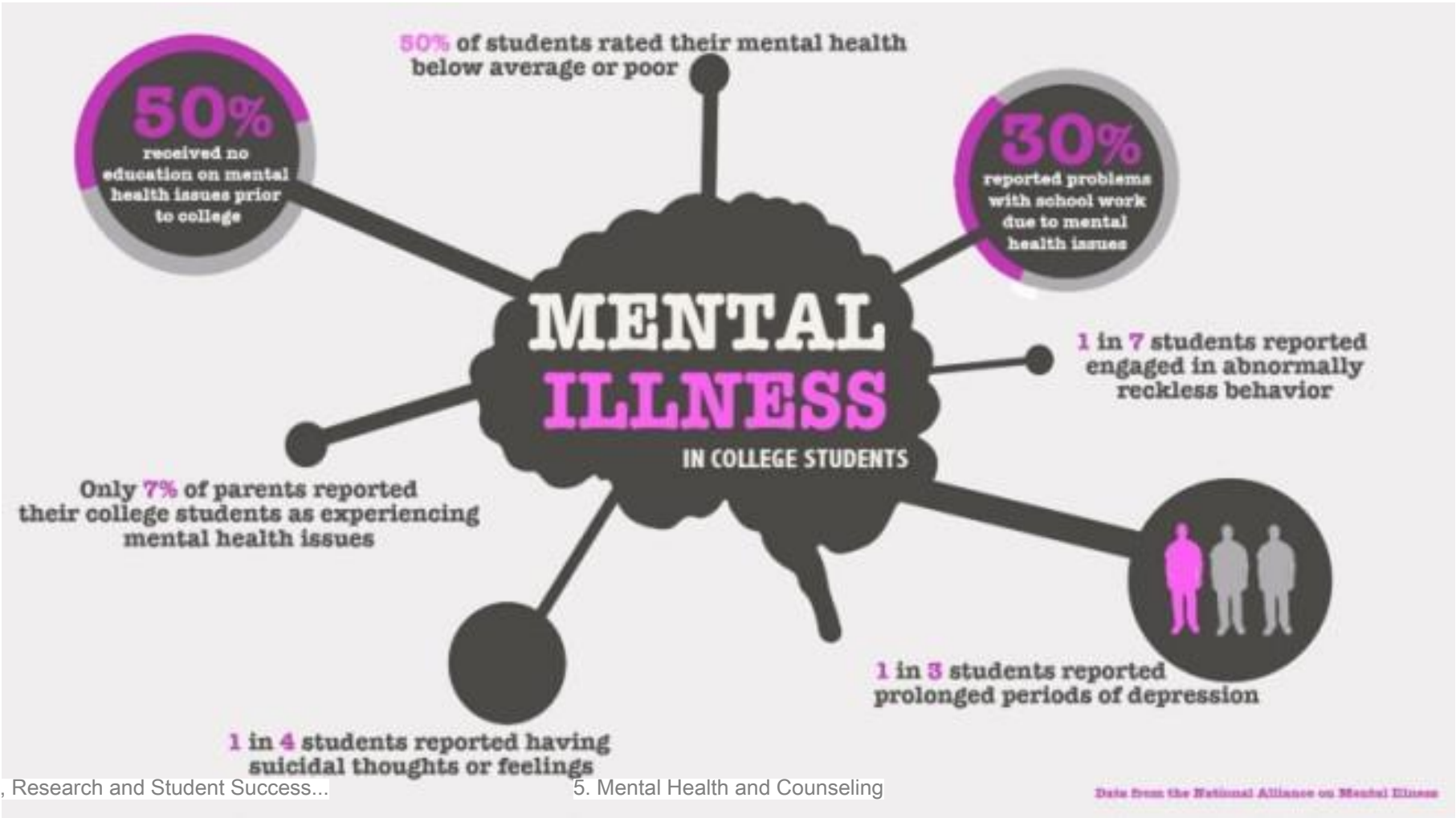
Charles “Drew” Gilmore
Student Trustee

December 5, 2018
Wilder Student Union
UofM Lambuth



**Board of
Trustees**

Mental Illness in College Students

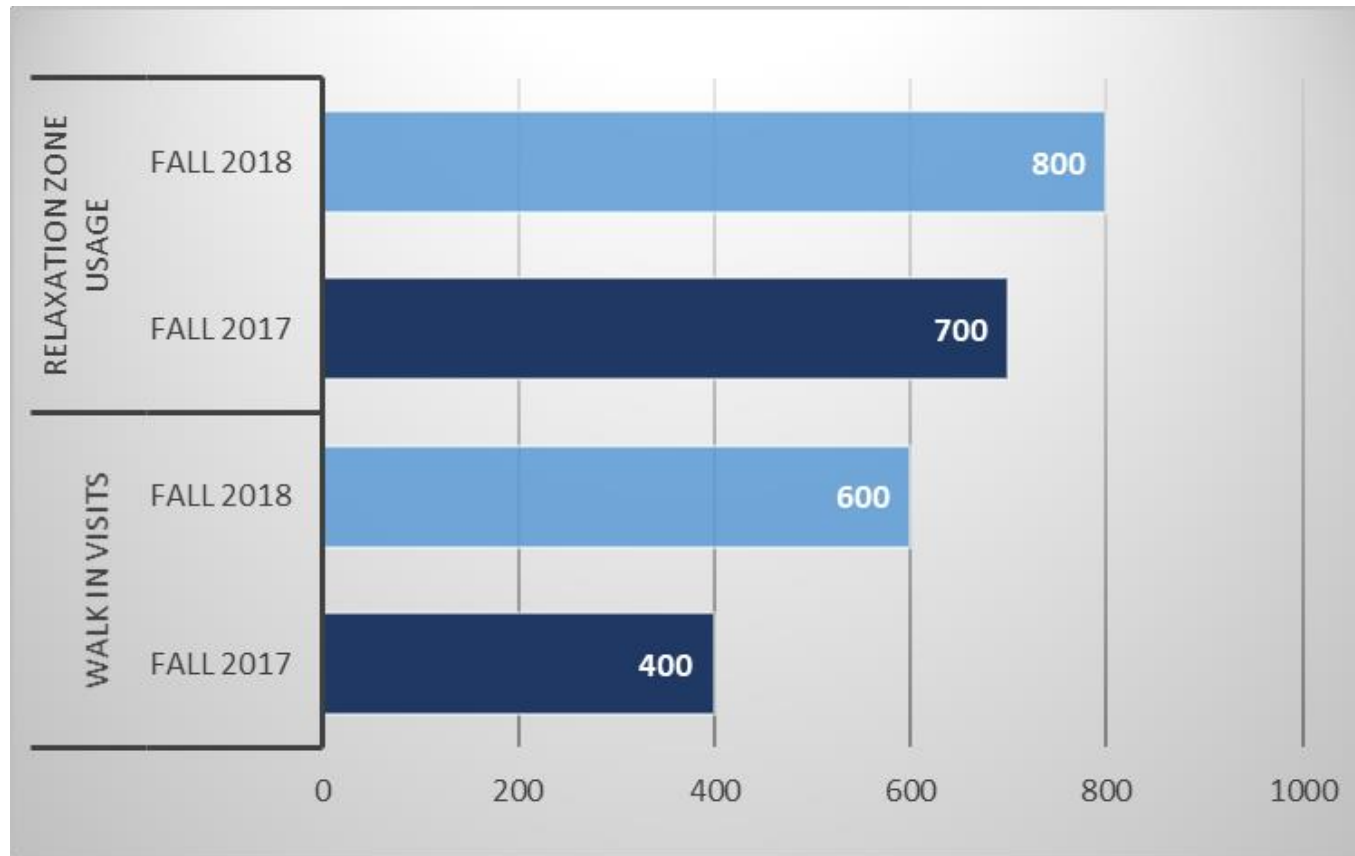


Counseling Center Services

- Individual, Group & Couple/Family Counseling
- Crisis Counseling
- Assessments
- Relaxation Zone
 - Massage Chairs
 - Zen Garden
 - Biofeedback Programs
 - Stress Relief Exercises
- Psychiatric Referrals



Usage of Counseling Services



- Visits to the relaxation zone showed that 95% were less stressed after utilizing relaxation stations
- Visits to the counseling center showed 88 % of clients who participated in survey felt they benefited from counseling and 91% of clients would recommend the counseling center to fellow students.
- Visits to the health center showed 99% had a positive experience with their health care provider

The University of Memphis			
FY 19 Student Health and Counseling Services Budget			
Salaries:			
	Clerical Salaries		30,967
	Professional Support Salaries		577,430
	Undistributed Salary Budget		3,048
	Total Salaries Budget	\$	611,445
	Benefits	\$	209,700
	Operating	\$	48,892
	Total Base Budget	\$	870,037

The University of Memphis	
FY 19 Student Health and Counseling Services	
Base Staffing Positions	
Number	Title
1	Asst Dir Stu Hlth and Cou Svcs
1	Assoc Dir Stu Hlth Couns Svcs
1	Asst Dir Internship Training
2	Psychologist
4	Psychology Intern
2	Mental Health Counselor
1	Sr Administrative Secretary

Possible Solutions

- Consultant
- Funding
 - Grants through Substance Abuse and Mental Health Services Administration (SAMHSA)
 - Budget Allocation
- Awareness Initiatives
 - Support of SGA
 - JED Foundation



Questions?

6. University Mission Statement

Presented by M. David Rudd

The University of Memphis Board of Trustees

Recommendation

For Approval

Date: December 5, 2018
Committee: Academic, Research and Student Success Committee
Recommendation: Approval of the University Mission Statement
Presented by: President M. David Rudd

Background:

Over the past year, the University has embarked on a strategic planning process, which involved the entire campus community. A new vision and mission statement were developed, along with institutional values and related priorities. In early 2019, division leaders will communicate the next steps at each level, targeting the development of specific and measurable goals, action items, and implementation plans. The new strategic plan, *“Leading Through Innovation, 2019-2023,”* ratifies our core values and priorities, while reminding us why the University of Memphis exists and the critical role we play not just in Tennessee, but globally.

Committee Recommendation:

The Academic, Research & Student Success Committee recommends approval of the University Mission Statement, as contained in the meeting materials.

THE UNIVERSITY OF MEMPHIS

LEADING
THROUGH
INNOVATION

STRATEGIC PLAN 2019-2023



December 2018 Aca...

memphis.edu

OUR VISION

The University of Memphis is an **internationally** recognized, urban public **research** university preparing students for success in a **diverse, innovative, global** environment.

6. University Mission Sta...

OUR MISSION

We provide the **highest quality** education by focusing on **research** and **service** benefiting **local** and **global** communities.

Page 38 of 114

OUR PRIORITIES

- Student Success, Access and Affordability
 - Academic Excellence
 - Research and Innovation
 - Diversity and Inclusion
 - Community, Alumni and External Collaborations
 - Brand Enhancement and Global Visibility
- December 2018 Aca...
- Sustainability

OUR VALUES

Accountability

Integrity, transparency, excellence and the highest standards govern everything we do.

Collaboration

We seek partnerships both within and beyond the University to enhance our actions and our outcomes.

Diversity and Inclusion

Everyone is respected,

6. University Mission Sta...
opportunity to excel.

Innovation

We consistently seek a better way, and we embrace challenges.

Service

Our purpose is to benefit our students and society through knowledge and effort.

Student Success

We provide every student with the opportunity to excel.

7. Middle School

For Approval

Presented by M. David Rudd

The University of Memphis Board of Trustees

Recommendation

For Approval

Date: December 5, 2018

Committee: Academic, Research & Student Success Committee

Recommendation: Delegate authority to the President to contract with the local school board to provide a middle school at the University of Memphis

Presented by: President M. David Rudd

Background:

A steering committee has been created to explore the expansion of the University of Memphis Campus School with the creation of a middle school. Drawing on the experience and insight of Memphis-area teachers, parents and community leaders, the steering committee has been responsible for developing a vision statement to guide all aspects of the new school, including curriculum, student culture, facility planning and hiring. The committee will also guide the implementation of the vision during the first year of the school's operation.

The University is looking to house the middle school in the buildings of the former St. Anne Catholic School at Highland and Spottswood, which will physically extend the main campus and reinforce existing efforts to enhance the southern side of the University. Further, the middle school will work as a bridge between the University and the community, strengthening the ties between our campus and the diverse neighborhoods around us. Per law, the University acting through its governing board is authorized to contract with the county or city board of education to provide for a training school.

Committee Recommendation:

The Academic, Research & Student Success Committee recommends the delegation of authority to the President to contract with the local school board to provide a middle school at the University of Memphis, pursuant to T.C.A. § 49-8-105.

8. Rulemaking

Presented by Melanie Murry

The University of Memphis Board of Trustees

Presentation

For Information

Date: December 5, 2018
Committee: Academic, Research & Student Success Committee
Presentation Title: Rulemaking
Presented by: Melanie Murry, University Counsel

UNIFORM ADMINISTRATIVE PROCEDURES ACT RULEMAKING REQUIREMENT

ALL UNIVERSITY POLICIES, PROCEDURES, OR STATEMENTS WHICH MEET THE LEGISLATURE’S DEFINITION OF A “RULE” MUST GO THROUGH THE RULEMAKING PROCESS.

What policies must go through the rulemaking process?

- Any policy, regulation, standard, statement, or document of general applicability (i.e. related to more than just internal management) that:
 - Describes the procedure or practice requirement of an agency; or
 - Implements, prescribes, or interprets an enactment of the general assembly or congress or a regulation adopted by a federal agency;
- Any policy that includes the establishment of a fee;
- Any policy related to the discipline of students;
- Any policy related to the housing of students; and
- Any policy that a law requires to be implemented by rulemaking (i.e. residency of students).

What is the rulemaking process?

1. Policy approved at the University level (i.e. PRB, OLC)
2. Policy submitted to Attorney General’s office for pre-review
3. Policy submitted to the Board of Trustees for a roll call vote
4. Policy submitted to Attorney General’s office with certification of the roll call vote
5. Policy submitted to Secretary of State for public posting and determination of effective date
6. Ninety (90) day waiting period (if 10 people sign a petition then a public hearing is required)
7. Presentation to the Government Operations Committee of the Tennessee legislature
8. Publication of approved rule in the Rules and Regulations of the State of Tennessee

What is the effect of not promulgating a rule?

“Any agency rule not adopted in accordance with the UAPA rule-making provisions ‘shall be void and of no effect’ and cannot be invoked by the agency for any purpose.” *Bethel Univ. v. Tennessee State Bd. of Educ.* (Tenn. Ct. App. 2018)(citing Tenn. Code Ann. § 4-5-216.)

Rulemaking

Governance & Finance Committee

Melanie Murry
University Counsel

September 5, 2018
University Center



All University policies, procedures, or statements which meet the legislature's definition of a "rule" must go through the Uniform Administrative Procedures Act (UAPA) rulemaking process.

What is a rule?

- Any policy, regulation, standard, statement, or document of general applicability (i.e., more than internal management) that:
 - Describes the procedure or practice requirement of an agency; or
 - Implements, prescribes, or interprets an enactment of the general assembly or congress or a regulation adopted by a federal agency;
- Any policy that includes the establishment of a fee;
- Any policy related to the discipline of students;
- Any policy related to the housing of students; and
- Any policy that a law requires to be implemented by rulemaking (i.e., residency of students).

What is the process?

- Policy approved at the University level (i.e., PBR, OLC)
- Policy submitted to Attorney General's (AG) office for pre-review
- Policy submitted to the Board of Trustees for a roll call vote
- Policy submitted to AG's office with certification of the roll call vote
- Policy submitted to Secretary of State for public posting and determination of effective date
- Ninety (90) day waiting period
 - If 10 people sign petition then public hearing is required
- Presentation to the Government Operations Committee of the TN legislature

“Any agency rule not adopted in accordance with the UAPA rule-making provisions ‘shall be *void and of no effect*’ and cannot be invoked by the agency for any purpose.”

Bethel Univ. v. Tennessee State Bd. Of Educ. (Tenn. Ct. App. 2018)(citing Tenn. Code Ann. § 4-5-216) (emphasis added)

9. Immunization Rule

For Approval

Presented by Darrell Ray

The University of Memphis Board of Trustees

Recommendation

For Approval

Date: December 5, 2018

Committee: Academic, Research & Student Success

Recommendation: Approval of Immunization Rule

Presented by: Darrell C. Ray, PhD, Vice President for Student Affairs

Background:

Student Affairs has reviewed processes and drafted the rules related to Immunizations. The immunization rule falls under the purview of the Student Health Center.

Committee Recommendation:

The Academic, Research, & Student Success Committee recommends approval of the Immunization rule.

Rules of
University of Memphis

Chapter 0240-10-01
Student Immunization Requirements
New Chapter

Table of Contents is added to Chapter 0240-10-01 Student Immunization Requirements and shall read as follows:

0240-10-01-.01 Purpose
0240-10-01-.02 General Exemptions
0240-10-01-.03 Measles, Mumps, Rubella (MMR)
0240-10-01-.04 Varicella (Chicken Pox)
0240-10-01-.05 Meningococcal Disease
0240-10-01-.06 Hepatitis B
0240-10-01-.07 College of Nursing and Allied Health Professions
0240-10-01-.08 Proof of immunization

0240-10-01-.01 Purpose is added to Chapter 0240-10-01 Student Immunization Requirements and shall read as follows:

0240-10-01-.01 Purpose

(1) The purpose of this section is to establish a uniform policy for immunization requirements for students of the University of Memphis ("the University"). These rules are subject to any superseding federal or state law and are not to be construed as limiting the University in other areas.

Authority: T.C.A. § 49-8-203(a)(1)(E).

0240-10-01-.02 General Exemptions is added to Chapter 0240-10-01 Student Immunization Requirements and shall read as follows:

0240-10-01-.02 General Exemptions

(1) The following students are exempted from all immunization requirements:

(a) Students enrolling in a course of study that is exclusively online and does not involve any experiential component.

(b) Students enrolled in a dual enrollment program offered on the site of a local education authority or secondary school.

(c) Students may be exempted where a physician licensed by the Board of Medical Examiners, the Board of Osteopathic Examiners, or a health department certifies in writing that a particular vaccine is contraindicated for one (1) of the following reasons:

1. The student meets the criteria for contraindication set forth in the manufacturer's vaccine package insert; or
2. The student meets the criteria for contraindication published by the Centers for Disease Control (CDC) or the Advisory Committee on Immunization Practices (ACIP); or
3. In the best professional judgment of the physician, based upon the student's medical condition and history, the risk of harm from the vaccine outweighs the potential benefit.

(d) Where a parent or guardian, or, in the case of an adult student, the student, provides the University with a written statement, affirmed under the penalties of perjury, that the vaccination conflicts with the religious tenets and practices of the parent or guardian or, in the case of an adult student, the student.

(e) Any other regulatory, statutory, or legal exemption.

Authority: T.C.A. § 49-8-203(a)(1)(E), T.C.A. § 49-7-124(c).

0240-10-01-.03 Measles, Mumps, Rubella (MMR) is added to Chapter 0240-10-01 Student Immunization Requirements and shall read as follows:

0240-10-01-.03 Measles, Mumps, Rubella (MMR)

(1) General requirement: All full-time students admitted to the University of Memphis must provide proof of immunization for measles, mumps, and rubella prior to class registration.

(2) Exemptions: In addition to the general exemptions in 0240-10-01-.02, the following students are exempted from the MMR immunization requirement:

(a) Students born before January 1, 1957;

(b) Undergraduate students who graduated from a Tennessee high school in May 1999 or thereafter.

Authority: T.C.A. § 49-8-203(a)(1)(E), T.C.A. 49-7-124(g).

0240-10-01-.04 Varicella (Chicken Pox) is added to Chapter 0240-10-01 Student Immunization Requirements and shall read as follows:

0240-10-01-.04 Varicella (Chicken Pox)

(1) General requirement: All full-time students admitted to the University of Memphis must provide proof of immunization for varicella prior to class registration.

(2) Exemptions: In addition to the general exemptions in 0240-10-01-.02, the following students are exempted from the Varicella immunization requirement

(a) Students born before January 1, 1980;

(b) Undergraduate students who graduated from a Tennessee high school June 1, 2016 or thereafter.

Authority: T.C.A. § 49-8-203(a)(1)(E), T.C.A. § 49-7-124(g).

0240-10-01-.05 Meningococcal Disease is added to Chapter 0240-10-01 Student Immunization Requirements and shall read as follows:

0240-10-01-.05 Meningococcal Disease

(1) All students under the age of twenty-two (22) who reside in University of Memphis residential facilities must provide proof of adequate immunization against meningococcal disease as required by state and/or federal law. Students who fail to provide proof of adequate immunization will not be allowed to move into University of Memphis residential facilities.

Authority: T.C.A. § 49-8-203(a)(1)(E), T.C.A. § 49-7-124(g).

0240-10-01-.06 Hepatitis B is added to Chapter 0240-10-01 Student Immunization Requirements and shall read as follows:

0240-10-01-.06 Hepatitis B

(1) Hepatitis B immunizations are not required but are strongly recommended. All new incoming students will be provided with information concerning hepatitis B disease in accordance with state law and regulation.

(2) During the registration process each new incoming student will complete a waiver form indicating receipt of the information and acknowledging that the University has provided the information required in this section.

Authority: T.C.A. § 49-8-203(a)(1)(E), T.C.A. § 49-7-125.

0240-10-01-.07 College of Nursing and Allied Health Professions is added to Chapter 0240-10-01 Student Immunization Requirements and shall read as follows:

0240-10-01-.07 College of Nursing and Allied Health Professions

(1) All students admitted into the College of Nursing or any allied health professions program must also have the following vaccinations in accordance with current Center for Disease Control (CDC) guidelines:

(a) tetanus, diphtheria, pertussis (Tdap)

(b) polio

(c) influenza

(d) hepatitis B

(d) any other immunization required for healthcare personnel as issued by the CDC.

Authority: T.C.A. § § 49-8-203(a)(1)(E), T.C.A. § 49-7-124.

0240-10-01-.08 Proof of immunization is added to Chapter 0240-10-01 Student Immunization Requirements and shall read as follows:

0240-10-01-.08 Proof of immunization

(1) Proof of immunization may include:

(a) Completed Certificate of Immunization form signed by a health care provider;

(b) Official health department or medical provider immunization card or shot record;

(c) Military form DD214;

(d) Active Military – ID must be provided;

(e) Official documentation from a prior college or university; or

(f) Any other proof deemed appropriate by the Student Health Center and allowed by state law or regulation.

Authority: T.C.A. § 49-8-203(a)(1)(E), T.C.A. § 49-7-124(g).

10. Residence Life Rule

For Approval

Presented by Darrell Ray

The University of Memphis Board of Trustees

Recommendation

For Approval

Date: December 5, 2018

Committee: Academic, Research, & Student Success

Recommendation: Approval of Residence Life Rule

Presented by: Darrell C. Ray, PhD, Vice President for Student Affairs

Background:

Student Affairs has reviewed processes and drafted the rules related Residence Life. Residence Life rules outline the policies and operating procedures for the department.

Committee Recommendation:

The Academic, Research, & Student Success Committee recommends approval of the Residence Life rule.

Rules of
University of Memphis

Chapter 0240-10-02
Student Housing
New Chapter

Table of Contents is added to Chapter 0240-10-02 Student Housing and shall read as follows:

0240-10-02-.01 Definitions
0240-10-02-.02 Eligibility
0240-10-02-.03 Housing Contracts
0240-10-02-.04 Installment Payment Plan
0240-10-02-.05 Termination, Cancellation and Refunds
0240-10-02-.06 Conduct and Right to Enter
0240-10-02-.07 Appeals

0240-10-02-.01 Definitions is added to Chapter 0240-10-02 Student Housing and shall read as follows:

0240-10-02-.01 Definitions

(1) Residence hall. Any University of Memphis ("the University") managed or affiliated student residence facility, including traditional residence buildings and apartments. They do not include individual fraternity or sorority housing.

(2) Resident(s). Any University student who has executed a Housing Contract to live in a residence hall and received an assignment.

(3) Student(s). A person admitted, enrolled or registered for study at the University, either full-time or part-time, pursuing undergraduate, graduate, or professional studies, as well as non-degree seeking students.

Authority: T.C.A. § 4-5-102(12)(E)(ii); T.C.A. § 49-8-203(a)(1)(D).

0240-10-02-.02 Eligibility is added to Chapter 0240-10-02 Student Housing and shall read as follows:

0240-10-02-.02 Eligibility

(1) To be eligible to reside in University residence halls students must be fully admitted to the University or conditionally admitted students in a degree program at the University.

(2) Applicants for Graduate and Student Family Housing must be either:

(a) married and/or a single parent (have legal custody of a dependent); or

(b) a single graduate student.

(3) All students shall have an equal opportunity to reside in student residence halls regardless of race, gender, marital status, creed, color, national origin, or disability.

(4) No person who is registered, or required to register, as a sex offender will be eligible to reside in University residence halls.

(5) All students under the age of twenty-two (22) who reside in University residence halls must provide proof of adequate immunization against meningococcal disease as required by state law unless they have a valid exemption.

(6) Students who fail to provide proof of adequate immunization will not be allowed to reside in University residential halls unless they have a valid exemption.

(7) Any exceptions to the eligibility requirements must be approved by the Director of Residence Life or their designee.

Authority: T.C.A. § 4-5-102(12)(E)(ii); T.C.A. § 49-8-203(a)(1)(D); T.C.A. § 49-7-124; T.C.A. § 49-7-162.

0240-10-02-.03 Housing Contracts is added to Chapter 0240-10-02 Student Housing and shall read as follows:

0240-10-02-.03 Housing Contracts

(1) To live in University residence halls, a completed application must be submitted. Receipt of the housing application does not guarantee assignment to any residence hall and the Director of Residence Life reserves the right to refuse any housing application.

(2) A student who applies to reside in a residence hall shall, as a condition to residing in the residence hall, sign a Housing Contract prepared by the University that establishes the terms and conditions of the student's occupancy of the residence hall.

(3) The Housing Contract, which will be in a paper or electronic format, will address the following non-exclusive list of subjects:

- (a) Term (length) of the agreement;
- (b) Cancellation of the agreement;
- (c) Amounts, billing, payment, and refunds of housing fees, security; deposits, and damage and cleaning fees;
- (d) Assignment and reassignment of rooms;
- (e) Policies and procedures governing the use and safety of the residence hall and conduct within the residence hall;
- (f) Rights of entry to rooms;
- (g) Loss of or damage to the student's personal property;
- (h) Loss of or damage to University property;
- (i) Alterations, additions, or improvements to rooms;
- (j) Animals;
- (k) Prohibited activities;
- (l) Visitation;
- (m) Prohibition on assignment and subleasing by the student;
- (n) Termination of the agreement by either the student or the University, and options for the student to appeal the termination; and/or

- (o) Other reasonable and necessary subjects determined by the Director of Residence Life and University leadership.

Authority: T.C.A. § 4-5-102(12)(E)(ii); T.C.A. § 49-8-203(a)(1)(D).

0240-10-02-.04 Installment Payment Plan is added to Chapter 0240-10-02 Student Housing and shall read as follows:

0240-10-02-.04 Installment Payment Plan

- (1) Students may voluntarily enroll in the Installment Payment Plan (IPP) at the beginning of each semester.
- (2) Students enrolled in this plan shall be assessed an IPP administrative fee of no greater than \$50 for each semester enrolled in the plan. This charge shall be due and payable at registration.
- (3) All financial aid awarded must first be applied toward payment of mandatory fees. The remaining balance after financial aid and discounts are applied will be divided into equal payments with the final payment due the first day of the last month of the applicable term.
- (4) A late payment charge in the amount of \$25 will be assessed on each installment that is not received by the University on or before the due date.
- (5) Request for readmittance to the University will be denied to any student who participated in the IPP and who left the University without paying all charges pursuant to the program. Students will not be eligible for readmittance until all delinquent charges and interest on the charges are paid in full.

Authority: T.C.A. § 49-8-113; T.C.A. § 49-8-203(a)(1)(D).

0240-10-02-.05 Termination, Cancellation and Refunds is added to Chapter 0240-10-02 Student Housing and shall read as follows:

0240-10-02-.05 Termination, Cancellation and Refunds

- (1) The University may terminate any Housing Contract in the event of any of the following nonexclusive reasons:
 - (a) Disciplinary action or violation of University policy;
 - (b) Withdrawal from the University;
 - (c) Failure to maintain eligible student status;
 - (d) Violation of any term of the Housing Contract;
 - (e) Violation of any applicable law or University rule, policy or procedure; or
 - (f) Change in marital or familial status.
- (2) Residents may terminate their Housing Contract in accordance with the contract provisions.
- (3) Residents whose Housing Contract is subject to termination will receive notice in writing of the reasons for termination and be given an opportunity to respond.
- (4) Any resident who fails to make timely payment of all fees due under the terms of the Housing Contract will be liable for all expenses of collection, including court costs and attorneys' fees.

(5) Refunds will be made consistent with University policies or procedures related to refunds of student fees.

Authority: T.C.A. § 4-5-102(12)(E)(ii); T.C.A. § 49-8-203(a)(1)(D).

0240-10-02-.06 Conduct and Right to Enter is added to Chapter 0240-10-02 Student Housing and shall read as follows:

0240-10-02-.06 Conduct and Right to Enter

(a) In addition to the terms of the Housing Contract, residents must also comply with all University of Memphis published policies including the Code of Student Conduct. Violations of the contract and the Code of Student Conduct may result in termination of the Housing Contract.

(b) Residents are responsible for the conduct of their guests. It is the responsibility of the resident to make sure that the guest understands and abides by all Housing and University regulations. If a guest is involved in any violations of University or Housing regulations, the hosting resident, as well as the guest, may be subject to disciplinary action, including termination of the Housing Contract.

(c) The University reserves the right to enter any residence hall unit or apartment at all reasonable times to inspect for maintenance, health, safety or emergency purposes. Searches may be authorized anytime there is reasonable cause to believe that there is a health or safety concern or in accordance with federal and state law.

Authority: T.C.A. § 4-5-102(12)(E)(ii); T.C.A. § 49-8-203(a)(1)(D).

0240-10-02-.07 Appeals is added to Chapter 0240-10-02 Student Housing and shall read as follows:

0240-10-02-.07 Appeals

(a) Residents may appeal the termination of the Housing Contract to the Director of Residence Life or their designee by filing a written appeal within two (2) business days of the notice of termination.

(b) Within two (2) business days of receipt of the appeal, the Director of Residence Life or their designee will notify the resident of the decision in writing to their official University email address or other provided email address. The decision of the Director of Residence Life or their designee is final.

Authority: T.C.A. § 4-5-102(12)(E)(ii); T.C.A. § 49-8-203(a)(1)(D).

11. Residence Life Update

Presented by Darrell Ray

The University of Memphis Board of Trustees

Presentation

For Information

Date: December 5, 2018
Committee: Academic, Research and Student Success Committee
Presentation Title: Update on Strategic Plan for Residence Life
Presented by: Darrell C. Ray, PhD, Vice President for Student Affairs

Synopsis:

In the September board meeting, the current state of Residence Life was shared and updates on the structures was provided. Since that time, Student Affairs has engaged in various activities to develop a strategy and plan for the long-term growth of the program. To that end, a committee of key constituents has been assembled to review current strategies and provide direct feedback in development and deployment of the plan. Key planning activities will be to assess the maximum capacity for growth, review proposed strategies around type of inventory needed, and assessment of the current inventory.

The committee includes representatives from the following areas:

- Campus Planning
- Department of Architecture
- Financial Planning
- Information Technology Services
- Marketing
- Residence Hall Council
- Residence Life
- Student Government Association

There will also be engagement from constituent departments including Parent & Family Services, Enrollment Management, etc.

12. Carnegie I: Taking the Next Step

Presented by Jasbir Dhaliwal

The University of Memphis Board of Trustees

Presentation

For Information

Date: December 5, 2018

Committee: Academic, Research & Student Success Committee

Presentation Title: Carnegie I: Taking the Next Step

Presented by: Dr. Jasbir Dhaliwal, Executive Vice President for Research and Innovation



Taking the Next Step: *Carnegie R1 Tier for Highest Research Activity*

Jasbir Dhaliwal, PhD.
EVP for Research & Innovation

December 5, 2018
Wilder Student Union
UofM Lambuth

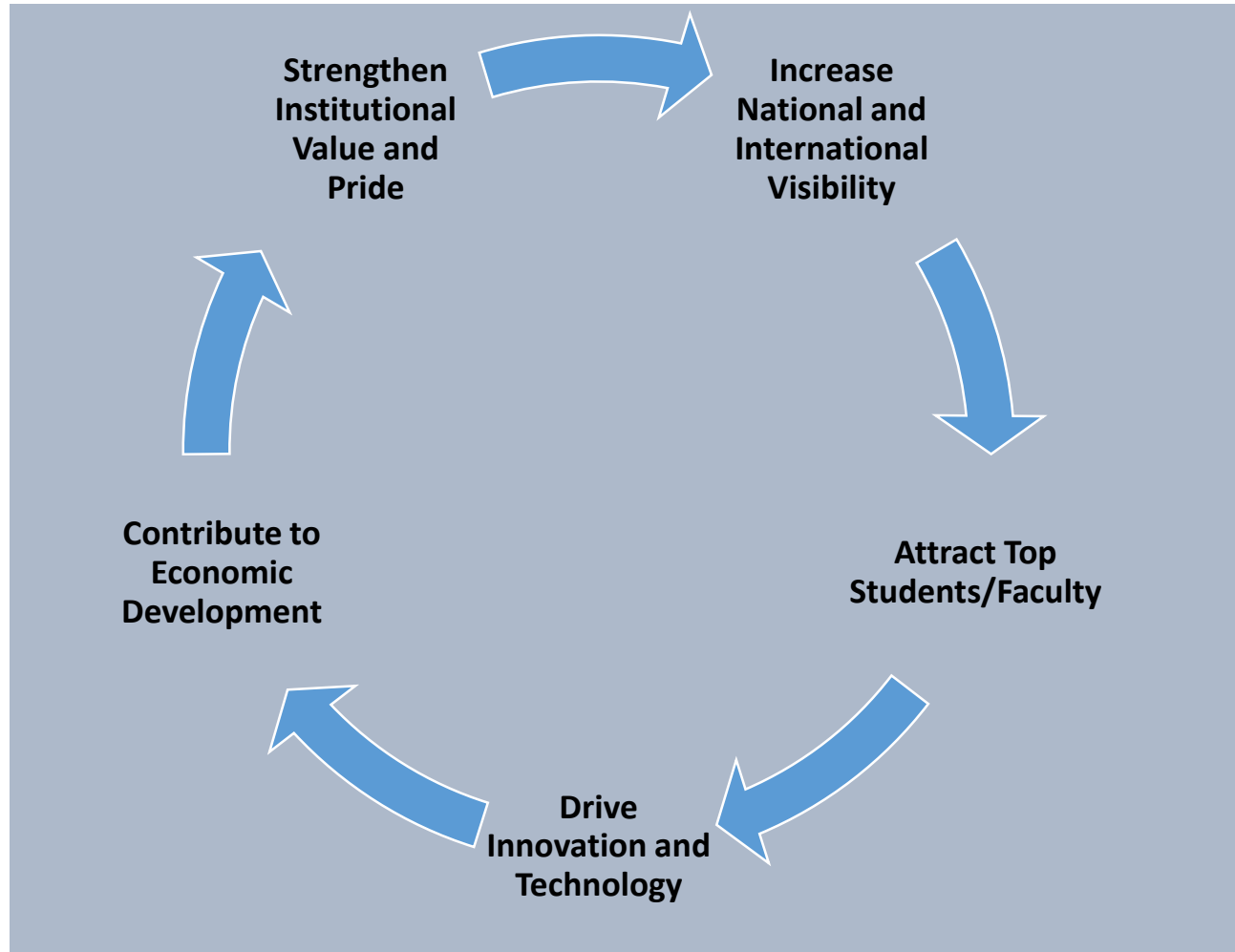


THE IMPORTANCE OF ACHIEVING CARNEGIE (R1) HIGHEST RESEARCH ACTIVITY



THE UNIVERSITY OF
MEMPHIS®

Board of
Trustees



R1: Highest Research Activity

Vanderbilt University

The University of Tennessee-Knoxville

R2: Higher Research Activity

The University of Memphis

R3: Moderate Research Activity

East Tennessee State University

Middle Tennessee State University

Tennessee State University

Tennessee Technological University

PCA loadings based on rank-order data

**Aggregate analysis (first principal component explained 70% of the
total variance)**

Doctorates: STEM	0.914
Research Staff	0.902
S&E R&D Expenditures	0.900
Doctorates: Social Sciences	0.873
Doctorates: Humanities	0.819
Non-S&E R&D Expenditures	0.791
Doctorates: Other Fields	0.616

**Per-capita analysis (first principal component explained 71% of the
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Per-capita S&E R&D Expenditures	0.931
Per-capita Research Staff	0.928
Per-capita Non-S&E R&D Expenditures	0.614

CARNEGIE CLASSIFICATIONS 2015 UPDATE — BASIC CLASSIFICATION: SCATTERPLOT

Research Activity Index Results Based on Rank-order Data



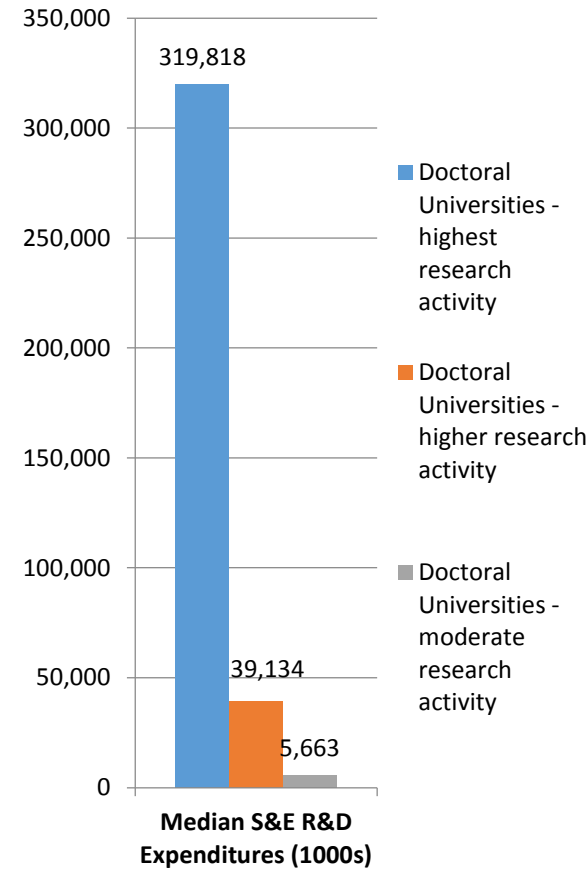
Legend:

Blue: R1: Doctoral Universities - Highest research activity
Green: R2: Doctoral Universities - Higher research activity
Orange: R3: Doctoral Universities - Moderate research activity

Notes:

- Points represent institutions.
- Units represent standard scores.
- X-axis represents aggregate research index; Y-axis represents the per capita research index.
- Doctoral Universities that are not included in the NSF data collections are not represented and all placed in the 12. Carnegie I: Taking the Next Step
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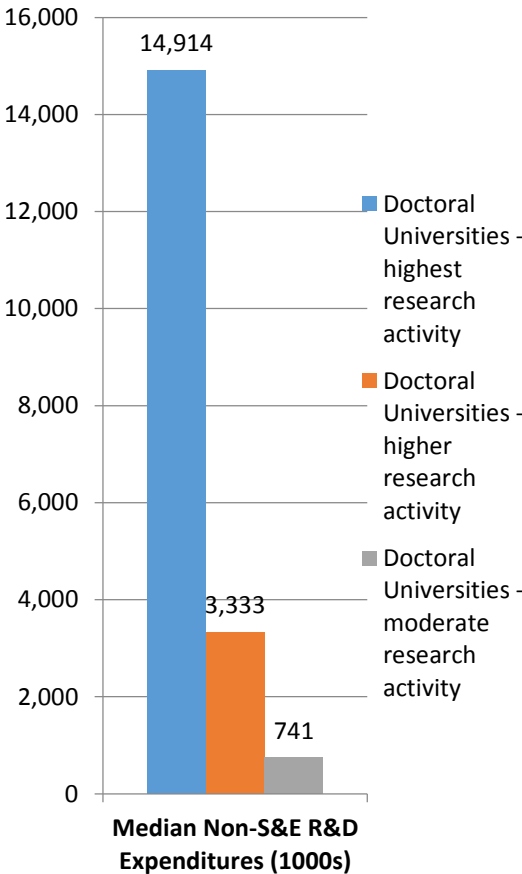
CARNEGIE CLASSIFICATIONS 2015 UPDATE – BASIC CLASSIFICATION: MEDIAN VALUES



44,351 (UofM)

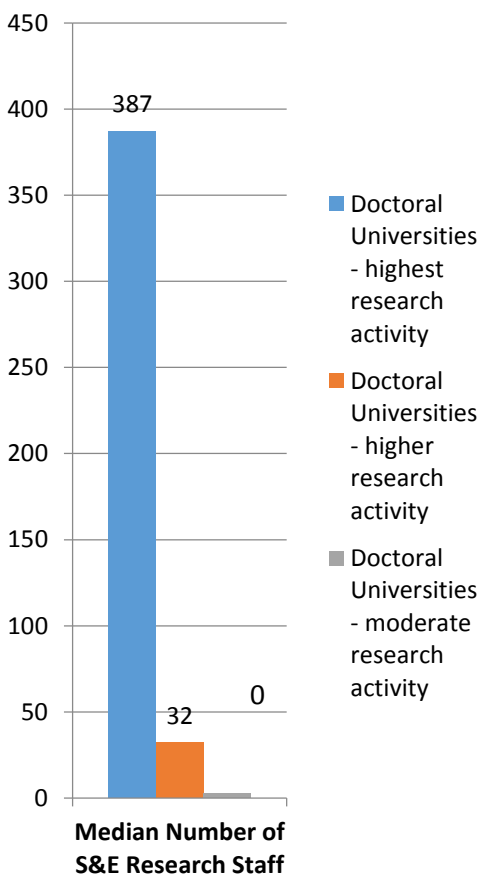
December 2018 Academic, Research and Student Success...

<http://carnegieclassifications.iu.edu>



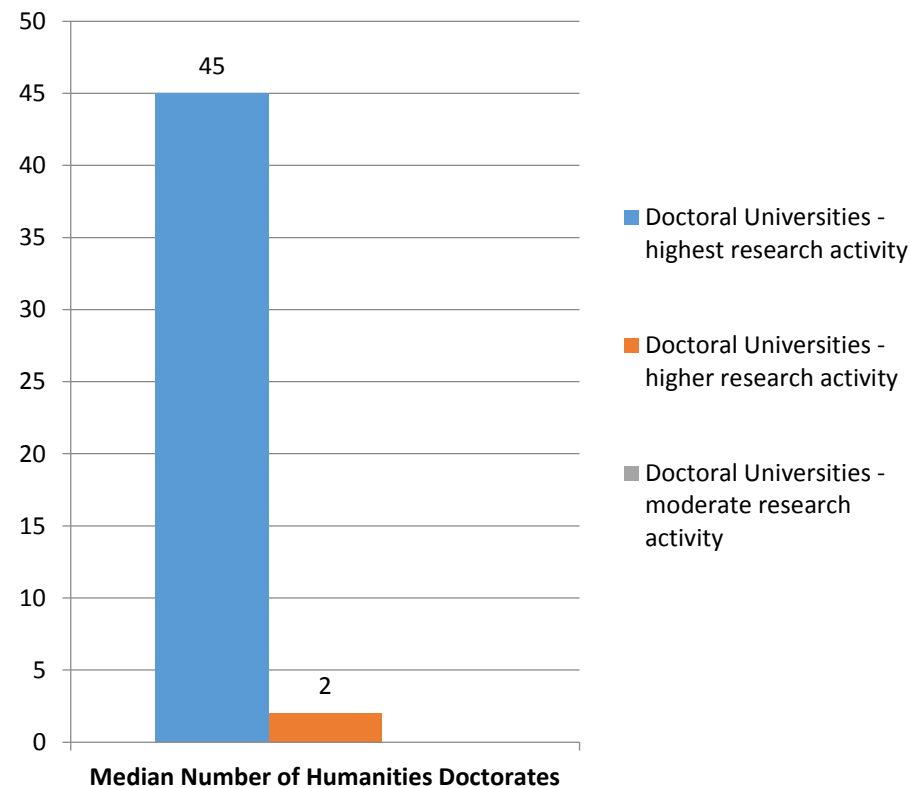
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12. Carnegie I: Taking the Next Step

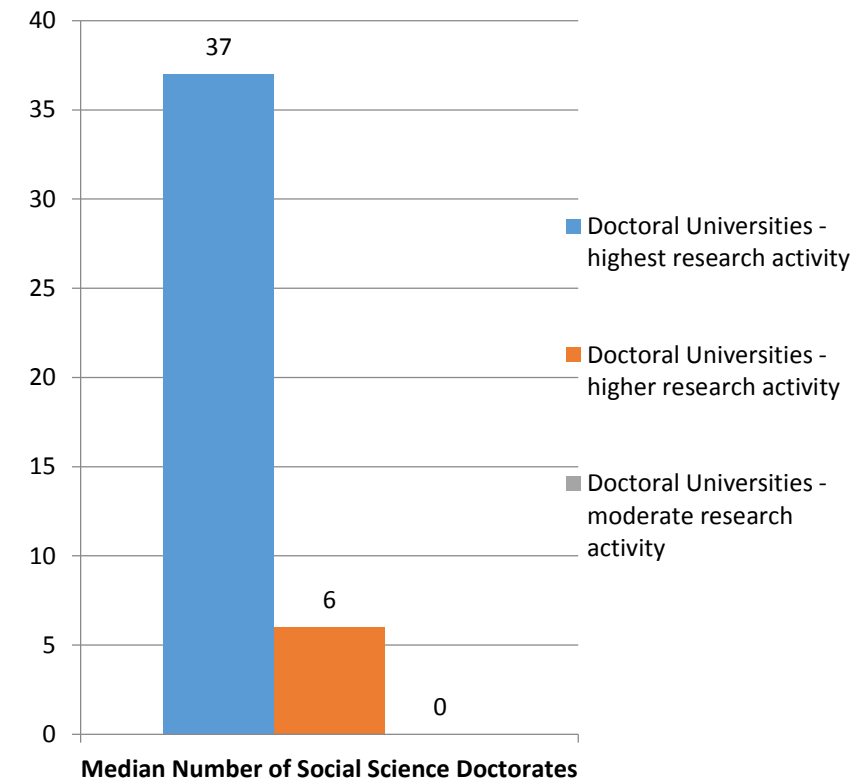


25 (UofM)

CARNEGIE CLASSIFICATIONS 2015 UPDATE – BASIC CLASSIFICATION: MEDIAN VALUES

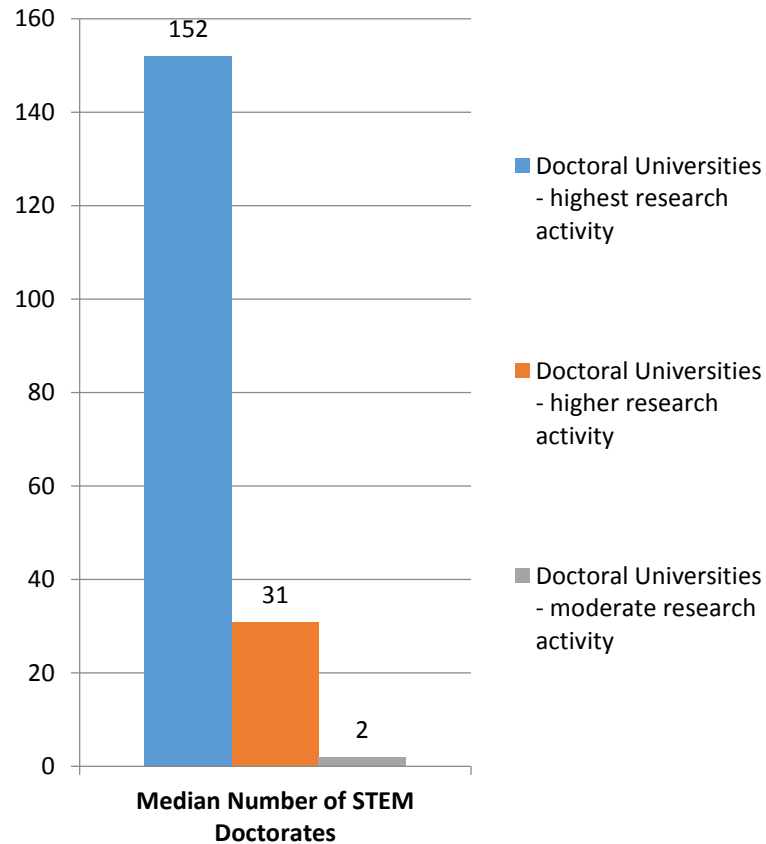


28 (UofM)

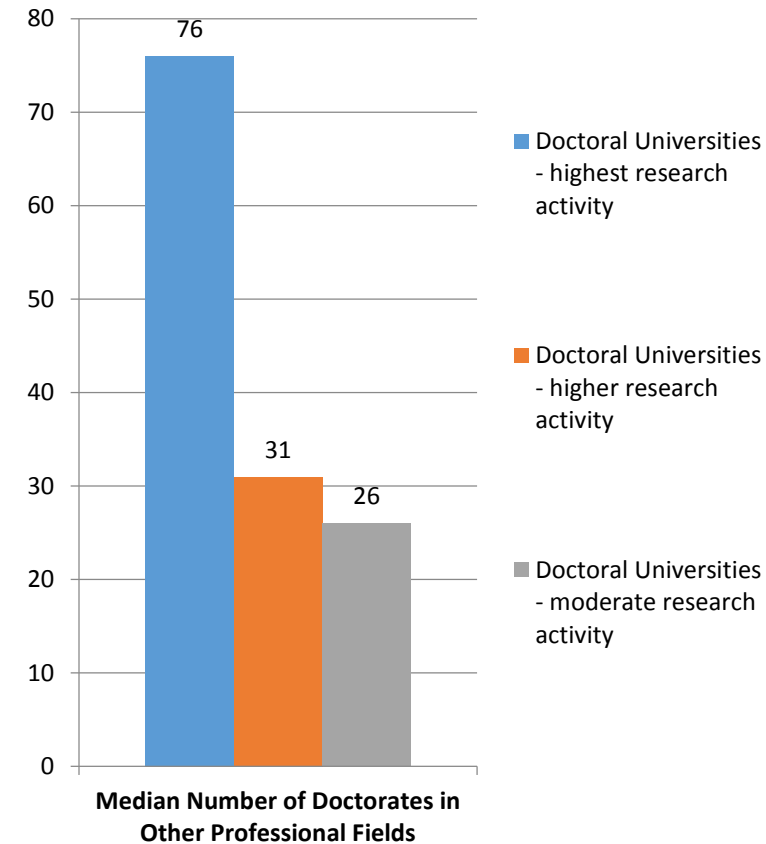


22 (UofM)

CARNEGIE CLASSIFICATIONS 2015 UPDATE – BASIC CLASSIFICATION: MEDIAN VALUES

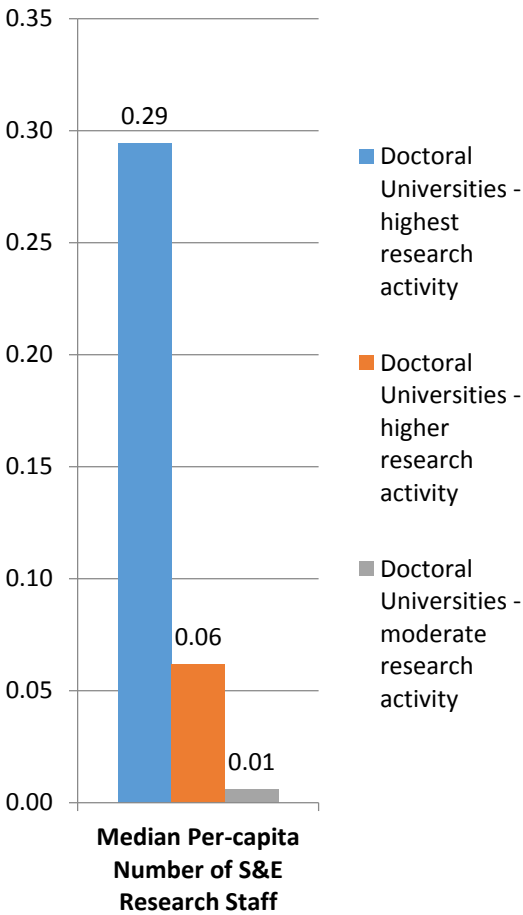
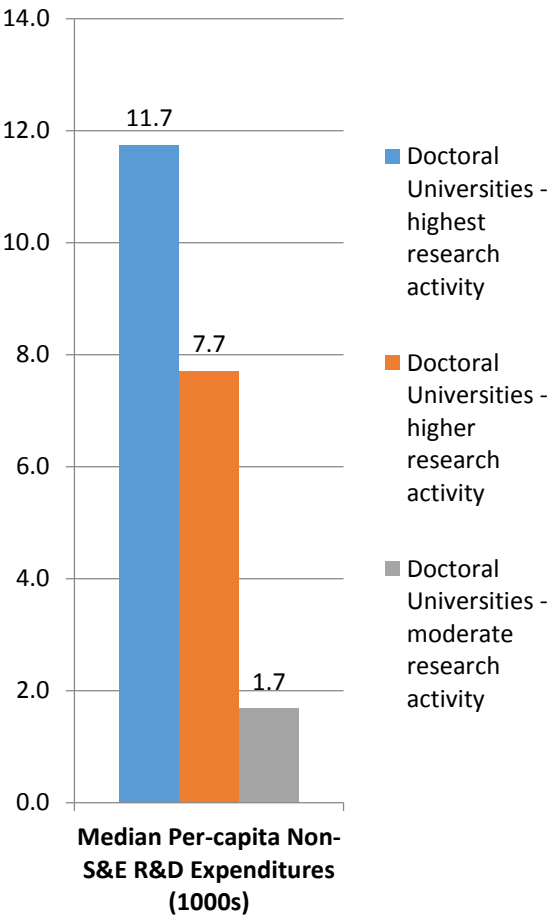
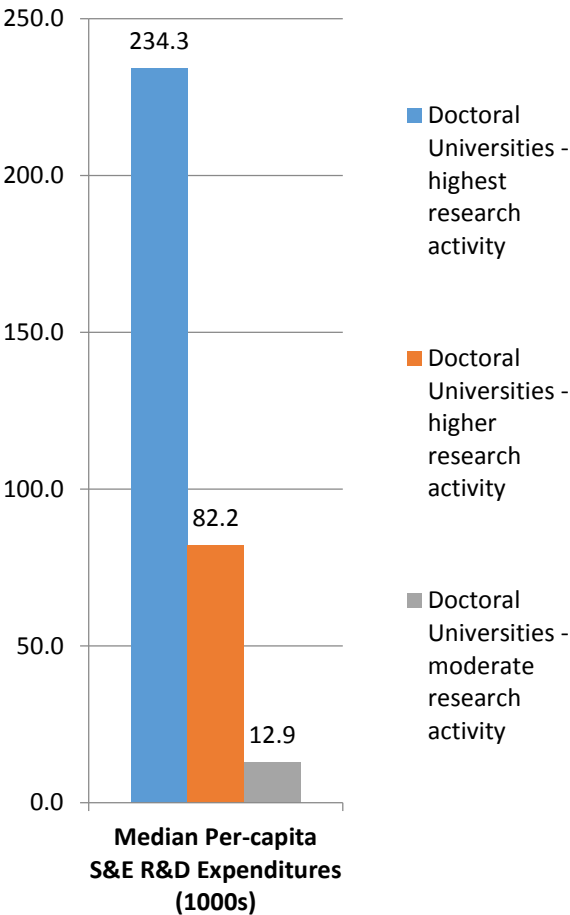


32 (UofM)



47 (UofM)

CARNEGIE CLASSIFICATIONS 2015 UPDATE – BASIC CLASSIFICATION: MEDIAN VALUES



COMPARISON TO PEER: 2014

<u>2014</u>	S&E R&D Expenditures	Non-S&E R&D Expenditures	S&E Research Staff	Doctorates: Humanities	Doctorates: Social Sciences	Doctorates: STEM	Doctorates: Other Fields
U of Memphis	44,351	11,215	25	23	28	28	45
U North Texas	39,453	12,792	47	13	42	77	72

Strategic Goals

Expand annual external research funding from \$36M to \$55M

Increase annual doctoral degree production from 136 to 200

Develop a Tier 1 research culture and profile for sustainability

- *Invest and hire in strategic growth clusters most suited to our research expertise/needs*
- *Increase the amount of research expenditure per faculty member*
- *Increase the number of research-active faculty members*
- *Increase the number of research principal investigators*
- *Increase the efficiency of research space utilization (expenditure per square foot), the quality of existing research space, and the total amount of research space available*
- *Hire more research staff with doctoral degrees – (UofM Post-Doc Program)*
- *Increase STEM doctoral programs and students – increase STEM PhD conferrals by helping them succeed*
- *Improve grants and contracts business practices to provide improved “customer service” to better support faculty members in grant preparation and submission*
- *Encourage greater graduate student funding in grant submissions*

- *Energize the U of M Research Foundation to build up a research investment fund*
- *Increase philanthropic funding for endowed professorships, graduate student fellowships, research equipment, and scholarly activities*
- *Boost foundation and industrial relationships as a diversification source of research funding – larger scale requiring co-investigator and multi-disciplinary teams*
- *Increase patent production, technology commercialization, and economic development*
- *Support Honors College to boost undergraduate research and pathways to graduate studies*
- *Develop new Ph.D. programs, refocus and rebrand existing ones, and create concentrations within existing ones to be more nimble in addressing market needs*
- *Form a UofM Research Council for mass mobilization to change research culture*
- *Update research policies to reflect latest best practices*



Taking the Next Step: *Carnegie R1 Tier for Highest Research Activity*

Jasbir Dhaliwal, PhD
EVP for Research & Innovation

December 5, 2018
Wilder Student Union
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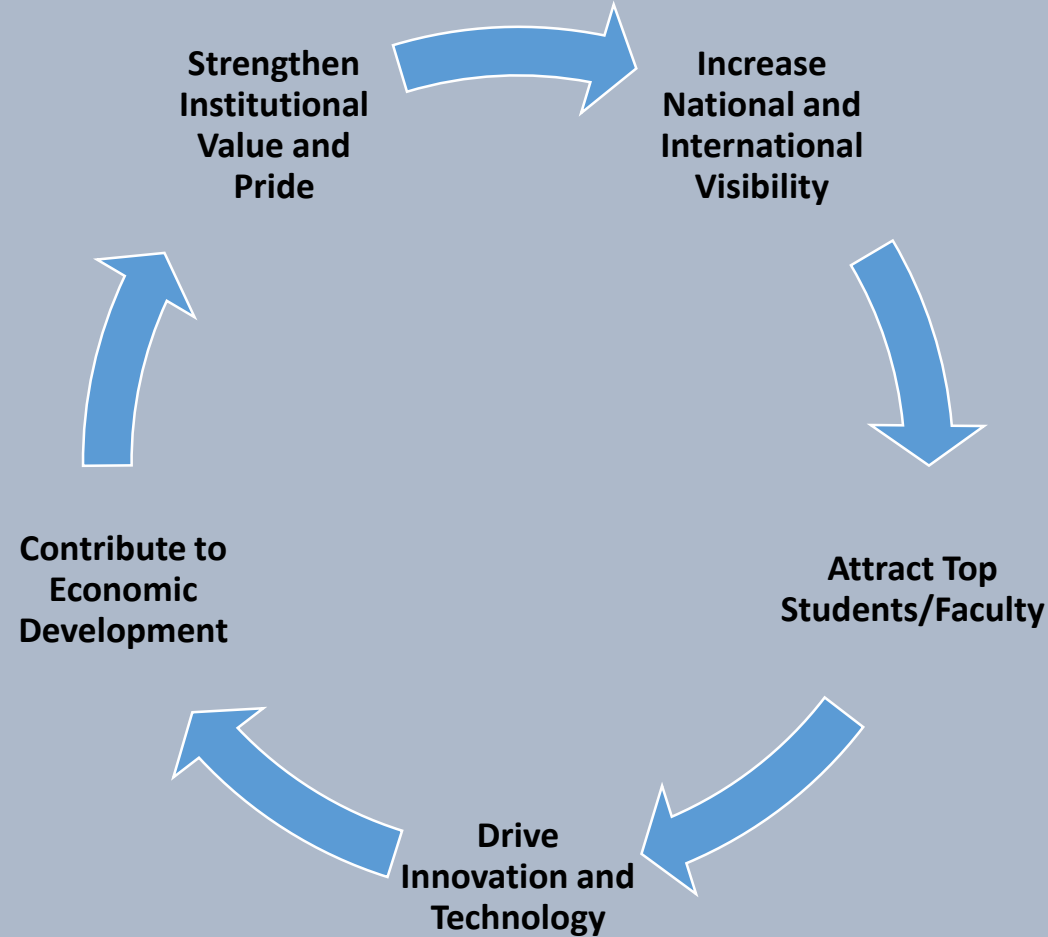


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THE UNIVERSITY OF
MEMPHIS®

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Trustees



About the Carnegie Classification

The Carnegie Classification® has been **the leading framework for recognizing and describing institutional diversity in U.S. higher education for the past four and a half decades**. Starting in 1970, the Carnegie Commission on Higher Education developed a classification of colleges and universities to support its program of research and policy analysis. Derived from empirical data on colleges and universities, the Carnegie Classification was **originally published in 1973**, and subsequently updated in 1976, 1987, 1994, 2000, 2005, 2010, and 2015.

On January 1, 2015, the Carnegie Foundation for the Advancement of Teaching transferred responsibility for the Carnegie Classification of Institutions of Higher Education to Indiana University Bloomington's Center for Postsecondary Research. The Classification continues to retain the Carnegie name.

<http://carnegieclassifications.iu.edu>

Carnegie Basic Classification mapping to U.S. News categories

Carnegie category

Doctoral Universities (R1, highest research activity),
Doctoral Universities (R2, higher research activity) and
Doctoral Universities (R3, moderate research activity)

Master’s Colleges and Universities (larger programs),
Master’s Colleges and Universities (medium programs) and
Master’s Colleges and Universities (smaller programs)

Baccalaureate Colleges—Arts and Sciences Focus

Baccalaureate Colleges—Diverse Fields;
Baccalaureate College/Associate’s Colleges: Mixed;
Baccalaureate/Associate’s Colleges: Associate’s Dominant

U.S. News category

U.S. News category: National Universities

U.S. New category: Regional Universities: North, South, Midwest and West

U.S. News category: National Liberal Arts Colleges

U.S. News category: Regional Colleges: North, South, Midwest and West

R1: Highest Research Activity

Vanderbilt University

The University of Tennessee-Knoxville

R2: Higher Research Activity

The University of Memphis

R3: Moderate Research Activity

East Tennessee State University

Middle Tennessee State University

Tennessee State University

CARNEGIE CLASSIFICATIONS 2018 UPDATE (PLANNED)

*Planning to release an official update of the Carnegie Classifications® by the end of 2018; changing from updating the classification on a **five-year to a three-year cycle**; the shorter cycle will better reflect the rapidly changing higher education landscape.*

Changes to Expect

Planning a change that will reshape membership of the Doctoral Universities and Master's Colleges and Universities categories; doing so to accommodate "Doctor's degree – professional practice" within the methodology. These degrees, formerly referred to as "first professional degrees," and including such degrees as the MD, JD, PharmD., DDiv, etc., have previously not been considered as part of the Basic Classification methodology. There will also likely be some minor adjustments to classifications that will be related to changes in the available data.

Data Sources

The update will be primarily based on the 2016-17 IPEDS (Integrated Postsecondary Education Data System) degree completions file, which is scheduled to be released by the middle of calendar year 2018. Additionally, we will use the next release (FY2017) of the NSF Higher Education Research & Development (HERD) data, which they anticipate will be available in Fall 2018, as well as the next release (Fall 2016) of the Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS) data, expected in February 2018. It is likely that the Basic, Undergraduate Instructional Program, and Graduate Instructional Program classifications will be released by December, but they will likely delay the release of the Enrollment Profile, Undergraduate Profile, and Size and Setting classifications until the Fall 2017 IPEDS enrollment file is released in early 2019.

Plan for Restructuring the Doctoral Universities Categories

The working plan is to designate what is currently the “R3: Doctoral Universities – Moderate research activity” category into a yet to be officially named, “Doctoral/Professional Universities” category. The other two categories will be labeled something like, “Research Universities,” with a yet to be determined distinction that reflects the differences in levels of research activity, using essentially the same research activity index as in prior years.

The intent is to maintain roughly the same number of institutions (115, plus or minus a few) within what is now the “R1: Doctoral Universities – Highest research activity” category. The exact number will depend upon the distribution of institutions across the research activity index. We will be looking for a break point that yields as much space as possible between the institutions above and below that point.

PCA loadings based on rank-order data

Aggregate analysis (first principal component explained 70% of the total variance)

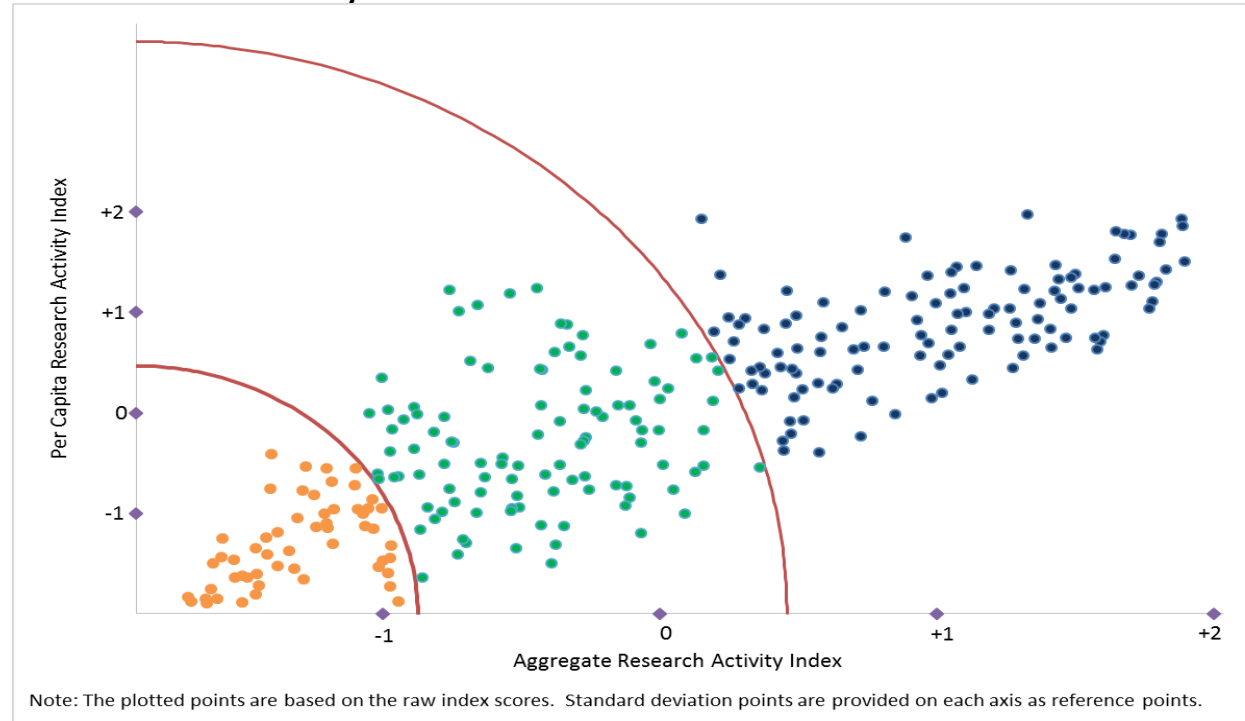
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CARNEGIE CLASSIFICATIONS 2015 UPDATE — BASIC CLASSIFICATION: SCATTERPLOT

Research Activity Index Results Based on Rank-order Data



Legend:

Blue: R1: Doctoral Universities - Highest research activity

Green: R2: Doctoral Universities - Higher research activity

Orange: R3: Doctoral Universities - Moderate research activity

Notes:

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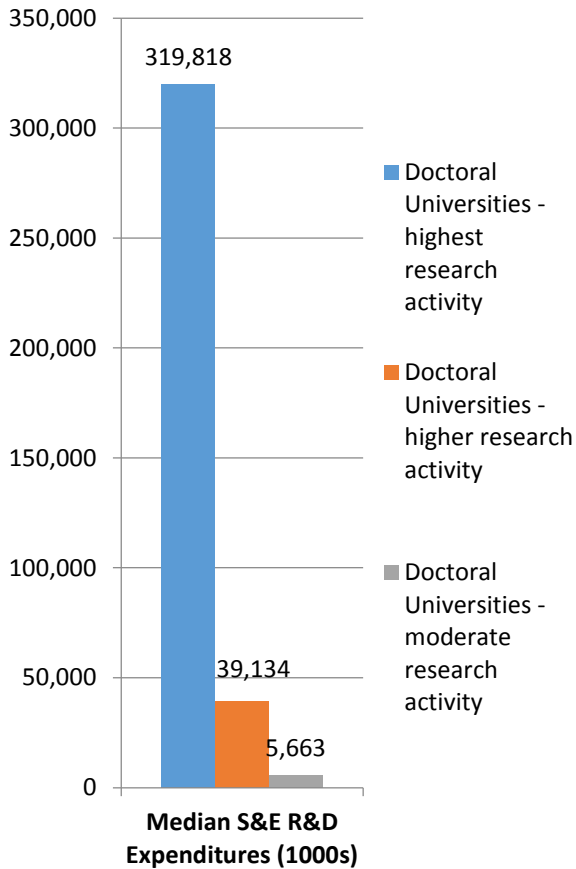
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12. Carnegie I: Taking the Next Step

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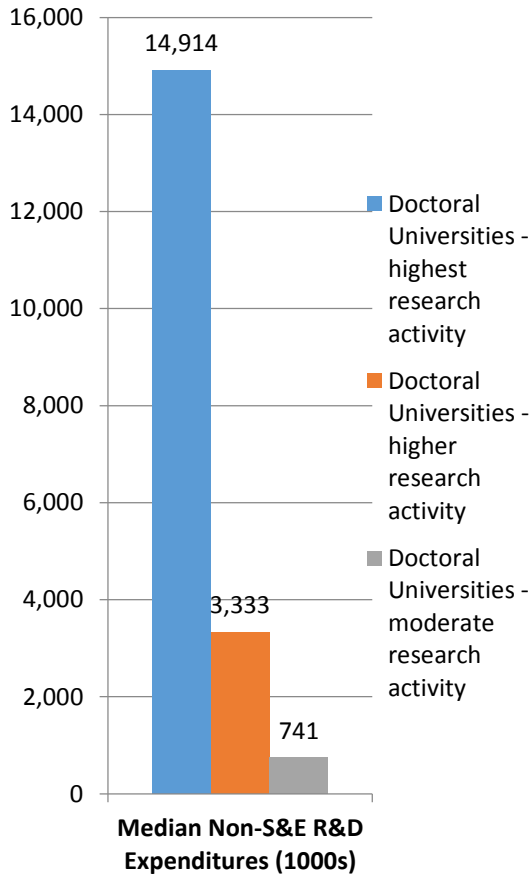
CARNEGIE CLASSIFICATIONS 2015 UPDATE – BASIC CLASSIFICATION: MEDIAN VALUES



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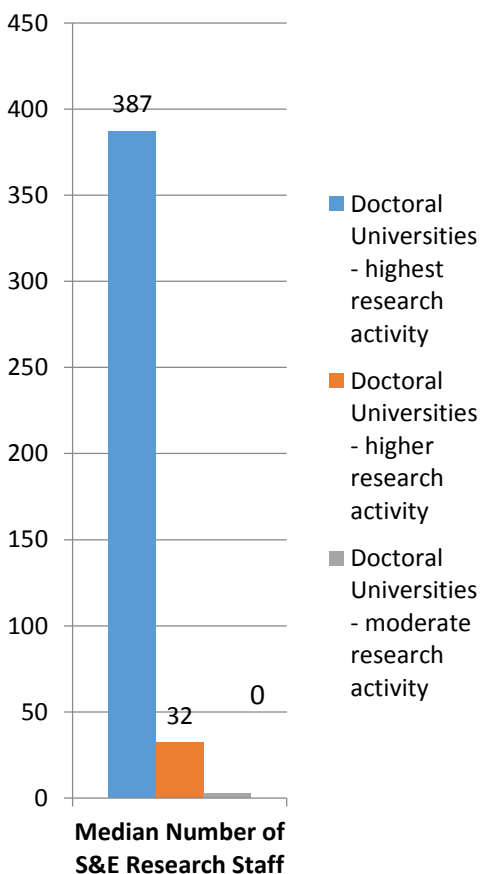
December 2018 Academic, Research and Student Success...

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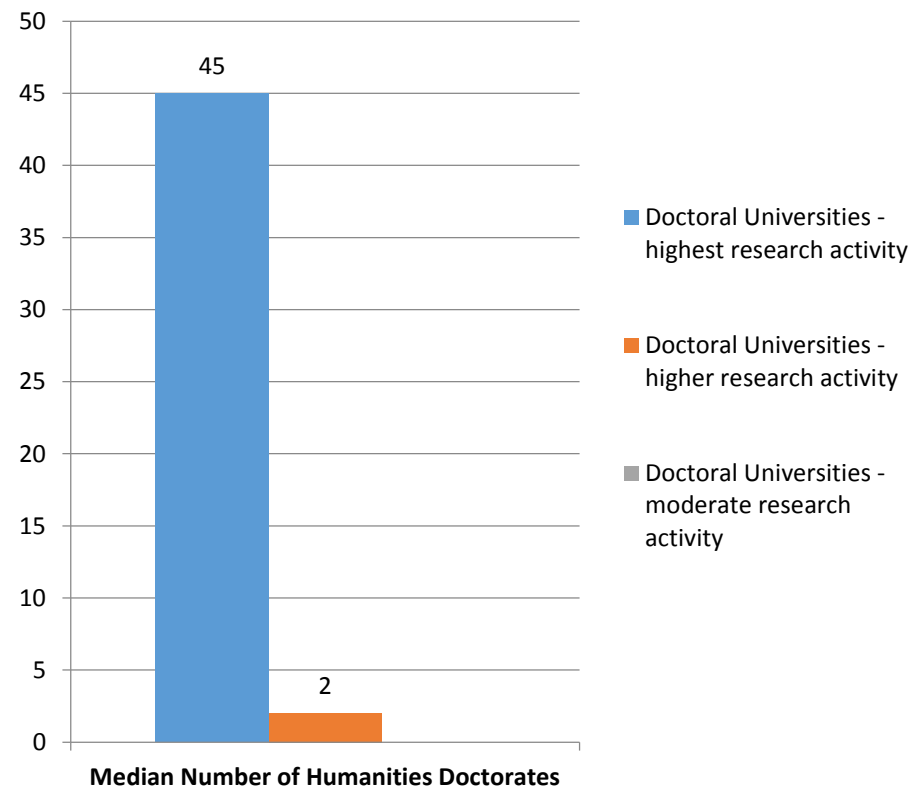
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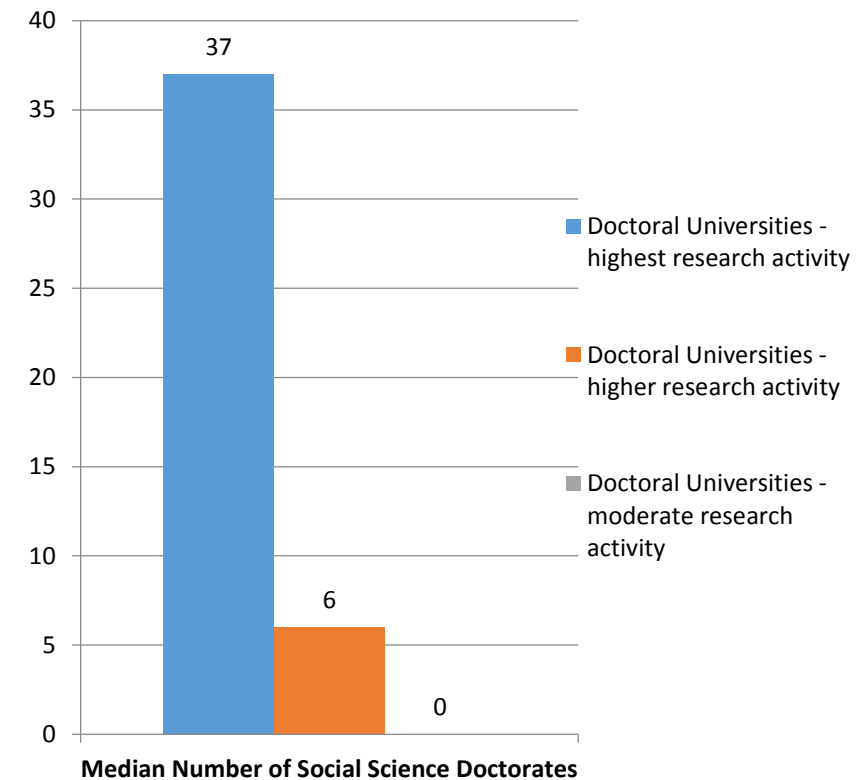


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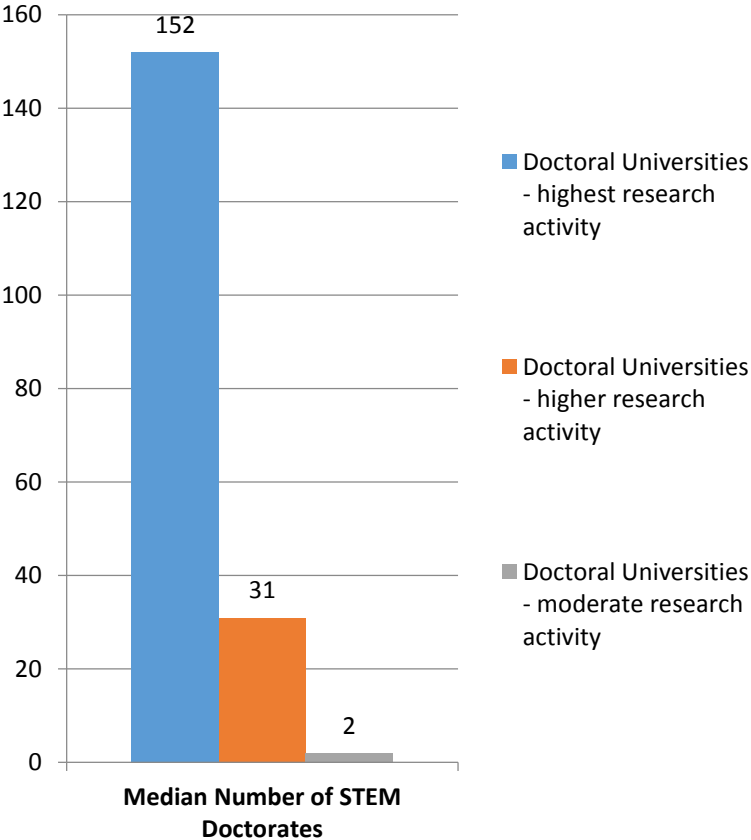


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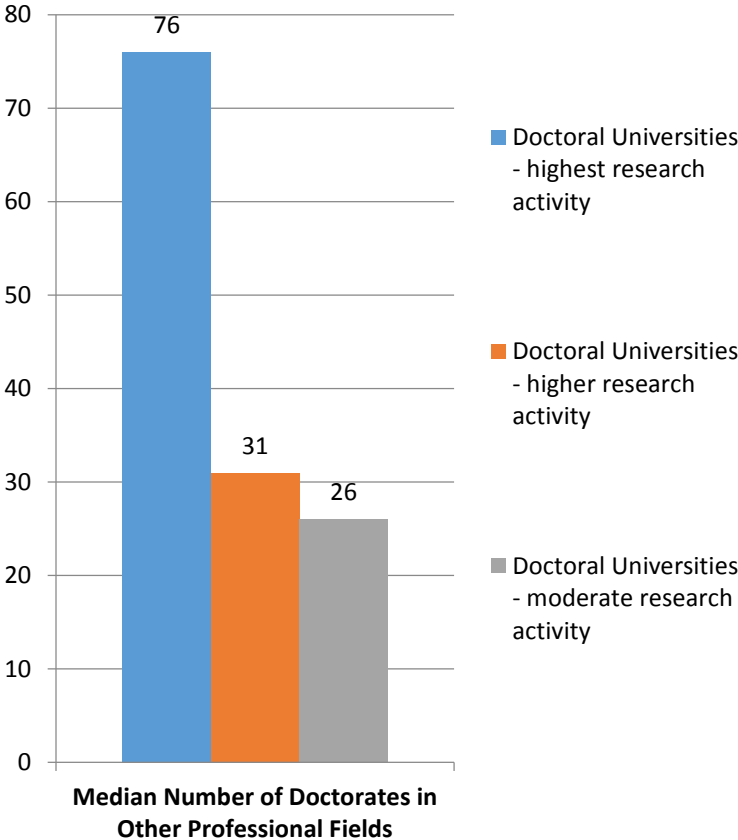


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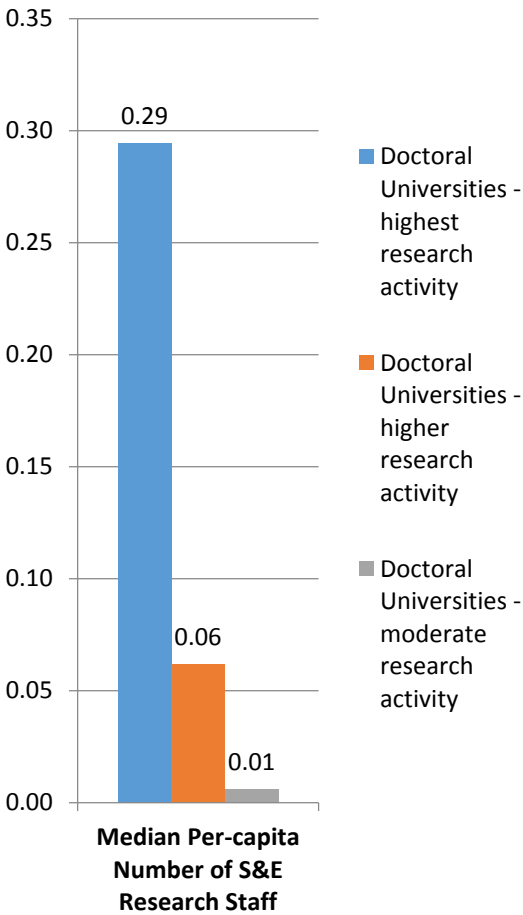
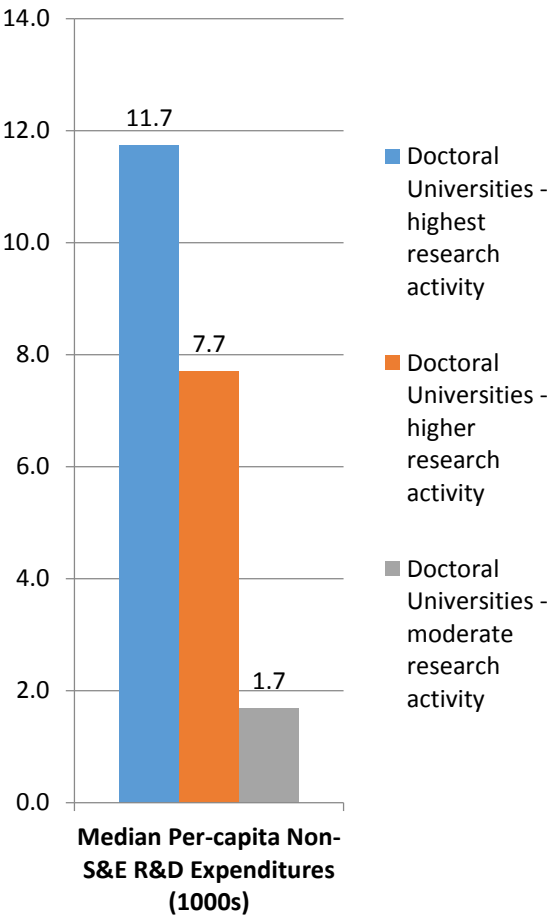
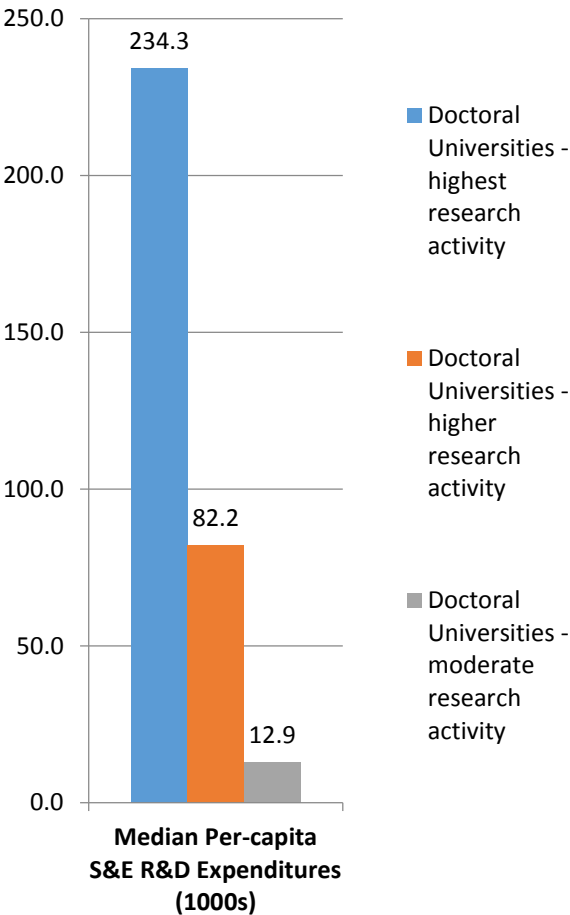


32 (UofM)



47 (UofM)

CARNEGIE CLASSIFICATIONS 2015 UPDATE – BASIC CLASSIFICATION: MEDIAN VALUES



Carnegie Classifications

- University of Memphis (UofM):
R2 Higher research activity
- University of North Texas (UNT):
R1 Highest research activity

CARNEGIE CLASSIFICATIONS 2015 UPDATE



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UofM	
==Level	4-year or above
Control	Public
Student Population	21,059
Basic	Doctoral Univ: R2 Higher Research Activity
Undergraduate Instructional Program:	Balanced arts & sciences/professions, high graduate coexistence
Graduate Instructional Program:	Research Doctoral: Comprehensive programs, no medical/veterinary school
Enrollment Profile:	High undergraduate
Undergraduate Profile:	Four-year, medium full-time, selective, higher transfer-in
Size and Setting:	Four-year, large, primarily nonresidential
Community Engagement:	Classified through the New England Resource Center for Higher Education

UNT	
==Level	4-year or above
Control	Public
Student Population	36,486
Basic	Doctoral Univ: R1 Highest Research Activity
Undergraduate Instructional Program:	Balanced arts & sciences/professions, high graduate coexistence
Graduate Instructional Program:	Research Doctoral: Comprehensive programs, no medical/veterinary school
Enrollment Profile:	High undergraduate
Undergraduate Profile:	Four-year, medium full-time, selective, higher transfer-in
Size and Setting:	Four-year, large, primarily nonresidential
Community Engagement:	Not Classified

UoFM v. UNT: NSF OVERVIEW RANKINGS

- UofM

Data year	Earned doctorates			Full-time graduate students			Total federal obligations			Total R&D expenditures		
	Rank	Percentile	Institutions ranked	Rank	Percentile	Institutions ranked	Rank	Percentile	Institutions ranked	Rank	Percentile	Institutions ranked
2016	113	26.8	431	204	30	694	210	21.9	992	198	22.6	902
2015	128	30.4	428	205	30.3	690	223	22.8	1,010	199	22.8	898
2014	129	31	424	196	29.2	685	245	25.2	997	184	21.4	889
2013	123	29.9	419	191	35	555	266	27.4	993	203	23.6	886

- UNT

Data year	Earned doctorates			Full-time graduate students			Total federal obligations			Total R&D expenditures		
	Rank	Percentile	Institutions ranked	Rank	Percentile	Institutions ranked	Rank	Percentile	Institutions ranked	Rank	Percentile	Institutions ranked
2016	83	19.9	431	116	17.4	694	169	17.8	992	217	24.7	902
2015	83	20	428	126	19	690	178	18.4	1,010	205	23.5	898
2014	89	21.6	424	134	20.2	685	186	19.4	997	203	23.5	889
2013	100	20.3	419	129	23.9	555	182	19.1	993	200	23.3	886

December 2018 Academic, Research and Student Success...

12. Carnegie I: Taking the Next Step

CORRELATES OF RESEARCH ACTIVITY: 2014

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1. **Carnegie Classifications:** <http://carnegieclassifications.iu.edu>
2. **US News:** <https://www.usnews.com/education/best-colleges/articles/how-us-news-calculated-the-rankings>
3. **HERD:** <https://www.nsf.gov/statistics/srvyherd/>
4. **National Science Foundation: National Center for Science and Engineering Statistics**
<https://ncesdata.nsf.gov/profiles/>
5. **UNT Strategic Plan 2010-2010:** <https://research.unt.edu/about-us/strategic-plans/extended-summary>
6. **UNT Strategic Plan 2017-2022:** <https://research.unt.edu/about-us/unt%E2%80%99s-strategic-plan-research>

13. Update/Growth of LiFE

Presented by Dick Irwin

The University of Memphis Board of Trustees

Presentation

For Information

Date: December 5, 2018

Committee: Academic, Research and Student Success Committee

Presentation Title: Update/Growth of LiFE

Presented by: Dr. Richard Irwin, Vice Provost for Academic Innovation and Support Services

LiFE: Learning inspired by FedEx

Dr. Richard Irwin

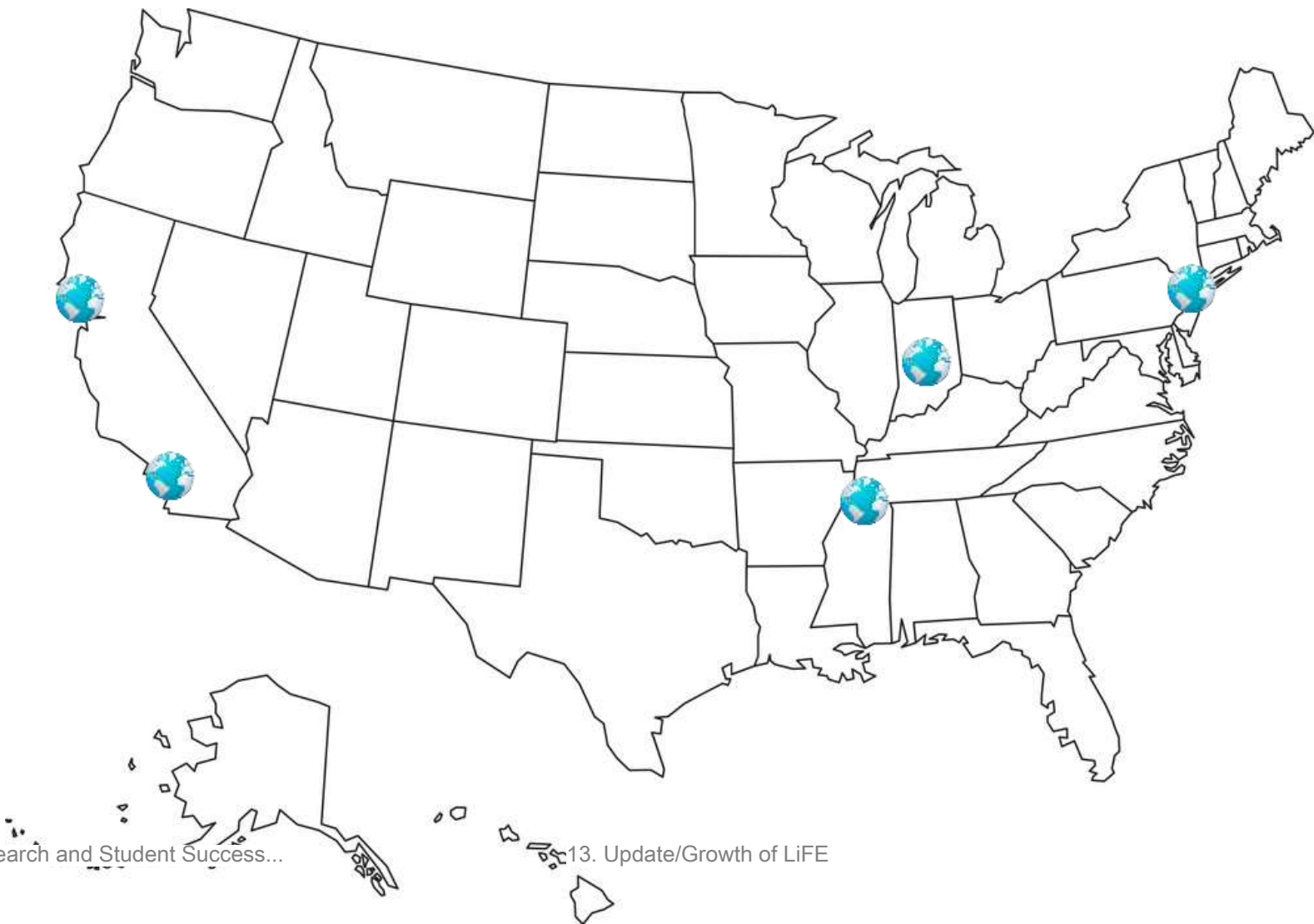
December 5, 2018

Wilder Student Union

UofM Lambuth



LiFE Hub Locations



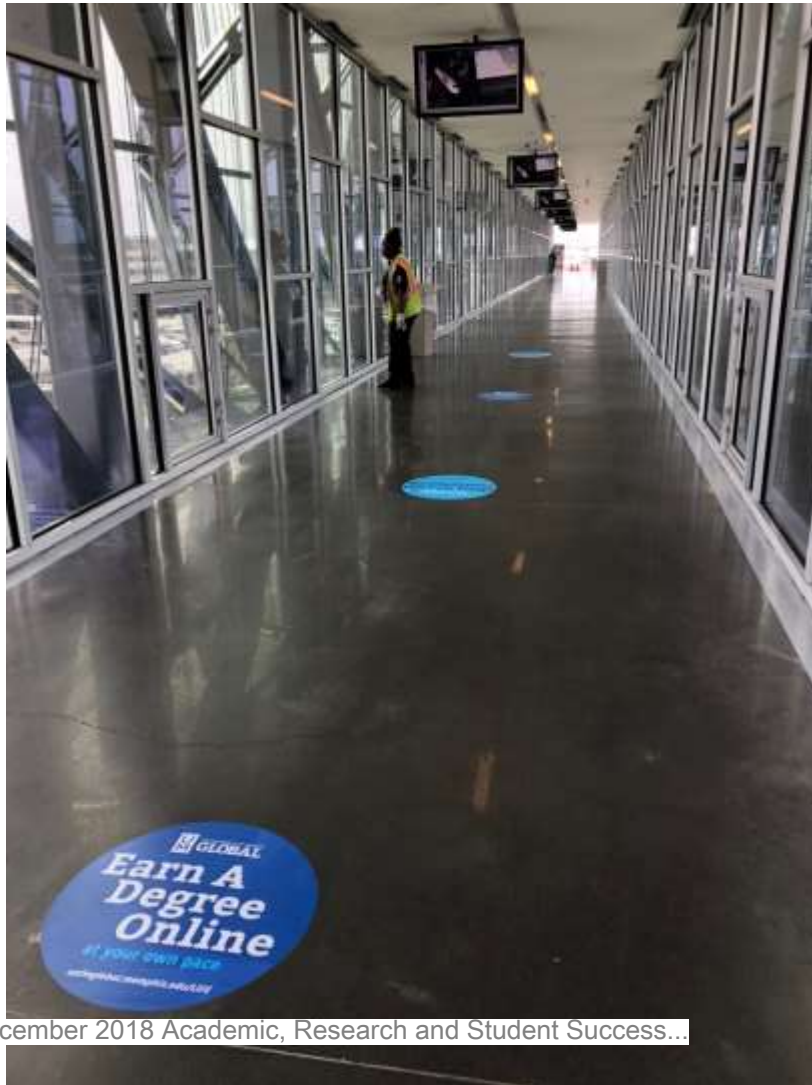




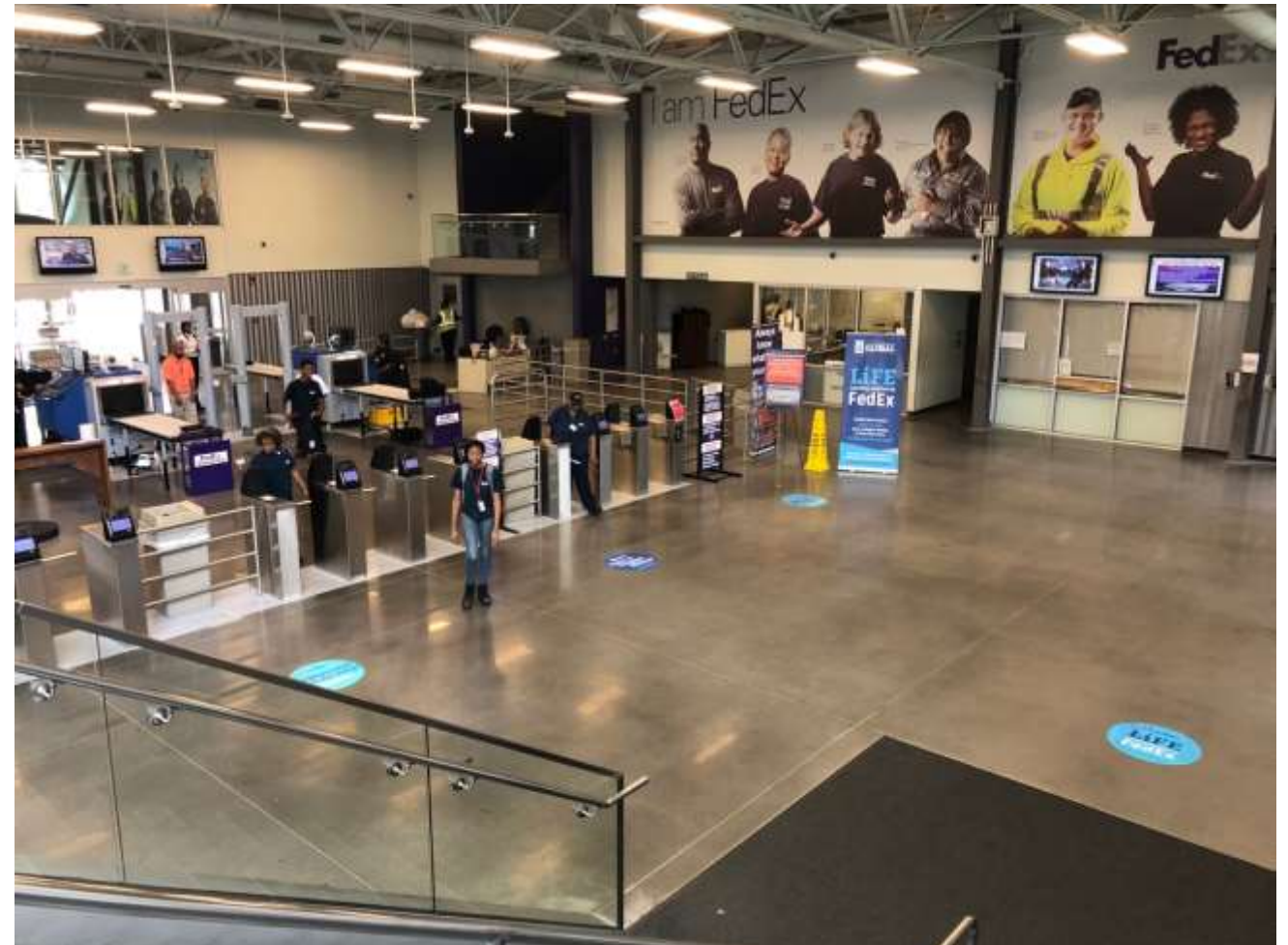




Marketing in Hubs



December 2018 Academic, Research and Student Success...



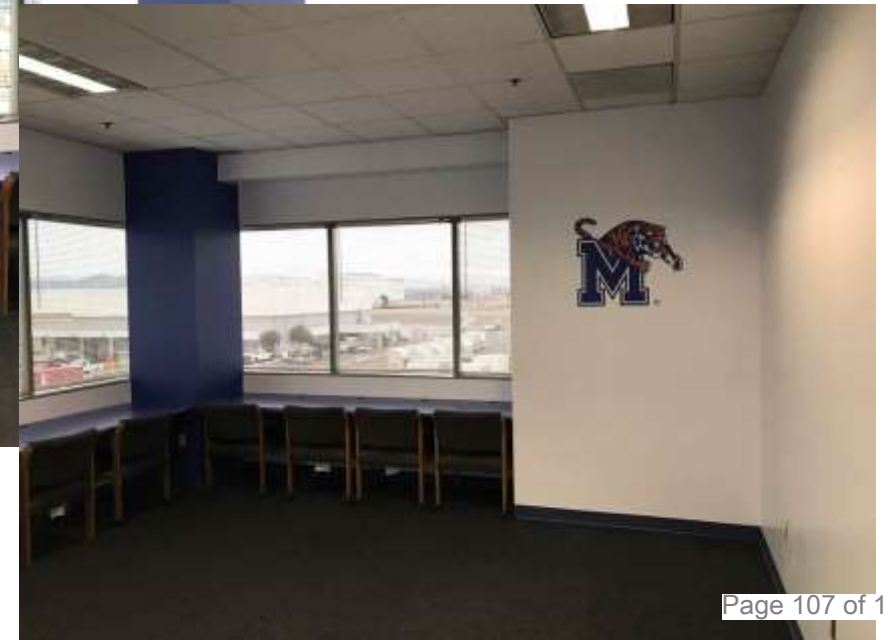
13. Update/Growth of LiFE



December 2018 Academic, Research and Student Success...



13. Update/Growth of LiFE



Media Coverage



Sharing Our LiFE Story



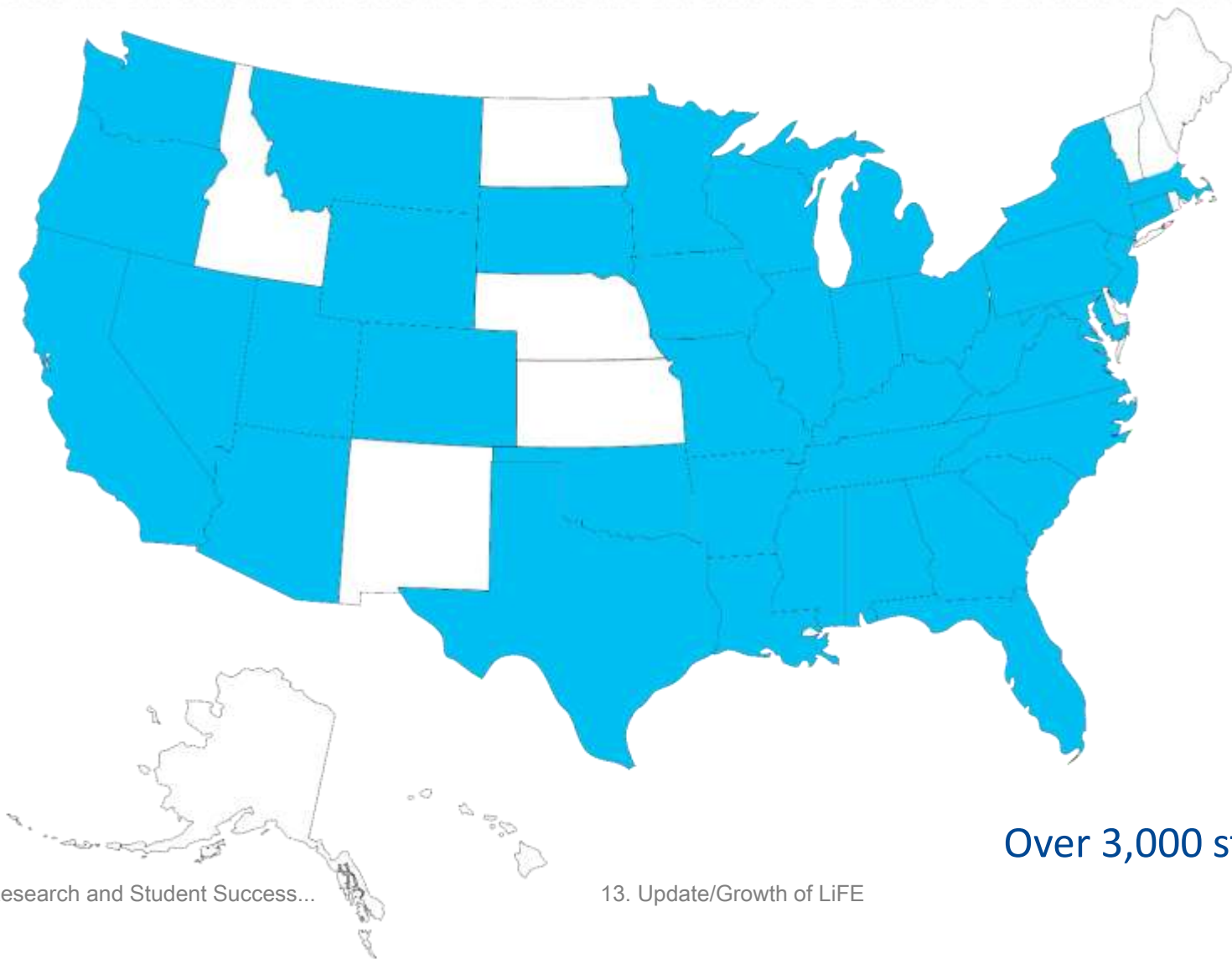
Activity Since August Launch

2600+ eligible inquiries

1750 FedEx employees engaged with the LiFE Program

**250 students in a
course this fall**

**1500 students in the
Prep Academy**



Over 3,000 students from 39 states



Dr. Richard Irwin

rirwin@memphis.edu

901.678.2894

14. Additional Committee Business

Presented by David North

15. Adjournment